

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Turnaround School Leaders Program

CFDA # 84.377B

PR/Award # S377B140059

Grants.gov Tracking#: GRANT11654568

OMB No. , Expiration Date:

Closing Date: May 23, 2014

Table of Contents

Form	Page
1. Application for Federal Assistance SF-424	e3
<i>Attachment - 1 (1247-Congressional Office District for Grants Feb 2013)</i>	e6
2. Assurances Non-Construction Programs (SF 424B)	e7
3. Disclosure Of Lobbying Activities (SF-LLL)	e9
4. ED GEPA427 Form	e10
<i>Attachment - 1 (1237-GEPA iLEAD 2014)</i>	e11
5. Grants.gov Lobbying Form	e12
6. ED Abstract Narrative Form	e13
<i>Attachment - 1 (1236-Final Abstract)</i>	e14
7. Project Narrative Form	e17
<i>Attachment - 1 (1245-Final Narrative)</i>	e18
<i>Attachment - 2 (1246-Table of Contents)</i>	e58
8. Other Narrative Form	e59
<i>Attachment - 1 (1238-Letter of Commitment)</i>	e60
<i>Attachment - 2 (1239-Attachment B Resumes)</i>	e61
<i>Attachment - 3 (1240-Attachment A Mgmt Plan)</i>	e67
<i>Attachment - 4 (1241-Attachment C Bibliography)</i>	e78
<i>Attachment - 5 (1242-Attachment D Attestation of Consultation)</i>	e83
<i>Attachment - 6 (1243-Attachment E Logic Model)</i>	e88
<i>Attachment - 7 (1244-Attachment F SIG schools)</i>	e89
9. Budget Narrative Form	e91
<i>Attachment - 1 (1234-iLead Budget Final)</i>	e92
<i>Attachment - 2 (1235-iLEAD Budget Narrative)</i>	e99
10. Form ED_524_Budget_1_2-V1.2.pdf	e104
11. Form ED_SF424_Supplement_1_2-V1.2.pdf	e106

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="05/23/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

B. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="596000572"/>	* c. Organizational DUNS: <input type="text" value="1059640680000"/>
---	---

d. Address:

* Street1:	<input type="text" value="1450 NE Second Avenue"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Miami"/>
County/Parish:	<input type="text" value="Miami-Dade"/>
* State:	<input type="text" value="FL: Florida"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="33132-1308"/>

e. Organizational Unit:

Department Name: <input type="text" value="Intergovernmental Affairs"/>	Division Name: <input type="text" value="Grants Administration"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Alberto"/>
Middle Name: <input type="text" value="M."/>	
* Last Name: <input type="text" value="Carvalho"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="305-995-2532"/>	Fax Number: <input type="text" value="305-995-3088"/>
---	---

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.377

CFDA Title:

School Improvement Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-032814-001

* Title:

Office of Elementary and Secondary Education (OESE):: Turnaround School Leaders Program CFDA Number 84.377B

13. Competition Identification Number:

84-377B2014-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Congressional Office District for Grants Fe

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Instructional Leadership in Educational Administration Development (iLEAD)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

CONGRESSIONAL DISTRICTS

Served by Miami-Dade County Public Schools

23	Wasserman Shultz, Debbie	D
24	Wilson, Frederica	D
25	Diaz-Balart, Mario	R
26	Garcia, Joe	D
27	Ros-Lehtinen, Ileana	R

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Iraida Mendez-Cartaya	Superintendent of Schools
APPLICANT ORGANIZATION	DATE SUBMITTED
School Board of Miami-Dade County, FL	05/23/2014

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: School Board of Miami-Dade, FL

* Street 1: 1450 NE Second Avenue Street 2: _____

* City: Miami State: FL: Florida Zip: 33132

Congressional District, if known: 23-27

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: School Improvement Grants CFDA Number, if applicable: 84.377
--	--

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name Not applicable. Middle Name _____

* Last Name Not applicable. Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix _____ * First Name Not applicable. Middle Name _____

* Last Name Not applicable. Suffix _____

* Street 1 _____ Street 2 _____

* City _____ State _____ Zip _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Iraida Mendez-Cartaya

* Name: Prefix Mr. * First Name Alberto Middle Name M.
* Last Name Carvalho Suffix _____

Title: Superintendent of Schools Telephone No.: 305-995-1430 Date: 05/23/2014

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S377B140059

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA iLEAD 2014.pdf

Add Attachment

Delete Attachment

View Attachment

GENERAL EDUCATION PROVISIONS ACT (GEPA)

With respect to the proposal for the *Instructional Leadership in Educational Administration Development (iLEAD)*, the Office of Professional Development and Evaluation staff will: a) ascertain whether any of the candidates for the program have any physical disabilities; and b) ensure accommodations are made for those disabilities, as needed.

In general terms, *iLEAD* strives to serve all students and staff, regardless of disability or home language.

As a District, the School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in educational programs, services and employment and strives affirmatively to provide equal opportunity for all as required by:

- Title VI - Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, religion, or national origin.
- Title VII - Civil Rights Act of 1964, as amended, which prohibits discrimination in employment on the basis of race, color, religion, sex or national origin.
- Title IX - Education Amendments of 1972, which prohibits discrimination on the basis of gender.
- Age Discrimination in Employment Act of 1967 (ADEA), as amended, which prohibits discrimination on the basis of age with respect to individuals who are at least 40.
- Section 504 - Rehabilitation Act of 1973, which prohibits discrimination against the disabled.
- Americans with Disabilities Act of 1990 (ADA), which prohibits discrimination against individuals with disabilities in employment, public service, public accommodations, and telecommunications.
- Florida Education Equity Act, which prohibits discrimination against a student or employee on the basis of race, gender, national origin, marital status, or handicap. Veterans are provided (re)employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

Hostile treatment or violence against a student, teacher or other employee because of his /her gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, or disability will not be tolerated.

The District's Division of Educational Opportunity monitors compliance with the various applicable federal and state statutes, as well as School Board Rules dealing with equal access. The Division receives and responds to complaints from applicants, employees, students and parents in compliance with relevant School Board Rules.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
<input style="width: 100%;" type="text" value="School Board of Miami-Dade County, FL"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text" value="Mr."/>	* First Name: <input style="width: 200px;" type="text" value="Alberto"/> Middle Name: <input style="width: 150px;" type="text" value="M."/>
* Last Name: <input style="width: 300px;" type="text" value="Carvalho"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Superintendent of Schools"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Traida Mendez-Cortaya"/>	* DATE: <input style="width: 150px;" type="text" value="05/23/2014"/>

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Abstract

iLead ((Instructional Leadership in Educational Administration Development)

This application is being submitted under the following absolute and competitive priorities:

- **Absolute Priority 1: Non-rural Turnaround School Leader Selection, Preparation, Placement, Support, and Retention Program;**
- **Competitive Preference Priority 1: Existing Policy Conditions that can be Leveraged to Ensure Success and Sustainability of a Turnaround Leadership Pipeline; and**
- **Competitive Preference Priority 2: Record of Preparing and Supporting Turnaround School Leaders who have Demonstrated Success in Increased Graduation Rates and Academic Growth.**

Miami-Dade County Public Schools (M-DCPS), the nation's fourth largest school system, is challenged with providing high-quality, effective leadership for over 400 school sites, from primary schools to adult education centers. Of particular significance is the challenge presented by the District's 108 lowest-performing schools (of which 49 are SIG eligible) that are clustered in an "intensive-care" model under the District's Educational Transformation Office (ETO). Preparing school leaders who can effect immediate and significant change and turn around these struggling schools requires a different, strategically-focused preparation model centered on a powerful vision that places instructional leadership at the heart of the principalship.

Historically, M-DCPS has provided post-certification in-service preparation programs for potential assistant principals and principals that meet or exceed State of Florida requirements. Throughout the iterative development and implementation of these programs, the critical review of best practices from the literature and feedback from the field have identified the following needs for improvement: more extensive residency experiences, more mentoring and coaching

support, more training and support for mentors and coaches, greater emphasis on the role of principal as an instructional leader, and the need to implement a structured and sustained induction program for first-year principals coupled with a gradual release model of support throughout the second year. These core reforms have been integrated into the comprehensive three year, \$2,131,505 *Instructional Leadership in Educational Administration Development (iLEAD)* initiative described in this application. *iLEAD* integrates a combination of district and grant resources to: increase rigor and effectiveness of the candidate identification and selection process; provide highly-focused professional development for aspiring school principals based on an evaluation of each leader's individual needs; increase the level of authentic site-based residency experiences; increase the mentoring support for principal training participants, and add systematic coaching and induction support for first-year (interim) principals.

Specifically, the purpose of *iLEAD* is to build leadership capacity for six targeted high-need School Improvement Grant secondary school sites throughout the District. A total of 30 aspiring administrators will participate in the three year grant.

NCES School ID	School Name
120039000548	Citrus Grove Middle School
120039000573	North Miami Middle School
120039000578	Redland Middle School
120039000593	Homestead Senior High School
120039000603	Miami Norland Senior High School
120039000604	Miami Northwestern Senior High School

The core, “mission-critical” target of *iLEAD* is to build a “bench” of highly effective principals who are prepared to turn around the most challenging, chronically low-performing

SIG schools and to attract, empower, and lead high-performing teachers. In order to improve student outcomes, iLEAD will provide a scaffolded system of support for emerging and novice leaders that will include mentoring, coaching, professional development, and site-based residency experiences for participants at different career stages, from high-performing teachers aspiring to become assistant principals to experienced, successful assistant principals preparing for a principalship, to induction support for novice principals in order to foster school leaders who can promptly and effectively turn around the most challenging schools.

In light of emerging research supporting the need for extended induction support for new and early-career principal administrators, these administrators will be supported through a year-long research-based induction academy designed to increase the participant's expertise in applying and demonstrating the performance standards and leadership practices that will drive instructional improvement and support student achievement.¹

The focus of the *iLEAD* initiative is to build upon the existing foundation laid through the historically effective components, while implementing a comprehensive and expanded framework of strategic support aligned with the differentiated needs of emerging leaders. We propose to integrate the comprehensive continuum of leadership capacity-building models on the path to the principalship under the conceptual framework of *iLEAD (Instructional Leadership in Educational Administration Development)* with the core mission of building instructional leadership capacity, increasing student achievement, and turning around chronically low-performing schools.

¹ Agustine, C., Gonzalez, G., Ikemoto, G., et. al., *Improving School Leadership: The Promise of Cohesive Leadership Systems* (December 2009) December 2009 RAND Education Retrieved from: <http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus/EducationLeadership/Pages/default.aspx>, March 08, 2010

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

PART 4: PROJECT NARRATIVE

Evidence of Eligibility: LEA with at Least Five SIG and/or SIG eligible schools

Miami-Dade County Public Schools (M-DCPS) is an LEA with 49 School Improvement Grant (SIG) eligible schools according to Florida's SIG 1003(g) Cohort 3 Eligibility List (please refer to appendix for list). Florida's eligibility list is based on the ESEA Flexibility list of priority and focus schools, determined by a combination of 2011-12 school grades, prior SIG cohort status, and graduation rates as of March 20, 2014. According to the criteria, all six of the schools selected for *iLEAD* meet SIG eligibility requirements. The six schools are Citrus Grove Middle School, North Miami Middle School, Redland Middle School, Homestead Senior High School, Miami Norland Senior High School, and Miami Northwestern Senior High School.

Application Requirements: 1 through 6

Miami-Dade County Public Schools meets the 6 application requirements ensuring that the project-required conditions exist within the school district at the time of application submission. Throughout the narrative, each requirement is addressed. Please refer to the attachments for a synopsis of the response to each requirement.

A. PROJECT DESIGN

1. Selection and placement of school leaders using locally adopted competencies.

Through *iLEAD*, M-DCPS will develop highly effective principals who are prepared to turn around the most challenging, chronically-low-performing SIG schools and to attract, empower, motivate, and lead high-performing teachers in order to improve student outcomes. *iLEAD* will provide a scaffolded system of support for emerging and novice leaders that will include mentoring, coaching, targeted professional development, site-based residency experiences, and an induction program.

While there are existing M-DCPS leadership development initiatives which have successfully prepared principal and assistant principal candidates, preparing candidates who can meet the leadership demands of chronically low-performing SIG schools presents a more complicated scenario. These fragile schools need leaders who possess both resolute determination and a strategic skill set focused around instructional leadership and staff development coupled with a vision of instructional leadership centered on the achievement of all students. Through *iLEAD*, M-DCPS will select those promising leaders who demonstrate core competencies which are identified in the literature and validated through district experience as essential qualities of a turnaround leader. First, potential leaders will demonstrate analytic judgment in identifying high-leverage strategies that can result in immediate high-return positive impact to begin changing the affective culture of the school. Secondly, these emerging leaders must demonstrate the ability and willingness to take calculated risks in order to foster a culture that can embrace a spirit of change. Essentially, these leaders must be driven by their sense of efficacy and courage to: center their decisions on increasing student achievement; persist through difficult situations; set clear expectations; effectively monitor progress; and embrace a culture of data-based continuous improvement. Research shows that turnaround leaders must have the courage to bend the rules (and the wisdom to know when they should) (SREB)¹. The job-relevant, site-based residency experiences under the guidance of an experienced, high-performing mentor that are at the heart of the *iLEAD* model are designed specifically to foster this type of strategic judgment and decision-making. In order to provide a more thorough grounding in theory to support the situational experience and practice, the emerging leaders will analyze case studies centered around the exemplified tenets in alignment with the District's core values and the research-based defined skill set of a successful turnaround leader, and develop

reaction papers outlining the core elements of the problem and strategic action plans, identifying potential obstacles, workarounds, and resources.

The selection of leadership candidates will be based on a record of prior success. Assistant principals (principal candidates) must have worked at a school where his or her assigned curricular responsibilities resulted in improved school performance, ultimately contributing to increased learning gains for all students in reading and mathematics for at least two consecutive years. These potential turnaround leaders will have scored at a highly effective or effective level on their annual performance evaluations for the most recent three consecutive years.

Each year of the project, high-performing administrators and teachers who have demonstrated prior success in a highly-challenging school setting and submit a strong application will be identified and placed as participants for an 18-week residency at low-performing, high-need schools, working with an experienced, high-performing mentor. The participants will also receive ongoing mentoring and coaching from the Project Director/Coach, another highly experienced and successful former principal, who will provide them with additional perspective, opportunities for guided reflection, and ongoing job-embedded as well as explicit professional development and learning opportunities.

Upon completion of their residencies, the Principals in Residence and Resident Assistant Principals will initially return to their school of origin equipped with an even more extensive repertoire of effective leadership strategies. As openings occur for administrators in the identified pool of high-need schools, these participants will be eligible and prepared to assume those positions.

Induction Academies – Support for Novice Principals and Assistant Principals

As new administrators emerge as effective instructional leaders at their schools, it is imperative that they keenly understand and respond to critical information, build supportive relationships with stakeholder communities, and work within their unique building's culture. Few new administrators engage in formal induction programs which provide guidance on the specifics related to efficient and effective transition into their new roles. Those who take on the role as a new principal report challenges in sustaining student achievement, leveraging relationships, growing as managers, and seeking collegial support (Willer & Recht, 2011)ⁱⁱ.

A case study by the NewSchools Venture Fundⁱⁱⁱ refers to identifying and building “Coachable” skills (skills that can be developed), and to the need for providing “structured scaffolds” to ensure that new principals are supported, particularly in their first year. Provision of core professional development in the summer, outside of instructional time, was most productive, especially when followed by coaching/mentoring, ongoing peer cohort relationships, and targeted follow-up professional development throughout the school year. These are all components of *iLEAD*.

As a school district, it is important to focus on the needs of novice school-site administrators and establish a culture of support and coherence which will guide them through the first critical year. In response to this need, *iLEAD* will implement a sustained induction program as a key component of the project. The program is anchored in a theory of action which defines support and guidance as essential elements to enable novice principals to survive, thrive, and successfully effect positive change in teaching and learning. In accordance with this vision, novice principals and novice assistant principals will have a network of support as they lead their schools to heightened achievement, understand how their work connects to that of the District, and develop the skills necessary to effectively recognize and improve teacher effectiveness.

Novice school-site administrators will engage in monthly professional learning seminars, as part of the District's scaled leadership development platform, focused on four areas aligned to improving instructional practice and strengthening leadership capacity. In addition to these regional seminars, novice school-site administrators will receive another layer of support, by way of monthly professional development modules, which are part of the induction academy. These induction modules will not only guide them through the development and implementation of a career entry plan which will be tailored to their individual needs as a leader, but are deeply embedded in the Florida Leadership Standards which is aligned to the domains of the Managerial Exempt Personnel (MEP) evaluation system for school-site administrators: Student Achievement; Instructional Leadership; Organizational Leadership; and Professional and Ethical Behavior.

