2019-2020 PRINCIPAL PREPARATION GRANT PROGRAM, CYCLE 2

COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

Texas Education Agency®

NOGA ID

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:

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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):

Applicant Information

Organization	Harmony Science Academy	CDN	101-846	Vendor ID	76-0615245	ESC	04	DUNS	085187438
Address	14100 Southwest Frwy, Ste 100	City	Sugar Land	ZIP	77478	Phone	713-343-3333		
Primary Contact	Terri Pérez	Email	terri.perez@harmonytx.org	Phone	713-343-3333				
Secondary Contact	Azem Cure	Email	acure@harmonytx.org	Phone	713-343-3333				

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	Fatih Ay	Title	CEO
Email	fay@harmonytx.org	Phone	713-343-3333
Signature		Date	11/09/2018
Grant Writer Name	Mark Namver	Signature	
Date	11/09/2018		

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

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
Retention: The district needs to ensure the retention of highly qualified staff to support high-quality instruction by increasing the number of principal and AP hires who remain in their positions within the district for at least 3 years by at least 25%.	1) Develop and implement effective succession planning that takes into account the number of new schools built and principal/AP transitions. 2) Recruit and train teacher leaders to support the current admin staff as district student enrollment grows to ensure that the district has quality administrative staff to support the instructional staff with student achievement.
Quality of Applicants: The district needs to strengthen the quality of internal applicants by providing candidates an authentic residency. Currently 67% of campus admins do not hold a principal certification.	Develop an authentic residency program in collaboration with EPP that utilizes the Texas Principal Standards and components of the TPESS and Texas 268 certification exam which includes an ongoing, action-research component which addresses a district/campus need.
Diversity: The district needs to increase the diversity of candidates in the application pool and ultimately in the school leadership ranks. Currently 33% of campus admins are from minority backgrounds.	1) Establish a steering committee to identify barriers and enablers to achieving diversity and inclusion to help guide subsequent efforts. 2) Establish a framework with a) a clearly articulated philosophy and vision about diversity and its connection to the mission of the district, b) expected outcomes.

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 June 2020, the district will optimize principal succession by selecting a cohort of 5 participants and ensuring that they successfully complete a 1 year rigourous, authentic residency program offered during the 2019-20 school year as a component of the EPP conducted by The University of Texas at Tyler. This will result in a highly qualified pool of internal candidates that have increased exposure to highly effective learning experiences as measured by 90% or more of residents successfully completing all components of the program. Additionally, as a result of the residency program, the percentage of minority campus principals will increase by 50%. Residents will ultimately demonstrate mastery of the Texas Principal Standards so that the district generates a highly qualified pool of applicants who are fully equipped for principal position.

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

1) Five residents will be selected and will work towards completing enrollment in the UT-Tyler Master's of Educational Administration and principal certification program.
2) Residents will have campus-based leadership positions and will engage in authentic leadership opportunities daily.
3) Residents will have met with mentor principals at least twice weekly and with field supervisors at least twice monthly.

Measurable Progress (Cont.)

Second-Quarter Benchmark

1) Residency Coursework: Each resident will maintain a 3.0 GPA in courses with residency requirements.
2) Resident Survey: Residents will each reflect a strong self-perception of abilities by utlizing the Gallup Principal Insight survey (40% or more of the items in the survey are agree or strongly agree) needed to implement Texas Principal Standards.
3) Residency Supervision: Mentor principals will meet with residents at least 3 times a week for the first quarter.
4) Residency Observation/Coaching/Feedback: Field Supervisor visits and uses observation protocol documents that reflect sufficient progress toward mastery of the Texas Principal Standards.
5) Performance Assessments: Each resident will complete and pass a semester evaluation on resident's progress toward proficiency in the EPP components related to the residency (e.g., scoring 3+ out of 4 points on a rubric based off of the Domain 3 residency experience).

Third-Quarter Benchmark

1) Residency Coursework: Each resident will maintain a 3.0 GPA in courses with residency requirements.
2) Resident Survey: Residents will each reflect a strong self-perception of abilities (60% or more of the items in the survey are agree or strongly agree) needed to implement Texas Principal Standards.
3) Residency Supervision: Mentor principals will meet with residents at least 5 times a week for the first quarter.
4) Residency Observation/Coaching/Feedback: Field Supervisor visits and observation protocol documents will reflect sufficient progress toward mastery of the Texas Principal Standards.
5) Performance Assessments: Each resident will complete and pass a semester evaluation on resident's progress toward proficiency in the EPP components related to the residency (e.g., scoring 3+ out of 4 points on a rubric based off of the Domain 3 residency experience).

