



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

NOGA ID [REDACTED]

Authorizing legislation ESEA of 1965, as amended by P.L. 114-95, Every Student Succeeds Act (ESSA), Title II, Part A

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 **February 12, 2024 - August 31, 2025**

Pre-award costs permitted from **Pre-award costs are not allowed.**

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): [REDACTED]

Applicant Information

Organization Sheldon ISD CDN 101924 Campus [REDACTED] ESC 4 UEI QBEGUQH

Address 11411 C. E. King Parkway City Houston ZIP 77044 Vendor ID 1746002290

Primary Contact Dr. Brenda Dearmon Email brendadearmon@sheldonisd.com Phone 281-831-5398

Secondary Contact Tacarra Williams Email Tacarrawilliams@sheldonisd.com Phone 281-727-2065

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 Dr. Demetrius McCall Title Superintendent of Schools

Email demetriusmccall@sheldonisd.com Phone 281-727-2006

Signature  Date 10/25/23

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.

Sheldon ISD's (SISD) vision centers around becoming a premier district recognized for educational excellence which empowers all students to be college and career ready in a changing world. This vision leads to the creation of the mission of building the capacity of our district through a principal pipeline that will have a strong focus on leadership.

Over the past five years, SISD has seen a continuous turnover in campus leaders due to matriculating to new roles within the district, retirement, and transitioning out of the district. In 2019-2020, the data revealed that there were four principal/assistant principal turnovers, nine in the 2021-2022 school year, six in 2022-2023, and 16 (4 principals and 12 assistant principals) coming into the current school year. As a result of this data, SISD needs to build an effective pool of qualified internal principal candidates prepared to take on leadership roles that will continue to drive the campus forward without regression. Additionally, the district needs to increase the number of bilingual principal candidates to mirror ethnic/racial trends amongst the current student population: Hispanic 67% African American 27%, White 5% and 1% Other. Based on the in depth analysis of the data, there is an urgency to address the instructional leadership needs within the district. The grant funds will help us recruit, develop and retain current staff members who currently exemplify leadership qualities while currently serving in the role of a teacher.

Through this initiative, the district will recruit and select five resident candidates to participate in a year-long internship program, working as an administrative leader. Upon the completion of the internship, residents will earn a master's degree and a principal certification from the University of Houston Clear Lake (UHCL). The internship learning experiences will include professional development, creating a safe culture for learning, facilitating professional learning communities and the delivery of coaching and feedback. Residents will receive supportive and consistent feedback from an experienced mentor. To maximize effectiveness, mentors will receive guidance and support from the district's Teaching and Learning Department.

Sheldon ISD is confident this unique opportunity of putting coursework into practice each day will help prepare a pool of confident leaders who will be prepared for the next step in educational leadership.

Goals, Objectives, and Strategies

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

Program Goal: By August 2025, Sheldon ISD will have successfully established a principal pipeline of five highly qualified candidates who have completed a 1 year Principal Residency Program.

Program Objectives: 1. Our program has a two-fold objective. First, we aim to identify five qualified principal residents from our current staff, emphasizing their track record in assisting struggling students and leadership potential. Second, we aim to attract bilingual candidates to better serve our district's diverse student population. 2. Effective Principal Educator Preparation: We will partner with the University of Houston-Clear Lake (UHCL) to provide a program focused on effective school leadership, aligning with Texas Principal Standards. 3. Year-Long Residency Experience: We plan to implement a year-long, full-time residency program in collaboration with UHCL. It will be supervised by experienced mentor principals, offering hands-on leadership experience. 4. Sustainable Leadership Pipelines: Our goal is to build a sustainable leadership pipeline within Sheldon ISD, addressing principal turnover challenges and ensuring consistent leadership.

Activities: 1. Targeted Recruitment and Selection: Rigorous selection processes will identify potential principal residents from our existing staff based on leadership qualities. 2. Effective UHCL Partnership: Residents will engage in coursework and professional development aligned with a master's degree and principal certification. 3. Year-Long Residency: Principal residents will work full-time, addressing real-world challenges, designing professional development, and providing instructional feedback. 4. Mentorship: Regular meetings between residents and principal mentors will provide support in developing instructional leadership and problem-solving skills, enhancing teaching and learning.

