



2023-2024 Principal Residency Grant Cycle 6
Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 28, 2022

NOGA ID

Authorizing legislation

This LOI application must be submitted via email to loiapplications@tea.texas.gov.

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, October 28, 2022**.

Application stamp-in date and time

Grant period from

Pre-award costs permitted from

Required Attachments

Application Part 2: Budget Workbook, Excel workbook with the grant's budget schedules (linked along with this form on the TE Grants Opportunities page)

Attachment 1: Leverage Leadership Readiness Assessment

Attachment 4: Instructional Leadership Meeting

Attachment 2: Supplemental Narrative Question Responses

Attachment 5: District Coaching Tool

Attachment 3: Educator Preparation Program's Scope and Sequence

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Campus ESC UEI

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

Shared services arrangements (SSAs) are **NOT** permitted for this grant.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2023-2024 Principal Residency Grant Cycle 6 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 Principal Residency Grant Cycle 6 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements
- 6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 7. LEA assures that the principal residency is full-time and at least one year in length.
- 8. LEA assures that residents do not have significant classroom responsibilities.
- 9. LEA assures that residents do not hold a principal certification in the state of Texas.
- 10. LEA assures that residents will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities
- 11. LEA assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Residency Summer Institute in Spring 2023.
- 12. LEA assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.
- 13. LEAs and EPPs must utilize *Attachment 2: Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and *Attachment 3: Principal Residency Grant Fidelity of Implementation Rubric for EPPs* to design and implement residency.

Statutory/Program Assurances, cont'd.

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

14. If preliminarily selected for award, LEA assures they will select their EPP per their compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to ebonylove@tea.texas.gov for approval.
15. LEA assures it will choose from the list of approved EPP providers. An approved provider list **is** posted on the [TEA Grant Opportunity page](#), with all documents pertaining to the RFA.
16. If preliminarily selected for award, LEA agrees that the full grant award will not be released until TEA staff have concluded the negotiation process and verified that an approved EPP provider was selected and the MOU contains all the required elements, including the following: a) Courses that are designed to develop leader competencies including the Texas 268 Identified Integrated Pillars: Communication with Stakeholders; Diversity and Equity; Professional Development; Curriculum Alignment; Hiring, Selection and Retention; School Vision and Culture; Data-Driven Instruction; Observation and Feedback; Strategic Problem Solving, b) Course designs that explicitly connect course content, authentic leadership opportunities of residency, resources and materials, and course assessment measures, c) Residency design provides candidates with performance assessments of best practices for use in reflecting upon and refining specific competencies being developed, d) Residency design includes structured authentic leadership opportunities in which residents apply new learning and become familiar with various real-world contexts, e) Residency design utilizes formative feedback, provided to the resident at least on a weekly basis, as an essential tool in guiding learning toward objectives and formative and summative goals, and f) Residency design that uses culturally responsive methods to develop leader competencies at the personal, instructional, and institutional level.

Summary of Program

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

Forney ISD is located in the 3rd fastest growing county in the nation, Forney ISD is also one of the fastest growing districts in Texas. Current enrollment is 16,112 students, a 7% growth from the previous school year, with our student demographics of 36% African American, 29% Hispanic, and 28% White. Furthermore, our students are identified as 42% Economically Disadvantaged, 46% At Risk, 14.5% Special Education, 9% 504, 8% ESL, 3% Bilingual.

In comparison, FISD's demographics as of 2017 had 10,198 students, 63% growth from 2017 to 2022, with 12% (200% increase) African American, 25% (16% increase) Hispanic, and 58% (-52% decrease) White. Furthermore, our students are identified as 24% (75% increase) Economically Disadvantaged, 37% (24% increase) At Risk, 9% (61% increase) Special Education, 7% (29% increase) 504, 7% (14% increase) ESL, 2% (50% increase) Bilingual.

Forney ISD is expected to grow to over 35,000 students in the next ten years. Our school system must add new campuses and facilities to accommodate the influx of new students. In May of 2022, the community of Forney passed a 1.2 billion dollar bond that will fund five elementary/early childhood schools, early childhood expansions and improvements, elementary expansions and improvements, four middle/intermediate schools, intermediate school expansions and improvements, middle school expansions and improvements, a new high school, and additional college and career capacity.

Forney ISD has partnered with University of Texas at Tyler (UTT) to establish a program to develop future educational leaders with an instructional focus. Due to our extreme growth, Forney ISD must increase its instructional leader pipeline. The district had the following administrator vacancies for the 2022-2023 school year included 15 Assistant principals (5 internal promotions). Roughly half of our APs were found from outside the district. With only 33% coming from internal candidates, we struggled to find Assistant Principals. Over the next few years, Forney ISD is projected to double in size, and we must establish a substantial leadership pipeline that will support and maintain our mission, vision, and board goals. Furthermore, based on our district-wide ethnicity data, we must be intentional with hiring future leaders that supports our equity-centered hiring practices.