Alignment with State and Local Standards

M-DCPS significantly revised its state-approved School Administrator Managerial Exempt Personnel (MEP) Evaluation System in an iterative, multi-year process as part of the District's participation in Florida's Race to the Top (RTTT) grant and in compliance with evolving requirements set forth in state statutes. Because the ultimate purpose and responsibility of the principalship is student achievement, the evaluation system incorporates a significant weighting for student performance measures into the final evaluation for school leaders.

The evaluation system adopted by M-DCPS for school leaders is based on contemporary research that points to leadership behaviors that have the potential for a positive impact on student learning and faculty development. It is fully aligned with the Florida Principal Leadership Standards defined by State Board of Education rule. This evaluation system is designed to support school leaders through three processes: Self-reflection by the leader on

current proficiencies and growth needs; feedback from the evaluator and others on what needs improvement; and an annual summative evaluation. Selecting and placing school leaders in position to turn around SIG schools and/or SIG-eligible schools is predicated on the applicant's demonstration of competency mastery and student achievement.

Alignment with National Standards (ISLLC)

According to a 2009 Rand Education report on research on improving school leadership in 10 states and 17 districts through “cohesive leadership systems” commissioned by the Wallace Foundation,^{iv} principals identified key links between conditions of the principals’ work environment and their educational practice. These included professional development and support from supervisors. Further, there is a growing body of evidence about effective development of high-performing leadership capacity that points to the need to build in coaching and mentoring for instructional leaders.^v A review of the literature on school leadership effects and on leadership and coaching^{vi} suggests that both new principals and principals-in-training should be exposed to evidence-based coaching models to enhance the effects of their leadership on schools, teachers, and students. Recent research on principal preparation programs points to mentoring as a vital support for new principals, but also to gaps between theory and practice^{vii}, with recommendations for “getting it right,” including an understanding that mentoring is one part of a continuum of professional development of principals that links pre-service training to practice and continues, ideally, throughout their careers. Reports from the Southern Regional Educational Board (SREB)^{viii ix} point out some “quality guidelines” for successful internships and mentoring in principal preparation programs including: high-quality training for mentors; collecting meaningful information about effects of mentoring on leadership skills; mentoring for at least one year, and preferably longer; and funding that is sufficient to provide for mentor

stipends that are “commensurate with the importance and time requirements of the task.”

Another key factor affecting the quality of mentorships is the opportunity for the mentor(s) to receive training and support in mentoring. A key part of the *iLEAD* model is the high quality front-load training and ongoing support for the mentors. Mentors will be trained in a mentoring workshop before the *iLEAD* residencies begin, and thereafter, will participate in regular trainings throughout the year. The mentors, highly effective principals at SIG schools, will be selected to mentor aspiring administrators based upon their exceptional record and experiences in promoting student learning and their ability to sustain, manage, and foster reform as instructional leaders of their schools.

The combination of authentic site-based experiences through internships, residencies, and interim principalships, coupled with support, mentoring, coaching, and targeted professional development activities are designed to work together synergistically to foster growth in and mastery of the six domains for principal professional practice identified in the Council of Chief State School Officers’ Educational Leadership Policy Standards as adopted by the National Policy Board for Education Administration in 2008.^x These Interstate School Leaders Licensure Consortium 2008 (ISLLC 2008) standards group the functions that help define strong school leadership under six (6) standards: *Setting a widely shared vision for learning; Developing a school culture and instructional program conducive to student learning and staff professional growth; Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment; Collaboration with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources; Acting with integrity, fairness, and in an ethical manner, and Understanding, responding to, and influencing the political, social, legal, and cultural contexts.*

These standards are embedded throughout the range of experiences and explicitly modeled and taught through targeted professional development in *iLEAD*. The core focus of the professional development for future assistant principals through the *iLEAD* internship is on administrative and operational competencies. By the time experienced assistant principals are ready to present themselves as potential candidates for the principalship and participate in *iLEAD* principal residencies they are expected to be reasonably expert in these functions. Principal residency shifts the focus back to the teaching and learning going on in the classroom as the primary charge of the principal.

2. Comprehensive and differentiated professional development to prepare and support the turnaround school leaders who are placed in SIG schools and/or SIG eligible schools

Based on the lessons learned through the implementation and evaluation of the existing U.S. Department of Education School Leadership Program grant-funded Project Lead Strong model, *iLEAD* will deliver a comprehensive and differentiated professional development to selected school leaders in order to prepare them to successfully lead turnaround efforts in SIG schools. The program will prepare 3 principals and 3 assistant principals in Year 1 and 6 principals and 6 assistant principals each year for a total of 30 leaders over three years. Once selected, the aspiring principals will complete an 18-week residency program at a SIG school under the mentorship of a principal who has demonstrated a record of turning low achieving schools around for at least three consecutive years.

iLEAD will emphasize site-embedded professional growth experiences, mentor guidance and feedback, and engage participants in formal professional development activities covering each of the 4 Florida Leadership Standards' domains: student achievement, instructional leadership, organizational leadership, and professional and ethical behavior. This highly focused

professional development will emphasize two highly successful targeted areas that promote student achievement: DATA/COM and Instructional Rounds.

Data Assessment and Technical Assistance/Coordination of Management (DATA/COM) is M-DCPS Superintendent of Schools Alberto Carvalho's continuous improvement process that targets school performance to identify strengths and weaknesses and that focuses on development of timely and responsive action plans and strategies to continually improve student performance. Four times a year, principals at SIG schools attend a DATA/COM meeting consisting of District and Region personnel, in which they report on student progress after quarterly interim assessments. Based upon their results, strategic action plans are devised and shared and schools are provided with prompt access to resources to help them achieve their goals. The *iLEAD* Resident Principals will present at DATA/COM for their respective schools, while assistant principals gain experience by presenting their schools' data at a Mock DATA/COM simulation held at the District offices and modeled on the real DATA/COM experience.

Instructional Rounds “Instructional rounds” is a term coined by Elizabeth A. City, Richard F. Elmore, Sarah E. Fiarman, and Lee Teitel.^{xi} It is a form of professional learning inspired by the medical-rounds model used by physicians. Educators develop a shared practice of observing, discussing, and analyzing learning and teaching by observing and walking through classrooms during instructional time. According to the authors, “it is a powerful accelerant of school and district improvement efforts. Its focus on what goes on in classrooms anchors improvement efforts in the instructional core—the complex relationships among teachers, students, and content.”

The instructional rounds model that will be utilized with project participants will focus on the 5 Dimensions of Teaching and Learning (5D) evidenced-based instructional framework as defined by the University of Washington's Center for Educational Leadership (CEL). Their philosophy focuses on "increasing the expertise of school leaders to guide and support the process of teacher improvement".^{xii} The 5 Dimensions of Teaching (5D) consist of:^{xiii} purpose that sets a meaningful course for student learning; student engagement inclusive of intellectual thinking; curriculum and pedagogy that ensures that instruction challenges and supports all students; assessment for student learning to provide feedback and adjust instruction in order to meet students' needs; and classroom environment and culture to provide classrooms that promote opportunities for real learning and engagement.

Instructional Rounds training in the 5D framework consists of the observer cohort visiting one school every month, rotating through multiple classrooms, followed by debriefing to share non-judgmental observations, conclusions, and ideas for improving instructional practice. This is followed with feedback given to the instructor, a process that encourages dialogue and reflection to promote instructional improvement. The intended outcomes from the learning walkthrough trainings (instructional rounds) are to develop a shared vision for high quality teaching and learning, calibrate understanding of the 5D framework and best practices in subject areas, utilizing the language of the instructional framework to communicate about the practice of teaching and learning, support teachers' needs and the reflective learning that promotes a learning community culture focused on continued improvement.^{xiv}

VAL-ED and the Foundation for Reflective Practice and Professional Development

The Vanderbilt Assessment of Leadership in Education (Val-Ed) is a research-based evaluation tool that measures the effectiveness of school leaders by providing a detailed

assessment of a principal's behaviors. VAL-ED focuses on the skills and behaviors unique to the principal's role, collecting evidence that the appropriate and necessary instructional leadership behaviors are exhibited at the school. VAL-ED focuses on learning-centered leadership behaviors that influence teachers, staff, and most importantly, student achievement. VAL-ED is also a 360° assessment, taken by not only the principal, but by teachers and the principal's supervisor. The conceptual model underlying the VAL-ED is predicated upon the concept that leadership knowledge and skills, personal characteristics, and values and beliefs inform the actual leadership behaviors exhibited by individuals or teams in performing their leadership responsibilities. These leadership behaviors then lead to school performance on core components such as providing a rigorous curriculum and high-quality instruction. These school performances, in turn, lead to student success, defined as value added-improvements in student achievement, student attendance, student graduation rates, and college enrollment.

Each participant will partake in the VAL-ED and complete a performance plan that requires development and implementation of deliberate growth practices. The Project Director/Coach will then work with the resident to develop an individualized coaching plan which will address the needs exposed through the VAL-ED coupled with the deliberate growth targets identified by the participant. The residents will receive in-field coaching visits to implement the plan from the Project Director/Coach every two weeks.

The District's performance plan for administrators includes a deliberate practice component which provides school site administrators with a tool to plan, document, and reflect upon professional targets. Deliberate Practice Professional Growth Targets must be established annually and must focus, at a minimum, on a strategic school-reform need related to student learning, and on an issue related to research, evaluation and information services relevant to

instructional leadership. This process offers participants additional opportunity to select a growth target to strengthen their personal performance and it is used as a part of their MEP yearly evaluations. VAL-ED results will be used as a foundation to identify the Professional Growth Targets.

Theory of Action (as defined in 34 CFR 77.1©) Research and the Rationale for the *iLEAD* model: Development of Situated Cognition – Learning by Doing

A review of research on principal leadership and student learning commissioned by the Wallace Foundation,^{xv} underlines the need to provide principals with authentic, “real-world experiences and opportunities to develop practical problem-solving skills.” The authors state: “A significant part of the learning required for such leaders to further develop their practical problem-solving expertise is usefully conceptualized as ‘situated.’” The learning takes place most effectively within the same context in which it is applied.

“Situated cognition requires leaders to be immersed in ‘authentic,’ non-routine professional activity embedded in a supportive organizational culture. For experienced, expert practitioners, such problem solving draws on a large repertoire of previously acquired knowledge. This knowledge is applied automatically to routine problems and, through reflection, in unique patterns which appropriately acknowledge the demands of more complex, novel, and/or unstructured problems (e.g., Scardamalia and Bereiter, 1990; Berliner, 1988)”^{xvi}

Further strengthening the case for mentoring and coaching support, the author’s summary indicates, “Participation with others, especially members in the field of practice who are more expert in some areas (perhaps a more experienced district leader), substantially extends the potential for individual development.”^{xvii} This modeling and situational practice enables

principals, therefore, not only to employ a repertoire of effective leadership skills but also fosters a deep understanding of how to apply them responsively in a way that is appropriate for the organizational context and the school setting.

In a review of research on principal leadership and its influence on student learning commissioned by the Wallace Foundation^{xviii}, two key findings emerged:

1. Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school, with the total (direct and indirect) effects of leadership on student learning accounting for about a quarter of the total school effects; and
2. Leadership effects are largest where and when they are needed most.

“While the evidence shows small but significant effects of leadership actions on students learning across the spectrum of schools, existing research also shows that demonstrated effects of successful leadership are considerably greater in schools that are in more difficult circumstances. Indeed, there are virtually no documented instances of troubled schools being turned around without intervention by a powerful leader. Many other factors contribute to such turnarounds, but leadership is the catalyst.”^{xix}

A 2005 report from the National Partnership for Teaching in At-Risk Schools^{xx} states that, in high-poverty and high-minority schools, “These schools are more likely to have weak leadership, yet research shows that an important element in teachers’ decisions about teaching in particular schools is their confidence in the principal and other leaders.” In a 2010 report on a survey of 40,000 teachers sponsored by the Bill & Melinda Gates Foundation^{xxi} 68% of teachers responding indicated that “Supportive leadership” was “Absolutely essential” for teacher retention; 28% ranked it as “Very important”, and 3% as “Somewhat important.” Supportive leadership was the single most important factor identified – teachers ranked it above all other

factors listed, including higher salaries and performance pay. In order to attract, support, and retain the highly qualified and effective teachers who are needed at these schools, we must start by ensuring that the schools are led by high-performing principals who are effective leaders and team-builders.

While in residence at the designated high-need school sites, *iLEAD* participants will engage in professional development that addresses their identified needs for growth as school leaders. The professional development will be delivered in two formats – through cohort-wide principal preparation program sessions centered on the four overarching domains which support the Florida Principal Leadership Standards: student learning results, instructional leadership, organizational leadership, and professional and ethical behavior, and through strategic, individualized coaching sessions with the Project Director/Coach.

4. Identifying and Developing School Leaders to Meet the Needs of Traditionally Underserved Populations (including students with disabilities and English language learners)

M-DCPS serves more than 355,000 students who are 91% minority (primarily Hispanic, 68%, and African-American, 23%) and 76% Economically Disadvantaged (ED) as defined by eligibility for free or reduced-price lunch. M-DCPS students include 77,000 English Language Learners (ELLs) and 36,000 Students with Disabilities (SWDs). Historically, M-DCPS has striven to close two achievement gaps – the gaps between District students and students across the state and nation, and the gaps across District demographic groups. M-DCPS is committed to identifying and implementing those pivotal changes in classroom practice and instructional leadership that can best support each student's achievement.

An unwavering focus on M-DCPS' singular, strategic goal of **Student**

Achievement: Preparing Students for Success in the Third Millennium has driven unprecedented innovation leading to improvements in academic achievement and the quality of teaching and learning. Stakes are high: Florida state statute sets performance-based termination timelines and differentiated compensation models and the state accountability system incorporates significant sanction as for schools that remain persistently low-performing.

The six selected schools, Citrus Grove Middle School, North Miami Middle School, Redland Middle School, Homestead Senior High School, Miami Norland Senior High School, and Miami Northwestern Senior High School are housed under the M-DCPS Educational Transformation Office (ETO). This office has a proven record of driving significant improvement in student outcomes in these lowest-performing schools. It is ideally the best fit for the *iLEAD* principal and assistant principal residency and mentoring experience as the leadership and support for these schools is centralized and aligned under a clear theory of action that embodies: strategic and differentiated support systems for each school site; intensive focus on data and the strategic monitoring of key metrics; immediate, responsive, and effective intervention in response to emerging data; and leadership accountability for student outcomes. Further, the theory of action underlying the “situated cognition” model expressed through *iLEAD* is explicitly designed to build the skill set of turn-around leaders for high-need SIG schools by embedding them in residencies within SIG schools under the support and mentorship of leaders with a demonstrated history of turning around SIG schools. The demographic breakdown of the six selected schools significantly demonstrates the challenges faced by these schools as compared to the distribution:

2013-2014 Demographic Data Comparison – All 6 *iLEAD* Schools and M-DCPS District

	English Language Learners (ELL) %	Students with Disabilities	Gifted %	White %	Black %	Hispanic %	Other %	Free and Reduced-Price Lunch %
6- <i>iLEAD</i> Schools 7250 Students	14.20%	16.30%	5.20%	1.6%	65%	32%	0.6%	91%
M-DCPS District 354,905 Students	21.8%	10.1%	11.9%	7.7%	22.9%	67.6%	1.8%	75.5%
http://oada.dadeschools.net/StudentMembership/Feb14FTEMembershipbyEthGenderLEP.xlsx February 2014 FTE by Subgroup (XIs)								

Students with Disabilities (SWD) comprise 16.35 % of the student population in the 6 *iLEAD* schools compared to the District average of 10.1% , while the percentage of English Language Learners (ELL) is 14.2% compared to District's 21.8% Although this is less than the District average, the significance of higher poverty levels at these schools is a challenge that cannot be overlooked. Ninety-one percent of the population is eligible for free and reduced-price lunch compared to the District's 75%. SWD and ELL students have a higher rate of high school non-completion when compared to other populations. In Miami-Dade County, SWD students graduate at a rate of 64%, 13 percent below the District average. Along the same lines, ELL graduate, on average, 20 percent behind the District norm (77%). Considering SWD and ELL students present the educationally neediest of populations, *iLEAD* will give special consideration to these two specific populations.

