



2022-2023 Principal Residency Grant Cycle 5
Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 4, 2021

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 4, 2021**.

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
- 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 DUNS

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 2022-2023 Principal Residency Grant Cycle 5 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2022-2023 Principal Residency Grant Cycle 5 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 2022.
- 12. EA 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 principalresidency@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.

GCCISD has a motto that states " Here, We Grow Giants " . This motto not only applies to the students we serve as we commit ourselves to designing learning opportunities that set students up for success, but also to our staff, who carry the enormous responsibility of educating our students. We believe that to optimize success in our students, we must also Grow Giants in our staff. A critical component of this belief is how we grow our leaders who will drive success on our campuses. The Principal Residency grant aligns perfectly with our beliefs and values of growing our own.

There is a significant need for a highly qualified pool of candidates in GCCISD. Last year, we had 23 administrative positions, with some difficult to fill. As a result, GCCISD needs to recruit and maintain a larger pool of qualified candidates to fill leadership roles. In addition, GCCISD needs to continue to recruit leaders that reflect the racial/ethnic percentages found in our student population. Our goal is to develop an effective succession plan considering principal retirement, reassignments, new schools, and programmatic needs.

Therefore, GCCISD in collaboration with the University of Houston at Clear Lake will select and prepare ten (10) principal residents (that mirror student demographics) through academic and authentic leadership experiences. Selected candidates will successfully complete a one-year rigorous, authentic residency program co-created by University and GCCISD personnel, to be offered during the 2022-2023 school year.

Goals, Objectives, and Strategies

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

The goal of Principal Residency program in partnership with UHCL is to support and develop exemplar teacher leaders who lead in a single classroom, to leading effective teams and the entire school community. Goose Creek has a student population rich in diversity. 75% of students in GCCISD are Hispanic. However, only 28% of administrators in our district are Hispanic. It's imperative that we are intentional in recruiting more candidates that mirror our demographics. Goose Creek CISD in partnership with the University of Houston at Clear Lake will collaborate to identify, select, and prepare ten (10) principal residents through rigorous academic and authentic leadership experiences. At the conclusion of the residency, 100% of the principal interns will earn a master's degree and principal certification and be prepared to serve in leadership roles at the administrative level. The 10 campuses that would be selected for a principal intern are targeted improvement needed schools. GCCISD needs highly trained instructional leaders to meet the needs of our students. Below is a sample of some of the activities/strategies that the principal intern will engage:

1. Identify, plan, and resolve a significant challenge or campus problem that will have a positive impact on student performance. Then evaluate the effectiveness of that plan and adjust accordingly.
2. Lead the review of student performance data to determine professional development needs. The intern in collaboration with the leadership team will design and monitor the implementation of the professional development plan, addressing the specific data-driven need that will directly impact teaching and learning in a positive way.
3. Observe instruction and provide feedback through a coaching cycle, demonstrating their ability to lead learning and the development of others.

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.

Several performance measures will be applied to demonstrate success of the program and how it relates to participant and student success. The following measures will be used:

1. Coursework: Each participant (principal intern) will maintain a minimum 3.0 GPA in all coursework throughout the program. Coursework includes authentic job-embedded experiences.
2. Observation: Each participant will make sufficient progress towards mastery of the Texas Principal Standards, as documented using a Field Supervisor Protocol.
3. Participant Survey: Each participant will indicate agree (4) or strongly agree (5) on at least 80% of all items of the Principal Standards Survey.
4. Conferences: Formal (quarterly) and informal conferences with participants and the site facilitator will occur to provide feedback and allow for additional coaching and support.
5. Evaluation: Each participant will score 4+ average (on a 5.0 scale) on all evaluation components by the site facilitator, indicating the participant's proficiency in completing the residency program.
6. Student Outcome: Evidence such as student performance data on target goals will show improvement with the targeted PLC/grade-level/teachers that the participant is assigned to support.

If a participant/resident scores below expectations on any program evaluation measure, the resident will be provided interventions and support. If the area of needed support is with regards to coursework, the student will meet with the UHCL professor and UHCL program director. Together in collaboration with the student, they will determine necessary supports and interventions and implement them immediately. If the student/resident is not meeting expectations regarding the residency activities, then the professor, field supervisor and site facilitator will meet with the resident to develop support and interventions needed to ensure mastery of the Texas Principal Standards.

