



2020-2021 PRINCIPAL RESIDENCY GRANT PROGRAM, CYCLE 3
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 12, 2019

NOGA ID [REDACTED]

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

RECEIVED
 TEXAS EDUCATION AGENCY
 2019 NOV 12 AM 11:14
 DOCUMENT CONTROL CENTER
 GRANTS ADMINISTRATION

Grant period from

February 1, 2020 - August 31, 2021

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): [REDACTED]

Applicant Information

Organization **THRALL IND. SCHOOL DISTRICT** CDN **246912** Vendor ID [REDACTED] ESC **13** DUNS **074613407**
 Address **201 S BOUNDS** City **THRALL** ZIP **76578** Phone **512-898-0062**
 Primary Contact **JOLENA POKORNY** Email **JPOKORNY@THRALLISD.ORG** Phone **512-898-0062**
 Secondary Contact **TOMMY HOOKER** Email **THOOKER@THRALLISD.ORG** Phone **512-898-0062**

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):

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

Authorized Official Name **TOMMY HOOKER** Title **SUPERINTENDENT**
 Email **THOOKER@THRALLISD.ORG** Phone **512-898-0062**

Signature *Tommy Hooker* Date **11/11/2019**

Grant Writer Name **JOLENA POKORNY** Signature *Jolena Pokorny* Date **11/12/2019**

Grant writer is an employee of the applicant organization. Grant writer is not an employee of the applicant organization.

2020-02-06-19

701-18-105-035

Shared Services Arrangements

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
THRALL ISD GOAL 1: Every student will achieve continuous improvement toward excellence in academic achievement.	THE CAMPUS LEADER MONITORS STUDENT PROGRESS THROUGHOUT THE SCHOOL YEAR. ANY STUDENT IDENTIFIED AS AT RISK, HAS AN INDIVIDUAL INTERVENTION PLAN THAT IS CREATED AT RTI MEETINGS (EACH SIX WEEKS).
THRALL ISD GOAL 3: The district will recruit, train and retain highly qualified and motivated staff to promote a positive influence on all students.	THE CAMPUS LEADER WILL CREATE A POSITIVE, SUPPORTIVE, AND COOPERATIVE LEARNING COMMUNITY. STAFF SURVEYS ARE GIVEN ANNUALLY TO GAUGE CAMPUS MORAL AND NEEDS BY STAFF.
THRALL ISD WILL GROW STRONG INSTRUCTIONAL LEADERS FROM WITHIN.	THRALL ISD WILL HAVE TEACHER LEADERS TAKE PART IN A PRINCIPAL RESIDENCY PROGRAM AND OBTAIN THEIR PRINCIPAL CERTIFICATION.

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.

THRALL ISD WILL GROW TWO TEACHER LEADERS FROM WITHIN AND HAVE THE TEACHER LEADERS ENGAGE IN A RIGOROUS PREPARATION PROGRAM STRENGTHENING THEIR INSTRUCTIONAL LEADERSHIP WITH CONSISTENT SUPPORT OF A MENTOR PRINCIPAL. BY THE END OF THE GRANT, TWO TEACHER LEADERS WILL TAKE THE PRINCIPAL CERTIFICATION EXAM.

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

MAY 2020: THRALL ISD WILL HAVE 2 HIGHLY QUALIFIED STAFF MEMBERS SELECTED TO JOIN THE REGION 13 PRINCIPAL CERTIFICATION PROGRAM. THE INTERNS WILL COMPLETE THE REQUIRED SUMMER TRAININGS AT REGION 13.

AUGUST 2020: INTERNS WILL HAVE SUCCESSFULLY COMPLETED ALL PRE-PRACTICUM SUMMER TRAINING INCLUDING BUT NOT LIMITED TO T-TESS, T-PESS, AEL, AND IMPACT COACHING. INTERNS WILL HAVE COMPLETED FULL DAY LAUNCH OF FIRST BLENDED CURRICULUM COURSE, LEADING THROUGH SCHOOL CULTURE.

AUGUST 2020: THE 2 SELECTED STAFF MEMBERS WILL HOLD TRAININGS TO DESCRIBE THE AT RISK STUDENT INTERVENTION PLANS THAT WILL BE USED DURING THE YEAR.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

SEPTEMBER 2020: THE INTERNS WILL CREATE A STAFF SURVEY BASED ON SUMMER STAFF DEVELOPMENT FOR ALL TEACHERS TO COMPLETE. BASED ON THE SURVEY, NEEDS WILL BE ADDRESSED AS WELL AS THE UPCOMING STAFF DEVELOPMENT PLANS.