Recruiting and Selecting SPED and ELL Teachers as School Leaders.

iLEAD applicants will be scored on a 100 point scale. Applications for selection to the program will consist of three sections: potential to turn around a school based on previous

experience (40 points), an essay portion (30 points), and an interview (30 points). Candidates who are certified in Special Education (SPED) and or English Speakers of Other languages (ESOL) and taught in field for at least three years and can provide quantitative data demonstrating that their students improved by at least 3% in the targeted academic measures for the population from year to year will receive a differential weighting of up to 10 bonus points added to their application.

Incentives. Through the provision of a combination of financial incentives and support available through *iLEAD*, it is anticipated that the District will be able to recruit and select high-performing potential and practicing administrators and build leadership capacity. In order to compensate participants of *iLEAD*, replacement staff, and mentors, stipends will be awarded as follows:

- **Principal in Residence Stipend:** Principals in Residence will continue to be paid at the (District-funded) Assistant Principal level. In recognition of the additional responsibilities as Principals in Residence, they will receive stipends, calculated at: 6 positions at \$5,000 each.
- **Assistant Principal in Residence Stipend:** Assistant Principals in Residence will continue to be paid at the (District-funded) salary level corresponding to their positions on the teacher salary schedule. In recognition of the additional responsibilities as Assistant Principals in Residence, these 6 Assistant Principals will receive a stipend of 4,000 each.
- **Stipend for Mentor Principals:** Each year, high-performing principals will be selected and trained as Mentor Principals to provide support to the Principals in Residence. These 6 Mentor Principals will be paid a stipend of \$4,000 each.
- **Stipend for Mentor Principals for AP's in Residence:** Each year, high-performing principals will be selected and trained as Mentor Principals to provide support to the

Assistant Principals in Residence. These Mentor Principals will be paid a stipend for each Assistant Principal in Residence mentored, for a total of 6 at \$2,700 each.

- **Student Achievement Incentive for the Mentor Principal and Resident Principal:**
Mentor principals and the resident principals will be eligible to receive a \$1,500 student achievement incentive if their respective school increases by at least 5% in the first 800 points of the new Florida Department of Education state assessment scoring criteria when compared to the prior year (not including bonus points based upon graduation rate, industry certification exams and other bonus criteria).

5. Use of Data in Human Capital Management System Decision

Professional Development Decisions based on Data

iLEAD participants will benefit from a two-pronged approach to professional development - differentiated, individualized coaching delivered by the Project Director/Coach and generalized, monthly sessions focused on principal leadership competencies aligned with the Florida Principal Leadership Standards. The Project Director and the participants will gather and review evidence from VAL-ED and from each participant's deliberate growth plan. Combining information from these two tools, a personalized professional development plan will be developed which will fuel the individual coaching provided by the Project Director.

Retention Decisions Based upon Data

As high-poverty, high-need, chronically low-performing schools are frequently impacted disproportionately by frequent changes in leadership, with negative consequences on school culture and student achievement, it is critical for the District to identify factors contributing to leadership turnover, both at the organizational and the individual leader level. *iLEAD* will continuously utilize data in order to retain effective leaders in critically low-performing

schools. Among the factors impacting the decision to replace or retain a principal are data elements centered on student achievement, graduation rates, school grading, teacher effectiveness, student attendance, suspension rates, among others. Some of these metrics, such as school grading, may force the choice whereas the other metrics may be co-factors in the decision. The data analysis process will begin with an analysis of all the information linked to SIG schools respective to leadership turnover. Data sources include: State assessments, District-provided Interim Assessments, and End of Course Assessments in the core content areas, including performance of subgroups, such as economically disadvantaged, students with disabilities and English language learners. Data analysis is ongoing with progress updates provided at the Superintendent's DATA/COM meetings and the effectiveness of all interventions are reviewed., Staff involved in the turnover decision will be interviewed in order to uncover broader cross-District trends. In those cases where administrators choose to leave one of the SIG schools, those individuals will be interviewed in order to uncover trends. The findings will be utilized to assist decision-makers to select, shape, and highlight approaches in order to maximize their impact on retention decisions. As well, professional development modules will be developed based on the information gathered and presented during monthly principal and assistant principals' meetings in order to address factors that contribute to effective leaders' decisions to leave a school site.

6. Using data to inform a continuous improvement the *iLEAD* leadership pipeline

Throughout the duration of the project, key metrics will be tracked to ascertain the impact of the model on the development of emerging school leaders and, as a secondary effect, the impact of the leaders on teacher effectiveness and student learning outcomes. Among the key metrics are:

- Data on the performance and learning gains of students at each **Mentor Principal's** school site (at which the **Principals-in-Residence** will work for their 18-week residencies, in turn) will be used to determine eligibility for project performance incentives by the **Mentor Principals**.
- Student performance data and other measures on school climate and effectiveness will be reviewed to assess the impact on the students and schools of having multiple high-performing administrators (**Mentor Principal, Principal-in-Residence, and the Project Director/Coach**) engaged in the continuous improvement process at the school site.
- School and student performance data from the school sites to which the **iLEAD Principals-in-Residence, Interim Principals, and Interim Assistant Principals** are deployed as site administrators will be tracked over time to determine the lasting and cumulative effects of the capacity-building model for principals and assistant principals prepared through *iLEAD* on student learning, school climate, and continuous program improvement.

Project *iLEAD* will build on the lessons learned through the implementation of the U.S. Department of Education School Leadership Program-funded project which has built a leadership pipeline comprised of 50 administrators in its first three years. Key lessons learned from implementation of this project are the need for high-quality mentoring training and ongoing support for the mentors and for a structured, gradual-release model which clearly delineates the expectations, roles, and responsibilities of the mentor and the mentee, and which will be mutually developed and agreed upon by both the mentee and mentor in order to provide the resident a more authentic experience. The current School Leadership model has placed 70% of project participants in administrative positions in low-performing schools.

B. SIGNIFICANCE OF THE PROJECT

Best Practices and Lessons Learned to Support Turnaround Field. The proposed project builds upon the District's work in the area of leadership development over the past decade. Based on emerging best practices and lessons learned from the implementation of these leadership programs in multiple low-performing schools, the proposed *iLEAD* initiative was created. By the nature of its size and diversity of its student population, and the challenges presented by high rates of poverty, special needs populations, and English Language Learners, Miami-Dade County Public Schools can serve as an influential model for school reform. Demonstration of successful outcomes from the implementation of an administrative pipeline model that is: founded on instructional leadership; designed to foster the development of situated cognition to accelerate the learning curve for new leaders; coupled with systematic induction and sustained support for new leaders; and that results in building a leadership cadre that can effectively and rapidly increase achievement of all students, will provide a template for other districts facing any one, or combination of such challenges, to follow.

A key leadership initiative implemented by the District was the Superintendent's Urban Principal Initiative (SUPI). Initially launched in 2004 with funds from Wachovia and Title II, this program focused on assistant principals. The following year, M-DCPS was awarded a School Leadership grant from the U.S. Department of Education to expand the program to include principals as well as assistant principals. The District recruited teams of highly talented individuals serving in the District's most challenging secondary schools and provided quality, relevant professional development that deepened participants' knowledge and expanded their skills.

The District's long-standing leadership initiative, the Principal Preparation Program, (PPP) provided a comprehensive competency-based approach, which assessed and enhanced

leadership capacity of assistant principals and District administrators aspiring to a principalship. Participants acquired both technical and adaptive skills in instructional leadership, operational leadership, school leadership, and urban leadership. The Principal Preparation Program was granted full approval by the Florida Department of Education and was recognized as a quality leadership preparation program.

Another model of leadership implemented by the District includes the Assistant Principal Preparation Program (AP3) which provided a comprehensive competency-based approach to assess and enhance leadership capacity and the potential of eligible candidates. The competency-based focus demonstrated the success of each participant within a timeframe that was based on the participant's actual performance on each of the 10 Leadership Standards with supporting artifacts. Participants acquired the necessary technical and adaptive skills in instructional leadership, operational leadership, school leadership, and urban leadership for successful leadership within M-DCPS.

Project Lead Strong, in its fourth year of implementation, has proven successful in beginning the process of the administrative pipeline through mentoring Principals and Assistant Principals. The new *iLEAD* incorporates rigorous selection of candidates predicated on their demonstrated effectiveness in supporting student achievement including students with disabilities and English Language Learners, and takes the leadership pipeline to the next level with a defined dual focus: building instructional leadership through school on-site residency, instructional rounds, and DATA/COM, and creating successful reform in improving learning outcomes for challenging, diverse, and differentiated student populations. The induction academy for both first year Principals and Assistant Principals supports and sustains the process of building instructional leadership in their new interim administrative positions.

C. CAPACITY TO IMPLEMENT THE PROPOSED PROJECT

1. Extent to which an applicant has a system in place that determines teacher and leader effectiveness.

Florida Statutes Section 1012.34 (1) (a) requires each district school superintendent to establish procedures for evaluating the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district.

Teacher Effectiveness. Teacher effectiveness within Miami Dade County Public Schools is assessed through the Instructional Performance Evaluation and Growth System (IPEGS, which is a research-based model founded upon Dr. James Stronge's Goals and Roles Model. IPEGS was developed in collaboration with United Teachers of Dade (UTD), piloted in 2006, and is the evaluation system in place for all instructional professionals in M-DCPS. During the 2011-2012 school year IPEGS was revised to comply with the requirements of the federal Race to the Top (RTTT) grant and new state legislation which requires 50 percent of the evaluation for classroom teachers and other instructional personnel to be based on student performance while the remaining 50 percent is based on measures of instructional practice and professional responsibilities. IPEGS is designed to facilitate instructional personnel in identifying, designing, and reflecting upon their professional performance and is also utilized as an evaluative tool with results in an annual unified summative performance rating at one of four levels: Highly Effective, Effective, Developing/Needs Improvement, or Unsatisfactory. State statute includes both compensation and retention/termination consequences based on the performance evaluation rating.

Leader Effectiveness. The state-adopted Miami-Dade County Public Schools School-site Managerial Exempt Personnel (MEP) Evaluation System for principals and assistant

principals is the results of years of concerted effort in integrating current research, increasingly stringent statutory requirements, and the unwavering focus on the impact of leadership on teaching and learning at the school site. M-DCPS' school site administrator's performance evaluation is based in significant part on the performance of the students attending their school while the remainder of their evaluation incorporates indicators that include recruitment and retention of effective or highly effective teachers, improvement in the percentage of classroom teachers evaluated at the effective or highly effective level, and other leadership practices that result in improved student outcomes, and professional responsibilities.

The evaluation system adopted by M-DCPS is based on contemporary research that indicates educational leadership behaviors that, when done correctly and in appropriate circumstances, have a positive impact on student learning and faculty development and is fully aligned with the Florida Principal Leadership Standards – a State Board of Education rule that sets expectations for principal performance (SBE Rule 6A-5.080).

This evaluation system is designed to support school leaders through three processes:

- Self-reflection by the leader on current proficiencies and growth needs;
- Feedback from the evaluator and others on what needs improvement; and
- An annual summative evaluation that assigns one of the four performance levels required

by law (i.e., Highly Effective, Effective, Needs Improvement, or Unsatisfactory).

2. Decision-making Autonomy for Leaders at Participating Schools.

The M-DCPS cohort of SIG schools is led by an associate superintendent with an extensive background in improving schools who reports directly to the Superintendent of Schools, M-DCPS. In order to have a direct linkage of accountability the principals who lead in the District's most fragile schools report directly to the Associate Superintendent. SIG schools

are provided with sufficient operational autonomy to implement a fully comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates. Principals therefore have flexibility to hire a community involvement specialist, a positive behavior coach, instructional coaches (reading, math and science), as well as interventionists and hourly teachers of their choice with recommendation from the Educational Transformation Office (ETO). Principals have a large degree of autonomy as it applies to the school site budget in order to purchase additional academic programs, materials, partner with specific organizations, as well as, provide Saturday School and or a Spring Break Academy.

Autonomy is also demonstrated through scheduling, as principals are permitted to schedule the school day in order to meet the academic needs of their student population. Included in this scheduling autonomy is the incorporation of common-planning time, job-embedded professional development opportunities, as well as extending the school day in order to provide students more needed academic development.

3. The extent to which the proposed project will be coordinated with committed partners

As the fourth largest school district in the nation, M-DCPS is submitting this application as an LEA with 49 SIG eligible schools. As evidence of the District commitment to implement this grant application with fidelity and sustain the pipeline initiative beyond the sunset of federal funding, a letter of commitment signed by Superintendent of Schools, Mr. Alberto M. Carvalho and the School Board Chair, Ms. Perla Tabares Hantman is included in the attachments. Local community agencies and institutions of higher education will be included as appropriate in the development and implementation of relevant activities of the principal pipeline initiative but are not currently identified as partners so that the District is free to select each year those implementation partners that best support the project implementation,

4. The extent to which the applicant provided reasonable opportunity for the stakeholder input

The schools targeted in this initiative are located throughout the county and represent and support very diverse communities. In light of this, the District's approach to community and stakeholder input was to use the school principals as a conduit to share the vision and garner input from the constituents at the schools that will be impacted by this work. The Assistant Superintendent for the Office of Accountability and Transformation reached out to the principals at each of the targeted high schools for input and feedback. Community meetings were scheduled and led by the school principals in order to provide stakeholders ample opportunity to provide feedback on the proposed leadership pipeline. Participants received an overview of the proposed *iLEAD* program and the District's sustainability plan. Attendees included principals assistant principals, teachers, parents, and representatives of the teachers' union. Please refer to the attachment section for copies of the agendas and sign in sheets.

D. SUSTAINABILITY OF THE PROPOSED PROJECT AFTER THE AWARD PERIOD

1. Adequacy of the applicant's plan to sustain the leadership pipeline it develops and implements or enhances a result of the grant.

Miami-Dade County Public Schools is fully committed to this program and will support its implementation. Data on the impact of the *iLEAD* programmatic changes will be collected and reviewed in order to identify which strategies are yielding desired outcomes. To support continuing implementation of the high-yield systemic improvements going forward, the District is committed to build upon the model by identifying other funds to sustain the leadership initiative. Please refer to the letter of commitment signed by the Superintendent of Schools and the Chair of the School Board.

2. Adequacy of the proposed budget that indicates how the applicant will identify and aligned resources to sustain the leadership pipeline after the grant ends

MDCPS is pledging continued funding of the development and implementation of future pipelines through its ongoing support for the Office of Professional Development and Evaluation through both federal entitlement funds (Title I and Title II) as well as general funds allocated to meet the professional development needs of the District.

Key components of the leadership pipeline model developed through the *iLEAD* initiative will be replicated and extended as the model effects are validated through continuous analysis of process and outcome data. Significant among these are the systemic support through the induction year that will be provided by the professional development and evaluation coach throughout the first critical year with gradual release in Year 2 of the principalship.

3. Adequacy of the leadership pipeline after the grant ends

Those elements identified to be successful components will be expanded and replicated for SIG and non-SIG schools going forward. Professional development, including development of emerging and novice leaders, is a core responsibility of the District's Office of Professional Development and Evaluation. As such, the District is committed to continuity of leadership for this important initiative as evidenced by the letter of commitment. The District will continue to provide the following infrastructure and support necessary for implementation of a leadership pipeline for aspiring and emerging leaders: assistant principals and principals through professional development; leadership institutes; and job-embedded site-based training experiences under the mentorship of experienced school leaders.

The non-federal budget clearly demonstrates the District's commitment to expand this initiative beyond the sun setting of the federal grant as evidenced by the commitment of

continued support of senior leadership and the organizational infrastructure to sustain project activities. Coordination with university and community partners for joint leadership training initiatives will be explored and expanded throughout the life of the grant with the intent of deploying mutually beneficial pre and post certification pipelines to identify high potential candidates and support and sustain them through the attainment of certification and up through level 2 certification as school principals.

Specifically, universities with educational leadership programs will be consulted and advised regarding program design and the leadership needs of the District based on those characteristics on those skills identified as critical to the success of new leaders in fragile, low-performing schools including SIG schools. The data for new school leaders will be analyzed in comparison to their schools of preparation to identify those pre-service training elements most closely associated with successful first year outcomes for new school leaders. Those data, along with the data collected through implementation of the three year pipeline initiative will inform future planning and project design.

The selection process for leadership candidates after the conclusion of the *iLEAD* initiative will continue to incorporate the successful elements of candidate preparation. Candidates will be required to demonstrate a history of success of improving student achievement for all, including high-risk sub populations (English language learners, free and reduced-price lunch and students with disabilities), and will continue to undergo a multi-faceted screening and interview process. Ongoing retention strategies for successful leaders in SIG schools will include sustained support by ETO and by the Office of Professional Development and Evaluation of targeted professional developed aligned with each leaders MEP evaluation and defined professional growth targets.

