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Measurable Progress (Cont.)

Second-Quarter Benchmark

(1) Resident and mentor principal will attend a program launch and informational meeting/orientation in July 2021. (2) Resident will be assigned campus-based leadership positions & will engage in authentic leadership opportunities daily. (3) Resident 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) Resident will meet with the district grant director via weekly webinar. (5) Resident will register for Block II and begin coursework August 2021. (6) Resident will reflect a strong self-perception of abilities via a self-reflection survey based on principal standards (40% or more of the items in the survey are 'agree' or 'strongly agree') by October 2021. (7) Mentor principal will communicate with resident at least once a week for the first quarter and increase to 3 times a week by the end of the second quarter. (8) EPP Field Supervisor visits and uses observation protocol documents that reflect sufficient progress toward mastery of TPS.

Third-Quarter Benchmark

(1) Residency Coursework: Resident will register for Block III and begin coursework January 2022.
 (2) Resident will continue to meet with the district grant director via weekly webinar.
 (3) Residency Supervision: Mentor principal will meet with resident at least 3 times a week for the third quarter.
 (4) Residency Observation/Coaching/Feedback: EPP Field Supervisor visits and observation protocol documents will reflect sufficient progress toward mastery of the Texas Principal Standards.
 (5) Resident will be part of the Harmony Performance and Evaluation Support System (HPESS) and will participate in the progress monitoring of the personalized professional learning plan and goals during the middle of year (MOY) window.
 (6) Resident will register for certification testing opportunities: PASL, Certify Teachers, and (when applicable) the TExES 268.

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 three program levels: resident, residency, and certification/degree. (1) Resident Level: When students score below benchmark level on any evaluation measure, interventions are immediately instituted. When a student's GPA in a course falls below 3.0 (on a 4.0 scale), the UT Tyler professor of record meets with the student to determine and implement immediate support and interventions. If at any time the resident is not meeting benchmarks, 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. 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 mastery of course and residency standards. (2) Residency Level: Based on the resident's performance on evaluation measure benchmarks (e.g., EPP Field Supervisor observation notes), the level of support provided by the professor of record, field supervisor, mentor principal, and district grant manager 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. (3) Certification/Degree Level: Student progress toward mastery of the Texas Principal Standards, as measured by the evaluation measures will be used to evaluate and adjust residency components and levels of support provided by the EPP degree program director, professor of record, field supervisor, mentor principal, and district grant manager. Data, including the TEA-mandated performance measures, will be collected and analyzed in quarterly program meetings with mentor principals. The district grant manager will also serve as the liaison with the UT Tyler Principal Certification Program and will meet biannually with the EPP contact, EPP field supervisors, and mentor principals 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 two years beyond selection for the residency. Residents will receive ongoing support from district instructional leaders.

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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 (See UT Tyler Attachment 2). 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 develop

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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.

HSA-El Paso is a charter LEA and part of the Harmony Public Schools system. Our 4,161 students are diverse; 90.1% of our students are minorities; 56.8% are economically disadvantaged; and 26.9% 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 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) in Texas (2013). The FFT is a research-based framework for effective teaching and learning. It is designed to be used by school leaders to observe and provide feedback to teachers. The FFT is a research-based framework for effective teaching and learning. It is designed to be used by school leaders to observe and provide feedback to teachers.

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Request for Grant Funds

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

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

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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.

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