



... to Impact Student Outcomes

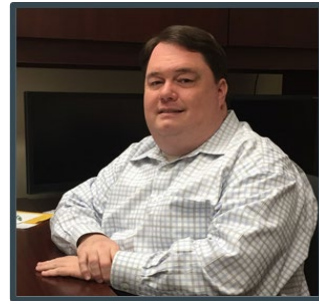
DCSI Leadership Network

Date: May 16, 2023

Your Region 4 School Improvement Team



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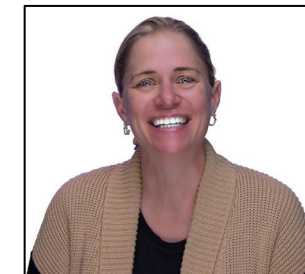
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Change is not a bolt of lightning that arrives with a zap. It is a bridge built brick by brick, every day, with sweat and humility and slips. It is hard work, and slow work, but it can be thrilling to watch it take shape.

- Sarah Hepola in *"My relapse years"*

Celebrations



Photo by [Nigel Tadyanehondo](#) on [Unsplash](#)

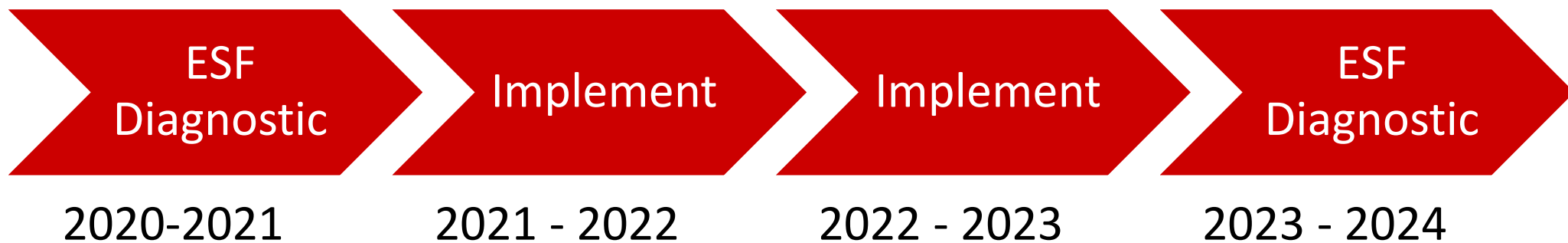
School Improvement Updates and Reminders

SI Updates

- TIP End-of-Year submission deadline = June 30
- Looking Ahead
 - Late release of ratings = later submission dates
 - ESF 3.0 and TIP Development training required for all Comprehensive principals and DCSI but differentiated for new and returning campuses
 - Non-Comprehensive F campuses should be very rare
 - Turnaround Plans (new) – 2 or more consecutive (2019 and 2023) F ratings
 - Turnaround Plans (continuing) – notified by TEA
 - D Campuses – Local Improvement Plan (stay tuned)
 - District TIPs (stay tuned)

ESF Diagnostics

Required for Comprehensive, F-rated*, and ESF Focused Support Grant campuses based on the 3-year rule below:



Districts can request an opt-in diagnostic by contacting Nancy Webster (Nancy.Webster@esc4.net) or completing the [interest form](#).

Capacity Building

TIP Cycle 3 Reflection and Cycle 4 Planning Guide

General Resources:

- [Cycle 3 Reflection Cycle 4 Planning Example Calendar 1 \(More meetings, shorter period of time per meeting\)](#)
- [Cycle 3 Reflection Cycle 4 Planning Example Calendar 2 \(Fewer, longer meetings\)](#)
- [Effective Schools Framework](#)
- [ESF Success Criteria Packet](#)
- [TIP Rubric](#)
- [ESF Self-Assessment](#)
- [EOY TIP Submission Checklist](#) (refer to this document for the most up-to-date TEA requirements)

