



2024-2025 Principal Residency Grant Cycle 7
Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 27, 2023

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 27, 2023**.

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 TEA Grants Opportunities page)

- Attachment 1: Leverage Leadership Readiness Assessment
- Attachment 2: Supplemental Narrative Question Responses
- Attachment 3: Educator Preparation Program's Scope and Sequence

- Attachment 4: Instructional Leadership Meeting
- Attachment 5: District Coaching Tool

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 have no more than two hours per day of 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, district managers of the Principal Residency Grant, and EPP representatives managing resident's on-site coaching will be present at TEA Principal Residency Summer Institute in Summer 2024.
- 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 *Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and *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 kyla.jaramillo@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 differentiated methods to develop leader competencies.

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.

San Felipe Del Rio-CISD (SFDR-CISD) has a vision for district improvement that includes a mission to recruit and retain diverse and highly qualified campus instructional leaders to serve in our isolated, rural West Texas school district. Our rural, isolated location creates recruitment and retention challenges because we are unable to attract external talent and we have to grow our own principals. To address this need, SFDR-CISD has partnered with Sul Ross State University (SRSU) since 2021 in creating a Grow Your Own Principal Pipeline Program (GYO-PPP) and last year the District qualified for the PRG. This will help us fill the many vacancies. SFDR-CISD is committed to sustaining the GYO-PPP by its continued use of general fund and Title II Professional Development monies to fund future principal candidates expanding the program to cover tuition costs. SFDR-CISD has also negotiated with SRSU for reduced tuition and training costs. The 3 PRG candidates were immediately placed in full time residency positions to provide job embedded opportunities. While the SFDR-CISD/SRSU partnership is relatively new, it is modeled after other SRSU partnerships that have been successful in graduating, certifying, and placing residents since 2017. The GYO-PPP has a rigorous and comprehensive recruitment and selection process, modeled from the Principal Residency Grant rubric, which ensures candidates are diverse, committed to excellence, and will remain at SFDR-CISD. Emphasis is placed in the application and interview on attracting diverse candidates to reduce the disparity in ethnicity between the student and administrator ratio and attracting culturally proficient candidates experienced with SPED, EL/Bilingual and At-Risk student populations. The strong emphasis in the ESF model in the GYO Program mirrors the District's vision to raise academic scores and address the diverse needs of SFDR-CISD's student population. GYO residents are placed with principal mentors who embrace the ESF model and who have agreed to ESF/TIL training to ensure consistency and best practices in the residents' coaching experiences. Both complete a survey to assist in finding the best mentors for residents. The GYO-PPP allows the district to create and sustain a pipeline of high-quality candidates who are ready to step into positions as campus instructional leaders with 21st century evidence-based skills. Grant monies will enable two GYO-PPP candidates to leave the classroom and dedicate themselves full-time to completing their Action Research Project, shadowing their mentor principal, and mastering real-world, authentic administrator skills. By expanding the GYO-PPP with grant funds for two residents, we will accelerate progress in achieving SFDR-CISD's vision of improving academic performance in its struggling schools and subpopulations. During their year-long practicum, residents complete all nine of the TExES 268 Identified Integrated Pillars and conduct an Action Research Project that addresses the ESF levers and change process model. Residents analyze campus data, and identify high-leverage, high-priority campus needs. They form a data team of relevant teachers. The team conducts a root cause analysis, creates a targeted improvement plan, conducts professional development to improve instruction, and implements the TIP in their classrooms. During implementation, heavy emphasis is placed on the resident's continuous monitoring of the Data Team using teacher/student exemplars and common assessments. Coaching, observation, and feedback skills are put into practice using Bambrick methodologies. Residents reflect on Team success in a comprehensive showcase, the Portfolio Defense, attended by all stakeholders. Grant residents will be placed immediately into full time positions when available and part-time administrative positions otherwise.

