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New Mexico Designed Model – Leadership Innovation

Leadership Innovation: LEA applications selecting the *Leadership Innovation* model must include the following requirements for this model:

1. Address school leadership by either:
 - Replacing the principal who led the school prior to implementation of the Leadership Innovation model, or
 - Retain the principal who led the school prior to implementation of the Leadership Innovation model by providing school trend data demonstrating improvement including improvement by student subgroups. The LEA must demonstrate in its application how it will ensure strong leadership at the school.
2. Participation in the Principals Pursuing Excellence Program (PPE) Cohort 5 providing effective leadership support for the principals with ongoing networking opportunities, mentoring, and coaching. Grant funds will be used to support mentorship and participation in all required events.
3. The LEA must demonstrate how it will set and monitor the school's attainment of rigorous annual academic goals in reading and math including targeted goals for underachieving groups of students.
4. The LEA must annually reassess the decision to retain or replace the principal based on:
 - a. Principal performance
 - b. Principal attainment of professional growth goals
 - c. The school's progress and attainment of academic goals including goals for groups of students
 - d. Fidelity of implementation of the 90-day plan¹.

The LEA must identify a timeline for review of progress and articulate specific school and professional performance benchmarks that would trigger retention or replacement of the principal. If the LEA retains the principal based on an annual assessment, the LEA must justify the decision as part of the grant extension application to the SEA.

5. The LEA must provide all schools with sufficient operational flexibility (e.g., staffing, calendars/time, budgeting, improve student achievement outcomes); and in addition for high schools, to increase high school graduation.

¹ The 90 Day Plan serves as a road map that provides clarity to specific priorities and actions that are most important during the next 90 days. The plan will help ensure the focus of all stakeholders toward an aligned understanding of the implementation and progress of our school's turnaround initiative.

6. As a recipient of SIG funds, the LEA is required to partner with a Systems Instructional Facilitator² (this person will also participate in PPE Cohort 5 as a mentor) to work with the principal for the purposes of:
 - Building leadership competencies through mentorship
 - Development and supporting implementation of the 90-day plan
 - A minimum of monthly site-visits to include:
 - i. Observation and feedback
 - ii. 90-day plan reflection and feedback
 - iii. Data meetings
 - iv. Teacher Action Plan implementation
7. Use data, including formative and summative achievement data identifying achievement gaps between groups of students, to identify and implement an instructional program with a focus on reading and math to include multi-tiered systems of support for students that is:
 - Research-based
 - Vertically aligned from one grade to the next
 - Aligned with academic standards
 - Selected based on evidence that indicates it will be effective in accelerating student achievement for underperforming student groups
8. Create a comprehensive professional development plan to provide staff ongoing, high-quality, job-embedded professional development that:
 - Is aligned with the school's comprehensive instructional program and driven by data.
 - Is designed with input from school staff, ensuring that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.
 - Ensures a minimum of 90-minutes per week for teachers to meet in Professional Learning Communities with a focus on data driven instruction.
 - Ensure the continuous use of student data (formative, interim, and summative assessments) to:
 - i. Inform and differentiate instruction in order to meet the academic needs of individual students and groups of students to eliminate achievement gaps between groups of students
9. Provide appropriate social-emotional and community oriented services and supports for students. LEAs are to identify one support that address family and community engagement and one support that provides nonacademic supports for students.
 - Improving school climate,
 - Counseling for students,
 - Alternatives to suspension,
 - Family and community liaisons,

² This person must demonstrate that they have successful experience in mentorship and a strong understanding of leadership competencies. The LEA in collaboration with the SEA will hold competency based interviews. The LEA must submit a job description and performance benchmarks for retention or replacement for this position with their application. This position will report directly to the LEA who will identify a timeline for review of progress and articulate specific professional performance benchmarks.

- Truancy Officers,
 - Partnering with parents and parent organizations,
 - Health clinics,
 - Other state or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
 - Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
 - Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.
10. The LEA in conjunction with the school principal will identify and develop 1-2 individuals who demonstrate competencies to take leadership roles³ through mentorship.
11. Create and implement a plan to provide ongoing mechanisms for family and community engagement, both academic and non-academic, throughout the school that includes:
- i. a focus on engaging families that are represented by the school's diverse population and actively engaging in academic and social-emotional development of students, and
 - ii. Strengthening and/or developing community and business partners that provide support and services to the
 - iii. schools.
 - iv. The formal mechanisms and informal strategies for how the school will encourage parent/family involvement and communication to support student learning, and how it will gauge parent and community satisfaction.

Programs and initiatives described should be aligned with the Title I requirements for parental involvement.

The LEA must have the organizational structures and functions in place at the district-level to fully implement the Leadership Innovation Model, which will be assessed as part of the review of the LEA application

³ This will occur in years 2-3 of the grant.