3. The adequacy of the applicant’s plan to sustain stakeholder support of the project after Federal funding ends, including as appropriate, the demonstrated commitment of the LEA’s Superintendent , local school board president, and any other partner entities

Throughout the implementation of this initiative, input regarding stakeholder satisfaction will be obtained through periodic consultation with the School Advisory Councils at each of the participating SIG schools and representatives from Office of Professional Development and Evaluation, Human Resources, Labor Relations and the ETO office. Feedback will be incorporated into continuous improvement of the project implementation and will be factored into the design of leadership development programs and functions that will remain on the ground once funding sunsets, including partnerships with institutions of higher education, community organizations, and leadership stakeholder groups.

E. Management plan - Objective, Activities, Timelines, and Responsibilities

Overview. The long term goal of *iLEAD* is to increase student academic growth and achievement in the targeted SIG eligible schools. The short term outcomes are to increase both student and teacher attendance rates and to increase school-site administrator effectiveness as measured by the Florida Principal Leadership Standards.

Project objectives include:

- Prepare high-performing principals to work in and effect positive change in low-performing schools and improve student outcomes as instructional leaders (three in Year 1; six in Years 2 & 3);
- Build capacity for school leadership in the District (principals: three Year 1; six in both Years 2 & 3; assistant principals: three in Year 1 and six in both Years 2 & 3, for a total of 15 principals and 15 total assistant principals);

- Provide school-site administrators at high-need SIG schools with the skills, support, and mentoring to enable them to succeed (Retention target is 90%);
- Provide potential school-site administrators with incentives to assume a position at a more challenging level or setting; and
- Sustain leadership pipeline beyond end of grant funding.

The management plan coordinates the various segments of the proposed project and ensures that project tasks are accomplished in a timely, efficient manner and within budget. In order to ensure success and sustainability of the proposed project, a detailed timeline with clearly defined responsibilities has been developed.

Project implementation will also include collecting and reporting of all required data, including for those measures set forth in the Government Performance and Results Act (GPRA) for this project. Baseline data will be collected in year 1, with annual performance measures being set base on that data for subsequent project years. The following will be collected for the targeted schools:

- a. The number/percent of school leaders placed in SIG schools who increased graduation rates and academic growth on State assessments in reading/language arts and in mathematics.
- b. The teacher attendance rate for each school for every year through the 2018-2019 school year or the SIG schools which school leaders are placed and retained.
- c. The student attendance rate for each school for every year through the 2018-2019 school year.
- d. The graduation rate, as applicable, for each school for every year through the 2018-2019 school year for the SIG schools.
- e. The number/percent of school leaders selected, from all applicants for the project, to begin preparation for placement in SIG schools and/or SIG-eligible schools.

f. The number/percent of school leaders that complete the preparation component of the pipeline for every year through the 2017-2018 school year.

g. The number/percent of school leaders placed in SIG schools and/or SIG-eligible schools for every year through the 2017-2018 school year.

h. The leadership pipeline cost per school leader who increased graduation rates and academic growth on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group and for each subgroup served by the project.

Implementation Period: October 2014 – September, 2017

Year 1 candidate selection will take place in October with the design of placing successful applicants into their residency experiences for the second semester of the school year. In subsequent years, two cohorts of residents will be placed – one in the first semester and one the second semester. Each cycle, a call for applicants will be disseminated through the District’s weekly briefing system prior to selection. Applications will be reviewed by a committee comprised of the Project Director/Coach, and representatives from School Operations, the Office of Academics and Transformation, School Improvement Office, and the Regional Centers. The rubric used in candidate screening will include a record of past school improvement, past evaluation ratings, potential to turn around a school based on the resume, certification in the areas of Students with Disabilities (SWD) or English Language Learners (ELL), and the quality of the required essay which will be centered around the paradigm shift from operational to instructional leader. The highest-scoring applicants will participate in a panel interview, focusing on their potential to motivate a low performing school stakeholder community, instructional knowledge, operational knowledge, and past experience. Affected schools will be allowed to

secure an adequate teaching replacement for the teacher leaders who will be serving as resident assistant principals.

An orientation meeting will be arranged for the new *iLEAD* participants in which they will meet and be paired with their respective mentors and will be briefed on the procedures and requirements for participants and their mentors: 18-week residency; online weekly reflective journals for *iLEAD* participants; monthly professional development session modules (orientation is the first session); and a comprehensive portfolio due at the end of the year, showing mastery of the 10 Florida Principal Leadership Standards.

Prior to the beginning of the mentoring cycle, mentors will participate in a two-day formal mentor training provided by Florida International University, the local public state university, covering topics essential to the mentoring process, such as teamwork, interpersonal dynamics, productivity, and organizational development. Mentors and mentees will develop a joint plan highlighting the major milestones expected of the mentee during the 18 week residency. The overarching goal of the plan is a gradual release of responsibility to the mentee in order to provide a more fruitful experience. The mentors will meet with the Project Director/Coach quarterly.

February – June, 2015 Cohort 1. Participants will participate in an 18-week, semester-long residency. During this period, residents will complete their Performance Plan emphasizing the deliberate growth practice portion which requires the participant to engage in a reflective, self-assessment process and develop a growth plan based on their individual perceived weaknesses as a leader. In addition to participating in daily mentoring from their assigned principal, from February through June, residents will receive individualized, in-field coaching based on the results of the VAL-ED 360 assessment and the deliberate growth targets every two

weeks delivered by the Project Director/ Head Coach. The required resident monthly professional development meetings will be balanced between operational aspects and instructional aspects as well as book study discussions focusing on instructional leadership. Moreover, participants will submit weekly online reflections coupled with case study responses to the mentor as well as the Project Director/Coach in order to further individualize the coaching services delivered. The residents are expected to present a mock DATA/COM data analysis presentation based upon their resident school to an audience of District and Region Administrators. This mock DATA/COM replicates the exact procedures utilized for the Superintendent of School's DATA/COM meetings. During the entire residency, each participant will collect artifacts and document experiences which exemplify mastery of the 10 Florida Leadership Standards. All of this information will be memorialized in a portfolio which the resident will present at the final meeting of the year during the month of June.

In July, 2015, members of the first cohort will attend a week-long summer institute at Florida International University, which will further prepare them to secure a seat as a formal administrator at a turn-around school. During this seminar, participants will be empowered to become more effective leaders and change agents. In July, student achievement data as well as surveys from participants and mentors will be collected and analyzed to make future adjustments in the program.

2015-2016 Cohorts 2 and 3. In August, 2015, the cycle will begin again, and the second and third cohort of participants will be selected, placed, and engaged in the same process described for cohort 1 the previous year. In February, 2016, the third cohort will be selected and placed in residency during the second semester. In July, 2016, members of cohort two and three will attend the Florida International university week-long Summer Institute.

2016-2017 Cohorts 4 and 5. During Year 3 of the grant's implementation, the fourth and fifth cohort will be selected, placed and exposed to all tenets of the program.

Induction Academies and Performance Incentives. Residents who are formally selected to serve in the capacity of principal or assistant principal will be further supported through the delivery of a Principal Induction Academy and an Assistant Principal Induction Academy during their first year in that position. As new administrators begin to lead their schools and emerge as effective instructional leaders, it is imperative that they keenly understand and respond to critical information, build supportive relationships with stakeholder communities, and work within their unique building's culture. Novice principals and assistant principals will experience a network of support as they lead their schools to heightened achievement, understand how their work connects to that of the District, and develop the skills necessary to efficiently recognize and improve teacher effectiveness. The Induction Academies will schedule monthly professional development meetings in the 4 Florida Principal Leadership Standards' domains: student achievement, instructional leadership, organizational leadership, professional and ethical behavior. Each school year, from August-June, residents selected to serve as principals or assistant principals will be supported through the delivery of the Induction Academies. As well, performance based incentives will be delivered after the close of each subsequent school year when the state formally releases each school's complete data.

Advisory Committee. To assist with project oversight, an Advisory Committee will be formed with representation from: selected SIG School's respective stakeholder community; Office of Academics and Transformation/School Improvement; Human Resources; Professional Development; Labor Relations; Assessment, Research and Data Analysis; and District/School Operations. This oversight body will include key decision-makers capable of reaching across all

District departments, as well as community sectors. The Advisory Committee will meet quarterly.

2. Time commitment and Qualifications of the Project Director and Key Personnel

Placement in Organization. The importance of Project *iLEAD* to the District and the level of the District's commitment to its implementation and success are evidenced by the placement of grant oversight and management in the District's reporting line. The project will be managed by the Office of Professional Development in the Human Capital Division with direct oversight from the School Improvement Office who supervises the SIG schools. The Office of School Improvement is led by Dr. David Moore, Assistant Superintendent, who will have partial oversight over the program. Resumes for current M-DCPS staff members who will have responsibility for the grant are included in the appendices.

Key Project Personnel. Key *iLEAD* staff include: a) the Assistant Superintendent over School improvement (not grant funded); b) the Administrative Director, Professional Development, who will serve as the Project Director/Coach, (50% time (year 1), 100% (year 2 and 3); b) *iLEAD* Project Coordinator (50% time (year 1), 100% (year 2 and 3); c) Mentors (funded through general fund; stipends are 100% grant-funded)

Assistant Superintendent, School Improvement, David Moore will provide oversight to the *iLead* implementation and will serve as the Co-Chair of the Advisory Committee. He has served as teacher, assistant principal, principal, and Educational Transformation Office Administrative Director whose primary assignment was coaching principals in the tenets of instructional leadership. In his nineteen years as an educator he has effectively turned around several of the District's most challenging schools when he served as principal. His visionary

thinking led to a substantial improvement in nearly 100% of the 108 fragile schools he served as a curricular administrative director.

Project Director/Coach, Anna Rodriguez, Administrative Director, will serve as the project director. She will provide leadership to the *iLEAD* project and will serve as the Co-Chair of the Advisory Committee. She will serve as the primary point of contact, and will ensure the project is implemented in accordance with all federal stipulations. As well, Ms. Rodriguez will ensure that all reports are generated and submitted as required.

Anna currently oversees the current implementation of the USDOE School Leadership Program-funded Project Lead Strong grant and brings to this role her extensive experience and background in the field of education. In her 20 year career with the District, she has held various roles including teacher, trainer, assistant principal, principal and administrative director. She is uniquely qualified to lead this effort to determine levels of readiness and capacity, ascertain challenges to organizational and financial sustainability, and build institutional capacities in support of the District's instructional goals. Additionally, her recent service as a highly effective high school principal, further empowers her to individually coach participants. Responsibilities include but are not limited to: fiscal and implementation oversight, providing vision and leadership for the project; ensuring communication across departments, participating in Advisory Committee meetings, and managing the Project Coordinator and other project support staff.

A **Project Coordinator**, to be hired immediately upon notification of grant award, will work 50% of the time year 1 and 100% of the time year 2 to manage the activities of the *iLEAD* initiative. Responsibilities include, but are not limited to: Coordinating monthly advisory sessions; planning and coordinating delivery of professional development; timely completion of

assigned project activities; developing an *iLEAD* website, Assistant Principal Induction Academy website, and a Principal Induction Academy website containing online journals, blogs, communications, updates, and downloads for professional development modules. The individual filling this position will have, among other qualifications, a minimum of three years of experience with: performance improvement initiatives, data analysis, school improvement processes, conducting research, website design and maintenance, and will assist the project director in collecting all data necessary as required by grant stipulations and will report to the Administrative Director, Office of Professional Development.

Mentors will be selected by the Office of School Improvement. The principal mentors, principals of the school in which the assistant principals will serve their residencies, will be highly effective leaders (as assessed by their annual performance evaluation rating). These principals will demonstrate a history of school improvement based on academic gains. Responsibilities include daily mentoring and guidance, monthly mentor reflection journals, and Advisory Board attendance.

Endnotes

ⁱ *Turnaround High School Principals: Recruit, Prepare and Empower Leaders of Change*, (2010) Southern Regional Education Board, Atlanta, GA retrieved from http://publications.sreb.org/2012/12V10_turnaroundHighSchoolPrincipals.pdf, May 9, 2014

ⁱⁱ Willer, C., & Recht, D. (2011). What kinds of support do new principals want? *ASCD Express*, 7(1). Retrieved from www.ascd.org

ⁱⁱⁱ *Principal Development: Selection, Support & Evaluation, Key Strategies from NewSchools' Portfolio Ventures* (June 2008) NewSchools Venture Fund, San Francisco, CA retrieved from www.newschools.org March 8, 2010

^{iv} Agustine, C., Gonzalez, G., Ikemoto, G., et. al., *Improving School Leadership: The Promise of Cohesive Leadership Systems* (December 2009) December 2009 RAND Education Retrieved from:<http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus/EducationLeadership/Pages/default.aspx>, March 08, 2010

^v Ferrandino, Vincent L., and Farfard, Mary-Beth, (2003) *Making the Case for Principal Mentoring*, The Education Alliance at Brown University, Providence , RI

^{vi} Fulmer, Connie, “*Leading with a Coaching Mindset: Strategies for the Challenges Facing Urban-School Principals*” Paper presented at the annual meeting of the UCEA Annual Convention, Orlando, Florida, October 30, 2008 retrieved from: http://www.allacademin.com/meta/p274844_index.html, March 5, 2010

^{vii} Spiro, Jody, Mattis, Mary C, and Mitgang, Lee D., *Getting Principal Mentoring Right: Lessons from the Field*, The Wallace Foundation 2007 Retrieved from www.wallacefoundation.org, March 9, 2010

^{viii} Gray, Cheryl, Fry, Betty, Bottoms, Gene, and O’Neill, Kathy, *Good Principals Aren’t Born – They’re Mentored: Are We Investing Enough to Get the School Leaders We Need*, Southern

Regional Educational Board, Atlanta GA, June 2007 Retrieved from: www.sreb.org March 15, 2010

^{ix} Fry, Betty, Bottoms, Gene, and O'Neill, Kathy, *The Principal internship: How Can We get It Right?*, Southern Regional Educational Board, Atlanta GA, April 2005 Retrieved from: www.sreb.org March 15, 2010

^x Council of Chief State School Officers (2008). *Educational Leadership Policy Standards: ISLLC 2008*. Washington, DC. Retrieved March 10, 2010, from: <http://www.ccsso.org/publications/details.cfm?PublicationID=365>

^{xi} City, Elizabeth A., Elmore, Richard. F., Fiarman., Sarah E., and Teitel, Lee, *Instructional Rounds in Education* Harvard Education Press, Cambridge, MA, 2009

^{xii} CEL's 5D+ Teacher Evaluation Rubric. (n.d.). *Washington State Teacher Principal Evaluation Project*. Retrieved May 9, 2014, from <http://tpep-wa.org/the-model/framework-and-rubrics/instructional-frameworks/uwcel-5d/>

^{xiii} Fink, S., & Anneke, M. (2011). *Leading for Instructional Improvement*. San Francisco: John Wiley & Sons, Inc..

^{xiv} Fink, S., & Anneke, M. 2011 p. 89

^{xv} Leithwood, et. al, 2004 K., Louis, K., Anderson, S., and Wahlstrom, K., *How Leadership Influences Student Learning, Learning From Leadership Project Review of Research (2004)*
Retrieved from : <http://www.cehd.umn.edu/carei/Leadership/ReviewofResearch.pdf>, March 6, 2010

^{xvi} Leithwood, et.al., 2004 p 68

^{xvii} Leithwood, et.al. 2004 p. 69

^{xviii} Leithwood, et.al., 2004 p 5

^{xix} Leithwood, et. al., 2004 p.5

^{xx} National Partnership for Teaching in At-Risk Schools, *Qualified Teachers for At-Risk Schools, A National Imperative*, Washington DC, 2005, retrieved from:
NPTARS@learningpt.org, March 9, 2010

^{xxi} *Primary Sources: America's Teachers on America's Schools, A Project of Scholastic and the Bill & Melinda Gates Foundation* Retrieved from
<http://www.scholastic.com/primarysources/download.asp> March 15, 2010

Table of Contents

Project Abstract..... i-iii

Project Narrative

A. Project Design.....1

B. Significance of the Project..... 20

C. Capacity to Implement the Proposed Project..... 23

D. Sustainability of the Proposed Project after the Award Period Ends.....26

E. Management Plan – Objective, Activities, Timeline, and Responsibilities...29

Evidence of Eligibility.....1

Budget

Budget Narrative

Assurances and Certifications

Letter of Commitment

Attachments

- Attachment A: Management Plan Timelines and Activities**
- Attachment B: Resumes**
- Attachment C: Bibliography**
- Attachment D: Attestation of Consultation**
- Attachment E: Logic Model**
- Attachment F: M-DCPS SIG Eligible Schools**

Other Attachment File(s)

* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)



Miami-Dade County Public Schools

giving our students the world

Superintendent of Schools
Alberto M. Carvalho

May 21, 2014

Miami-Dade County School Board

Perla Tabares Hantman, Chair
Dr. Lawrence S. Feldman, Vice Chair
Dr. Dorothy Bendross-Mindingall
Susie V. Castillo
Carlos L. Curbelo
Dr. Wilbert "Tee" Holloway
Dr. Martin Karp
Dr. Marta Pérez
Raquel A. Regalado

Mr. Scott E. Sargrad, Deputy Assistant Secretary
Office of Elementary and Secondary Education
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Mr. Sargrad:

On behalf of The School Board of Miami-Dade County, Florida, we are pleased to provide this letter of commitment for the project entitled *Instructional Leadership in Educational Administration Development (iLEAD)*. This three-year initiative is designed to build the leadership capacity for targeted high-need School Improvement Grant (SIG) school sites throughout Miami-Dade County Public Schools.

