An Instructional Services Department

District Systemic
Support Solutions

. . . to Impact Student Outcomes

# DCSI Leadership Network

*Date: 11/29/2022*

# Your Region 4 School Improvement Team

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# Icebreaker

# Celebrations

Photo by Nigel Tadyanehondo on Unsplash

# School Improvement Updates and Reminders

# Updates

- Grant opportunities:
  - 2022-2023 LASO (Learning Acceleration Support Opportunity) Grant Programs
  - 2023-2024 ESF Focus Grant- coming soon
- Upcoming deadline:
  - Progress 1 TIP submission due on December 16th
    - Cycle 1 reflection and data
    - Cycle 2 action plan
    - Artifact
    - Reminder: your TIP must be BOT approved by this date
- Spring 2023 ESF Diagnostics

# Updates

- **2023 Accountability Refresh Overview for Accountability Leaders**

November 30, 2022 | Virtual | 9:00 a.m. – 4:00 p.m. | Session 1729211
December 1, 2022 | Region 4 | 9:00 a.m. – 4:00 p.m. | Session 1727231
December 5, 2022 | Virtual | 9:00 a.m. – 4:00 p.m. | Session1729922
December 14, 2022 | Region 4 | 9:00 a.m. – 4:00 p.m. | Session 1729214

# Networking

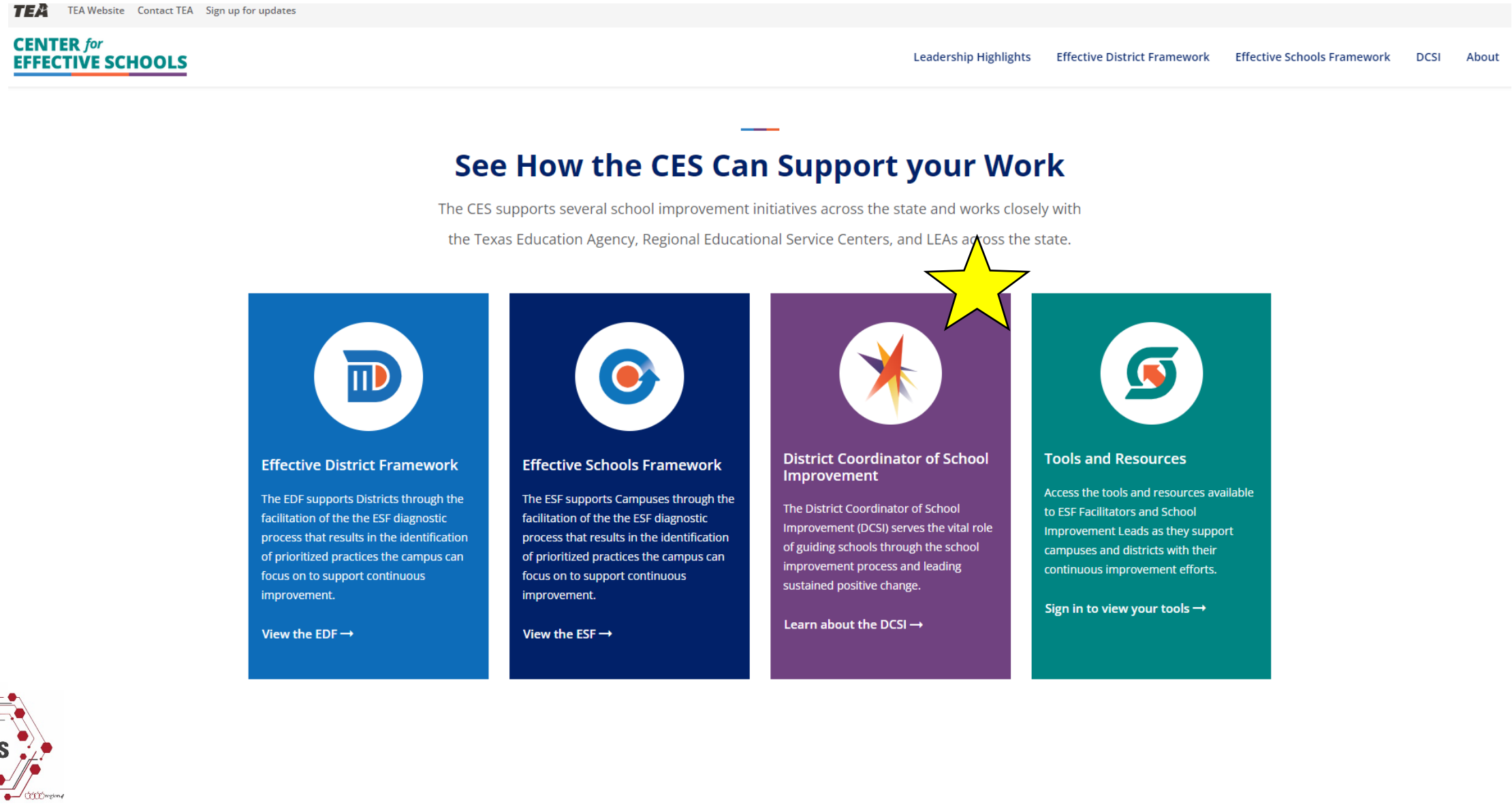
# Fall DCSI Learning Lab – Alief ISD

- Participants will learn from an experienced DCSI, highlighting the DCSI Core Principles that enable improvement efforts in their organizations.
- Participants will observe practices related to the Effective Schools Framework and reflect on the enabling systems (DCSI efforts) that make practices possible.
- Participants will engage in facilitated self-reflection discussions around their leadership in relation to the DCSI Core Principles.
- Participants will participate in feedback opportunities based on Learning Lab observations. Participants will have opportunities to network with other DCSIs from diverse contexts.

# Fall DCSI Learning Lab – Alief ISD

I am still so happy to have had the opportunity to attend the first DCSI Learning Lab. I had so many reflections and next steps I want to bring to my district and can't wait to get started.

- The structure that allowed for networking from other district DCSI's.
- Reflections and connections to our role.