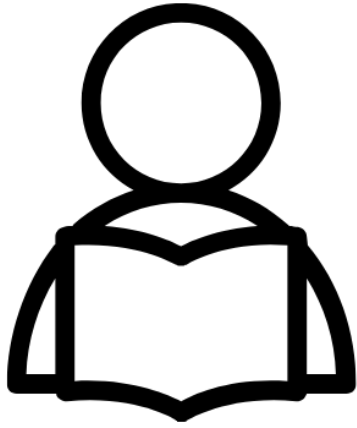
Step	Timeframe	Activity	Preparation/Reminders	Location in Plan4Learning
Review Cycle 3	April/May (~2-3 hrs.)	<ul style="list-style-type: none"> o Update student data: Domains 1 and 3 	Gather STAAR results (if not available prior to submission, skip this step)	<i>Essential Actions</i> → <i>Cycle 3 Review</i>
		<ul style="list-style-type: none"> o 90-day outcome reflection o Update Progress toward Action Step for each action step o For all action steps not met, add adjustments and next steps (repeat for each Prioritized Essential Action) 	Address all parts of each outcome and why or why not they were met	
		<ul style="list-style-type: none"> o Student data reflection 	Address why goals were or were not met	
ESF Self-Assessment (Applies to campuses that did not have an ESF Diagnostic in 2022-2023)	May (~3 hrs.)	<ul style="list-style-type: none"> o Gather evidence for each Essential Action 	Include artifacts, observations, and perception data	
		<ul style="list-style-type: none"> o Summarize evidence for each Key Practice and select Current Implementation o Determine Implementation Level (repeat for each diagnosed Essential Action) 	Tool – ESF Self-Assessment spreadsheet Video – ESF Self-Assessment Overview (~20 min) Online Course (Free, Self-Paced in Canvas)	
		<ul style="list-style-type: none"> o Enter implementation levels and evidence summary in online TIP for each Essential Action 		
				<i>Needs Assessment</i> → <i>Self-Assessment</i>

Networking

Capacity Building

ESF 3.0 Update

COVID 19 Changed the Educational Landscape



Unfinished learning had significant impacts on students in K-12, leaving students on average 5 months behind.



- Impacted the teacher shortage crisis
- Undermined chances of attending college or developing career ready workforce
- Created inequities and greater achievement gaps for our historically disadvantaged students.

ESF 3.0 What is New?

Exciting Improvements!



What is the vision of the new ESF 3.0?

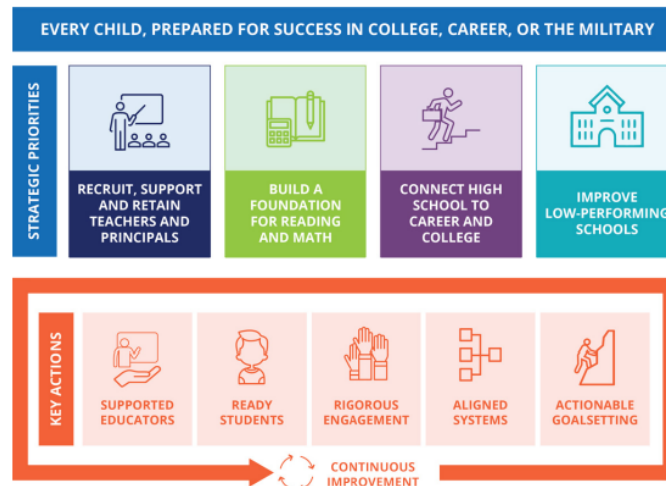
To develop the most impactful Effective Schools Framework that connects campus and school leaders to practices and actions that result in improved student outcomes.



What are the goals of the new ESF 3.0?

To strengthen support systems for ESCs/LEAs by examining and refining district commitments, essential actions, key practices and success criteria. To increase alignment within TEA's strategic initiatives, with a focus on RBIS, access and implementation of HQIM, and application of Texas Instructional Leadership practices.