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.

The residency program to be implemented in partnership with UT-Tyler will use project evaluation performance reviews conducted at four program levels: resident, course, residency, and certification/degree.
1) Resident Level: When residents score below benchmark level on any evaluation measure, interventions are immediately instituted. When a resident's GPA in a course falls below 3.0 (on a 4.0 scale), the UT-Tyler professor of record will meet with the resident to determine and implement immediate supports and interventions. If at any time the resident is not meeting benchmarks regarding residency activities, then the professor, the field supervisor, and the site facilitator will meet to determine and implement supports and interventions to ensure the resident's mastery in the program.
2) Course Level: Course content and emphasis of standards is adjusted based on residents' performance on evaluation measure benchmarks. This includes adjusting the emphasis of standards covered in the course and residency program as well as the inclusion of additional content to ensure resident's mastery of course and residency standards.
3) Residency Level: Based on the resident's performance on evaluation measure benchmarks, the level of support provided by the professor of record, field supervisor, and site facilitator during the residency will be increased and residency program activities will be adjusted to ensure resident success in the mastery of the Texas Principal Standards.
4) Certification/Degree Level: Resident's progress toward mastery of the Texas Principal Standards, as measured by the evaluation measures will be used to evaluate and adjust courses offerings & course sequencing, residency components, and structure/levels of support provided by the IHE certification/degree program director, professor of record, field supervisor, and site facilitator.
Data, including the TEA-mandated performance measures, will be collected and analyzed in quarterly program meetings with principals. The Grant Director will also serve as the liaison with the UT-Tyler Principal Certification Program and will meet at least biannually with the IHE contact, participants, and mentors to review progress and program effectiveness. Sustainability will be achieved through successful program completion by the principal residents and their commitment through an executed MOU to remain in the district for at least four years. The residents will receive ongoing support from district instructional leaders.

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.

☒ 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.

☒ 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.

☒ 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.

☒ 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.

☒ 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.

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

☒ The applicant assures that residents do not have significant classroom responsibilities.

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

☒ 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.

☒ 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.

☒ 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.

☒ 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.

☒ 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.

☒ 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.

Targeted Recruitment:
Recruitment and selection of candidates will be contingent on the grant parameters (i.e., candidates without principal certification who do not currently or have not previously held a principal role) as well as eligibility requirements to enter UT-Tyler's Master's of Educational Administration principal certification program. Additional district-specific selection criteria include:
- completion of the Principal Insight (Gallup) survey that reflects aptitude for problem solving, strategic thinking, and growth mindset;
- strong appraisal performance as evidenced through H-TESS evaluation;
- interpersonal leadership as evidenced through past participation in the Harmony Aspiring Leaders Academy, for example;
- principal or supervisor recommendation reflecting interpersonal leadership, responsiveness to observations and feedback,
- evidence of strategic problem solving, and growth mindset;
- years of experience in the classroom and years of experience with Harmony;
- signed MOU agreement with the district that reflects a commitment to remain with the district to complete the program and gain certification within 24 months of starting the program and continuing their employment with the district for an additional 24 months after completion of the program; and
- interview.

Selection of candidates for the Principal Preparation Residency Program will be determined by a committee comprised of members of Harmony's Leadership Development department and district leaders.

Diversity of Residents:
We are committed to creating a diverse and inclusive environment in which our students, teachers, and leaders learn and work. We will closely work with Harmony's central HR office and establish
1) a steering committee to identify barriers and enablers to achieving diversity and inclusion to help guide subsequent efforts.
2) a framework with a) a clearly articulated philosophy and vision about diversity and its connection to the mission of the district, b) expected outcomes.

Our work to ensure that the diversity of our residents mirrors that of the student population in the recruitment and selection will include the following strategies:

1) Including campus leadership diversity prominently in the next strategic plan.
2) Including diversity goals in departmental requests for new hires.
3) Developing and refining standard recruitment practices.
4) Providing funds for search committees to send representatives to conferences to recruit potential candidates.
5) Examining the recruiting practices of similar institutions to learn proven strategies.