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 success and student achievement. The following measures will be used: 1. Coursework: Each participant (principal resident) will maintain a minimum 3.0 GPA in all coursework throughout the program. Coursework includes authentic job-embedded experiences scored using a proficiency rubric created by the EPP for each course. 2. Observation (2 in the fall and 2 in the spring); Each participant will make sufficient progress towards mastery of the Texas Principal Standards, as documented by indicators on the T-PESS Assistant Principal Rubric 3. Conferences: Formal (quarterly) and informal conferences with participants and the mentor will occur to provide feedback, coaching and support. A log of these meetings with descriptive notes will be kept. 4. Evaluation: Each participant will score proficient or above on all evaluation components of the T-PESS Assistant Principal Rubric by the site coordinator, indicating the participant's proficiency in completing the residency program. Specific Indicators of focus are 1.3 and 1.5, 2.3 and 2.4, 3.2 and 3.4, 4.2, 5.4 and 5.5 found here: Assistant Principal Rubric (tpess.org) 5. Student Outcomes: Evidence such as student performance data on target goals will show improvement with the targeted professional learning communities teams that the participant is assigned to support.

If a resident scores below expectations on any program evaluation measure, the resident will be provided interventions and support. If the area of needed support is related to coursework, the resident will meet with the UHCL professor and UHCL program director for additional support and direction. Together, in collaboration with the resident, they will determine necessary supports and interventions to be implemented immediately. If the resident is not meeting expectations regarding the residency activities, then the professor, field supervisor and the campus mentor 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.

In the proposed budget for Sheldon ISD's residency program, we plan to select five residents to participate in the program. The majority of the funds will support the salary for each resident in the amount of \$59,000 for a total of \$295,000.

Recognizing the importance of academic success, we will allocate \$12,500 per resident to cover their University of Houston Clear Lake tuition costs for a total of \$62,500. To further support their coursework, an additional \$1,500 will be designated for books and supplies, ensuring they have the necessary resources for a total of \$7,500. An additional \$1,000 will be allocated to cover the cost for each resident to register and complete the principal's competency exam.

Professional development is a key component of our program's success, and we are dedicated to investing in it. We have allocated \$10,000 to facilitate the growth of both the residents and their mentors.

In demonstrating our commitment to the residents, Sheldon ISD is committed to providing a \$15,000 match for each resident. These funds will be used to match the residents' current teacher salaries.

In addition to this, Sheldon ISD is committed to securing additional funding sources to fulfill the proposed grant requirements beyond the grant period.

Sheldon ISD is actively engaged in several ongoing initiatives, including:

1. Aspiring Leadership Academy supported by the Director of Human Resources which is implemented at no cost to the district.
2. The Principal Mentor programs are funded by federal and local funds and are facilitated by central office administrators with successful principal experience.
3. The Assistant Principal's Academy uses the trainer of trainers model and is facilitated by our Assistant Superintendent of Teaching and Learning at no cost to the district.

In the future, we will streamline how current state and federal funds are used in an effort to mirror key components of the program. Sheldon ISD will consider utilizing a neutral budgeting facilitation staffing process to continue the implementation of the Principal Residency Program.

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.

Sheldon Independent School district (SISD) serves approximately 11,000 students. The district currently has one high school; one alternative high school, two middle schools, six elementary schools, and two early learning academies. The student population is represented by 67% Hispanic, 25% African American, 4.5% White, 0.5% Asian, and 3% other Races. 87% of the students served in SISD are economically disadvantaged. Through the Principal Residency grant funded program activities, Sheldon ISD will recruit and train 5 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 increased 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. Applicants must provide evidence of campus level leadership and initiatives implemented that impacted student academic performance. 4. Candidates must have earned an overall score of proficient in overall appraisal for two or more years. 4. Candidates must demonstrate commitment to educational equity.

Sheldon ISD will: 1. Work closely with our communication department to create a recruiting campaign to provide potential candidates information about the Principal Residency Program opportunity. 2. Will obtain 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 of candidates that are reflective of the campus student population.

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.

Sheldon ISD and the University of Houston at Clear Lake have jointly established a year-long, full-time principal residency program. This comprehensive initiative is designed to provide aspiring school leaders with a wide range of opportunities to enhance their leadership skills. During this program, principal residents will undergo practical training at designated Sheldon ISD campuses. They will be mentored by accomplished principal leaders and receive guidance from a district site coordinator and an educator's preparation program field supervisor, enabling them to gain valuable hands-on experience in real school settings. Apart from their day-to-day experiences, residents will partake in coursework that involves taking on substantial leadership responsibilities and engaging in reflective practices. For example, they will tackle challenges that impact student learning, addressing issues within the school environment. Residents will also lead teams in examining student data, delivering professional development, and implementing the T-TESS observation cycle for coaching and feedback. They will assess the impact of their efforts on student learning and oversee collaborative teams to devise, implement, and assess plans aimed at improving instructional practices, student achievements, and the school's culture. The program's structure is built around a gradual release of responsibility. The scope and sequence of the courses and authentic leadership experiences support the gradual release of responsibility. This approach enhances their capacity to become effective school leaders. Throughout the residency, both the district and the educator's preparation program will provide weekly coaching and feedback to the candidates. Sheldon ISD remains committed to offering ongoing professional development and coaching tailored to the evolving needs and growth of these emerging leaders.

