

Shared Services Arrangements

X SSAs are not permitted for this grant.

Identify Address Needs

List up to three quantifiable needs, as identified in our needs assessment, that the program fulfills all needs. Describe our plan for addressing a need.

Quantifiable Need	Plan for Addressing Need
Retention & Expansion: Currently, 78% of our principals have less than 3 years of experience in the role and 33% of campus principals are new Harmony principals. Goal: > 60% of principals and APs remain in their positions within the district for at least 3 years.	1) Continuation of a residency program creates more holistic and smoother transitions into principal/AP roles from the teacher role. 2) Recruit and train teacher leaders to support and eventually become school leaders. 3) Strengthen onboarding & induction programs with a residency that increases effective instructional leadership experience beyond 3 years in the principal role.
Quality of Candidate Pool with a Focus on Instructional Leadership: Currently, 59% of assistant principals do not hold principal certification and 28% of campus principals do not hold principal certification.	1) Strengthen our current residency program (launched with funding from Cycle 2 award), in collaboration with an EPP. 2) Strengthen campus-based instructional leadership teams (ILTs) by highly qualified members through the residency program.
Diversity: Currently, 11% of principals are from minority backgrounds and 50% of principals are females. District's vision is to increase the diversity of candidates in the application pool and in leadership.	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 and (b) expected outcomes.

Measurable Goals

Describe the specific SMART goal outcome for this program goal that is specific, measurable, achievable, relevant, and time-limited relative to student outcome or consistent with the purpose of the grant.

By the end of June 2022, the district will optimize principal succession by selecting 3 participants to successfully complete a 1 year rigorous, authentic residency program offered during the 2021-22 school year as a component of the EPP conducted by The University of Texas at Tyler. This will result in strengthening our highly qualified pool of internal candidates who have increased exposure to highly effective learning experiences as measured by the completion of all components of the program including, but not limited to, coursework and action research, site visits, surveys and mock interviews. Additionally, as a result of the residency program, % of minority HPS principals will increase by 50%. The HPS resident will ultimately demonstrate mastery of the Texas Principal Standards so that the district strengthens its highly qualified applicant pool.

Measurable Progress

Identify the benchmarks that will us at the end of the first three grant quarters to assess progress toward meeting the process and implementation goals of the grant.

First quarter benchmark

(1) Recruitment and selection efforts will be implemented by April 2021.
 (2) Three residents will be selected and will work towards completing enrollment in the UT-Tyler Master's of Educational Administration and principal certification program during April 2021.
 (a) Residency Coursework: Residents will register for Block I and begin coursework May 2021.
 (b) Resident Survey: Residents will reflect a strong campus success 360.09713 mmpus 360.09713 mmpus

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Measurable Progress Cont

Second Quarter Benchmark

(1) Residents and mentor principal(s) will attend a program launch and informational meeting/orientation in July 2021. (2) Residents will be assigned campus-based leadership positions & will engage in authentic leadership opportunities daily. (3) Residents will be part of the Harmony Performance and Evaluation Support System (HPESS) and will complete a personalized professional learning plan and set goals during the beginning of year (BOY) window. (4) Residents will meet with the district grant director via weekly webinar. (5) Resident will register for Block II and begin coursework August 2021. (6) Residents will reflect a strong self-perception of abilities via a self-reflection survey based on principal standards (40% or

Third Quarter Benchmark

Project Evaluation and Modification

Describe how you will use project evaluation data to determine and how to improve our program. If our benchmarks or strategic SMART goals do not show progress, describe how you will use evaluation data to improve our program for sustainability.

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Statutory Program Requirements

Provide a description of the year-long, full-time residency, including sustained and rigorous clinical learning in an authentic setting, substantial leadership responsibilities such as the ability to assess and solve significant problems / challenges in the school that influence 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 stakeholder efforts to build a collaborative culture in 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

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Mandatory Program Requirements Cont

3. Provide a description of Data-Driven Instruction as currently implemented at a purpose and location of the program. The description shall assess the Data-Driven Instruction provided in Attachment 1.

HSA-Waco is a charter LEA and part of the Harmony Public Schools system. Our 10,075 students are diverse; 83.8% of our students are minorities; 61.4% are economically disadvantaged; and 29.7% are ELL students. Harmony has a 20-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.

4. Provide a description of the observation and feedback as currently implemented at a purpose and location of the program. The description shall assess the 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.

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Append x I Negot at on and A end ents eave th s sect on b an when co p et ng the n t a app cat on for fund ng

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.

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