Goals, Objectives, and Strategies

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

Goal 1: Work with SRSU to identify and select 3 principal candidates from a diverse pool of principal candidates that are reflective of the district demographics to participate in a year-long, full-time, authentic instructional leadership experience; retain and advance selected candidates' careers while transforming struggling schools/subpopulations. Goal 2: Transform campuses by training candidates, principal mentors, and teachers in the ESF/TIL model of campus improvement. Goal 3: Improve and sustain SFDR-CISD's GYO-PPP by assigning quality principal mentors to residents. Provide training to Principal Mentors and continuous communication between Principal Mentor/Resident/Field Supervisor. This experience will provide job-embedded, authentic instructional leadership activities designed to provide candidates' the following skills: 1) Data analysis to the item (TEK) level to identify high leverage, high priority campus needs; 2) Mastery of the ESF levers and change process model using action plans; 3) Cultural proficiency and recognition of biases in accessing root causes; addressing diverse student needs with instructional strategies; 4) Plan and implement professional development that addresses targeted needs and is monitored continuously through implementation; 5) Coaching, observation, and feedback skills using Bambrick methodologies including scripted agendas, active listening, modeling, practice, and re-training, weekly data analysis meetings; 6) Use of teacher exemplars to analyze student work; and common assessments to measure success 7) Facilitate effective collaboration growing a positive campus culture with a team of teachers using the Driven by Data 2.0 model; 8) gain experience in handling discipline, attendance, plant management, budget, master schedule, new teacher training, in-service plans and facilitation, hiring, placement, T-TESS observations, and other administrative duties.

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.

The SFDR-CISD GYO-PPP will improve principal retention, school culture, and student achievement. By training mentors and residents on the ESF/TIL models, struggling schools and subpopulations will improve academically, and PLCs will become data-driven. This transformation requires highly effective leaders guiding the ESF change process. Success of residents will be measured as follows: 1) By August 2023, residents will conduct a multi-source data analysis to identify high-priority, high-leverage items at the item (TEK) level; work with relevant teachers by facilitating, planning, training, and implementing a targeted improvement plan (TIP); use common assessments, student work, and walk-throughs to monitor growth. Outcomes will be shared with stakeholders at the August 2025 Portfolio Defense. 2) By August 2024, residents will identify and select a teacher team to address the identified problem. In Fall 2024, the resident will facilitate the PLC's development of a TIP. By January 2025, the resident will facilitate professional training on the targeted instructional strategies allowing time for modeling, lesson planning and scripting, and practice. 3) From January to May 2025, the Team will implement the TIP, conducting weekly data analysis meetings using student work, exemplars and common assessments to identify and re-teach student learning gaps; residents will conduct pre-and post-observation meetings, walk-th roughs and coach/retrain team members as needed. Outcomes will be shared with stakeholders at the August 2025 Portfolio Defense. 4) By August 2025, Data Teams will show a measurable improvement in student and professional growth. 5) Mentors and Field Supervisors will continuously monitor using real-time instruments providing 3-way feedback: interactive calendar, logs, and reflections. Tutoring will occur for any resident with significant gaps in Pillar and Action Research Project assignments. TIL trainers will provide additional observations of residents providing more coaching experience to residents and principal mentors. 6) From August 2024/August 2025, residents will take pre-assessment, formative, and summative practice TExES 268 examinations and be provided continuous feedback as needed on weaknesses in Domains/Competencies. Residents must score 80% on the ETS practice TExES 268 Examination. Residents with lower scores must complete a remedial course of study and re-test. 7) Team collaboration and professional growth is measured by video interviews, surveys, data literacy survey, career advancement survey, observation and feedback reports, weekly meeting evaluations, successful certification, and placement of candidates. 8) SFDR-CISD and SRSU will utilize a fidelity of program instrument. Program effectiveness is measured by resident and principal mentor program satisfaction surveys.

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.

The budget for this program will fund the residency for three principal residents who will serve in full-time, year-long residency and will be relieved of all teaching duties. This allows candidates to be fully immersed in authentic, real-world instructional leadership activities. Funds for three residents totaling \$225,000 grant funds plus \$45,000 district matching funds (total of \$270,000) will cover the following items:

1) Three Principal Mentors will be provided a \$1,500.00 stipend each (3x\$1,500=\$4,500 total) to encourage highly effective administrators to serve as mentors to residents and will ensure proper time is taken with residents to maximize the program's effectiveness. 2) Region Center training for T-TESS and AEL at \$1,333 for each resident candidate to ensure they are fully prepared to step into an administrative position (3x\$1,333.33=\$4,000 total). 3) Testing, books, and materials at \$4,000. 5) SRSU tuition and fees to provide instruction and completion of master's in educational leadership with certification (estimated 3x\$9,426.33= \$28,279 total)