- Campus Visits (this was clear how Alief's work with ESF aligns with district to the campus level)
- In depth learning about the DCSI Core Principles.


TEA
TEA Website
Contact TEA
Sign up for updates
CENTER for EFFECTIVE SCHOOLS
Leadership Highlights
Effective District Framework
Effective Schools Framework
DCSI
About
See How the CES Can Support your Work
The CES supports several school improvement initiatives across the state and works closely with the Texas Education Agency, Regional Educational Service Centers, and LEAs across the state.
Effective District Framework
The EDF supports Districts through the facilitation of the the ESF diagnostic process that results in the identification of prioritized practices the campus can focus on to support continuous improvement.
View the EDF →
Effective Schools Framework
The ESF supports Campuses through the facilitation of the the ESF diagnostic process that results in the identification of prioritized practices the campus can focus on to support continuous improvement.
View the ESF →
District Coordinator of School Improvement
The District Coordinator of School Improvement (DCSI) serves the vital role of guiding schools through the school improvement process and leading sustained positive change.
Learn about the DCSI →
Tools and Resources
Access the tools and resources available to ESF Facilitators and School Improvement Leads as they support campuses and districts with their continuous improvement efforts.
Sign in to view your tools →

TEA TEA Website Contact TEA Sign up for updates

CENTER for EFFECTIVE SCHOOLS

Leadership Highlights | Effective District Framework | Effective Schools Framework | DCSI | About

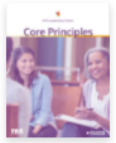
# Bank of Resources

## Learn More

Explore the following resources to learn more about the DCSI Leadership Cohort

### School Improvement

Visit TEA's School Improvement page for more information and resources for School Improvement.




### Core Principles

Details the DCSI core principles including descriptions, action steps, and their connections to the ESF and the EDF.

### Effective Schools Framework

This page provides new DCSIs with information and processes related to the Effective Schools Framework.