SY 2023-2024 TEA Strategic Plan

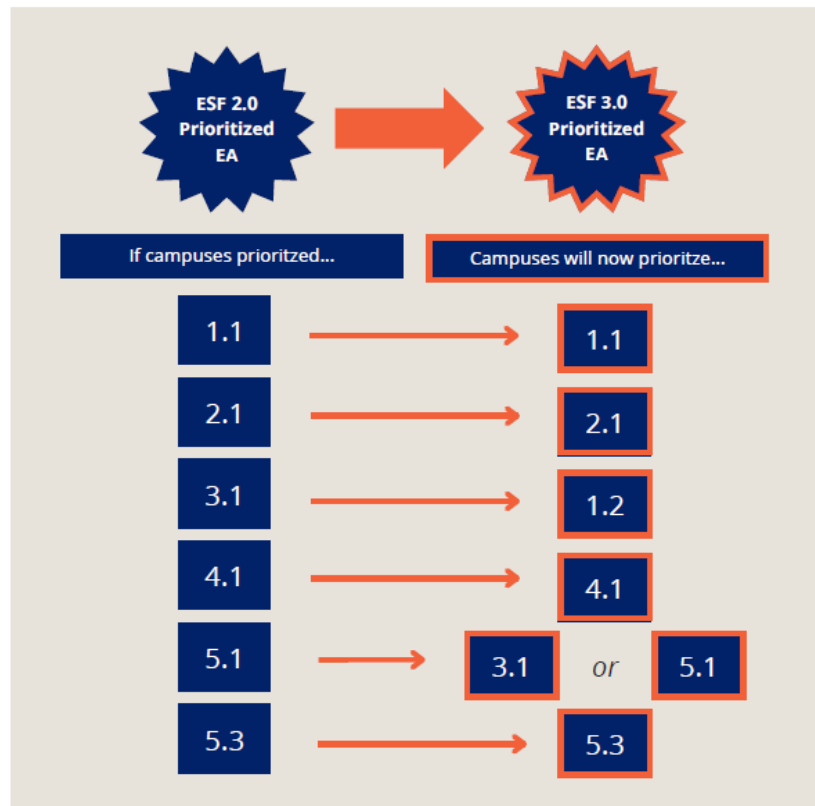


Vision: To connect campus and school leaders to practices and actions that result in improved student outcomes.

Goal: To increase alignment within TEA's strategic initiatives, with a focus on RBIS, access and implementation of HQIM, and application of Texas Instructional Leadership practices.

What is Changing?

Overall the biggest changes to the ESF include the addition of 2 diagnosed Essential Actions. Now campuses will have a total of 8 Essential Actions diagnosed instead of 6. The additions include an EA outlining explicit culture and behavior initiatives as well as observation feedback cycles. Using the Essential Actions that you prioritized during your ESF Diagnostic or during your ESF Self Reflection you will use this guide to determine the new EAs you can transition to during the 2023-2024 school year.



Overall the biggest changes to the ESF include the **addition of 2 diagnosed Essential Actions**. Now campuses will have a total of **8 Essential Actions diagnosed** instead of 6.

Addition of **1.2** and **5.2**



ESF 3.0 Crosswalk Tool

Changes Effective School Year: 2023-2024

Section 4: ESF Diagnosed Essential Actions

ESF 2.0 (Then) Six Diagnosed Essential Actions: 1.1, 2.1, 3.1 4.1, 5.1, 5.3	ESF 3.0 (Now) Eight Diagnosed Essential Actions: 1.1, 1.2, 2.1, 3.1 4.1, 5.1, 5.2, 5.3
EA 1.1 Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities	EA 1.1 No Change
EA 1.2 (Not Diagnosed) Focused plan development and regular monitoring of implementation and outcomes (moved to 1.3, not diagnosed)	EA 1.2 (Former EA 3.1 with revised language) Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction
EA 2.1 Recruit, select, assign, induct, and retain a full staff of highly qualified educators	EA 2.1 No Change
EA 3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations	EA 3.1 (Former EA 3.2 with revised language) Explicit school-wide behavioral expectations and culture routines
EA 4.1 Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments	EA 4.1 Daily use of high-quality instructional materials
EA 5.1 Effective classroom routines and instructional strategies	EA 5.1 Professional Development for Effective Classroom Instruction
EA 5.2 (Not Diagnosed) Build teacher capacity through observation and feedback cycles	EA 5.2 (New Diagnosed EA) No Change
EA 5.3 Data-driven instruction	EA 5.3 No Change

What is Changing?

Overall the biggest changes to the ESF include the addition of 2 diagnosed Essential Actions. Now campuses will have a total of 8 Essential Actions diagnosed instead of 6. The additions include an EA outlining explicit culture and behavior initiatives as well as observation feedback cycles. Using the Essential Actions that you prioritized during your ESF Diagnostic or during your ESF Self Reflection you will use this guide to determine the new EAs you can transition to during the 2023-2024 school year.



Key Takeaway: No changes to 1.1, 2.1, and 5.3.

NEW

1.2 Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction

- Stakeholders are engaged in creating and continually refining the campus' mission, vision, values, and goals.
- Campus mission, vision, values, and goals reflect strategies and activities grounded in research for all components of campus and instructional leadership.
- Campus messages, policies and practices are aligned to the mission and vision, and demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and post-secondary success.



NEW Essential Action 1.2

Essential Action 1.2 is a newly diagnosed EA. Essential Action 3.1 in the previous version of the ESF is now EA 1.2. If you have prioritized EA 3.1 during your diagnostic or ESF Self Assessment you will now transition your work to EA 1.2.



Old 3.1



to

New 1.2

3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations

- Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values.
- Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success.
- Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.
- Regular campus climate surveys assess and measure progress on student and staff experiences.

1.2 Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction

- Stakeholders are engaged in creating and continually refining the campus' mission, vision, values, and goals.
- Campus mission, vision, values, and goals reflect strategies and activities grounded in research for all components of campus and instructional leadership.
- Campus messages, policies and practices are aligned to the mission and vision, and demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and post-secondary success.