6) ESC Texas Instructional Leadership (TIL) training for 3 principal mentors and principal residents (estimated cost of \$15,000). 7) \$169,221 (Payroll for three interns) plus district matching funds of \$15,000 per candidate (3x\$15,000=\$45,000) will be provided for salary cost (a total of 214,221) for residents and replacement teachers to enable residents to participate fully in the job-embedded, year-long resident experience. To ensure that the Grow Your Own Principal Residency Program remains sustainable for future cohorts, SFDR-CISD will shift to general fund, any other available Title II monies, and SRSU's reduced tuition, if PRG funds are not available, to ensure that the SFDR-CISD's principal pipeline continues to build capacity for highly qualified principal candidates.

Similar programs include the New Dean of Instruction Initiative: As a result of the GYO-PPP, SFDR-CISD has implemented a new category of Instructional Leader, Dean of Instruction, on high-need campuses who will work closely with PLCS to ensure that PLC members are trained on data analysis, the ESF campus improvement model and will systematically attend PLC meetings to ensure that data analysis, SMART Goals, effective instructional strategies, teacher exemplars, and continuous professional development are implemented, and to guide these teams to greater effectiveness. This initiative will be expanded as there are more SRSU/SFDR-CISD PPP graduates. The current budget for this initiative is: \$170,00.00

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.

SFDR-CISD will recruit and select highly qualified candidates who are interested in becoming high-impact campus instructional leaders using the following process. Social media, district and campus websites, and district email will be utilized to attract diverse, qualified candidates from within the district to apply for the GYO-PPP. Campus principals will be consulted to recommend candidates that hold unique skill sets and who are high performers with demonstrated instructional skills. Selected candidates will be based on their leadership ability as demonstrated by: student achievement on STARR and EOC tests, and from progress benchmarks, teacher created materials, TELPAS, Texas Teacher Evaluation, TTESS, appraisal data, overall body of work, experience with at-risk students, commitment to the district, and alignment to student demographics which are majority Hispanic. For application purposes, interested candidates will submit their education background, certification and teaching experience, a self-evaluation, and prior campus leadership experience (e.g. department chair, service on Campus Improvement Team, Planning Leaders). Additionally, candidates will submit a professional resume, letter of recommendation from current supervisor, and evidence of the last three years of student achievement and progress data to plan academic improvement of their students and their effectiveness in closing achievement gaps. At the time of screening and selection, a selection committee comprised of the SFDR-CISD and SRSU Program Coordinators, SRSU Field Supervisors, and principals with experience in school improvement, will use rubrics to rate each of the application components. Strong candidates will be interviewed using an oral interview rubric that includes components of leadership style, disposition, content knowledge, advocacy for at-risk students, teacher growth mindset, and instructional knowledge. Applicants will complete a timed writing containing open-ended questions that demonstrate problem-solving ability and leadership decision-making based on the Knowledge, Skills, and Mindset (KSMs) model derived from the Texas Education Agency's (TEA's) principal standards. After the interview and writing, all scores will be tallied and candidates with the highest scores will be selected into the program. Prospective principal mentors and residents will complete a TEA-approved survey to assist in finding the best match to maximize growth opportunities.

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 SFDR-CISD GYO-PPP has created job-embedded opportunities to practice/master leadership skills, especially coaching and improving student outcomes. Mentors and Field Supervisors mentor residents in pre-and post-meetings, walkthroughs, and other coaching along with providing real-time feedback on interactive calendars, logs, reflections, and observation reports. The Action Research Project provides real-world application of the ESF model by requiring the residents to conduct an in-depth campus data analysis using district software to select a high-priority and high leverage item (TEK) for improvement. The resident is trained and forms an effective team of relevant teachers. Residents facilitate weekly Data Team meetings. The resident practices and then conducts a root cause analysis with the Data Team. This pattern of peer-to-peer practice and application continues throughout the year-long residency. The Data Team, led by the resident, researches solutions, writes SMART Goals, creates a Targeted Improvement Plan. They plan and implement a Professional Development on the targeted instructional strategies which includes unpacking the TEK, modeling, scripting and practicing lessons incorporating the targeted, proven-effective instructional strategies and writing teacher exemplars to analyze student work for gaps. The team then adds the observation and weekly data analysis meetings to their calendar. The resident conducts walk-throughs, pre-and post-observation meetings providing open-ended feedback and re-training for teachers. Weekly data analysis meetings review student work and common assessments for learning gaps. Data on team collaboration effectiveness and professional growth are analyzed including 3 team effectiveness surveys (DuFour's), 2 PASL professional development surveys, team interviews, meeting reports, and re-training/reteaching reports.

