TEA — Texas Education Agency

2019-2020 PRINCIPAL PREPARATION GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID [blank]

Authorizing legislation | **ESEA, as amended by P.L. 114-95, ESSA Title II, Part A**

Applicants must submit one original copy of the application **and** two copies of the application (for a **total of three copies of the application**). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Application stamp-in date and time

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Grant period from | **January 1, 2019 - June 30, 2020**

[X] Pre-award costs are not permitted.

Required Attachments

Attachment 1: *Leverage Leadership Readiness Assessment*

Amendment Number

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

Applicant Information

Organization	Spring Lake- Earth	CDN 140907	Vendor ID 75-6002498	ESC 17	DUNS 091271484

Organization: Spring Lake- Earth | CDN: 140907 | Vendor ID: 75-6002498 | ESC: 17 | DUNS: 091271484

Address: PO Box 130 | City: Earth | ZIP: 79031 | Phone: 806-257-3310

Primary Contact: Denver Crum | Email: dcrumb@springlake-earth.org | Phone: 806-257-3310

Secondary Contact: Cindy Furr | Email: cfurr@springlake-earth.org | Phone: 806-257-3310

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 grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

[X] Grant application, guidelines, and instructions
[X] General Provisions and Assurances
[X] Application-specific Provisions and Assurances
[X] Debarment and Suspension Certification
[X] Lobbying Certification
[X] ESSA Provisions and Assurances requirements

Authorized Official Name: Denver Crum | Title: Superintendent

Email: dcrum@springlake-earth.org | Phone: 806-257-3310

Signature: *Denver Crum* | Date: 11/09/2018

Grant Writer Name: Denver Crum | Signature: *Denver Crum* | Date: 11/09/2018

(●) Grant writer **is** an employee of the applicant organization. ( ) Grant writer is **not** an employee of the applicant organization.

RFA # 701-18-105 | SAS # 276-19 | **2019-2020 Principal Preparation Grant Program, Cycle 2**

701-18-105-007

Shared Services Arrangements

X SSAs are **not permitted** for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
SPRINGLAKE-EARTH historically indicates underrepresentation of minority leadership that does not mirror student ethnic demographic. SPRINGLAKE-EARTH ISD includes 243 Hispanic, 103 White, 4 African American and 247 economically disadvantaged.	SPRINGLAKE-EARTH plans to identify minority leadership by recruiting and selecting a diverse pool of qualified applicants that mirror SPRINGLAKE-EARTH ISD's student demographics. Candidates will be vetted by the district and TTU using various research-based protocols. During the vetting process, candidates will present several forms of student achievement evidence.
SPRINGLAKE-EARTH underperformed on Domain III with 1/3 schools failing to meet grade-level. Data: Els ELAR 18%, Math 13%, SpEd ELAR 22%; SpEd Math 10%; Eco-Dis ELAR 25%; Math 16%.	SPRING LAKE-EARTH plans to develop a substantial leadership framework to support special populations by addressing and resolving instructional practices that lead to the under performance of student achievement.
SPRINGLAKE-EARTH underperformed within Domain II and had limited growth with 86 out of 206 total possible points to demonstrate academic growth in school progress.	SPRINGLAKE-EARTH plans to develop a substantial leadership framework to implement systems that support data literacy, social justice, professional learning communities, progress monitoring with a focus on academic growth, and instructional coaching.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the end of the August 2020, SPRINGLAKE-EARTH ISD will recruit and certify two aspiring principal candidates that mirror SPRINGLAKE-EARTH ISD's student demographics. Each principal candidate will: (1) fulfill all graduation requirements for a Masters Degree in Education; (2) mastery performance of the Performance Assessment of School Leaders (PASL); and (3) mastery performance of SBEC Principal as Instructional Leader certification. The goal for SPRINGLAKE-EARTH ISD is to meet the academic need of the district student population by implementing a substantial leadership instructional framework to build a strong instructional principal pipeline that develops human capital, and instructional leadership capacity.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

First-Quarter Benchmark includes 100% of the SPRINGLAKE-EARTH ISD Principal Candidates will be:
1.) Conducting an equity audit using current campus and state data
2.) Selecting five campus case studies: a.) two at-risk core-content area teachers, b.) one core-content area PLC, c.) one at-risk EL, and d.) one at-risk SpEd
3.) Leading a needs assessment on all five case studies using both state and local data
4.) Collaborating with stakeholders to conduct a root-cause analysis on all five case studies
5.) Aligning all core competencies through a social justice mindset

Measurable Progress (Cont.)