IMPORTANT

Key Takeaway: 3.1 will now be 1.2

3.1 Explicit school-wide behavioral expectations and culture routines (Behavior emphasis)

- Campus instructional leaders provide clear expectations, training and support so that teachers implement best practices for establishing and maintaining a productive classroom learning environment throughout the school.
- Staff implement clear school-wide procedures and provide opportunities for practice that ensure safe and efficient student transitions and gatherings.
- Campus leaders establish and ensure all staff and students understand a system of incentives and consequences and consistently implement the system with fidelity.



NEW Essential Action 3.1



Essential Action 3.1 is a newly diagnosed EA. This EA comprises of language outlining explicit behavioral expectations and culture routines. If you prioritized 5.1 during your diagnostic or self assessment with a rationale of evident gaps in structural systems surrounding behavior and culture routines you will now transition to the new EA 3.1.

Old 5.1

5.1 Effective Classroom Routines and Instructional Strategies

- Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.
- Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.
- Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

to

New 3.1

3.1 Explicit school-wide behavioral expectations and culture routines

- Campus instructional leaders provide clear expectations, training and support so that teachers implement best practices for establishing and maintaining a productive classroom learning environment throughout the school.
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- Campus leaders establish and ensure all staff and students understand a system of incentives and consequences and consistently implement the system with fidelity.

IMPORTANT

Key Takeaway: 5.1 (Behavior emphasis) will now be 3.1

Improved

4.1 Daily use of high-quality instructional materials

- Teachers have access to and use high-quality instructional materials that fully cover state standards, are aligned to research-based instructional strategies, and meet the needs of all students, including special populations.
- Campus clearly outlines purpose of each assessment, when it is administered and how results are used to support student learning.
- **When instructional materials have been adopted and/or provided to teachers**, campus leaders provide resources, training, and support for teachers to implement adopted instructional materials through internalization protocols, teacher planning time, and monitoring the rigor of taught lessons.
- **When instructional materials are developed by teachers**, campus leaders provide resources and support teachers to develop units, lessons, and assessments that are high quality.



NEW Essential Action

4.1

Essential Action 4.1 has changed to better explain the state of schools' adoption and implementation of High Quality Instructional Materials. If you are currently prioritizing 4.1 you will continue to work on this EA.



4.1 Daily use of high-quality instructional materials

- Teachers have access to and use high-quality instructional materials that fully cover state standards, are aligned to research-based instructional strategies, and meet the needs of all students, including special populations.
- Campus clearly outlines purpose of each assessment, when it is administered and how results are used to support student learning.
- When instructional materials have been adopted and/or provided to teachers, campus leaders provide resources, training, and support for teachers to implement adopted instructional materials through internalization protocols, teacher planning time, and monitoring the rigor of taught lessons.
- When instructional materials are developed by teachers, campus leaders provide resources and support teachers to develop units, lessons, and assessments that are high quality.

IMPORTANT

Key Takeaway: Improved 4.1 but no change needed



NEW Essential Action

5.1

Essential Action 5.1 now revolves around campus leaders' implementation of professional development plans. If you previously prioritized 5.1 you will now transition to either 3.1 or 5.1 depending on the rationale statements. Rationales that emphasize behavioral or culture needs will now prioritize 3.1. Rationales that emphasize professional development and supports will now prioritize the new 5.1.

10

5.1 Professional Development for Effective Classroom Instruction

- **Campus instructional leaders provide training and support so that teachers consistently implement content specific best practices.**
- **Campus instructional leaders provide training and support so that teachers consistently implement research based best practices for delivering rigorous instruction in any content.**
- **Campus instructional leaders provide training and support to teachers on consistently implementing strategies for inclusion and support for students who are members of special populations groups.**

Old 5.1



to

New 3.1

or



New 5.1

5.1 Effective Classroom Routines and Instructional Strategies

- Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.
- Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.
- Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

3.1 Explicit school-wide behavioral expectations and culture routines

- Campus instructional leaders provide clear expectations, training and support so that teachers implement best practices for establishing and maintaining a productive classroom learning environment throughout the school.
- Staff implement clear school-wide procedures and provide opportunities for practice that ensure safe and efficient student transitions and gatherings.
- Campus leaders establish and ensure all staff and students understand a system of incentives and consequences and consistently implement the system with fidelity.

5.1 Professional Development for Effective Classroom Instruction

- Campus instructional leaders provide training and support so that teachers consistently implement content specific best practices.
- Campus instructional leaders provide training and support so that teachers consistently implement research based best practices for delivering rigorous instruction in any content.
- Campus instructional leaders provide training and support to teachers on consistently implementing strategies for inclusion and support for students who are members of special populations groups.