The proposed project will build a "bench" of highly effective principals who are prepared to turn around the most challenging, chronically low-performing SIG schools and to attract, empower, and lead high-performing teachers. *iLead* will provide a scaffolded system of support for emerging and novice leaders that will include mentoring, coaching, professional development, and site-based residency experiences for participants at different career stages.

We are fully committed to this program and will support its implementation. The attached proposal contains a detailed timeline and activities with clearly defined responsibilities for all project elements. Based on the anticipated successful outcomes of this Turnaround School Leaders Program initiative, we are committed to build upon this model by identifying other funds to sustain the leadership initiative.

Sincerely,

Alberto M. Carvalho
Superintendent of Schools

(b)(6)

Perla Tabares Hantman, Chair
School Board of Miami-Dade County

AMC:ms
L1051

Attachment

cc: Ms. Iraida R. Mendez-Cartaya

David K. Moore, Ed.D.

(b)(6)

Education

Nova Southeastern University

August 2003

- Specializing in Organizational Leadership

Doctorate of Education

St. Thomas University

May 1998

- Guidance and Counseling

Master's Degree

Florida International University

August 1995

- Specific Learning Disabilities

33 Graduate Hours

Florida State University

December 1994

- Theatre

Bachelor of Fine Arts Degree

Experience

Miami-Dade County Public Schools | *Assistant Superintendent* | *December 2013 – Present*

Miami-Dade County Public Schools | *Administrative Director* | *August 2012 – December 2013*

Miami Southridge Senior High School | *Principal* | *August 2008 – August 2012*

Young Men's Academy/MacArthur South | *Principal* | *July 2007 – August 2008*

Miami Edison Senior High School | *Principal* | *July 2005 – July 2007*

William H. Turner Technical Arts High School | *Assistant Principal* | *June 2003 – July 2005*

Miami Douglas MacArthur Senior High South | *Counselor/Athletic Director* | *June 1998 – June 2003*



South Dade Senior High School | Teacher | August 1995 – June 1998

Related Experience

Miami Dade College (August 1998 – August 2005)

Adjunct Professor: Student Life Skills, Psychology of Personal Effectiveness

Miss South Florida Coast Scholarship Program (February 1998-2005)

Executive Producer

Written and Received Numerous Grants

Citibank, Dade Schools Athletic Foundation, QZAB, Michael Jordan Foundation

Teaching Certification

Educational Leadership (All Levels)

Guidance and Counseling, K-12

Specific Learning Disabilities, K-12

Drama, Grades 6-12

References

Available upon request

ANNA L. RODRIGUEZ

(b)(6)

CAREER OBJECTIVE

Seek an upper level administrative position in a renowned and well reputed school district, where my knowledge, expertise, and administrative abilities can contribute towards attaining the educational goals of the organization.

INTRODUCTION

- Over thirteen years of administrative experience in the field of education.
- Proven record in leading organizations to heightened levels of achievement.
- Ability to communicate clearly and effectively, analyze data, develop and implement strategic plans, and advocate for students.
- A leadership style which emphasizes team work, service, accountability, problem solving, professional growth, and enhancement of the learning environment.
- Ability to communicate in both English and Spanish.

NOTABLE ACHIEVEMENTS

- Increased the school grade of Miami Springs Senior High School from a C to an A in under a year.
- Developed and implemented the iTech Magnet program at Miami Springs Senior High School.
- Transitioned Miami Springs Senior High School into an accredited Cambridge High School.
- Gained media coverage for innovative projects and programs at Miami Springs Senior High School.
- Transitioned Ponce de Leon Middle into an accredited International Baccalaureate (IB) World School.
- Increased the school grade of Ponce de Leon Middle School from a B to an A.
- Maintained the school grade of A at Ponce de Leon Middle School for five years.
- Trained teachers and administrators in the components of IB to secure accreditation.
- Trained three assistant principals who have ascended to the position of school.
- Trained over 200 teachers and administrators in Creating Independence through Student-owned Strategies (CRISS) as a District certified trainer.
- Developed and implemented a curricular plan which increased the school grade of JFK Middle.
- Selected as Assistant Principal of the Year for Region II on two separate occasions.
- Selected from over 100 applicants and awarded a scholarship to pursue a doctorate degree at FIU.

PROFESSIONAL BACKGROUND

Administrator Director
Project Lead Strong Director

2013-present

Oversaw the implementation of the Project Lead Strong grant. Conducted research on effective current leadership practices. Coached Lead Strong participants. Lead instructional rounds throughout the district. Assisted in the creation and implementation of the District's induction programs.

Principal

2011-2013

Miami Springs Senior High School
Miami Spring, FL

Monitored the development and implementation of the total school program. Increased the school letter grade from a C to an A in nine months. Instrumental in developing and implementing the iTech Magnet program, the county's first computer gaming program. Instrumental in the school's transition and approval into a full-fledged Cambridge Program. Served as assistant lead principal for the feeder pattern.

Principal

2006 - 2011

Ponce de Leon Middle School
Coral Gables, FL

Monitored the development and implementation of the total school program, including a major historical construction renovation of the campus. Instrumental in the school's transition and approval into a full-fledged International Baccalaureate Middle Year's Programme, while balancing the curricular demands of an International Studies and International Education Program. Instrumental in raising the school's letter grade to an A.

Assistant Principal

2005 - 2006

Dr. Michael Krop Senior High School
North Miami Beach, FL

Monitored the development and implementation of the mathematics, science, and magnet curricular program, observations, teacher in-services, internal accounts, budget, department chairpersons, teacher certification, articulation, F.T.E. Reports, discipline, security, technology, and tutorial programs.

Assistant Principal of Curriculum

2000 - 2005

John F. Kennedy Middle School
North Miami Beach, FL

Monitored the development and implementation of the curricular program, observations, teacher in-services, internal accounts, budget, supplements, master schedule, department chairpersons, teacher certification, articulation, exams, progress reports, report cards, Title I Program, A.B.C. Reports, F.T.E. Reports, standardized testing, student services, teams, discipline, security, technology, tutorial programs, ESOL implementation, and served as the principal's designee.

Student Dean

1999 - 2000

John F. Kennedy Middle School
North Miami Beach, FL

Monitored the functioning of teams, discipline, gifted program, activities, and field trips. Assisted in the development of the master schedule, developed supplement schedule, and coordinated articulation activities. Conducted workshops in Creating Independence through Student-owned Strategies (CRISS), as a District certified trainer.

Social Studies Teacher

1996 - 1999

John F. Kennedy Middle School
North Miami Beach, FL

Taught regular and advanced level US History and Civics courses in the regular school program as well as the Student At Risk Program (SARP). Served as team leader; chaired various committees including Black History, Hispanic Heritage, and Women's History; sponsored Student Council and Future Educators of America; served on the EESAC; assisted in the writing of grants; and organized major fundraising activities for John F. Kennedy Middle School.

Social Studies Teacher

1994 - 1996

Carver Community Middle School
Delray Beach, FL

Taught regular and advanced level American History and Florida Studies in an inclusion setting. Tutored lower-achieving students. Sponsored Student Council, Builders' Club, and Students Against Drunk Driving (SADD) Club. Coached intramural soccer, kickball, and boys' varsity volleyball.

EDUCATION

- Doctor of Education in Ed. Leadership (candidate), Florida International University 2016*
- Master of Science in Ed. Leadership, Florida International University 1999
- Bachelor of Arts in History, University of Miami 1994

HONORS

FIU Principal Leadership Development Program	2011
Awarded a scholarship to attend Florida International University	2010
Assistant Principal of the Year, Regional Center 2	2006
Assistant Principal of the Year, ACCESS Center 2	2004
Outstanding Administrative Team Support, JFK Middle School	2005
Outstanding Administrative Support, Future Farmers of America	2000
Teacher of the Year, Nominee, John F. Kennedy Middle School	1999
Outstanding Achievement in Teaching, Carver Middle School	1996

PROFESSIONAL ORGANIZATIONS

- Association of Latino Administrators and Superintendents
- Dade Association of School Administrators
- Middle School Principal Liaison Committee
- School Community Relations Committee, Vice-Chair
- Coral Gables Chamber of Commerce
- Florida League of Middle Schools
- District Principal Liaison Committee
- District Assistant Principal Liaison Committee

- ACCESS 2 Assistant Principal Steering Committee
- Association for Supervision and Curriculum Development
- International Society for Technology in Education
- International Reading Association
- Council for Exceptional Student Education

References Available Upon Request

*expected date of graduation

ATTACHMENT A***i*LEAD THREE-YEAR MANAGEMENT PLAN*****i*LEAD Management Plan: Responsibilities and Timelines for Key Activities**

Management Plan Year 1 (October 2014 – July 2015)											
Task/Activities	October	November	December	January	February	March	April	May	June	July	Responsible Party
Process School Board Agenda Item accepting grant award	X										ADLD, PD&E
Establish budget in SAP system	X										ADLD, PD&E, OIAGA
Establish Advisory Committee	X										ADLD, PD&E
Conduct Quarterly Advisory Committee meetings			X			X			X		PD/C, PD&E, SIG/RSC, HR, LR, ARDA, D/SO
District Weekly online Briefing applications disseminated	X										PD&E, PD/C
Advisory Committee screening of applicants		X									PD/C, PD&E, SIG/RSC, HR, LR, ARDA, D/SO
Mentor Selections	X										OSI, HR
Advisory Committee selection and notification of first cohort participants (6)		X									PD/C, PD&E, SIG/RSC, HR, LR, ARDA, D/SO
VAL-ED 360 completion by first cohort participants		X									PD/C, M, iP

iLEAD Management Plan: Responsibilities and Timelines for Key Activities

Management Plan Year 1 (October 2014 – July 2015)											
Task/Activities	October	November	December	January	February	March	April	May	June	July	Responsible Party
Facilitate planning and registration of program participants for summer Mentor Institute in January 2015	X	X	X								FIU, PD/C
Initial Mentor Institute Training Jan 2015				X							FIU, PD/C, M
Mentor quarterly follow up training/meetings						X			X		PD/C, PD&E, PC, M
Orientation and first meeting for Resident Principals, Assistant Principals, and assigned Mentors; Portfolios assigned; Website up		X									PD/C, PC, M, iP
Professional Development Leadership Modules for all iLEAD Resident Principals and Assistant Principals			X	X	X	X	X	X	X		PD/C, PC, PD&E, iP
Implement 18 week residency experiences for iLEAD participants					X	X	X	X	X		PD/C, PC, M, iP
Weekly Reflection Journals for all iLEAD Resident Principals and Assistant Principals					X	X	X	X	X		PD/C, PC, iP
Individualized in-field bi-weekly coaching during 18 week residency					X	X	X	X	X		PD/C, PC
Mock Data/Com school data analysis presentations						X					PD/C, PC, D/AD, R/AD, M, iP
Process vendor payments									X	X	PD/C, PC, OIAGA
Prepare and submit required reports to DOE and other stakeholders		X	X	X	X	X	X	X	X	X	PD/C, PC

iLEAD Management Plan: Responsibilities and Timelines for Key Activities

Management Plan Year 1 (October 2014 – July 2015)											
Task/Activities	October	November	December	January	February	March	April	May	June	July	Responsible Party
Work with project evaluator and SIG evaluator (as applicable) to support data collection and evaluation		X	X	X	X	X	X	X	X	X	PD/C, PC, PD
Facilitate planning and registration of program participants for summer Mentor Institute 2015							X	X	X	X	PD/C, PC, FIU
Facilitate planning and registration of Cohort 1 participants for Summer Institute 2015							X	X	X	X	PD/C, PC, FIU
Leadership Portfolio Presentations for all iLEAD Resident Principals and Assistant Principals								X	X		PD/C, PC, iP
One week Summer Institute (FIU) for cohort 1 participants (year 1)										X	PD/C, PC, iP
Request school- and student –level demographic data file for M-DCPS	X	X			X				X	X	PD/C, PC, ARDA
Data analysis for mentor schools, and 6 SIG schools – District Assessments		X			X			X	X	X	PD/C, PC, PD&E, ARDA
Prepare and submit required budget, activity, and other reports as required	X	X	X	X	X	X	X	X	X	X	PD/C, PC, PD&E, OIAGA
Year 1 report development and submission										X	PD/C, PC, OIAGA

Management Plan Year 1 (October 2014 – July 2015)											
Task/Activities	October	November	December	January	February	March	April	May	June	July	Responsible Party
Planning for first year Principal and Assistant Principal Induction Academies										x	PD/C, PC, PD&E
iLEAD, Assistant Principal and Principal Induction Academy websites up										X	PD/C, PC, PD&E

YEAR 2

iLEAD Management Plan: Responsibilities and Timelines for Key Activities

Management Plan Year 2 (August 2015 – July 2016)													
Task/Activities	August	September	October	November	December	January	February	March	April	May	June	July	Responsible Party
Update Advisory Committee/Conduct Quarterly Advisory Committee meetings	X			X			X			X			PD/C, PD&E, SIG/RSC, HR, LR, ARDA, D/SO
District Weekly online Briefing applications disseminated for second year cohorts 2 and 3	X												PD&E, PD/C
Advisory Committee screening of applicants and mentor selection for cohorts 2 and 3	X												PD/C, PD&E, SIG/RSC, HR, LR, ARDA, D/SO
Advisory Committee selection and notification of mentors and second and third cohort participants (12) (year-2)	X												PD/C, PD&E, SIG/RSC, HR, LR, ARDA, D/SO
VAL-ED 360 completion by second and third cohort participants	X												PD/C, iLEAD Participants
Mentor Institute 2 Day Training FIU for selected mentors	X												FIU, PD/C, M
Mentor quarterly follow up training/meetings for year 2				X			X			X			PD/C, M
Orientation meeting for first year Principals in Principal Induction Academy, (monthly meetings) introduce website	X	X	X	X	X	X	X	X	X	X			PD/C, PD&E, D/AD, FYP
Orientation meeting for first year Assistant Principals in Assistant Principal Induction Academy, (monthly meetings) introduce website	X	X	X	X	X	X	X	X	X	X			PD/C, PD&E, D/AD, FYAP
Professional Development Leadership Modules for all iLEAD, Resident Principals, and Assistant Principals	X	X	X	X	X	X	X	X	X	X			PD/C, PD&E, D/AD, iP

iLEAD Management Plan: Responsibilities and Timelines for Key Activities

Management Plan Year 2 (August 2015 – July 2016)													
Task/Activities	August	September	October	November	December	January	February	March	April	May	June	July	Responsible Party
Orientation: First meeting for second and third cohort Resident Principals, Assistant Principals, and assigned Mentors; Portfolios assigned; Website up	X												PD/C, PC, M, iP
Implement 18 week residency experiences for iLEAD participants- 2nd cohort August through February	X	X	X	X	X	X	X						PD/C, PC, M, iP
Implement 18 week residency experiences for iLEAD participants- 3rd cohort February through June							X	X	X	X	X	X	PD/C, PC, M, iP
Weekly online Reflection Journals for all iLEAD Resident Principals and Assistant Principals during residencies	X	X	X	X	X	X	X	X	X	X			PD/C, PC, M, iP
Monthly online Reflection Journals for all first year Assistant Principals (Assistant Principal Induction Academy)	X	X	X	X	X	X	X	X	X	X			PD/C, D/AD, FYAP
Monthly online Reflection Journals for all first year Principals (Principal Induction Academy)	X	X	X	X	X	X	X	X	X	X			PD/C, D/AD, FYP
Individualized in-field bi-weekly coaching during 18 week residency	X	X	X	X	X	X	X	X	X	X	X		PD/C
Mock DATA/COM- school data analysis presentations								X					PD/C, PC, M, iP, D/AD
Process vendor payments											X	X	
Prepare and submit required reports to DOE and other stakeholders	X	X	X	X	X	X	X	X	X	X	X	X	X

iLEAD Management Plan: Responsibilities and Timelines for Key Activities

Management Plan Year 2 (August 2015 – July 2016)													
Task/Activities	August	September	October	November	December	January	February	March	April	May	June	July	Responsible Party
Work with project evaluator and SIG evaluator (as applicable) to support data collection and evaluation	X	X	X	X	X	X	X	X	X	X	X	X	PD/C, PC, PD
Facilitate planning and registration of program participants for summer Mentor Institute for year 3 participants									X	X	X	X	PD/C, PC, FIU
Leadership Portfolio Presentations for all iLEAD Resident Principals and Assistant Principals										X	X		PD/C, PC
Request school- and student – level demographic data file for M-DCPS			X	X			X				X	X	PD/C, PC,
Facilitate FIU week long Summer Institute 2015 for cohorts 2, and 3 (year 2)											X		PD/C, PC, FIU, iP
Data analysis for mentor schools, and 6 SIG schools – District Assessments				X			X			X	X	X	PD/C, PC, PD&E
Prepare and submit required budget, activity, and other reports as required			X	X	X	X	X	X	X	X	X	X	PD/C, PC, PD&E
Year 2 report development and submission												X	PD/C, PC
Review the summative report and findings of the external evaluator													