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.

1. GYO-PPP/SRSU began Summer 2021 with general fund monies, release time, and reduced tuition. These residents conduct data and item analysis using DMAC and worked with targeted PLCs to improve high priority student growth. 2. The district has implemented a new administrative tier, Deans of Instruction, to work to ensure PLCs are trained on the ESF campus improvement model and attend PLC meetings to ensure effective PLC collaboration. 3. Planning Protocol is an initiative to provide PLCs district-wide with release time for teams of educators to improve student achievement by practicing and implementing proven effective teaching strategies based on data. Using DMAC, the district disaggregates assessment data and systematically provides this data to the PLCs to focus student achievement improvement on high leverage TEKS. 4. The Planning Protocol includes a system of assessment that provides formative assessments as well as three and/or six-week summatives. In the sixth week, the Planning Protocol Guide identifies specific steps for the PLCs to follow in creating improvement plans, focusing on lesson-planning for a diverse population. Time is provided for the PLCs to meet, review data, collaborate on effective instructional strategies/lesson planning. Administrators conduct data sessions with the PLCs every six weeks. The purpose of these sessions is to support teachers in selecting effective instructional practices and lesson plans that address the high priority achievement problems identified in the data. Campus administrators work to develop PLC leaders with expertise in instructional leadership in their content areas and conduct regular data meetings to analyze the Aim-Hi data. 5. Aim-Hi is a district initiative with color-coded reports to track student achievement growth from assessment to assessment in reading and math guiding PLCs, campus, and district leaders in improvement planning. Six-week campus data are discussed in bi-weekly district leadership meetings and shared with PLCs. 6. SFDR-CISD has developed a comprehensive RTI model to support students' diverse learning needs including screening, progress monitoring, multi-tiered prevention systems, and data-based decision making. Campus leadership teams receive ongoing training in data analysis to ensure the quality of these practices. 7. A grant-funded Demerit System was implemented to decrease disciplinary infractions and ensure students are given equitable opportunities for good decision-making. 8. All principals have written a goal to address HB3 3rd Grade Reading & Math goals.

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.

SFDR-CISD utilizes T-TESS as the framework for Observation and Feedback systems. Principals start the year by analyzing and reviewing previous end of year goals for teachers. New goals may be established based on data and progress from the previous year. Goals are aligned to T-TESS Standards and District Instructional Framework. Walk-throughs are conducted to observe specific practices that target teacher established goals. DMAC is used as a platform for the feedback while measuring progress. Once the targeted group of teachers needing additional instructional support are identified; collaboration takes place, at minimum bi-weekly, to further support the need to grow teacher capacity. Instructional coaching, provided by campus administration, includes face-to-face conferences, participation in learning walks, observation of master teachers, and written documentation to fully implement the principles of coaching: plan, practice, follow-up and repeat. As part of the SFDR-CISD/SRSU partnership, current principal candidates and their mentors have received coaching and observation and feedback training on Bambrick methodologies including scripting meeting agendas, active listening, writing teacher exemplars, and scripting and practicing lesson plans in PLCs sessions. Candidates have also attended data software and analysis workshops and are working with data experts to select a high leverage set of TEKS to target for improvement. Grant funds would enable next year's principal candidates and mentors to receive onsite ESC 15 TIL training providing additional training for principal mentors initially, and eventually all principals, in the Bambrick coaching, observation and feedback methodologies. The primary focus on the TIL training is to ensure that all PLC improvement plans utilize the ESF model and Bambrick pre-meeting and feedback methodologies including practicing lesson plans, active listening, scripting lesson plans, using teacher exemplars to find student learning gaps, retraining teachers on strategies as needed, and reteaching to close gaps. Bambrick observation and feedback forms are utilized by principals, residents, TIL trainers, and SRSU Field Supervisors to ensure consistency. RSSP trains principals all year to calibrate walk-throughs providing feedback coaching for principals with the assistance of a grant-funded Technical Assistance partner. ESSER III funds train principals in leading rigorous instruction, restructuring the school day for sustainability and designing an after-school tutorial program. The superintendent monitors with weekly meetings and follow-up meeting summaries.