### A Guide for District Coordinators for School Improvement

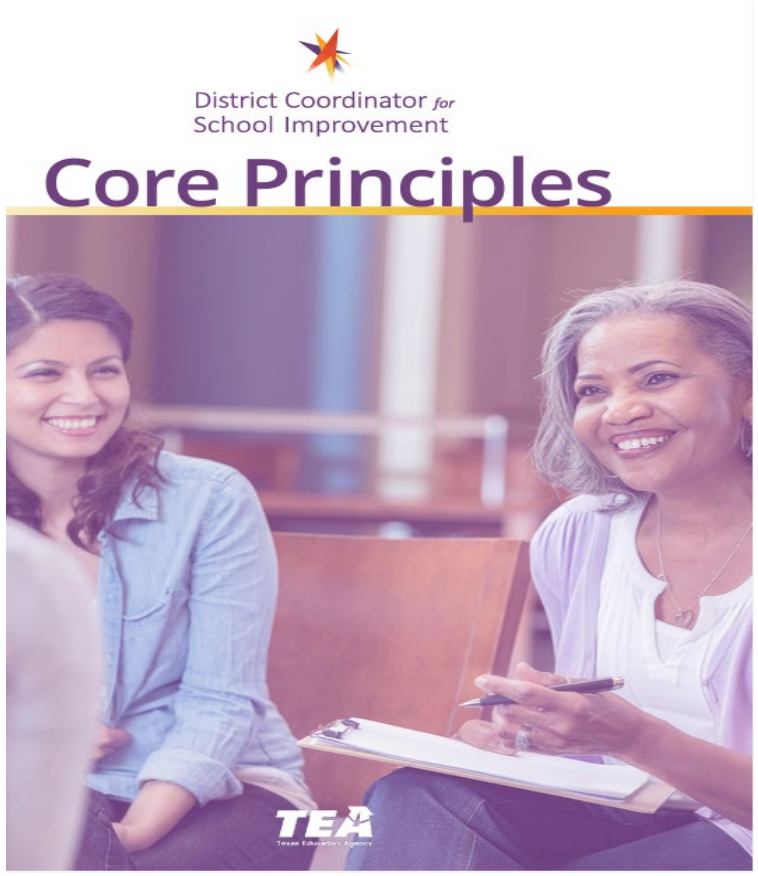
This page is an introduction to the role of a District Coordinator of School Improvement.

### School Improvement Process

This page provides new DCSIs with an overview of the school improvement process.

### Targeted Improvement Plan

This page provides new DCSIs with information and resources for understanding Targeted Improvement Plans.