YEAR 3

iLEAD Management Plan: Responsibilities and Timelines for Key Activities

Management Plan Year 3 (August 2016 – July 2017)													
Task/Activities	August	September	October	November	December	January	February	March	April	May	June	July	Responsible Party
Update Advisory Committee/Conduct Quarterly Advisory Committee meetings for Year 3	X			X			X			X			PD/C, PD&E, SIG/RSC, HR, LR, ARDA, D/SO
District Weekly online Briefing applications disseminated for cohorts four and five	X												PD&E, PD/C
Advisory Committee screening of applicants for fourth and fifth cohorts and mentor selection for year 3	X												PD/C, PD&E, SIG/RSC, HR, LR, ARDA, D/SO
Advisory Committee selection and notification of mentors and fourth and fifth cohort participants (12)	X												PD/C, PD&E, SIG/RSC, HR, LR, ARDA, D/SO
VAL-ED 360 completion by fourth and fifth cohort participants	X												PD/C, iLEAD Participants
Mentor Institute 2 Day Training FIU for year 3	X												FIU, PD/C, M
Mentor quarterly follow up training/meetings for year 3				X			X			X			PD/C, M
Orientation meeting for first year Principals in Principal Induction Academy, (monthly meetings) introduce website	X	X	X	X	X	X	X	X	X	X			PD/C, PD&E, D/AD, FYP
Orientation meeting for first year Assistant Principals in Assistant Principal Induction Academy, (monthly meetings) introduce website	X	X	X	X	X	X	X	X	X	X			PD/C, PD&E, D/AD, FYAP
Professional Development Leadership Modules for all iLEAD, Resident Principals, and Assistant Principals	X	X	X	X	X	X	X	X	X	X			PD/C, PD&E, D/AD, iP

iLEAD Management Plan: Responsibilities and Timelines for Key Activities

Management Plan Year 3 (August 2016 – July 2017)													
Task/Activities	August	September	October	November	December	January	February	March	April	May	June	July	Responsible Party
Orientation: First meeting- fourth and fifth cohort Resident Principals, Assistant Principals, and assigned Mentors; Portfolios assigned; Website up	X												PD/C, PC, M, iP
Implement 18 week residency experiences for iLEAD participants- 4th cohort August through February	X	X	X	X	X	X	X						PD/C, PC, M, iP
Implement 18 week residency experiences for iLEAD participants- 5th cohort February through June							X	X	X	X	X	X	PD/C, PC, M, iP
Weekly online Reflection Journals for all iLEAD Resident Principals and Assistant Principals during residencies	X	X	X	X	X	X	X	X	X	X			PD/C, PC, M, iP
Monthly online Reflection Journals for first year Assistant Principals (Assistant Principal Induction Academy)	X	X	X	X	X	X	X	X	X	X			PD/C, D/AD, FYAP
Monthly online Reflection Journals for first year Principals (Principal Induction Academy)	X	X	X	X	X	X	X	X	X	X			PD/C, D/AD, FYP
Individualized in-field bi-weekly coaching during 18 week residency for fourth and fifth cohorts	X	X	X	X	X	X	X	X	X	X	X		PD/C
Mock DATA/COM school data analysis presentations								X					PD/C, PC, M, iP, D/AD
Process vendor payments											X	X	
Prepare and submit required reports to DOE and other stakeholders	X	X	X	X	X	X	X	X	X	X	X	X	X

iLEAD Management Plan: Responsibilities and Timelines for Key Activities

Management Plan Year 3 (August 2016 – July 2017)													
Task/Activities	August	September	October	November	December	January	February	March	April	May	June	July	Responsible Party
Work with project evaluator and SIG evaluator (as applicable) to support data collection and evaluation	X	X	X	X	X	X	X	X	X	X	X	X	PD/C, PC, PD
Facilitate planning and registration of program participants for summer Mentor Institute for upcoming year									X	X	X	X	PD/C, PC, FIU
Leadership Portfolio Presentations for all fourth and fifth cohort iLEAD Resident Principals and Assistant Principals										X	X		PD/C, PC
Request school- and student – level demographic data file for M-DCPS and 6 target schools			X	X			X				X	X	PD/C, PC,
Facilitate FIU week long Summer Institute 2015 for cohorts 4 and 5 (year 3)											X		PD/C, PC, FIU, iP
Data analysis for mentor schools, and 6 SIG schools – District Assessments				X			X			X	X	X	PD/C, PC, PD&E
Prepare and submit required budget, activity, and other reports as required			X	X	X	X	X	X	X	X	X	X	PD/C, PC, PD&E
Year 3 report development and submission												X	PD/C, PC
Review the summative report and findings of the external evaluator													

iLEAD Management Plan: Responsibilities and Timelines for Key Activities

KEY

Project Director/Coach	PD/C
Project Coordinator	PC
Professional Development and Evaluation	PD&E
Office of Intergovernmental Affairs and Grants Administration	OIAGA
Human Resources	HR
Florida International University/Mentor Institute	FIU/MI
District Administrative Directors	D/AD
Region Administrative Directors	R/AD
Office of Assessment, Research, and Data Analysis	ARDA
Office of Academics and Transformation/School Improvement	OAT/SI
Labor Relations	LR
District/School Operations	D/SO
SIG School's Respective Stakeholder from Community	SIG/RSC
Mentors	M
<i>iLEAD</i> participants	iP
First Year Principal	FYP
First Year Assistant Principal	FYAP
Office of School Improvement	OSI

BIBLIOGRAPHY

- Agustine, C., Gonzalez, G., Ikemoto, G., et. al., *Improving School Leadership: The Promise of Cohesive Leadership Systems* (December 2009) December 2009 RAND Education
Retrieved from:
<http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus/EducationLeadership/Pages/default.aspx>, March 08, 2010
- American Youth Policy Forum.(2009, August). Moving English Language Learners to College- and Career-Readiness(Issue brief). Retrieved from:
<http://www.aypf.org/documents/ELLIssueBrief.pdf>
- Bambrick-Santoyo, P., (2012), *Leverage Leadership: A Practical Guide to Building Exceptional Schools*, Jossey-Bass, San Francisco.
- Berry, B., Fuller, E. & Williams, A. (2007). *Stemming the tide of teacher attrition: How working conditions influence teacher career intentions and other key outcomes in Arizona*. Hillsborough, NC: Center for Teaching Quality. Retrieved November 25, 2009 from
<http://www.teachingquality.org/legacy/AZ2007final.pdf>
- CEL's 5D+ Teacher Evaluation Rubric. (n.d.). *Washington State Teacher Principal Evaluation Project*. Retrieved May 9, 2014, from <http://tpep-wa.org/the-model/framework-and-rubrics/instructional-frameworks/uwcel-5d/>
- Center for Comprehensive School Reform and Improvement (2007). *Improving teacher retention with supportive workplace conditions. Newsletter*. Retrieved November 25, 2009 from
http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/2d/7b/48.pdf
- City, E. A., Elmore, R. F., Fiarman., S. E., and Teitel, L., (2009) *Instructional Rounds in Education* Harvard Education Press, Cambridge, MA.
- Clark, D., Martorell, P., & Rockoff, J., *School Principals and School Performance Working Paper 38*, December 2009 Center for Longitudinal Data in Education Research, Washington, DC, The Urban Institute
- Clifford, M. (2012). *Hiring Quality School Leaders: Challenges and Emerging Practices*. Naperville, IL: American Institutes for Research. Retrieved February 22, 2012, from
http://www.air.org/files/Hiring_Quality_School_Leaders.pdf
- Clifford, M., Hanson, U., Lemke, M., Wraight, S., Menon, R., Brown-Sims, M. & Fetters, J. (2012). *Practical Guide to Designing Comprehensive School Principal Evaluation Systems*. Washington, D.C.: National Comprehensive Center for Teacher Quality

- Clifford, M., Menon, R., Gangi, T., Condon, C. & Hornung, K. (2012). *Measuring School Climate: A Review of Survey Validity and Reliability for Use in Principal Evaluation Design*. Washington, D.C.: American Institutes for Research
- Clifford, M. & Ross, S. (2011). *Designing Principal Evaluation: Research to Guide Decision-making*. Washington, D.C.: National Association of Elementary School Principals.
- Condon, C., & Clifford, M. (2010). *Measuring Principal Performance: How Rigorous are Commonly Used Principal Performance Assessment Instruments?* Naperville, IL: Learning Point Associates.
- Council of Chief State School Officers (2008). *Educational Leadership Policy Standards: ISLLC 2008*. Washington, DC. Retrieved March 10, 2010, from: <http://www.ccsso.org/publications/details.cfm?PublicationID=365>
- Darling-Hammond, Linda, LaPointe, Michelle, Meyerson, Debra, Orr, Margaret T., and Cohen, Carol (2007) *Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs*, Stanford, CA Stanford University, Stanford Educational Leadership Institute
- Davis, S., Kearney, K., Sanders, N., Thomas, C., & Leon, R. (2011). *The policies and practices of principal evaluation: A review of the literature*. San Francisco: WestEd.
- Ferrandino, V. L., and Farfard, M., (2003) *Making the Case for Principal Mentoring*, The Education Alliance at Brown University, Providence, RI
- Fink, S., Markholt, A (2011) *Leading for Instructional Improvement: How Successful Leaders Develop Teaching and Learning Expertise*, Jossey-Bass, San Francisco, CA.
- Fry, B., Bottoms, G., and O'Neill, K., *The Principal Internship: How Can We get It Right?*, Southern Regional Educational Board, Atlanta GA, April 2005 Retrieved from: www.sreb.org March 15, 2010
- Fuller, E., and Young, M. D., Texas High School Project Leadership Initiative Issue Brief 1: *Tenure and Retention of Newly Hired Principals in Texas*, Summer 2009, Retrieved from: http://www.ucea.org/storage/principal/IB%201_Principal%20Tenure%20and%20Retention%20in%20Texas%20of%20Newly%20Hired%20Principals_10_8_09.pdf March 9, 2010
- Fulmer, C., "Leading with a Coaching Mindset: Strategies for the Challenges Facing Urban-School Principals" Paper presented at the annual meeting of the UCEA Annual Convention, Orlando, Florida, October 30, 2008 retrieved from: http://www.allacademin.com/meta/p274844_index.html, March 5, 2010

- Goldring, E., Carvens, X., Murphy, J., Porter, A., Elliott, S., & Carson, B. (2009). *The evaluation of principals: What and how do states and urban districts assess leadership?* *Elementary School Journal*, 110(1), 19–39.
- Gray, C., Fry, B., Bottoms, G., and O’Neill, K., *Good Principals Aren’t Born – They’re Mentored: Are We Investing Enough to Get the School Leaders We Need*, Southern Regional Educational Board, Atlanta GA, June 2007 Retrieved from: www.sreb.org March 15, 2010
- Grissom, J.A., Loeb, S., & Master, B. (2012). *Effective instructional time use for school leaders: Longitudinal evidence from observations of principals*. Vanderbilt University working paper. Paper presented at the Association for Public Policy Analysis and Management annual meeting, November 8-10, 2012, Baltimore, MD.
- Grissom, J.A., Loeb, S., & Mitani, H. (2013). *Principal time management skills: Explaining patterns in principals’ time use and effectiveness*. Vanderbilt University working paper.
- Grissom, J., & Harrington, H., (2010) *Investing in Administrator Efficacy: An Examination of Professional Development as a Tool for Enhancing Principal Effectiveness*, *American Journal of Education* 116, pp. 583-612
- Hirsch, E. (2008). *Key issue: Identifying professional contexts to support highly effective teachers*. New Teacher Center at the University of California Santa Cruz. Naperville, IL: Learning Point Associates. Retrieved December 8, 2009 from <http://www2.tqsource.org/strategies/het/ProfessionalContexts.pdf>
- Horng, E., Klasik, D. & Loeb, S. (2010). *Principal’s time use and school effectiveness*. *American Journal of Education*, 116(4), 491-523.
- Hoogstra, L., Hinojosa, T., Drill, K., Swanlund, A., Brown-Sims, M., Oliva, O., et al. (2008). *Final report on the evaluation of the Texas Principal Excellence Program*. Austin, TX: Texas Education Agency.
- Hulleman, C. S. & Cordray, D. S. (2009). Moving from the lab to the field: The Role of fidelity and achieved relative intervention strength. *Journal of Research on Educational Effectiveness*, 2, 88-110.
- Johnson, S. M. (2006). *The workplace matters: Teacher quality, retention, and effectiveness* (Working Paper). Washington, DC: National Education Association. Retrieved September 15, 2009, from <http://sites.nea.org/research/bestpractices/images/wcreport.pdf>
- Ladd, H. (2009). *Teachers’ perceptions of their working conditions: How predictive of policy-relevant outcomes?* Washington, DC: The Urban Institute.

- Leithwood, et. al, 2004 K., Louis, K., Anderson, S., and Wahlstrom, K., *How Leadership Influences Student Learning*, Learning From Leadership Project Review of Research (2004) Retrieved March 6, 2012 from :
<http://www.cehd.umn.edu/carei/Leadership/ReviewofResearch.pdf>,
- Louis, K.S., Leithwood, K., Wahlstrom, K.I., Anderson, S. (2010) *Learning from Leadership: Investigating the Links to Improved Student Learning* New York, NY, The Wallace Foundation Retrieved June 23, 2013 from:
<http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Documents/Investigating-the-Links-to-Improved-Student-Learning.pdf>
- Marzano, R. J., Waters, T., McNulty, B. A. (2005) *School Leadership that Works: from Research to Results*, Alexandria, VA, Association for Supervision and Curriculum Development
- Mitgang, Lee (2013) *Districts matter: Cultivating the Principals Urban Schools Need*, New York, NY, The Wallace Foundation retrieved June 25, 2013 from:
<http://www.wallacefoundation.org/knowledge-center/school-leadership/district-policy-and-practice/Documents/Districts-Matter-Cultivating-the-Principals-Urban-Schools-Need.pdf>
- Mitgang, Lee (2012) *The Making of the Principal: Five Lessons in Leadership Training*, New York, NY, The Wallace Foundation retrieved June 25, 2013 from:
<http://www.wallacefoundation.org/knowledge-center/school-leadership/effective-principal-leadership/Documents/The-Making-of-the-Principal-Five-Lessons-in-Leadership-Training.pdf>
- National Association of Elementary School Principals (2002) *Leading Learning Communities: Standards for What Principals Should Know and Be Able to Do*, Alexandria, VA
- National Partnership for Teaching in At-Risk Schools, *Qualified Teachers for At-Risk Schools, A National Imperative*, Washington DC, 2005, retrieved from: NPTARS@learningpt.org, March 9, 2010
- New Leaders for New Schools (2010) *Evaluating principals*. www.nlms.org
- NewSchools Venture Fund *Principal Development: Selection, Support & Evaluation, Key Strategies from NewSchools' Portfolio Ventures* (June 2008), San Francisco, CA retrieved from www.newschools.org March 8, 2010
- Porter, A., Murphy, J., Goldring, E. & Elliot, S. (2006). *Vanderbilt Assessment of Leadership in Education*. Nashville, TN: Vanderbilt University.