Second-Quarter Benchmark

Second-Quarter Benchmark includes 100% of the SPRINGLAKE-EARTH ISD Principal Candidates will be:
1.) Conducting and videoing instructional coaching through the (POP) Pre-conference, Observation, and Post-conference cycles
2.) Examining Personal Biases through school and community lenses
3.) Conducting classroom TTESS benchmarks through the POP cycle
4.) Self-evaluation of their leadership competencies through the TPESS instrument
5.) Analyzing data systematically on all five case studies using both quantitative and qualitative data
6.) Creating SMART annual and quarterly goals on all five case studies
7.) Creating teacher interventions that align to various data points on all five case studies

Third-Quarter Benchmark

Third-Quarter Benchmark includes 100% of the SPRINGLAKE-EARTH ISD Principal Candidates will be:
1.) Presenting a Learning Showcase Presentation to all stakeholders (superintendent, mentor principals, human resource, and TTU and SPRINGLAKE-EARTH ISD faculty) to highlight progress monitoring of all five case studies
2.) Demonstrating improvement of student outcomes via all five case studies using both quantitative and qualitative data
3.) Highlighting best practices utilized during each quarter to improve instructional practices, build leadership capacity, improve campus climate, and coach teachers
4.) Demonstrating transformational leadership competencies

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

SPRINGLAKE-EARTH ISD principal candidates will present project evaluation data quarterly to their respective mentor principals and TTU Faculty. This project evaluation data will include quarterly results for all five case studies, which include teacher and student data to improve outcomes. Each principal candidate will monitor the performance results of each case study and share both quantitative and qualitative data with their mentor principal using TTUs targeted accountability intervention system and data tracking sheets. In addition, principal candidates at SPRINGLAKE-EARTH ISD will incorporate transparency of all results categorizing data for all five case studies using TEA's accountability system for each content area. Student data will be classified as Unsatisfactory, Approaches, Meets, and Masters to gauge the principal candidates coaching competencies aimed to improve instructional practices that directly impact student outcomes. Quarterly benchmark data that does not show progress from identified instructional goals will involve a reevaluation. Failing results for any case study will require the principal candidate to adjust goals, actions steps, and interventions. Principal candidates will work with SPRINGLAKE-EARTH ISD principal mentors and TTU faculty coaches to reevaluate the goals and instructional interventions and reflect upon the fidelity of implementation process. Practices previously incorporated will be examined and evaluated alongside researched best practices for fidelity of implementation. Instructional coaching and feedback competencies will be evaluated through TTESS rubric ratings by TTU faculty coaches. The collaboration with SPRINGLAKE-EARTH ISD principal mentors will create a system of support to grow the skill set of the candidate to implement successful instructional coaching every quarter that improves teacher and student growth.

Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

[X] 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 grant 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.

[X] 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.

[X] The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.

[X] The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.

[X] The applicant provides assurance that it will attend and/or present at any symposiums, meetings or webinars at the request of the Texas Education Agency.

[X] The applicant assures that the principal preparation residency is full-time and at least 1-year in length.

[X] The applicant assures that residents do not have significant classroom responsibilities.

[X] The applicant assures that residents do not hold a principal certification in the state of Texas.

[X] The applicant assures that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

[X] The applicant assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute in June 2019.

[X] The applicant 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.

[X] The applicant assures that Attachment 2: *Principal Preparation Grant Fidelity of Implementation Rubric for LEAs* and Attachment 3: *Principal Preparation Grant Fidelity of Implementation Rubric for EPPs* will be utilized to design and implement residency.