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 proposed budget for this grant will provide Goose Creek CISD with an opportunity to increase our number of well-prepared, diverse instructional leaders. Our selection process will identify strong principal residents from among our current staff through a targeted recruitment and selection process, partner with an effective principal educator preparation program (EPP) that provides residents with course content focused on best practices in campus leadership, including a concentrated focus on instructional leadership, design and implement a year-long, full-time residency with a focus on authentic campus-based leadership experiences in partnership with the EPP, and design a plan for sustainable.

Goose Creek will provide the \$15,000 match towards each selected resident 's salary. GCCISD plans to select ten residents with this grant. The salary and benefits for ten residents from grant funds would be \$500,000 and \$10,000 for the mentors that will be assigned to the residents. The cost for tuition for the residents will be in the sum of \$170,000 with an additional \$6,000 allocated to exam fees. Training materials will cost approximately \$4,000 with \$10,000 being available for the TEA Principal Residency Summer Institute.

This grant program would give Goose Creek CISD an opportunity to continue to grow leaders. Goose Creek CISD has worked closely with EPPs including UHCL, Lamar University, Stephen F. Austin, and Texas A& M as well as our Region 4 Service Center and Harris County Department of Education to provide and enhance various educator programs including student teachers and other professional educator program areas such as Counseling, Diagnosticians, Licensed School Psychologists, and the Superintendentcy. Goose Creek CISD is implementing the current Grow Your Own Cycle Grant and will begin the next Grow Your Own Cycle through the TCLAS funds awarded.

Goose Creek CISD offers different year-long leadership academies that provide opportunities for different levels of staff to grow as leaders. One is for staff who aspire to be a campus administrator, one is for current assistant principals, and one is for newly selected campus principals. For example, our first level is called " GCCISD Pathways to Leadership Academy " and is open to GCCISD staff who would like to build their understanding of school/campus leadership in preparation for becoming an administrator. Candidates who intend to actively seek a campus leadership position in the near future and will have completed a master 's degree program by May of 2022 are encouraged to apply. Participants will have an informed perspective on the roles and responsibilities of educational leadership while focusing on leadership practices, instructional leadership, district operations, systems, and procedures.

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.

The Goose Creek Consolidated Independent School district encompasses 134 square miles and educates approximately 24,000 students. The district currently has 3 traditional high schools; two specialty high schools; one alternative high school, 6 junior highs and 17 elementary schools. The student population is represented by 64% Hispanic, 16% African American, 16% White, 2% Asian, and 2% Two or more Races. 75% of the students served in GCCISD are economically disadvantaged.

Through the Principal Residency grant funded program activities, Goose Creek CISD will recruit and train 10 leadership candidates who have demonstrated the capability to model and support leadership goals and objectives. The targeted recruitment and selection process will consist of the following: 1. Candidates must have demonstrated evidence of successful classroom experiences resulting in increases in student academic performance. 2. Candidates must provide evidence of school leadership, demonstrating the ability to define a problem in teaching and learning, and collaborate with others to research and solve/improve the problem. 3. Candidates must have earned a positive evaluation appraisal for two or more years. 4. Candidates must demonstrate commitment to educational equity

GCCISD will: 1. Work closely with our communication department to create a recruiting campaign to engage our top candidates in learning about the Principal Residency Program. 2. Will seek our recommendations from current principals. 3. Use an in-district application process to obtain a qualified pool of candidates. 4. Form a district committee to review the applications and to apply standards from a rubric created to select highly qualified candidates. 5. Have the committee select candidates to interview considering the importance of having a diverse group that cover all instructional levels. 6. Have the committee select 10 candidates that will represent the resident cohort. Strong consideration will be given to those candidates whose race/ethnicity mirrors the district.

2. The LEA must provide a description of the year-long, full-time residency and include 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; and 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.

Goose Creek CISD will partner with the University of Houston at Clear Lake to create a competency-based curriculum aligned with the Texas 268 Identified Integrated Pillars and the master 's program (see attachment 3). The year-long residency program will be designed to allow residents to engage in rigorous clinical learning experiences in an authentic school setting under the supervision and guidance of an exemplary mentor principal and an EPP field supervisor while completing graduate coursework.

During the residency, principal residents will participate in authentic leadership experiences. They will work alongside their administrative peers to engage in a variety of leader responsibilities including but not limited to: leading PLCs; serving on site-based leadership teams; instructional coaching; data collection and disaggregation; instructional rounds/focused-walk-throughs; facilitating professional development activities; teacher appraisals; discipline management; school culture and climate activities; and parent engagement. Student logs, projects, observations, and rubrics will be used to evaluate student progress. The resident will get specific and timely feedback on progress towards practicum work on a weekly basis. Additional leadership training will be provided to build leadership capacity such as Results Coaching and PLC protocol training.