- Porter, A., Murphy, J., Goldring, E. & Elliot, S., Polikoff, M., & May (2008) *Vanderbilt Assessment of Leadership in Education: Technical Manual 1.0* Nashville, TN: Learning Sciences Institute, Vanderbilt University retrieved June 23, 2013 from <http://www.wallacefoundation.org/knowledge-center/school-leadership/principal-evaluation/Pages/Vanderbilt-Assessment-of-Leadership-in-Education-Technical-Manual-1.aspx>
- Porter, A., Polikoff, M., Goldring, E., Murphy, J., Elliott, S., & May, H. (2010) *Developing a Psychometrically Sound Assessment of School Leadership: The VAL-ED as a Case Study* Educational Administration Quarterly 46(2) 135-173
- Primary Sources: America's Teachers on America's Schools, A Project of Scholastic and the Bill & Melinda Gates Foundation* Retrieved from <http://www.scholastic.com/primarysources/download.asp> March 15, 2010
- Principal Development: Selection, Support & Evaluation, Key Strategies from NewSchools' Portfolio Ventures* (June 2008) NewSchools Venture Fund, San Francisco, CA retrieved from: www.newschools.org March 8, 2010
- Schneider, M. (2003). *Linking school facility conditions to teacher satisfaction and success*. Washington, DC: National Clearinghouse for Educational Facilities. Retrieved September 15, 2009, from <http://www.edfacilities.org/pubs/teachersurvey.pdf>
- Spiro, Jody, Mattis, Mary C, and Mitgang, Lee D., *Getting Principal Mentoring Right: Lessons from the Field*, The Wallace Foundation 2007 Retrieved from www.wallacefoundation.org, March 9, 2010
- Stronge, J.H. (2010) *Evaluating What Good Teachers Do: Eight Research-Based Standards for Assessing Teacher Excellence*, Larchmont, NY, Eye on Education
- Stronge, J.H. (2007) *Qualities of Effective Teachers, Second Edition*, Alexandria, VA, Association for Supervision and Curriculum Development
- The Wallace Foundation (2013) *The School Principal as Leader: Guiding Schools to Better Teaching and Learning, Expanded Edition*. New York, NY Retrieved June 23, 2103 from: <http://www.wallacefoundation.org/knowledge-center/school-leadership/effective-principal-leadership/Documents/The-School-Principal-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning-2nd-Ed.pdf>
- Turnaround High School Principals: Recruit, Prepare and Empower Leaders of Change*, (2010) Southern Regional Education Board, Atlanta, GA retrieved from: http://publications.sreb.org/2012/12V10_turnaroundHighSchoolPrincipals.pdf, May 9, 2014
- Willer, C., & Recht, D. (2011). What kinds of support do new principals want? ASCD Express, 7(1). Retrieved from www.ascd.org

iLEAD Stakeholder Input Meeting

Date: Tuesday, May 13, 2014

NORTH MIAMI MIDDLE SCHOOL

Agenda

Welcome and Introductions

Purpose of iLEAD

Developing Transformational Leaders

Building Instructional Leadership and School-Site Capacity

Additional Administrative Support to School-Site

Stakeholder Feedback and Suggestions

Sign-In Sheet

Name	Position	Signature
ALBERTO IBER	PRINCIPAL	(b)(6)
Chantel Brantley	UTD Steward	(b)(6)
Mechele Collins	MATH COACH	
Lucie Lucas	PTSA President	
Shawna Gould	EEFAC Chair	
Kharim Armand	Assistant Principal - Curriculum	

iLEAD Stakeholder Input Meeting

Date: Tuesday, May 13, 2014

School Name:

Agenda

Welcome and Introductions

Purpose of iLEAD

Developing Transformational Leaders

Building Instructional Leadership and School-Site Capacity

Additional Administrative Support to School-Site

Stakeholder Feedback and Suggestions

Sign-In Sheet

Name	Signature
Charles E. Antkasan	(b)(6)
PATRICK A. CURTIS	
Kaluana L. Carpenter	
Dr. OTIS R. Holloway, J.D.	
Raul del Val	
Suzette Jenkins	
Alma Fernandez	
Washie Worthley	
Geraldine Cooper	
Martha Boland-Lloyd	

iLEAD Stakeholder Input Meeting

Date: Tuesday, May 13, 2014

School Name:

Agenda

Welcome and Introductions

Purpose of iLEAD

Developing Transformational Leaders

Building Instructional Leadership and School-Site Capacity

Additional Administrative Support to School-Site

Stakeholder Feedback and Suggestions

Sign-In Sheet

Name	Signature
Guillermo Munoz	(b)(6)
Lannette Pope	
Tamelya Moore	
Kenneth Williams	
Jeffrey Gonzalez	
Stacy Ann Frater	
Beverly Salomattof	
Ana Martinez	
Maritza Dominguez	
Derrick Pace	

iLEAD Stakeholder Input Meeting

Date: Tuesday, May 13, 2014

School Name: Miami Norland SHS

Agenda

Welcome and Introductions

Purpose of iLEAD

Developing Transformational Leaders

Building Instructional Leadership and School-Site Capacity

Additional Administrative Support to School-Site

Stakeholder Feedback and Suggestions

Sign-In Sheet

Name	(b)(6)
Shirley SNEED	
Sabina D. Edwards	
CLOIRE JOHNSON-FCRT	
Adriane Mitchell	
Sonya Ross	
K. Antonia Hampton	
Dina Rocco	
LaQueen Williams	
(b)(6)	
JOHNN PERRY	

iLEAD Stakeholder Input Meeting

Date: Tuesday, May 13, 2014

School Name: **MIAMI NORTHWESTERN SENIOR HIGH SCHOOL**

Agenda

Welcome and Introductions

Purpose of iLEAD

Developing Transformational Leaders

Building Instructional Leadership and School-Site Capacity

Additional Administrative Support to School-Site

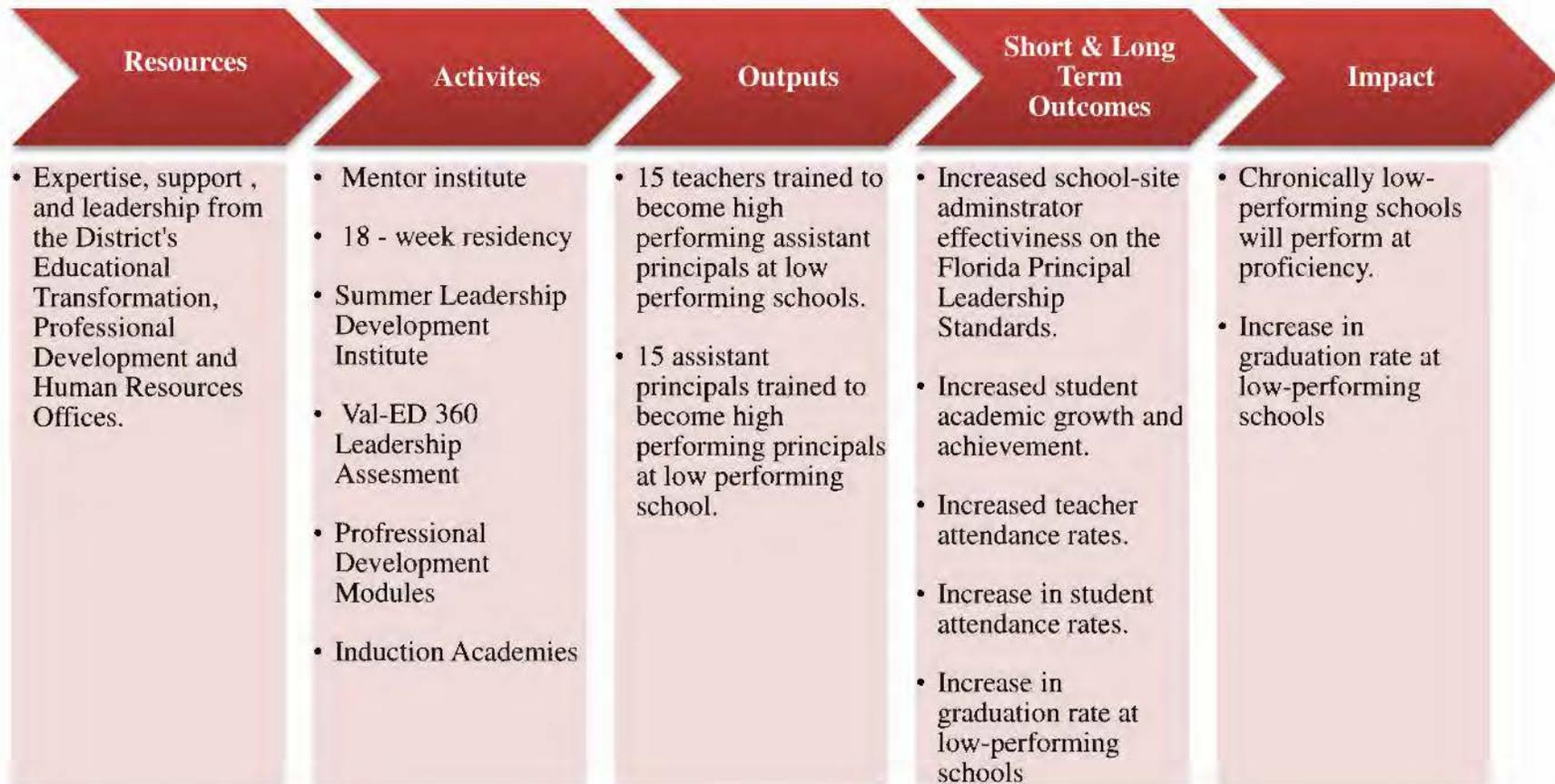
Stakeholder Feedback and Suggestions

Sign-In Sheet

Name	Signature
Wallace Aristide – Principal, Miami Northwestern	(b)(6)
Nidia Ashby – VP, Miami Northwestern	
Ebony Edmonson – AP, Miami Northwestern	
Arthur Noriega, Miami Parking Authority	
Dr. Maria Lovett – FIU Education Effect	
Gina Greenidge, FIU Education Effect	
Elizabeth Allen – PTSA, Miami Northwestern	
Cleveland Morley, Alumni Association Executive	
Tarvaneisha Hope, EESAC Miami Northwestern	
Linda Walden, EESAC Miami Northwestern	

LOGIC MODEL

Goal: The core mission of this project is to build instructional leadership capacity, increase student achievement, and turn around chronically low-performing schools.



M-DCPS SIG-Eligible Schools

	County	Location #	School Name
13	DADE	7351	ARTHUR AND POLLY MAYS CONSERVATORY OF THE ART
13	DADE	3781	BARBARA HAWKINS ELEM. SCHOOL
13	DADE	261	BEL-AIRE ELEMENTARY SCHOOL
13	DADE	361	BISCAYNE GARDENS ELEMENTARY
13	DADE	7791	BOOKER T. WASHINGTON SR HIGH
13	DADE	6061	CAMPBELL DRIVE MIDDLE SCHOOL
13	DADE	661	CARIBBEAN ELEMENTARY SCHOOL
13	DADE	6051	CAROL CITY MIDDLE SCHOOL
13	DADE	5991	CHARLES DAVID WYCHE, JR ELEMENTARY SCHOOL
13	DADE	6141	CHARLES R. DREW MIDDLE SCHOOL
13	DADE	6091	CITRUS GROVE MIDDLE SCHOOL
13	DADE	5861	DR. HENRY W MACK/WEST LITTLE RIVER K-8 CENTER
13	DADE	4651	ETHEL F. BECKFORD/RICHMOND ELE
13	DADE	3024	FLORIDA INTERNATIONAL ELEMENTARY ACADEMY
13	DADE	1361	FREDERICK R. DOUGLASS ELEM.
13	DADE	6231	HIALEAH MIDDLE SCHOOL
13	DADE	2501	HOLMES ELEMENTARY SCHOOL
13	DADE	6251	HOMESTEAD MIDDLE SCHOOL
13	DADE	7151	HOMESTEAD SENIOR HIGH SCHOOL
13	DADE	3021	JESSE J. MCCRARY, JR. ELEMENTARY SCHOOL
13	DADE	2981	LIBERTY CITY ELEMENTARY SCHOOL
13	DADE	3041	LORAH PARK ELEMENTARY SCHOOL
13	DADE	7231	MIAMI CAROL CITY SENIOR HIGH
13	DADE	7251	MIAMI CENTRAL SENIOR HIGH SCHL
13	DADE	6048	MIAMI COMMUNITY CHARTER MIDDLE SCHOOL
13	DADE	102	MIAMI COMMUNITY CHARTER SCHOOL
13	DADE	6481	MIAMI EDISON MIDDLE SCHOOL
13	DADE	7301	MIAMI EDISON SENIOR HIGH SCHL
13	DADE	7341	MIAMI JACKSON SENIOR HIGH SCHL
13	DADE	7381	MIAMI NORLAND SENIOR HIGH SCHOOL
13	DADE	7411	MIAMI NORTHWESTERN SENIOR HIGH
13	DADE	7731	MIAMI SOUTHRIDGE SENIOR HIGH
13	DADE	921	NEVA KING COOPER EDUCATIONAL CENTER
13	DADE	3821	NORTH COUNTY K-8 CENTER
13	DADE	6631	NORTH MIAMI MIDDLE SCHOOL
13	DADE	7591	NORTH MIAMI SENIOR HIGH SCHOOL
13	DADE	4171	ORCHARD VILLA ELEMENTARY SCHL
13	DADE	1441	PAUL LAURENCE DUNBAR K-8 CENTER
13	DADE	4461	PINE VILLA ELEMENTARY SCHOOL
13	DADE	4501	POINCIANA PARK ELEMENTARY SCHL
13	DADE	6761	REDLAND MIDDLE SCHOOL
13	DADE	2006	RICHARD ALLEN LEADERSHIP ACADEMY
13	DADE	6049	RIVER CITIES COMMUNITY CHARTER SCHO

13	DADE	8151	ROBERT RENICK EDUCATION CENTER
13	DADE	8181	RUTH OWENS KRUSE EDUCATION CENTER
13	DADE	5081	SKYWAY ELEMENTARY SCHOOL
13	DADE	2060	THEODORE R. AND THELMA A. GIBSON CHARTER
13	DADE	6981	WESTVIEW MIDDLE SCHOOL

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

iLead (Instructional Leadership In Educational Administration Development)

Budget Summary: Section A - US Dept of Education Funds

Description	Year 1	Year 2	Year 3	Total
1. Personnel				
<p>Project Director/Coach: A Project Director will be appointed to assume full responsibility for the implementation of the project and to provide mentoring, coaching, support, and professional development for project participants. The project design calls for a phased implementation, with an increase in scale in years 2 and 3. In Year 1, the focus will be on supporting the first cohort of participants in the residency experiences. In years 2 and 3, the project will expand to add an induction program for newly placed principals and assistant principals. Corresponding to this expansion of responsibilities, the Project Director positions will be funded at 50% in Year 1 and 100% in Years 2 and 3. Responsibilities of this position include, but are not limited to: managing all facets of grant implementation, including coordination of all required evaluation and reporting activities; supporting school-site implementation; coordinating advisory sessions; planning and coordinating delivery of professional development; timely completion of project activities; and submission of required reports. The individual filling this position will have, among other qualifications, a track record of success in improving school performance and experience in school-site administration.</p>	60,000.00	120,000.00	120,000.00	300,000.00
<p>Project Coordinator: A Project Coordinator will be appointed to coordinate all professional development activities for Resident Principals and Assistant Principals and assist the Project Director with the implementation of the grant. The project design calls for a phased implementation, with a residency-experience preparation program only in Year 1 and the addition of an induction program for newly appointed principals and assistant principals in Years 2 and 3. Correspondingly, the Project Coordinator position will be funded at 50% in Year 1 and 100% in Years 2 and 3.</p>	37,834.50	75,669.00	75,669.00	189,172.50
<p>Interim Teachers: In order to release high-performing teachers from the classroom and enable to engage in the Assistant Principal Residency, their classrooms will be covered by interim teachers hired at the beginning teacher salary. Three Interim Teachers will be hired in Year 1, 6 in Years 2 and 3 @ \$40,500/year.</p>	121,500.00	243,000.00	243,000.00	607,500.00

iLead (Instructional Leadership In Educational Administration Development)