[X] The applicant assures they will select their EPP per LEA compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to **brenda.garcia@tea.texas.gov** for approval.

[X] The applicant assures understanding that full grant award will not be released until TEA staff have concluded the negotiation process and verified the MOU contains all the required elements listed on page 8 of 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.

Statutory/Program Requirements

1. 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. Also, provide the plan for considering the degree to which the diversity of the residents mirrors that of the student population in the recruitment and selection strategy.

The candidates in the TTU Principal Fellows Residency preparation program are highly vetted by school (SPRINGLAKE-EARTH ISD) and TTU faculty. The selection process of potential teacher candidates, will examine evidence for each candidate's leadership capacity by reviewing teacher student achievement (STAAR) and progress data (Common Formative Assessments/Benchmarks, TPRI, TEJAS Lee, TELPAS), Texas Teacher Evaluation and Support system (T-TESS) appraisal data, overall body of work, and how well the candidate applicant pool reflects the student body of the school. TTU Educational Leadership Coaches vet prospective principal candidates to leverage the highest Knowledge, Skills, Mindset (KSMs) using Texas Education Agency's (TEA's) standards for the Principal as Instructional Leader. Various tools such as interviews, surveys, self-evaluations focused on the Principal as Instructional Leaders are utilized to identify quality candidates for the residency program. One example of an effective protocol to gauge a prospective principal candidates' ability to improve student achievement involves having each candidate track their most recent classroom data. Using the new state accountability system, each principal candidate plots the result of their own students' outcomes within the state accountability evaluation of student achievement as Approaches, Meets, and Masters grade level expectations in addition to factoring student growth. These intentional protocols allow TTU to help SPRINGLAKE-EARTH ISD vet for the best-qualified principal candidates for the TTU Residency Program. Following the vetting and selection of candidates at the school level, potential candidates are required to complete an application including open-ended questions on educational leadership that demonstrate problem-solving ability and leadership decision-making. Collected information for applicant selection also includes education background, certification areas, teaching experience, professional resume, letter of recommendation from current supervisors, and current artifacts as evidence of their students' progress. The TTU faculty coaches utilize rubrics to rate each of the components listed above in the university application process. In addition, the university faculty coaches conduct virtual live interviews of the candidates selected by the partnering school, TTU, with semi-structured questions on leadership dispositions, teacher content knowledge, advocacy for at-risk students, teacher mindset (growth/fixed), and instructional knowledge. During the interview process, faculty members examine multiple forms of rubric and application data, discuss the overall scores, school partners' selection notes and input to select the candidates who will participate in the next Principal Fellows cohort for the following school year.
To address administrator diversity, the TTU Principal Fellows Residency Program has been collaborating with schools and districts in Texas and Louisiana for five years on the selection, coaching, placement, and skill development of future school leaders. The residence program has also served as a platform to diversify the school leadership pipeline. With current Fellows in Residence and Program Alumni, the Principal Fellows Program is 49 Fellows strong, and has been successful in recruiting a diverse applicant pool including 12 African American, 10 Latina/o, 1 Asian, and 25 White Principal Fellows who are currently serving in school leadership roles. The diversity plan will support the growth of educational leaders in SPRINGLAKE-EARTH ISD to serve the 69.4% (243) Hispanic, 29.4% (103) White, .01% (4) African American and 70.5% (247) economically disadvantaged out of the 350 students.

Statutory/Program Requirements

2. Provide a description of the year-long, full-time residency, including sustained and rigorous clinical learning in an authentic school setting; substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

The Principal Fellows Residency Program and SPRINGLAKE-EARTH ISD partnership seeks to implement a highly selective and competency-based residency model that provides teachers evidence-based professional enhancement activities which lead to a Master's Degree in Educational Leadership, the completion of 268 Principal Certification, and builds competencies in T-TESS implementation. The program uses the full-time clinical job-embedded experience to provide aspiring leaders the opportunity to develop instructional leadership skills to transform schools and demonstrate competency. The TTU and SPRINGLAKE-EARTH ISD partnership will glean leadership expertise from various district and university lenses to lead instruction in Texas schools serving minority children.