# DCSI Core Principles

DCSI Core Principle

Build Capacity

DCSI Core Principle

Create Network

DCSI Core Principle

Lead Change

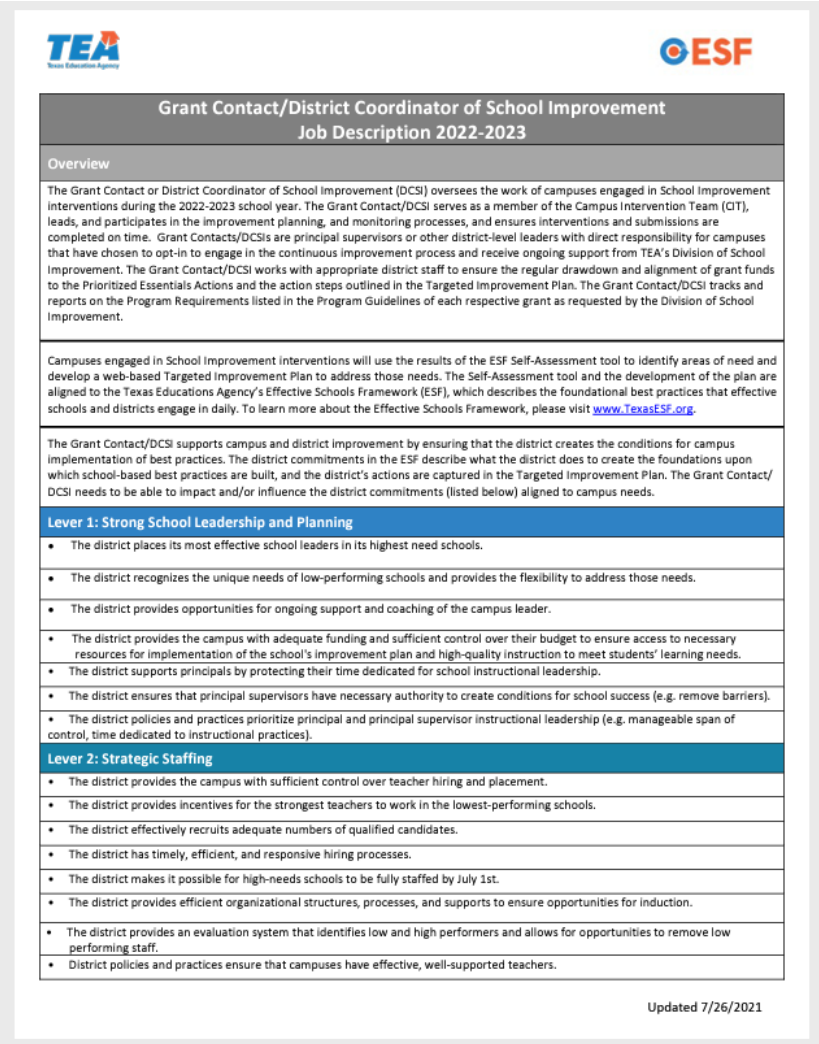
DCSI Core Principle

Inspire Growth

DCSI Core Principle

Encourage Network

# DCSI Job Description



TEA Texas Education Agency ESF

**Grant Contact/District Coordinator of School Improvement Job Description 2022-2023**

**Overview**

The Grant Contact or District Coordinator of School Improvement (DCSI) oversees the work of campuses engaged in School Improvement interventions during the 2022-2023 school year. The Grant Contact/DCSI serves as a member of the Campus Intervention Team (CIT), leads, and participates in the improvement planning, and monitoring processes, and ensures interventions and submissions are completed on time. Grant Contacts/DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have chosen to opt-in to engage in the continuous improvement process and receive ongoing support from TEA's Division of School Improvement. The Grant Contact/DCSI works with appropriate district staff to ensure the regular drawdown and alignment of grant funds to the Prioritized Essentials Actions and the action steps outlined in the Targeted Improvement Plan. The Grant Contact/DCSI tracks and reports on the Program Requirements listed in the Program Guidelines of each respective grant as requested by the Division of School Improvement.

Campuses engaged in School Improvement interventions will use the results of the ESF Self-Assessment tool to identify areas of need and develop a web-based Targeted Improvement Plan to address those needs. The Self-Assessment tool and the development of the plan are aligned to the Texas Educations Agency's Effective Schools Framework (ESF), which describes the foundational best practices that effective schools and districts engage in daily. To learn more about the Effective Schools Framework, please visit www.TexasESF.org.

The Grant Contact/DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan. The Grant Contact/DCSI needs to be able to impact and/or influence the district commitments (listed below) aligned to campus needs.

**Lever 1: Strong School Leadership and Planning**

- The district places its most effective school leaders in its highest need schools.
- The district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs.
- The district provides opportunities for ongoing support and coaching of the campus leader.
- The district provides the campus with adequate funding and sufficient control over their budget to ensure access to necessary resources for implementation of the school's improvement plan and high-quality instruction to meet students' learning needs.
- The district supports principals by protecting their time dedicated for school instructional leadership.
- The district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers).
- The district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices).

**Lever 2: Strategic Staffing**

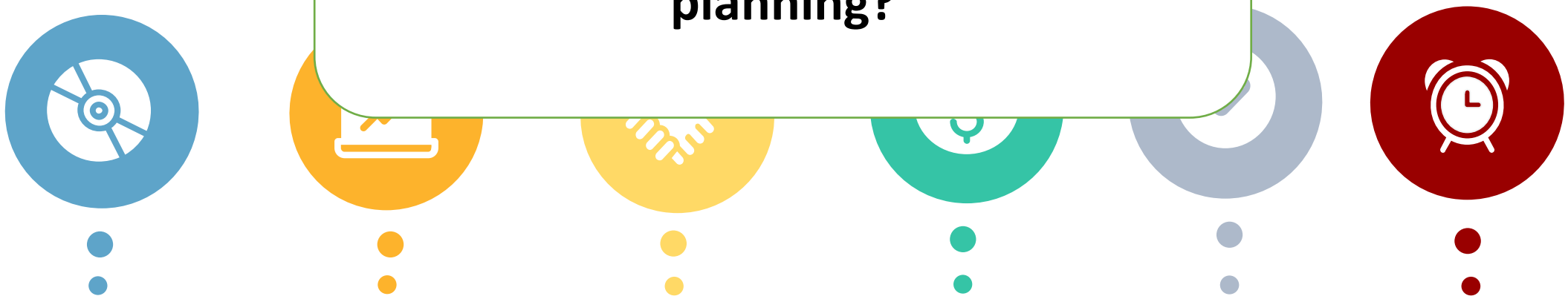
- The district provides the campus with sufficient control over teacher hiring and placement.
- The district provides incentives for the strongest teachers to work in the lowest-performing schools.
- The district effectively recruits adequate numbers of qualified candidates.
- The district has timely, efficient, and responsive hiring processes.
- The district makes it possible for high-needs schools to be fully staffed by July 1st.
- The district provides efficient organizational structures, processes, and supports to ensure opportunities for induction.
- The district provides an evaluation system that identifies low and high performers and allows for opportunities to remove low performing staff.
- District policies and practices ensure that campuses have effective, well-supported teachers.