Description	Year 1	Year 2	Year 3	Total
Stipend for Mentor Principals: Each year, high-performing principals will be selected and trained as Mentor Principals to provide support to the Principals in Residence. These Mentor Principals will be paid a stipend for each Principal in Residence mentored. Calculated at 3 @ \$4,000 in Year 1; 6 in Years 2 and 3.	12,000.00	24,000.00	24,000.00	60,000.00
Stipend for Mentor Principals for AP's in Residence: Each year, high-performing principals will be selected and trained as Mentor Principals to provide support to the Assistant Principals in Residence. These Mentor Principals will be paid a stipend for each Assistant Principal in Residence mentored. Calculated at 3 @ \$2,700 in year 1; 6 in years 2 and 3.	8,100.00	16,200.00	16,200.00	40,500.00
Performance-Based Initiative: Performance based initiative will be awarded to a mentor and mentee team if their respective school increases by at 5% in the first 800 points of the new Florida Department of Education State assessment scoring criteria when compared to the prior year. Two awards will be made during year 1, four awards will be made during year 2 and 3.	3,000.00	6,000.00	6,000.00	15,000.00
Principal in Residence Stipend: Principals in Residence will continue to be paid at the (District-funded) Assistant Principal level. In recognition of the additional responsibilities as Principals in Residence, they will receive stipends. Calculated at 3 @ \$5,000 in year 1; 6 in years 2 and 3.	15,000.00	30,000.00	30,000.00	75,000.00
Assistant Principal in Residence Stipend: Assistant Principals in Residence will continue to be paid at the (District-funded) salary level corresponding to their positions on the teacher salary schedule. In recognition of the additional responsibilities as Assistant Principals in Residence, they will receive stipends, calculated at: 3 @ \$4,000 in Year 1; 6 in Years 2 and 3.	12,000.00	24,000.00	24,000.00	60,000.00
Summer Institute Stipend: Resident Principals: Year 1 three resident principals to attend the Summer Institute at Florida International University, calculated at: 3 @ \$200 for 3 days = \$1,800. Years 2 and 3, 6 resident principals will attend for 3 days @ \$200 per day. Resident Assistant Principals: Year 1, three resident assistant principals to attend the Summer Institute at Florida International University, calculated at: 3 @ 100 for 3 days = \$2,400. Years 2 and 3, 6 resident assistant principals will attend for 3 days @ \$200 per day.	2,700.00	5,400.00	5,400.00	13,500.00

iLead (Instructional Leadership In Educational Administration Development)

Description	Year 1	Year 2	Year 3	Total
Temporary Instructors/Substitutes: To cover the classrooms for the teachers who will serve as assistant principals in training as they attend half day training sessions. Calculated for 3 participants in Year 1 and 6 in Years 2 and 3 24 half-days/year @ \$50	3,600.00	7,200.00	7,200.00	18,000.00
Subtotal:	275,734.50	551,469.00	551,469.00	1,378,672.50
2. Fringe Benefits				
Retirement - 7.99%	21,898.00	43,793.00	43,793.00	109,484.00
FICA - 6.2%	17,095.00	34,190.00	34,190.00	85,475.00
Medicare - 1.45%	4,002.00	7,999.00	7,999.00	20,000.00
Insurance - \$9,159 per FTE	64,114.00	73,272.00	73,272.00	210,658.00
Workers Comp/Liability/Unemployment - 2.79%	7,594.00	15,186.00	15,186.00	37,966.00
Subtotal:	114,703.00	174,440.00	174,440.00	463,583.00
3. Travel				
Travel Funds are budgeted for the Project Director and Project Coordinator to attend grant-related meetings each year. Funding is budgeted in year 3 for attendance at professional conferences to share and disseminate lessons learned and promising practices.	4,000.00	8,000.00	8,000.00	20,000.00
Subtotal:	4,000.00	8,000.00	8,000.00	20,000.00
4. Equipment				
Not applicable.				
Subtotal:	0.00	0.00	0.00	0.00
5. Supplies				
Funds are budgeted each year for supplies and materials necessary to carry out the grant-related activities and professional development. Year 1 includes tablet computer (or comparable device) and printer for project director and project coordinator, and budget for paper, toner, etc.)	6,500.00	2,000.00	2,000.00	10,500.00
Books and training materials to conduct leadership professional learning communities and ongoing professional development for participants.	1,000.00	2,000.00	2,000.00	5,000.00
Subtotal:	7,500.00	4,000.00	4,000.00	15,500.00
6. Contractual				

iLead (Instructional Leadership In Educational Administration Development)

Description	Year 1	Year 2	Year 3	Total
Summer Institute: Each year, participants will engage in an intensive leadership development institute that is directly aligned with the professional development needs of each cohort as identified through the VAL-ED and reflective practice. These institutes will take place in the summer so as to minimize the impact on schools' instructional schedules. Estimated cost of attendance per participant is 1,111 per day for 3 days. Calculated for six participants in Year 1 and twelve in Years 2 and.	19,800.00	39,600.00	39,600.00	99,000.00
Mentoring Institute: Each year, mentor principals and the project director and project coordinator will participate in 2 days of high-quality, research-based mentor training.	12,000.00	24,000.00	24,000.00	60,000.00
VAL-ED 360 leadership assessment: Each participant will engage in the VAL-ED 360 leadership assessment which will provide a foundation for development of an individualized professional growth plan for each participant. Budgeted at \$360 per participant, calculated in year 1 for six participants and twelve in years 2 and 3.	2,160.00	4,320.00	4,320.00	10,800.00
Subtotal:	33,960.00	67,920.00	67,920.00	169,800.00
7. Construction				
Not applicable.				
Subtotal:	0.00	0.00	0.00	0.00
8. Other				
Not applicable.				
Subtotal:	0.00	0.00	0.00	0.00
9. Total Direct Cost:	435,897.50	805,829.00	805,829.00	2,047,555.50
10. Indirect Cost - 4.10%	17,872.00	33,039.00	33,039.00	83,950.00
11. Training				
Not applicable.				
Subtotal:	0.00	0.00	0.00	0.00
12. TOTAL:	453,769.50	838,868.00	838,868.00	2,131,505.50

iLead (Instructional Leadership In Educational Administration Development)

Budget Summary: Section B - Non-Federal Funds

Description	Year 1	Year 2	Year 3	Total
1. Personnel				
<p>David Moore, Assistant Superintendent of Academic and Transformation, Division of Academic Support and School Improvement will continue to be paid at the (district-funded) salary level and will provide managerial support. Mr. Moore will contribute 5% of his time each year of the project. Fringe benefits are calculated below.</p>	6,472.80	6,472.80	6,472.80	19,418.40
<p>Alexandra Martillo, Director of Professional Development and Evaluation will continue to be paid at the (district-funded) salary level. Ms. Martillo will assist with the implementation of the project's mentoring and professional development component. She will contribute 10% of her time to the project in year 1 and 30% in years 2 and 3. Fringe benefits are calculated below.</p>	7,740.90	23,222.70	23,222.70	54,186.30
<p>Mentor Principals are current M-DCPS employees and will continue to be paid at the (district-funded) salary level corresponding to their position as a principal. The principals will contribute 20% of their time mentoring the assistant principals in residence each year of the project. Fringe benefits are calculated below.</p>	68,768.60	141,429.00	141,429.00	351,626.60
<p>Assistant Principals in residence to become principals are current M-DCPS employees and will continue to be paid at the (district-funded) salary level corresponding to their positions as assistant principals. The Assistant Principals will contribute 15% of their time in residence for each year of the project. Fringe benefits are calculated below.</p>	35,688.26	71,372.03	71,372.03	178,432.31
<p>Teachers in residence to become assistant principals are current M-DCPS employees and will continue to be paid at the (district-funded) salary level corresponding to their positions as teachers. Teachers will contribute 15% of their time in residence for each year of the project. Fringe benefits are calculated below.</p>	20,532.60	41,065.20	41,065.20	102,663.00

iLead (Instructional Leadership In Educational Administration Development)

Description	Year 1	Year 2	Year 3	Total
				0.00
Subtotal:	139,203.16	283,561.73	283,561.73	706,326.61
2. Fringe Benefits				
Retirement	11,122.00	22,656.00	22,656.00	56,434.00
FICA	8,631.00	17,581.00	17,581.00	43,793.00
Medicare	2,021.00	4,113.00	4,113.00	10,247.00
Insurance	3,206.00	5,038.00	5,038.00	13,282.00
Workers Comp/Liability/Unemployment	3,885.00	7,912.00	7,912.00	19,709.00
Subtotal:	28,865.00	57,300.00	57,300.00	143,465.00
3. Travel				
Travel for Project Director/Coach and Project Coordinator to conduct site visits to participating schools. Budgeted at current approved rate of .56/mile. Estimated at 300 miles per month x 12 months x .56/mile x 2 individuals	4,032.00	4,032.00	4,032.00	12,096.00
Travel for other staff 750 mile per month x 12 months x .56/mile	5,040.00	5,040.00	5,040.00	15,120.00
Subtotal:	9,072.00	9,072.00	9,072.00	27,216.00
4. Equipment				
Subtotal:	0.00	0.00	0.00	0.00
5. Supplies				
Subtotal:	0.00	0.00	0.00	0.00
6. Contractual				
Subtotal:	0.00	0.00	0.00	0.00
7. Construction				
Subtotal:	0.00	0.00	0.00	0.00
8. Other				
Subtotal:	0.00	0.00	0.00	0.00
9. Total Direct Cost:	177,140.16	349,933.73	349,933.73	877,007.61

iLead (Instructional Leadership In Educational Administration Development)

Description	Year 1	Year 2	Year 3	Total
10. Indirect Cost - 4.10%	7,263.00	14,347.00	14,347.00	35,957.00
11. Training				
	Subtotal:	0.00	0.00	0.00
	12. TOTAL:	184,403.16	364,280.73	364,280.73
				912,964.61

iLEAD

Budget Narrative

Overview

Miami-Dade County Public Schools (M-DCPS) requests funding in the amount of \$ **2,131,505** over three years from the U.S. Department of Education's School Improvement Grants office to support the implementation of the Instructional Leadership in Educational Administration development (iLEAD) initiative, as outlined on the Budget Information form (ED form 524). Implementation of iLEAD will enable M-DCPS to build the capacity of principals, including assistant principals, to lead and to achieve teaching and learning gains in persistently low-achieving SIG schools. Through iLEAD, M-DCPS can offer stipends and incentives to principals and assistant principals participating in the project for coaching, mentoring, and increasing student achievement. Participants in the project, because of the concentrated support they will receive from the **Project Director/Coach**, will gain the skills needed to assume the principalship and assistant principalship at one of the persistently low-achieving targeted SIG schools in the district. iLEAD will enable M-DCPS to provide a transitional scaffolding of support for principals moving into positions at these highest-need schools, as well as to build leadership capacity at multiple administrative levels. Additionally, Project iLEAD presents a unique and comprehensive leadership development program which centers around preparation, job-embedded, site-based experience, and the development and addition of a year-long induction program to support leaders those selected from the program to serve as assistant principals and principals through their first very critical year.

Positions Funded through the iLEAD Grant:

Project Director/Head Coach (Administrative Director)

A Project Director will be appointed to assume full responsibility for the implementation of the project and to provide mentoring, coaching, support, and professional development for project participants. The project design calls for a phased implementation, with an increase in scale in years 2 and 3. In Year 1, the focus will be on supporting the first cohort of participants in the residency experiences. In years 2 and 3, the project will expand to add an induction program for newly placed principals and assistant principals. Corresponding to this expansion of responsibilities, the Project Director positions will be funded at 50% in Year 1 and 100% in Years 2 and 3. Responsibilities of this position include, but are not limited to: managing all facets of grant implementation, including coordination of all required evaluation and reporting activities; supporting school-site implementation; coordinating advisory sessions; planning and coordinating delivery of professional development; timely completion of project activities; and submission of required reports. The individual filling this position will have, among other qualifications, a track record of success in improving school performance and experience in school-site administration.

Project Coordinator

A Project Coordinator will be appointed to coordinate all professional development activities for Resident Principals and Assistant Principals and assist the Project Director with the implementation of the grant. The Project Coordinator will also be charged with designing and maintaining a dedicated iLEAD website, as well as a monthly newsletter. The coordinator will assist in collecting all the data from program participation. The project design calls for a phased implementation, with a residency-experience preparation program only in Year 1 and the addition of an induction program for newly appointed principals and assistant principals in Years

2 and 3. Correspondingly, the Project Coordinator position will be funded at 50% in Year 1 and 100% in Years 2 and 3.

Interim Teachers

In order to release high-performing teachers from the classroom and enable to engage in the Assistant Principal Residency, their classrooms will be covered by interim teachers hired at the beginning teacher salary. Three Interim Teachers will be hired in Year 1, six in Years 2 and 3 @ \$40,500/year.

Stipends for Mentor Principals

Each year, high-performing SIG principals will be selected and trained as Mentor Principals to provide support to the Principals in Residence. These Mentor Principals will be paid a stipend for each Principal in Residence mentored. Calculated at 3 @ \$4,000 in Year 1; 6 in Years 2 and 3. As well, high performing principals will be selected to mentor the assistant principals in residence. These Mentor Principals will be paid a stipend for each Assistant Principal in Residence mentored, Calculated at 3 @ \$2,700 in year 1 and 6 in Years 2 and 3.

Performance-Based Incentive

It is estimated, based on past experience, that two out of the six school will improve their student achievement percentage. As such, mentor and mentee team whose two schools produce heightened gains by at least 5% when compared to the previous year's scores utilizing the State's end-of-year assessments will receive \$1,500 each.

Stipends for Residents

Principals in Residence will continue to be paid at the (District-funded) Assistant Principal level. In recognition of the additional responsibilities as Principals in Residence, they will receive stipends, calculated at: 3 @ \$5,000 in year 1; and 6 in years 2 and 3. Assistant Principals in

Residence will continue to be paid at the (District-funded) salary level corresponding to their positions on the teacher salary schedule. In recognition of the additional responsibilities as Assistant Principals in Residence, they will receive stipends, calculated at: 3 @ \$4,000 in Year 1; 6 in Years 2 and 3.

Summer Institute Stipend

Principals in residence will be paid \$200 per day for their attendance in the Florida International University Summer leadership Development institute. Assistant Principals in residence will be paid \$100 per day for their attendance. Resident Principals: Year 1, 3 resident principals to attend the Summer Institute at Florida International University, calculated at: 3 @ \$200 for 3 days = \$1,800. Years 2 and 3, 6 resident principals will attend, calculated at: 6 @ \$200 for 3 days = \$3,600. Resident Assistant Principals: Year 1, 3 resident assistant principals to attend the Summer Institute at Florida International University, calculated for: 3 @ \$100 for 3 days = \$900. Years 2 and 3, 6 resident assistant principals will attend, calculated for: 6 @ \$100 for 3 days = \$1,800.

Temporary Instructors/Substitutes

To cover the classrooms for the teachers who will serve as assistant principals in training as they attend half day training sessions. Year 1, 3 interim teachers will attend half day training sessions Calculated at 24 half-days/years @ \$50.

Summer Institute

Each year, participants will engage in an intensive leadership development institute that is directly aligned with the professional development needs of each cohort as identified through the VAL-ED and reflective practice. These institutes will take place in the summer so as to minimize the impact on schools' instructional schedules.

Mentoring Institute

Each year, mentor principals and the project director and project coordinator will participate in 2 days of high-quality, research-based mentor training provided by Florida International University in collaboration with the Graduate School of Education and the Graduate School of Business.

VAL Ed 360

In order to provide a foundation for development of an individualized professional growth plan for each participant, each participant will engage in the VAL-ED 360 leadership assessment.

Budgeted at \$360 per participant, calculated in Year 1 for six participants @ \$2,160 and twelve in Years 2 and 3 @ \$2,160.

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

School Board of Miami-Dade County, FL

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	275,734.50	551,469.00	551,469.00	0.00	0.00	1,378,672.50
2. Fringe Benefits	114,703.00	174,440.00	174,440.00	0.00	0.00	463,583.00
3. Travel	4,000.00	8,000.00	8,000.00	0.00	0.00	20,000.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	7,500.00	4,000.00	4,000.00	0.00	0.00	15,500.00
6. Contractual	33,960.00	67,920.00	67,920.00	0.00	0.00	169,800.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	435,897.50	805,829.00	805,829.00	0.00	0.00	2,047,555.50
10. Indirect Costs*	17,872.00	33,039.00	33,039.00	0.00	0.00	83,950.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	453,769.50	838,868.00	838,868.00	0.00	0.00	2,131,505.50

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization School Board of Miami Dade County, FL	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
---	---	--

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	(b)(4)					
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix: Ms.	First Name: Iraida	Middle Name: R.	Last Name: Mendez-Cartaya	Suffix:
----------------	-----------------------	--------------------	------------------------------	---------

Address:

Street1:	1450 NE Second Avenue
Street2:	
City:	Miami
County:	Miami-Dade
State:	FL: Florida
Zip Code:	33132
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
305-995-1497	305-995-3088

Email Address:

imendez@dadeschools.net

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

--

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
--	----------------	-------------------	-----------------