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 district will partner with The University of Texas at Tyler (IHE/EPP) for the principal preparation program. The Master's Degree in Educational Leadership (leading to principal certification) at UT-Tyler provides sustained and rigorous clinical learning in an authentic setting under the joint supervision of a mentor principal, field supervisor, and faculty of UT-Tyler. These experiences are woven throughout 30 hours of coursework over four semesters and a yearlong internship. Because critical thinking is a must for responding to the diverse needs of PK -12 students, clinical experiences will include substantial leadership responsibilities at the campus level, including the opportunity to address and resolve significant problems/ challenges in the resident's school that influences instructional practice and student learning.

The district provides the following assurances regarding developing a sustained and rigorous full-time year-long clinical learning experience in an authentic school setting, as well as providing authentic leadership responsibilities for candidates.

1) UT-Tyler has two practicum experiences that emphasizes the integrated pillars within 268 TExES preparation: communication with stakeholders, diversity and equity, professional development, curriculum alignment, hiring, selection and retention, school vision and culture, etc.

2) Provide training for on-site principal mentors to ensure oversight of the candidate. Candidates will be provided both a campus-level mentor that is on-site for assistance with practicum experiences as well as a district-level mentor.

3) Implementation of instructional coaching models with candidates. The residency will involve significant work with instructional coaching to directly increase teacher effectiveness while indirectly increasing the effectiveness of the instructional leader. Involvement in leadership walks, collaborative administrative data sessions, department/grade level data team meetings, vertical alignment, and coaching conversations gives our residents a broad instructional understanding. This experience will provide the resident(s) with professional coaching at both the campus and district levels along with the beginning stages of learning the craft of coaching and shaping teachers' instructional practices, affecting the instructional core.

4) Residents will lead professional learning community (PLC) data meetings and disaggregate data to provide strategic initiatives to improve student achievement within the culture of the campus. Residents will also be assigned a specific grade level and/or subject area to maximize their exposure. The resident will be involved in weekly planning meetings (also known as PLCs), six weeks Community of Practice Meetings, data analysis/break down, unit/benchmark creation, lesson planning, and evaluation, as well as horizontal alignment across the grade level/subject area.

5) Residents will specialize in special programs and assigned to assist with other areas of academics such as GT, 504, RTI, ESL, dyslexia, special education, and STAAR campus training, testing plans, and administration. The involvement would range from the initial start of the program at the beginning of the school year to planning activities, data meetings, committee meetings, and finally review at the end of the school year. Meetings may not be only at the campus level also district level.

6) Residents will a) lead professional development in areas of instruction, curriculum, and discipline, b) develop a campus-level academic, professional learning plan for the fall and spring semester, and c) will work side by side with designated campus and district administration to evaluate the needs of the school, plan, prepare, execute, and assess each training.

7) Residents will be members of the Campus Improvement Team and District Advisory Committee and will assist with Campus Improvement Plan creation, implementation, and monitoring, as well as the District Advisory Committee. Campus morale will also be an area for growth for our residents.

These clinical experiences will ensure that our residents have ample opportunities – supported by coaching from mentors, field supervisors, and IHE/EPP faculty – to develop the skills to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practices, student achievement, and the school culture.

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

The district has not implemented any school actions in the 2016-2017 or 2017-2018 school years and has no plans to implement school actions in the 2019-2020 school year and beyond.

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.

HSA is a charter LEA and part of Harmony Public Schools system. Our 3,779 students are diverse; 81.4% of our students are minorities. 55.6% are economically disadvantaged. Harmony has a 18 year track record of consistently supporting all students, regardless of race or income level, in achieving outstanding academic results. Beginning with the launch of its first STEM-focused school in Houston in 2000, Harmony has transformed the way Texas students, especially educationally disadvantaged populations, engage with math and science. As a result of their performance, Harmony schools have earned numerous national recognitions: U.S. News & World Report's "Best High Schools in the Nation" list, The Washington Post's "Most Challenging High Schools" list, and Newsweek's "America's Best High Schools" list.

We invested in developing a data-driven instruction framework early on. Our organizational commitment to continuous improvement is enabled by a data-driven culture and feedback loops embedded in existing processes and protocols. The information needed to enable data-driven decision making is powered by a variety of customizable dashboards that we developed in-house. We provide extensive professional development for teachers and school leaders before and during the school year, including training all new teachers in our curriculum and data-driven approach and providing support structures for ongoing improvement through frequent collaboration meetings and a mentoring program. Teachers analyze data together in regular teacher collaboration meetings with the support of grade-level or subject-area chairs, offered by our interventionists and ESL or SPED teachers.