OCTOBER 2020: PLAN AND LEAD THE FIRST RTI MEETING FOR STUDENTS IDENTIFIED AT RISK.

OCTOBER 2020: CREATE A PRESENTATION COVERING THE DATA FROM AT RISK MEETINGS AND PRESENT AT THE MONTHLY SCHOOL BOARD MEETING.

Third-Quarter Benchmark

DECEMBER 2020: PLAN AND LEAD THE SECOND RTI MEETING AND DETERMINE PROGRESS/LACK OF PROGRESS MADE.

JANUARY 2021: CREATE A MORAL BOOSTER FOR STAFF AS THEY RETURN FROM THE HOLIDAYS.

MARCH: PLAN AND LEAD THE THIRD RTI MEETING.

APRIL: ATTEND JOB FAIRS WITH HR AND DISCUSS BUDGETING PLANS.

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 PRINCIPAL MENTOR WILL WORK CLOSELY WITH THE INTERNS. WEEKLY MEETINGS WILL BE HELD TO ENSURE INTERNS ARE ON TRACK FOR SUCCESSFUL COMPLETION. INTERNS WILL ALSO ATTEND MONTHLY LEADERSHIP TEAM MEETINGS FOR SUPPORT ON EACH BENCHMARK GIVEN.

NOT ONLY WILL THE PRINCIPAL MENTOR WORK WITH THE INTERNS ON BENCHMARK ITEMS, BUT TIME WILL BE SET ASIDE EACH DAY TO ENSURE REGION 13 PROGRAM COMPLETION IS UNDERWAY. ASSISTANCE ON ASSIGNMENTS WILL BE GIVEN AS NEEDED.

EACH BENCHMARK WILL CONSIST OF A TEAM OF LEADERS WHO WILL ALSO ASSIST THE INTERN TO ENSURE SUCCESSFUL COMPLETION.

NINE PILLAR PERFORMANCE ASSESSMENTS WILL BE REVIEWED THROUGHOUT THE YEAR AS THEY ARE TAUGHT IN THE PROGRAM.

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 2020-2021 Principal Preparation Grant Program, Cycle 3 Program Guidelines.

The applicant provides assurance to adhere to all Performance Measures, as noted in the 2020-2021 Principal Residency Grant Program, Cycle 3 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 Residency Summer Institute in June 2020.

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 Residency Grant Fidelity of Implementation Rubric for LEAs* and Attachment 3: *Principal Residency 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 Heather.Salaz@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 7 of 2020-2021 Principal Residency Grant Program, Cycle 3 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. 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.

STEP 1: DETERMINE CURRENT STAFF MEMBERS WHO MEET THE ELIGIBILITY REQUIREMENTS LISTED WITHIN THE GRANT.

STEP 2: BASED ON THE CANDIDATES THAT ARE ELIGIBLE AND THOSE WHO ARE INTERESTED, A COMMITTEE OF LEADERS WILL REVIEW THE FOLLOWING INFORMATION:

1. REVIEW THE APPLICANTS LETTER OF INTENT TO JOIN THE PROGRAM AND SERVE AS A PRINCIPAL INTERN.
2. REVIEW THE APPLICANTS TWO LETTERS OF RECOMMENDATIONS (1 OF WHICH IS REQUIRED FROM THE CURRENT SUPERVISOR).
3. REVIEW THE PREVIOUS YEARS EVALUATIONS FROM THE INTERN.
4. REVIEW THE APPLICANTS DATA FROM THE PAST YEAR OF INSTRUCTION.
5. REVIEW THE APPLICANTS SELF EVALUATION AS A LEADER.
6. REVIEW THE PROBLEM AND SOLUTION STATEMENT FROM THE INTERN.
7. REVIEW THE APPLICANTS LEADING STYLE EVALUATION.
8. RANK THE INTERNS

THE TOP TWO INTERNS WILL BE SELECTED TO FULFILL THE PROGRAM REQUIREMENTS. THRALL ISD IS A FAST GROWING DISTRICT WITH A MAJORITY OF THE STUDENTS BEING WHITE. OUR GOAL IS TO SELECT STAFF MEMBERS WHO ARE OPEN TO TRYING NEW IDEAS AND NOT BEING AFRAID TO THINK OUTSIDE OF THE BOX. THE DISTRICT WILL ENSURE THAT VETTED CANDIDATES MEET THE MINIMUM CRITERIA FOR PCN ADMISSION CRITERIA.