Updated 7/26/2021

As the DCSI, how are you able to impact and/or influence the district commitments outlined by the ESF?

# Capacity Building

**How does a timeline like this one support grant management and pre-planning?**



**9.13.22**

Application opens

**9.30.22**

Initial Budget Submission Due

**11.12.22**

Application Closes

**Jan 2023**

Final Award Amount (includes carryover)

**3.3.23**

Mid Cycle Check

**9.30.23**

Grant Cycle Ends

# Name It: Grant Timeline

- Timelines with critical grant dates supports backwards planning
- Working with your ESC supports preplanning

# See It: Grant Planning Brainstorm

- How does a grant planning document like this one support grant management?

2022-23 School Improvement Grant Planning Brainstorm

| Month | Focus Area | People Involved | LEA Brainstormed Activities for Grant by Month<br>Activity 1 | Activity 2 | Activity 3 | Barriers or challenges |
|---|---|---|---|---|---|---|
| | | | | | | |

# Name it: Grant Planning Brainstorm

- Links monthly activities to prepare to meet key grant deadlines
- Names persons responsible
- Stamps potential challenges/barriers

# Do it: Grant Planning Brainstorm

2022-23 School Improvement Grant Planning Brainstorm

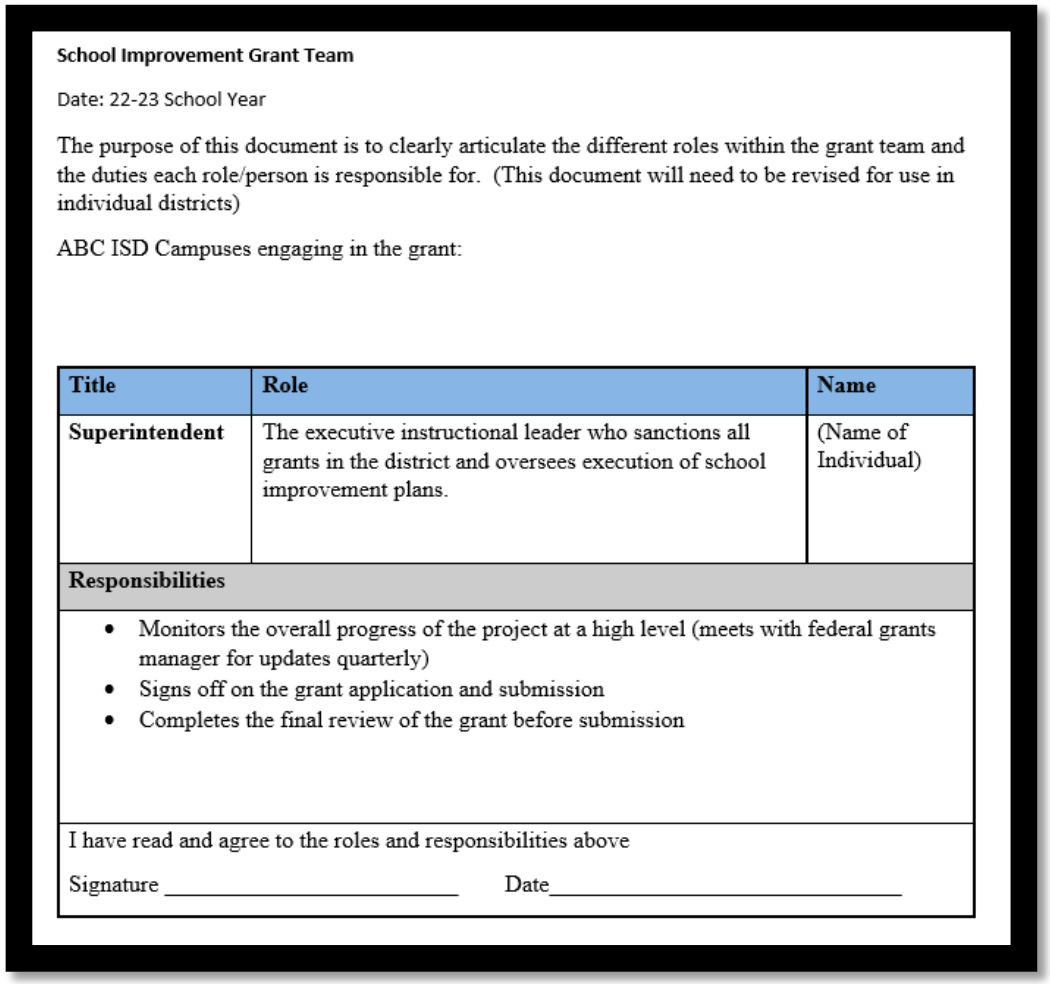
| Month | Focus Area | People Involved | LEA Brainstormed Activities for Grant by Month<br>Activity 1 | Activity 2 | Activity 3 | Barriers or challenges |
|---|---|---|---|---|---|---|
| | | | | | | |