The district has identified eleven campuses needing targeted support to improve student learning, attendance, and discipline. More specifically, eight campuses are currently labeled as Title 1. The 2023 fiscal year, we expect three more campuses to be labeled as Title 1.

Goals, Objectives, and Strategies

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

Goals: Forney ISD will partner with UTT and establish an administrator pipeline to develop future leaders with on the job training.

Objectives: Due to Forney ISD's extreme growth and the recent passage of the 1.2 billion dollar bond for new campuses, we must develop our own administrator pipeline with the fundamentals and values established by the Forney ISD board goals, mission, and vision. We will select up to 10 Principal Fellows to serve and learn on one of our Title I identified campuses that are in need of advancing the educational attainment of our students. Furthermore, we will need thirty Assistant Principals and ten Principals due to our extreme growth and passage of the 1.2 billion dollar bond for ten new campuses.

Strategies: Not only will the on-the-job training help grow future leaders, but this residency program will also help further the educational advancement of Forney ISD students. We expect our Principal Fellows to have a robust instructional background and can advance the abilities of our teachers. Furthermore, the Principal Fellows will enroll in the 15-month Masters in educational leadership with UTT.

Performance and Evaluation Measures

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

Principal Fellow success measures:

1 Student performance - various testing milestones, both summative and formative, will be evaluated, including MAP, iSTAAR, Learning Checks, STAAR, DRA, CLI, TX-KEA.

2 Practical application and experience with the six principal domains and eleven competencies are incorporated into the UTT's Master's program. Also, the campus mentor will help support the Principal Fellow by providing opportunities for the Fellow to directly apply the required field experiences.

3 Preparation for the 268 exam & PASL tasks - both the campus mentor and district support administrator will collaborate with Principal Fellows on the three PASL required tasks. The required PASL tasks will be campus-based expectations that will help the Principal Fellow become a certified administrator but also help advance student achievement and improve campus climate.

4 Academic coursework should be successfully completed per UTT's acceptable passing guidelines.

5 Principal Fellow evaluations conducted by campus mentor

6 District support administrator program evaluation - This evaluation will consider not only the Principal Fellow's effectiveness but also the principal mentor's focus and attention.

7 UTT field supervisor evaluations

8 TEA representative will also periodically visit with Principal Fellows and Campus Mentors

Budget Narrative

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

FISD will commit \$150,000 towards the Principal Fellows program. Breakdown of the total budget of \$90,000:

Average salary for Principal Fellow: 58,300 (Teacher with 7 years of experience)

Benefits: \$6,231

Tuition Reimbursement: \$17,000

Laptop and other supplies: \$1,816

Certification and PASL fees: \$653

Principal Mentor Stipend: \$3,000

TEA Principal Residency Summer Institute in Spring 2023: \$3,000

Total: \$90,000 X 10 Principal Fellows = \$900,000

Currently, we are using a Dean of Students model for teachers currently working on their Master's degree and principal certification. Each campus that selects a Dean of Students has to sacrifice a full time employee (FTE) from the teacher allotment. While this program has been successful in developing several administrators over the past few years, it is a huge burden on the master schedule.

Program Requirements

1. The LEA must provide a description of the targeted recruitment and selection process which utilizes demonstrated criteria including evidence of measurable student achievement, strong evaluations/appraisals, interpersonal leadership, effective response to observations and feedback, evidence of strategic problem solving, and growth mindset. LEA must also provide their plan for considering the degree to which the diversity of the residents mirrors that of the student population in their recruitment and selection strategy.

For consideration to the residency program the applicant will submit the following:

- 1 Resume
- 2 Letter of Interest specific to the Principal Fellow program
- 3 Transcripts (can't have a Masters in Educational Leadership or certified as a Principal)
- 4 Past two year performance evaluations with proficient or great for each T-TESS dimension.
- 5 Three letters of recommendation with one being from the current evaluating supervisor.
- 6 Student data from the past two years that is directly related to the applicant's influence with the student group. Student data can consist of STAAR, MAP, and/or other Summative performance testing.

Marketing:

- 1 Forney ISD in conjunction with UTT will develop a marketing campaign to help solicit quality candidates for the Residency program which will include direct emails, a marketing webpage, and teacher lounge posters.
- 2 UTT will host an informational meeting on the university expectations and program design.
- 3 Current Forney campus and district administrators will nominate educators for consideration to the residency program.

Selection Process:

- 1 A rubric will be developed to help guide the selection process that supports equity-centered hiring practices
- 2 Applicants will participate in interviews and scenario based selection process
- 3 Form an equitable hiring committee to assist the selection process
- 4 Consideration will be given to minority applicants that closely align with our population of 65% minority students.