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.

Sheldon ISD's commitment to data-driven instruction is evident through its weekly Professional Learning Communities (PLC) meetings at every campus. These collaborative meetings ensure that data-driven instruction is effectively integrated at all instructional levels. To achieve this, the district employs a data analysis protocol called "Best Practices". In the PLC meetings, campus teams examine work samples, identify specific challenges, known as "campus problems of practice," and set clear learning objectives and goals for their students. In addition, teachers practice lesson delivery and the experience allows for immediate feedback and coaching from peers and campus leadership. District Curriculum Coordinators are crucial in crafting rigorous, non-negotiable lessons, organizing pacing calendars, and developing district assessments that align with state standards. Campuses utilize common formative assessment data to tailor instruction to the needs of individual students or student groups. This could involve providing additional support for struggling students or offering enrichment activities for those meeting standards. Continuous monitoring of student progress is the foundation of data-driven instruction, and Sheldon ISD campuses use a digital data tracking tool to facilitate this process. This tool enables teachers to monitor performance trends, assess TEKS mastery levels, track student growth, and calculate component scores. Teachers participate in content-based professional development sessions, known as Power-Ups, that concentrate on creating TEKS-aligned lessons and implementing effective instructional strategies. Alignment walks are conducted every nine weeks, providing valuable feedback and coaching to campus leadership teams. This feedback is integral in driving ongoing improvement throughout the district. Sheldon ISD's dedication to data-driven instruction ensures that the educational experiences are tailored to the needs and progress of every student.

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.

Sheldon ISD has a strong commitment to provide high-quality professional development for all leaders. Administrators grow instructionally when they are immersed in a system of learning, rather than singular events. Therefore, Sheldon ISD practices a leadership coaching cycle that induces routine and timely data disaggregation, impact coaching and alignment observation of student work products. The goal of each is to immerse the Administrators in a monitoring, adjusting and implementing cycle. Each of the processes within instructional leadership are followed with instructional rounds that seek to connect all aspects of the instructional systems within the district. By doing so, leaders gain a greater understanding of the campus present levels of performance. Our processes also increase the instructional fidelity of each campus based on a systemic methodology to ensure all students are learning.

At the campus level, we have implemented a range of observation and feedback systems to support our educators and enhance instructional practices. Here's an overview of our current systems: 1. Regular instructional rounds are conducted, where teams of educators visit classrooms to observe and learn from each other. These rounds provide a broader perspective on teaching practices, allowing for shared insights and best practices. 2. Coaching cycles involve ongoing, one-on-one support between coaches and teachers. Instructional leaders work closely with teachers to set goals, offer guidance, and provide feedback to improve instruction. 3. A structured support system for teachers includes mentoring for new educators, professional learning communities (PLCs) for collaborative learning, and access to resources and tools. 4. Impact coaching cycle is a focused, data-driven approach to coaching. Coaches and teachers work together to address specific areas of improvement and measure the impact of instructional changes. 5. Wall walks are systematic classroom walkthroughs conducted by administrators and instructional leaders to monitor teaching practices, identify strengths, and offer feedback for improvement. 6. Ongoing professional development opportunities are provided for teachers and staff. These sessions cover a range of topics and aim to enhance teaching strategies and student learning outcomes.

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.

The Principal Residency Program will prove to be an invaluable initiative, contributing to the growth of effective educational leaders within our organization. We are currently working to develop a district strategic plan that will address the TEA Strategic Strategy that focuses on the recruitment, support and retention of teachers and principals. Efficient resource allocation and budget management will be crucial for sustainability. The district will use a combination of local, special projects and grant funds to ensure program sustainability. Sheldon ISD will continue to assess and adjust resource allocations to ensure the longevity of the program.

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

Sheldon ISD and UHCL will create a residency implementation team consisting of key district personnel and EPP faculty. The communication system between the partnership will include formal structures for goal setting, data analysis, and reflection regarding candidate progress throughout their year long residency. Formal structure will include monthly meetings, standard discussion protocols as designed by the team, and a log of key notes. This plan will enhance alignment between the district vision for the principal's resident program, and coursework facilitated by the EPP as driven by state standards for leadership. Additionally, both key faculty and district personnel will maintain open lines of communication to problem solve issues that may arise outside of planned meetings, and to stay abreast of candidate progress while providing support based on need.

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"/>