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 INTERNS WILL WORK CLOSELY WITH THE PRINCIPAL MENTOR.

CLINICAL LEARNING OPPORTUNITIES:

CREATING INTERVENTION PLANS AND LEADING RTI MEETINGS (ADDRESS THE ACHIEVEMENT GAP). LEAD THE PROFESSIONAL DEVELOPMENT FOR STAFF BASED ON YEAR LONG REQUIREMENTS.

WORK CLOSELY WITH THE CAMPUS PRINCIPAL THROUGHOUT THE DAY TO ENSURE DAILY ROUTINES RUN SMOOTHLY. WORK CLOSELY WITH THE LEADERSHIP TEAM TO ADDRESS FAST GROWTH AND FUTURE PLANNING AS WE ADJUST THE LONG TERM PLANS.

ASSIST IN CREATING MONTHLY FACULTY MEETING AGENDAS AS WELL AS LEAD PART OF THE MEETING.

WORK CLOSELY WITH THE CAMPUS INTERVENTIONIST TO ENSURE TARGETED PLANS FOR STUDENTS (REVIEW LESSON PLANS).

PARTICIPATE ON THE CAMPUS STRATEGIC PLANS AS WELL AS THE DISTRICT STRATEGIC PLAN.

PARTICIPATE AND HELP GUIDE CURRICULUM PLANNING THAT OCCURS WEEKLY AT EACH GRADE LEVEL.

THE PRINCIPAL INTERNS WILL ENGAGE IN A YEAR FULL OF AUTHENTIC LEADERSHIP EXPERIENCES, HEAVILY FOCUSED ON INSTRUCTIONAL LEADERSHIP USING THE NINE PILLAR PERFORMANCE WHICH WILL INCLUDE THE FOLLOWING: STRATEGIC PROBLEM SOLVING, SCHOOL VISION AND CULTURE, PROFESSIONAL DEVELOPMENT, OBSERVATION AND FEEDBACK, HIRING, SELECTION, AND RETENTION, DIVERSITY AND EQUITY, DATA DRIVEN INSTRUCTION, CURRICULUM ALIGNMENT, AND COMMUNICATION.

Statutory/Program Requirements (Cont.)

3. 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.

DATA DRIVEN INSTRUCTION IS IMPLEMENTED AT THRALL ISD. REGARDLESS IF IT IS STUDENT DATA OR STAFF DATA, WE TAKE THE TIME TO ANALYZE OUR NEXT STEPS. FROM STAFF SURVEYS TO INTERIM BENCHMARKS, WE TAKE PRIDE IN ENSURING WE ANALYZE OUR FUTURE PLANNING.

EACH TEACHER UTILIZES THE TEKS RESOURCE SYSTEM AND TEKS GUIDE. THROUGHOUT THE YEAR, ASSESSMENTS ARE GIVEN TO GUAGE WHERE OUR STUDENTS ARE PREFORMING. NEXT STEPS OF TARGETED INTERVENTION ARE CREATED.

EACH CAMPUS TAKES PART IN THE INTERIM ASSESSMENTS GIVEN BY TEA. FROM THERE, DATA IS ANALYZED AND TARGETED INTERVENTION PLANS ARE CREATED. THE PRINCIPAL INTERN WILL WORK IN COLLABORATIVE GROUPS TO CREATE NEXT STEPS FOR STUDENT SUCCESS. THE INTERNS WILL ALSO BE STRENGTHENING THEIR SKILLS IN ONGOING FORMATIVE DATA ANALYSIS SYSTEMS DURING THEIR PROGRAM YEAR WITH PCN.

THRALL ISD TAKES PRIDE IN BEING AN A RATED DISTRICT. WITHOUT ROUTINELY MONITORING OUR DATA, WE WOULD NOT HAVE TARGETED PLANS TO ENSURE GROWTH OF ALL STUDENTS.

NOT ONLY DO THE TEACHERS MONITOR INDIVIDUAL GROWTH, BUT WE HAVE OUR STUDENTS TRACK THEIR GROWTH THROUGHOUT THE YEAR.