2. Provide a description of the year-long, full-time residency that includes the following opportunities for the resident: a) sustained and rigorous clinical learning in an authentic school setting; b) substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; c) the skills needed to establish and support effective and continuous professional development with assigned teaching staff; d) the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture, e) how the district and EPP will support the candidate's gradual release of responsibility, and f) provide frequent short cycle coaching related to intentionally designed learning experiences.

The topics below are closely aligned to the Assistant Principal T-PESS Rubric and each Principal Fellow will receive direct instruction on each but also be expected to show competency in the field.

- 1 School leadership and planning: Educator Code of Ethics including Equity Center Leadership development, Campus Improvement Plan Development and Continuous Improvement, and Cultivating leadership capacity
- 2 Effective, Well Supported Teachers: Recruit, select, assign, and induction of faculty and staff, Retention of faculty and staff including Crucial conversations, Walkthroughs and Observations, and Master scheduling
- 3 Positive School Culture: Safe environment, High Expectations, Behavioral Expectations and Management Systems, Proactive and Responsive Student Support Services, Family and Community Engagement
- 4 High Quality Curriculum and Effective Instruction: Accountability and assessments, and CLC Leadership

Also, a project based on PASL Tasks below will be presented to the campus mentor and district assigned facilitator for approval. Once the project is approved the Principal Fellow is expected to follow the PASL task rubrics for implementation fidelity.

Program Requirements (Cont.)

3. The LEA must provide a description of Data-Driven Instruction systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Data-Driven Instruction* provided in Attachment 1.

Within FISD's instructional coaching model, the Principal Fellow will prioritize and protect the development of trusting relationships with all stakeholders. He/She will approach change with empathy and encouragement by contributing to the establishment of a safe and risk-free environment. Coaching interactions will leave teachers feeling valued and supported on both a professional and personal level. The Principal Fellows will incorporate three phases to coaching: Identify, Learn, and Improve.

The Principal Fellows will help equip teachers to be responsive to student needs through data disaggregation, sharing research-based instructional professional growth and through providing ongoing job-embedded professional development opportunities. The Principal Fellows helps cultivate a culture of learning within all levels of the district.

Collaboration is an essential value of the FISD instructional coaching model. The learning specialist is a teacher advocate and partner in the planning process, working in collaboration through varied aspects at the district and campus level.

The Principal Fellows will provide timely feedback through observations and dialogue that allow for ongoing professional growth. The Principal Fellows will collaborate with the campus principal regarding campus vision, goals and needs. The Principal Fellows will help teachers establish short- and long-term goals for student growth. The Principal Fellows will encourage teachers to stay the course, see their goals through, and avoid the trap of negativity by exemplifying positivity.

4. The LEA must provide a description of Observation and Feedback systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Observation and Feedback* provided in Attachment 1.

FISD requires, per district policy, three walkthroughs and one formal observation per teacher. However, we over perform the required three walkthroughs. All campus administrators conduct at least five walkthroughs per week with an average teacher supervision load of twenty-four, equating to ten walkthroughs per teacher. Furthermore, we are required to conduct T-TESS goal setting, state clear student learning objective goals, and conduct an end of the year conference with a final summative evaluation. Furthermore, FISD conducts monthly T-TESS calibration sessions to ensure continued use of the T-TESS rubric with fidelity.

Program Requirements (Cont.)

5. The LEA must provide a description of a sustainability plan for the continuation of the Principal Residency Program.

FISD is committed to developing a leadership pipeline for teachers wishing to further their education and expand their educational influence. Due to FISD's incredible growth, we must continue taking proactive steps to grow our educators into future leaders. We can't continue hiring predominately new Assistant Principals from outside FISD. We are also invested in the success of the principal fellows and showcasing that for the next iteration cycle of the grow your own administrator program.

Currently, we are using a Dean of Students model for teachers currently working on their Master's degree and principal certification. Each campus that selects a Dean of Students has to sacrifice a full time employee (FTE) from the teacher allotment. While this program has been successful in developing several administrators over the past few years, it is a huge burden on the master schedule.

6. The LEA must provide a clear description of a proposed communication system between the EPP team and key district players.

The Director of Human Resources (DHR) and the EPP will visit monthly via a virtual meeting to discuss current progress with the program and the Principal Fellows. In addition, quarterly meetings will be with the DHR, EPP, and the Chief of Human Services or other Cabinet-level district administrators. When necessary, the EPP, DHR, and Campus Mentor will meet to discuss concerns or issues with a Principal Fellow.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

- Yes
- No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the program?

- Yes
- No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	
2. Enrollment of all participating private schools	
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	
4. Total current-year program allocation	
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section

Reason for Amendment