We utilize a three-tier approach with varying levels of support beyond that used in the core curriculum. The process of Response to Intervention (RTI) is a school-wide and district-wide model for identifying and providing high quality instruction and early intervention to all students falling behind their grade level peers. Tier 1 is effective core instruction for all students and takes place during main/core classes and lab classes. Tier 2 is supplemental intervention for some identified students and takes place during lab classes, after school or Saturday. Tier 3 is intensive intervention offered by our interventionists and ESL or SPED teachers for small groups of students and contains explicit instruction to include skill gaps. Please see Attachment 1 for our Leverage Leadership Readiness Assessment: Data-Driven Instruction.

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.

The campus-level Observation-Feedback system used at Harmony Public Schools is based on the Danielson Framework for Teaching (FfT). Through the Frontline platform, administrative teams (principals and assistant principals) can archive and share observation notes with respective teachers. The observation-feedback cycle used by admins requires scheduled, formal observation windows for walkthroughs, informal and formal observations, and newly implemented instructional rounds. Currently all principals and most assistant principals have been trained and certified in using five components from the Danielson's FfT (setting instructional outcomes, managing classroom procedures, using questioning and discussion techniques, engaging students in learning, using assessment in instruction) to conduct at least two formal observations and multiple walkthroughs throughout the year.

The use of the observation-feedback system on Frontline allows administrators and teachers to hold meaningful discussions about what was observed during an informal or formal observation. The platform aggregates the numerical scores for the formal observations and provides teachers and admins with a report that, in conjunction with the My Learning Plan platform, can guide next steps in coaching and professional development. The Frontline platform and My Learning Plan integration also launch a Learning Loop protocol of recommended professional learning or resources to improve teaching performance.

After completing the Leading Observation Feedback survey (Attachment 1: Leverage Leadership Readiness Assessment), Harmony recognizes that our efforts for creating a district-wide, consistent and highly impactful system for observation feedback is a large-scale endeavor which is contingent on having more highly effective and better-trained school leaders. While the technology-based systems for the observation-feedback cycle are in place, Harmony admins would benefit from additional training for calibrating and delivering consistent feedback sessions that reflect identifying high-leverage action steps; follow-up and feedback tracking systems; opportunities for planning, practice, and reflection; and strategic planning for professional learning that aligns campus and district needs and shared vision.

EPP observations will take place at a minimum twice a semester.

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	Campus admins	Barrier	Shortage of campus admins with Texas Principal Certification
Group	Campus admins	Barrier	Lack of knowledge regarding program benefits
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 101-846 Vendor ID 76-0615245 Amendment #

Request for Grant Funds

Number of principal residents participating in the 2019-2020 Principal Preparation Grant Program: 5

Matched amount (number of principal residents participating in program x $15,000): 75,000

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
Personnel for Harmony Aspiring Leaders Academy, 0.5FTE	35,000
Grant Director salary, 0.1 FTE	8,300

PROFESSIONAL AND CONTRACTED SERVICES (6200)	
EPP tuition (Master's+certification prep), exam fees, books, face-to-face supervision, $12,250/resident	61,250
Harmony Aspiring Leaders Academy professional development fees	30,000
PD for mentors, $4,000/mentor	20,000

SUPPLIES AND MATERIALS (6300)	
Harmony Aspiring Leaders Academy supplies, text, materials, etc.	20,000

OTHER OPERATING COSTS (6400)	
Stipends, $7,500/resident, $5,000/mentor	62,500
Registration and travel for conferences, $7,000/resident, $2,000/mentor	45,000
Travel for grant director to attend TEA Summer Institute	1,500

Total Direct Costs	283,550
Indirect Costs	11,325
TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)	294,875

Attachment 1: Leverage Leadership Readiness Assessment

Leading Data Driven Culture: *How would you describe your team's...*	2 - Foundational 3 - Proficient
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?	1
c. Delivery of professional development that prioritizes data driven instruction, which includes: modeling assessment analysis, action planning, and flexibly adapting to student learning needs?	2
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?	1
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?	1
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)?	2
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?	1

Leading Observation Feedback ***How would you describe your team's...****	0 - Lacking 1 - Attempting 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?	4
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?	3
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?	2
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?	2
f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions?	2
g. Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?	2
h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?	2
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"?	1