Program Requirements (Cont.)

5. The LEA must provide a description of a sustainability plan for the continuation of the Principal Residency Program beyond the 2024-25 school year.

SFDR-CISD and SRSU have partnered to establish and sustain the GYO Principal Residency Program since Summer 2021 and are fully committed to continue working with the program beyond the grant period. This commitment and need is evidenced by their commitment to the program prior to this grant application and further evidenced by its placement of Cohort 1 graduates. 3 of the 4 Cohort 1 graduates were immediately placed in administrative positions as Deans of Instruction and two have been approved for promotion to assistant principal, to fill current openings, upon certification. The district has two new initiatives to improve sustainability of the GYO-PPP and increase the district's rate of student growth. The first initiative is 1) to place GYO-PPP graduates on all campuses by 2026 in Deans of Instruction positions on all SFDR-CISD campuses, beginning with struggling campuses. The second initiative is 2) to place non-grant GYO=PPP graduates in lead PLC teacher positions, on all campuses, beginning with struggling campuses. This sustainability plan creates two new career advancement, mid-management administrative career paths that will ensure a pool of highlyqualified instructional leaders committed to remain in the district and pipeline to principal and central office positions. In addition, it will ensure that district goals for improving student achievement will be met or exceeded in the future, transforming the district. If grant funding is not available, general fund monies will be used. If the grant is awarded, SFDR-CISD will match \$15,000 of the resident's salary with general fund monies and continue to provide residents fringe benefits, health coverage, and all other district services. Post-grant, SFDR-CISD's district leaders are committed to covering the remaining portions of the residents' salaries using general funds and any other available TEA and Title II professional development grant monies. In addition, SFDR-CISD and SRSU will continue its agreement for reduced tuition costs to ensure residents receive their master's with certification at little or no cost. Finally, these systems are in place to ensure the continued successful operation of the SFDR-CISD/SRSU Partnership and GYO-PPP.

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

As SFDR-CISD and SRSU have an ongoing partnership, a communication system has already been established. In 2021, a real-time written communication system was implemented to ensure effective communication between key stakeholders at SRSU and SFDR-CISD. The interactive calendar ensures all additions and deletions of events and activities are noted instantly by all parties. This real-time system is also provided for residents' weekly logs, reflections, and observation reports. which allows field supervisors, principal mentors, residents and coordinators to schedule and provide commentary for upcoming events/activities instantly as they are posted. Residents' calendars include all activities for the upcoming week and comments are added prior to and after those events. The real-time calendar also ensures excellent attendance at PLC meetings and other residents' activities by providing good notice of these events, giving the mentor and field supervisor more opportunities for feedback and commentary. Principal mentors and field supervisors also meet with residents weekly. Struggling residents are provided a tutor to re-teach and re-assess. Progress is reviewed at monthly Practicum meetings. Mentors are invited to attend these meetings as well. Obstacles and barriers residents are encountering are reviewed in the SRSU monthly curriculum meetings and systems revised. In the first semester of practicum, the field supervisor observes a minimum of 4 data team meetings. Principal mentors are required to attend as many meetings as possible, barring emergencies. It is emphasized that the principal mentor is to attend the first data team meeting to reinforce the resident's authority in leading the team. During implementation, observations increase with the Principal Mentor and Field Supervisor covering most of the weekly PLC meetings. With grant monies, the TIL coaches from the region center will add additional observations and will walk-along with residents to assist residents in providing more practice and opportunity to master Bambrick, TIL, and T-TESS coaching principles. SFDR-CISD/SRSU workshops are conducted on district data analysis, human resources, plant management and other timely topics. These relationship-building activities continue through workshops, stakeholders' attendance at the Action Research Project Portfolio Defense presentation, and pre-graduation celebration of the residents' accomplishments. The role of the SRSU Coordinator also includes providing support through the university systems including admissions, tuition payment, registration, and graduation.

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	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

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

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