Key Takeaway: 5.1 will now be 3.1 or stay 5.1



NEW Essential Action

5.2

Essential Action 5.2 is a newly diagnosed EA revolving around observation feedback cycles. While there is no direct transition to this new EA if campuses have prioritized EA 1.1 and/or 5.1 due to campus leadership support through observations a campus may now prioritize Essential Action 5.2.

Old 5.1

or

Old 1.1

5.1 Effective Classroom Routines and Instructional Strategies

- Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.
- Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded supports for students with disabilities, English learners, and other student groups.
- Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.

1.1 Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities

- Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings).
- Performance expectations are clear, written, measurable, and match the job responsibilities.
- Campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility.
- Campus instructional leaders meet weekly to focus on student progress and formative data.
- Principal improves campus leaders through regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.



to

New 5.2

5.2 Build teacher capacity through observation and feedback cycles

- Campus instructional leaders use established tools and processes to conduct observations, capture trends, and track progress over time.
- Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments.
- Campus instructional leaders lead observation debrief conversations as soon as possible (within 2-3 school days) of observation and focus on the implementation of a high leverage goal or action step.
- Observation debrief conversations feature follow-up on prior goals or action steps, clear models, and opportunities to practice.

IMPORTANT

Key Takeaway: 5.1 or 1.1. can now be 5.2

NEW

5.2 Build teacher capacity through observation and feedback cycles

- Campus instructional leaders use established tools and processes to conduct observations, capture trends, and track progress over time.
- Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments.
- Campus instructional leaders lead observation debrief conversations as soon as possible (within 2-3 school days) of observation and focus on the implementation of a high leverage goal or action step.
- Observation debrief conversations feature follow-up on prior goals or action steps, clear models, and opportunities to practice.

Resources

[ESF 3.0 Crosswalk \(Updated 5/12/23\)](#)

[ESF 3.0 Transition Tool](#)

Campus Accountability Interventions and Guidance

The guidance and resources below are specific to campuses are required to engage in interventions and support. Campuses required to engage in school improvement interventions and support are Comprehensive Support and Improvement (CSI) campuses and all LEAs that receive the ESF-Focused Support Grant. (last updated 8/11/2022)

[2022-2023](#)[2021-2022](#)[Locally Maintained TIPs](#)

2022-2023 Intervention Guidance & Tools

- [ESF 3.0 Crosswalk Draft](#) 
- [DCSI Job Description](#) 
- [Campus Intervention Matrix](#) 
- [Artifact Submission Guidance](#) Updated 10/6/22
- [Targeted Improvement Plan \(TIP\) Rubric](#) Updated 8/18/22
- [BOY TIP Submission Checklist](#) Updated 8/11/22
- [Progress 1 TIP Submission Checklist](#) Updated 11/9/22
- [Progress 2 TIP Submission Checklist](#) Updated 1/24/23
- [EOY TIP Submission Checklist](#) Updated 4/24/23
- [Intervention & Submission Calendar - ESF Diagnostic Completed](#) Updated 8/10/22
- [Intervention & Submission Calendar - ESF Diagnostic Required](#) Updated 8/10/22
- [ESF Foundation Essential Action Success Criteria 2022-23](#) Updated 11/02/22

 Print

School Improvement

[Campus Interventions](#)[District Interventions](#)[Dropout Prevention](#)[SI Grants](#)

Contact Information

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Networking



Google Jamboard
<https://bit.ly/42GZWcK>

Closing

School Improvement & DCSI Leadership Network

Exciting changes to come!!

- 23/24 DCSI Leadership Network Dates and Scope and Sequence
- School Improvement Newsletter
- Professional Development Fall and Spring Calendar



Save the Date!

D3S Conference: Making Impact Visible

Tentative Date: February 8, 2024



<https://www.esc4.net/d3s>






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District Systemic Support Solutions

The Department of District Systemic Support Solutions exists to inspire and empower leaders to positively impact student outcomes and prepare Region 4 students to compete in a global society through a culture of continuous improvement and a focus on high leverage district systems and practices.

For general questions, e-mail SystemicSupport@esc4.net.



contacts



workshops




conference



leadership network

Tweets from @Region4_D3S




Region4_D3S
 @Region4_D3S · Oct 26

We ❤️ to see it!!!!!!!
[#R4SystemicSupport](#)



Kristin Vill... @learn... · Oct 26



Another solid GBF training by the @Region4_D3S crew. Scripted like my pants were on fire 🤩
[#10minuterecord](#) Open ...



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Exit Ticket

Your feedback is
valuable.

Survey