The current 15-month Master's Degree is a 36-hour on-line program approved by TEA and is a collaborative effort with schools to improve instructional coaching and mentoring support working with current exemplary campus Mentor Principals. An instructional conversation based on data with the Mentor Principal leads to the selection of two struggling teachers that the Principal Fellows grow over the academic year. Principal Fellows also lead a selected content PLC over the year by modeling best practice with various forms of data and student evidence in coaching two struggling teachers. The Principal Fellow in the program advocates and leads the learning with support of cooperating teachers of an English Learner and Special Education student through quarterly progress monitoring of instructional goals as part of the just-in-time curriculum. Dedicated Educational Leadership Faculty Coaches from Texas Tech will provide virtual group learning and face-to-face coaching support sessions with Principal Fellows on their campus focusing on instructional coaching. The growth and support of the two selected struggling teachers aligns with instructional leadership 268 Principal as Instructional Leader and coursework competencies.

The program and coursework focus heavily in three areas of instructional leaderships: (1) leading a targeted area of need in a PLC, (2) supporting the coaching and instructional growth of two struggling teachers through a full rubric and competency based Pre-Observation-Post (POP) coaching cycle process, and (3) leading the learning and advocacy of special populations, with an emphasis on English Learners (ELs), and special education (SPED). The design model of the 15- month job-embedded residency program is conceptually framed as leaders coaching the coach. The leaders coaching the coach approach is characterized by university faculty members coaching the principal residence interns (i.e., Principal Fellow) to coach struggling teachers and collaborate with teachers as a team to ultimately improve student achievement. Quarterly instructional goal planning, implementing SMART goals, and leading accommodations and interventions in real time with teachers and students is part of the job-embedded curriculum that allows skill development and competency in a real time setting documenting the improvement of student outcomes. To develop teacher rapport, leadership efficacy, and drive data decision-making processes, each Principal Fellow is assigned to a different campus than where they served as a teacher prior to selection into the program.

The instructional leadership competencies (1) allows the Principal Fellows' Residency Program to have meaningful partnerships with schools to invest in their best, develop human capital, and continue to grow their own pipeline of leaders; and (2) produces aspiring leaders to lead learning in authentic campus and school settings to improve school outcomes that specifically impact student achievement.

Data collected quarterly demonstrates progress for teachers and students and further demonstrates the impact of coaching, instructional leadership, and overall school leadership as a Principal Fellow in Residence. A culminating presentation of outcomes and impact organized by the fellow is presented to stakeholders in late spring. The presentations include specific data collection on growing assigned teachers, leading PLCs, supporting and advocating for EL and SPED students by highlighting at least one impactful contribution each of the Principal Fellows has made on their campus. In the audience are Mentor Principals, central administration, human resource officers, and TTU Faculty Coaches. The End of the Year Learning Showcase is a signature portfolio presentation of the data collected and the instructional coaching and advocacy work conducted during the year.

Statutory/Program Requirements

3. Provide a description of school actions implemented in the 2016-2017 or 2017-2018 school years; or planned for the 2019-2020 school year and beyond. Refer to page 7 of the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines for a list of school actions. Check "Not Applicable" if LEA has not implemented any school actions in the 2016-2017 or 2017-2018 school years or has no plans to implement school actions in the 2019-2020 school year and beyond.

☒ Not Applicable

Statutory/Program Requirements (Cont.)

4. 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.

Superintendent and principals completed the Leverage Leadership Readiness Assessment and determined that out of 40 points the district leadership team scored 8 total points. Four key areas were scored by the leadership as attempting, and four areas were scored as lacking, and two areas were scored as foundational which included interim assessment and ability to lead lesson planning activities.

5. 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.

Superintendent and principals completed the Leading Observation Feedback and determined the district had one area that scored foundational- content knowledge and expertise in multiple content areas, six areas were attempting, and three areas that were lacking. The district leadership team scored 8 total points in current observation and feedback practice out of 40 possible points.