4. 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.

THRALL ISD TAKES PRIDE IN HAVING 25% OF OUR STAFF WHO HAVE COMPLETED THEIR MASTERS DEGREE. WE SUPPORT AND VALUE LIFE LONG LEARNERS.

CAMPUS LEADERS COMPLETE WALKTHROUGHS THROUGHOUT THE WEEK AND PROVIDE INSTANT FEEDBACK REGARDING THE WALKTHROUGH. TEACHERS COMPILE INFORMATION IN BINDERS OR FOLDERS TO PRESENT TO CAMPUS LEADERS.

DISTRICT LEADERS, INCLUDING SCHOOL BOARD MEMBERS, ALSO PARTICIPATE IN WALKTHROUGHS. AS A DISTRICT, WE STRIVE TO FIND THE GOOD IN ALL OF OUR STAFF. WE USE THE STAFF MEMBERS STRENGTHS TO HELP ADDRESS ANY WEAKNESSES THAT MAY BE FOUND.

THE PRINCIPAL INTERNS WILL WORK DIRECTLY WITH THE PRINCIPAL MENTOR TO ENGAGE IN WALKTHROUGHS AND OBSERVATIONS. THRALL ISD UTILIZES TTESS AND HAS TEACHERS ENGAGE IN THE FOLLOWING: PRE-CONFERENCE, OBSERVATION, AND POST-CONFERENCE MULTIPLE TIMES DURING THE YEAR. WEEKLY WALKTHROUGHS ARE DONE AND FEEDBACK IS GIVEN IN A WAY THAT ALLOWS TEACHERS TO FOCUS ON SMALL BITS THAT CONTRIBUTE TO THE LARGER GOAL.

THIS YEAR ALL TEACHING STAFF WENT THROUGH CAPTURING KIDS HEARTS. EACH CAMPUS HAS EMBEDDED FEEDBACK INTO MEETINGS AS WELL AS DAILY INTERACTIONS.

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 <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 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	<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 grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant'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"/>

Request for Grant Funds

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

Number of principal residents participating in the 2020-2021 Principal Residency Grant Program 2

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

SUMMER STIPEND FOR THE 29 DAYS IN REGION 13 PROGRAM	15,000
INTERN STIPEND FOR THE 2020-2021 SCHOOL YEAR	10,000
PRINCIPAL MENTOR STIPEND FOR THE 2020-2021 SCHOOL YEAR	10,000
REPLACEMENT TEACHER(S)	82,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

REGION 13 PRINCIPAL PROGRAM	20,000
REGION 13 PROFESSIONAL DEVELOPMENT	3,000

SUPPLIES AND MATERIALS (6300)

--	--

OTHER OPERATING COSTS (6400)

Total Direct Costs 140,000

Indirect Costs

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

Appendix I: Negotiation and Amendments (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page

Negotiated/Amended Section

For amendments: Choose the section you wish to amend from the drop down menu.

Negotiated Change/Amendment

For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.


FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY
Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

	
<p>Leading Data Driven Culture: How would you describe your team's...</p>	3
<p>a. Use of interim assessments, across grades and subjects, that are aligned to end-goal assessments (i.e. state tests, college entrance exams, etc.)?</p>	3
<p>b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching?</p>	2
<p>c. Delivery of professional development that prioritizes data driven instruction, which includes: modeling assessment analysis, action planning, and flexibly adapting to student learning needs?</p>	2
<p>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?</p>	3
<p>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?</p>	2
<p>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?</p>	3
<p>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)?</p>	3
<p>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?</p>	2
<p>i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?</p>	2
<p>j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?</p>	2

Attachment 1: Leverage Leadership Readiness Assessment

	<div style="display: flex; justify-content: space-between; font-size: 8px; font-weight: bold;"> 0 - Lacking 1 - Attempting 2 - Foundational 3 - Proficient 4 - Exemplary </div>
<p>Leading Observation Feedback <i>How would you describe your team's...*</i></p>	
<p>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?</p>	3
<p>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?</p>	3
<p>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?</p>	1
<p>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?</p>	3
<p>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?</p>	3
<p>f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions?</p>	2
<p>g. Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?</p>	2
<p>h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?</p>	3
<p>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?</p>	4
<p>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"?</p>	3