Residents will be required to select a year-long case study/capstone project where they will identify a school problem of practice, complete a root cause analysis, develop a theory of action, and collaborate with school leaders to develop an action plan address possible solutions. The program will conclude with residents presenting their work in a resident showcase to principal mentors, district leaders, and EPP faculty.

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.

Goose Creek CISD is committed to continuous improvement, relying on being data informed. A variety of data-driven systems are used throughout the school year that align with district goals and state assessments. GCCISD develops a district assessment calendar to measure student performance which then guides instructional practices, supports, and interventions to address student needs. Data from formal and informal assessments are regularly analyzed as part of a continuous improvement model (PLC). Our district has embedded additional collaborative time in our calendar where students are released early, and teachers are involved in the work of a PLC. These teams develop action plans that target specific campus goals. The campus administrators, instructional leadership team, and district support teams help to monitor and provide support to reach intended goals.

In addition, weekly campus-level professional learning community meetings are held. This collaborative time for teachers focuses on backwards design, assessments, instructional practices, feedback, student work analysis and professional development. In addition, campus teams often collaborate with district-level teams to engage in professional development aligned to student and teacher needs. New practices are implemented, observed, and evaluated for impact by teachers and district-level instructional specialists. Timely feedback to teachers and students is expected to support continued growth.

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.

According to John Hattie ' s work, feedback has an effect size of .70 meaning it significantly (more than a year ' s growth) impacts the learning of our students in a positive way. GCCISD values the impact of authentic feedback and provides multiple opportunities for staff to receive and act on feedback. First, GCCISD uses the T-TESS appraisal system as the framework for observation and feedback systems. It provides the basis for providing clear, timely, and authentic feedback that identifies strengths and areas of growth. T-TESS observations drive support in high-yield instructional practices through professional development activities, modeling, and coaching cycles.

In addition, GCCISD believes in the power of instructional rounds and the opportunity it provides to do learning walks with a cohort of teachers and administrators to identify trends in instructional practices and provide authentic feedback for improvement and next levels of work.

In addition to participating in the above work. The principal resident will also be involved in other authentic leadership experiences planned in collaboration between the resident, mentor principal, professor and EPP advisor. The resident will be required to log these experiences allowing for another opportunity to reflect on his/her experiences that align with one or more of the Principal standards.

Program Requirements (Cont.)

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

Having a plan to continue to develop highly effective, capable leaders is a priority in GCCISD. As I mention, we believe that Here, We Grow Giants. Therefore, it is critical that we have a plan to continue to develop leaders who have served as principal interns, and those who desire to become leaders in our district. It ' s our hope that at the conclusion of the residency program that all 10 of our candidates are ready to move into an administrative position in our district. In GCCISD, we have two aspiring administrator academies that interns can participate after the completion of their residency. The first, pathways, developed and designed to support teachers in developing leadership skills while completing their master ' s in administration. Topics such as transformational leadership, culture and climate, developing high-functioning teams, and data-informed instruction are addressed. GCCISD also has an academy called LEAD, specifically designed for new assistant principals where activities around instructional leadership, human capital, executive leadership, school culture, and strategic operations are discussed. All principal interns would have top priority into these two programs to continue their leadership development.

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

For this partnership to be successful, clearly defined roles must be communicated. The EPP, course instructors, site facilitator, and district coordinator must work in collaboration to ensure the success of the principal resident. Therefore, clearly defined communication expectations must be provided. The following is an example of proposed communication:

1. The district coordinator will meet individually with all site facilitators (principal mentors) at a minimum of once a quarter to discuss the progress of the principal intern.
2. Site facilitators will meet with their principal interns weekly to discuss observations, progress, and provide feedback. A log of these conferences will be kept by the site facilitator.
3. The EPP will engage in consistent communication with principal interns beginning first with an initial meeting to develop an Individual goal plan. The EPP will then conduct observations and provide coaching throughout the residency period. A schedule will be developed between the EPP and the principal intern.
4. At the end of the first and second semester, the district coordinator will meet with the EPP and site facilitator to discuss the mid-term and end-of-year evaluation of each principal intern.
5. If a principal intern is not progressing satisfactory at the mid-term of each course, the professor will notify the EPP. They will meet with the principal intern to discuss support.

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	<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