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 grant.

⦿ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.

◯ 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 grant?

◯ Yes   ⦿ No

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

5A: Assurances

☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.

☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment

2. Enrollment of all participating private schools

3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)

4. Total current-year grant allocation

5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit

6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)

7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)

LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)

CDN 140907   Vendor ID 75-6002498   Amendment #

Number of principal residents participating in the 2019-2020 Principal Preparation Grant Program 2

Matched amount (number of principal residents participating in program x $15,000) 30,000

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)   **BUDGET**

Teacher Salary	76,634
TRS& Meidcare	7,038
Health Insurance- Employee	2,328

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Professional Development- Summer Institute	9,000
Tuition & Fees	30,000

SUPPLIES AND MATERIALS (6300)

IPADs, Swivl Cloud, & Course Textbooks	6,150

OTHER OPERATING COSTS (6400)

SBEC Certification	1,482
Principal Mentor Stipend	6,000
Travel & Perdiem	1,368

Total Direct Costs   140,000

Indirect Costs   0

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)   140,000

RELAY/GSE

Attachment 1: Leverage Leadership Readiness Assessment

Leading Observation Feedback
How would you describe your team's...

Item	2 - Foundational / 3 - Proficient / 4 - Exemplary
a. Content knowledge expertise in one or more of the core subject areas (Math, Language Arts, etc.), including: knowledge of best teaching practices; knowledge of current standards; and ability to model lessons for new or struggling teachers?	2
b. Ability to identify quality action steps that name the highest leverage issue in the class and create action steps that are measurable, observable, and bite sized?	1
c. Use of a weekly observation schedule that allows them to observe and meet face to face with teachers following each observation for the purpose of instructional coaching?	1
d. Use of a common system for tracking feedback for teachers that allows leaders to track: the number of observations they have conducted, the action steps issued, and the trends across teachers that can be used to inform professional development?	0
e. Use of a common system for delivering feedback that provides teachers with a measurable, observable, and bite sized action steps, including an exemplar of these action steps in practice?	0
f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions?	1
g. Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?	1
h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?	1
i. Use of genuine moments of affirmation that are: organically embedded into feedback meetings, linked to previous action steps, and designed so that teachers can reflect on the impact of their own improvements?	1
j. Ability to provide real-time feedback that: takes place during class, supports the flow of class, uses nonverbal signals, and gives teachers a sense of "what to do"?	0

RELAY/GSE

Attachment 1: Leverage Leadership Readiness Assessment

Leading Data Driven Culture: *How would you describe your team's...*	1 – Approaching 2 – Foundational 3 – Proficient 4 – Exemplary
a. Use of interim assessments, across grades and subjects, that are aligned to end-goal assessments (i.e. state tests, college entrance exams, etc.)?	2
b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching?	0
c. Delivery of professional development that prioritizes data driven instruction, which includes: modeling assessment analysis, action planning, and flexibly adapting to student learning needs?	1
d. Use of a system for creating, implementing, and monitoring aligned lesson/curriculum materials (including "do nows", in-class independent work, and homework) that meet or exceed the rigor of the standards and end-goal assessments?	1
e. Ability to recruit and develop a highly active instructional leadership team that drives analysis meetings after each interim assessment and maintains focus on the process throughout the year?	6
f. Ability to conduct deep analyses of school-wide and individual teacher data so that school wide patterns (i.e. high and low outliers) can be identified and be used to create effective action plans?	0
g. Ability to lead interim assessment analysis cycles so that teachers are guided to see exemplar student answers, analyze trends, create high leverage action plans, and monitor action plans to guarantee effective re-teaching (e.g. using monitoring tools, student work analysis, and classroom observations)?	0
h. Ability to hold leaders and teachers accountable to prepare and engage in weekly data meetings that ensure that teachers analyze and use student work to identify exemplars, identify the gaps between exemplars and non-exemplars, and create action plans based on gaps in student learning?	1
i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?	1
j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?	2