# Grant management: Orange

- Block out the meetings on your calendar related to grant planning.
- Send calendar invites to all involved stakeholders
- Reserve all key dates on your calendar.
- Send a link to the files that will be used in the meetings.

Adapted from Bambrick-Santoyo, Paul, 1972-. Leverage Leadership : a Practical Guide to Building Exceptional Schools. San Francisco :Jossey-Bass, 2012.

# See It: Roles and Responsibilities



**School Improvement Grant Team**

Date: 22-23 School Year

The purpose of this document is to clearly articulate the different roles within the grant team and the duties each role/person is responsible for. (This document will need to be revised for use in individual districts)

ABC ISD Campuses engaging in the grant:

| Title | Role | Name |
|---|---|---|
| **Superintendent** | The executive instructional leader who sanctions all grants in the district and oversees execution of school improvement plans. | (Name of Individual) |
| **Responsibilities** | | |
| • Monitors the overall progress of the project at a high level (meets with federal grants manager for updates quarterly)<br>• Signs off on the grant application and submission<br>• Completes the final review of the grant before submission | | |
| I have read and agree to the roles and responsibilities above<br>Signature _____ Date_____ | | |

**Answer the questions:**

1. What makes this an exemplar roles and responsibility document for grant planning?

2. What leadership moves would a DCSI take to create and use a document like this?

# Name it: Roles and Responsibilities

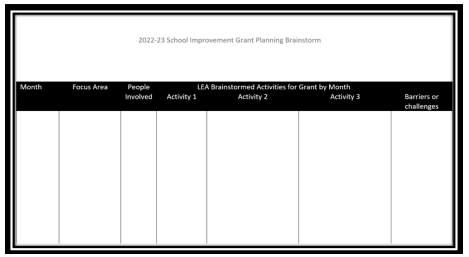
- Grant expectations are consistent with current job duties
- Roles within the grant are clear, visible, and reduce ambiguity
- Specific skills are listed that will allow for grant completion and includes leadership, technical, and soft skills for each team member
- Approaches grant management as a team task
- Develops clarity for all team members around their role for completing the grant.

# Name it: Key Leadership Moves

- Make a list of what needs to be done (individually and collaboratively)
- Create roles within the grant that are clear, visible, and reduce ambiguity
- Include specific skills that will allow for grant completion and includes leadership, technical, and soft skills for each team member
- Approach grant management as a team task
- Develop clarity for all team members around their role for completing the grant.

# Do It: Roles and Responsibilities

- 10 minutes
- Based on your learning, what are your next steps? (Choose 1)
  - Create a roles and responsibilities document
  - Create a high level overview of the process
  - Brainstorm roles and responsibilities from the Grant Planning Brainstorm Document


2022-23 School Improvement Grant Planning Brainstorm

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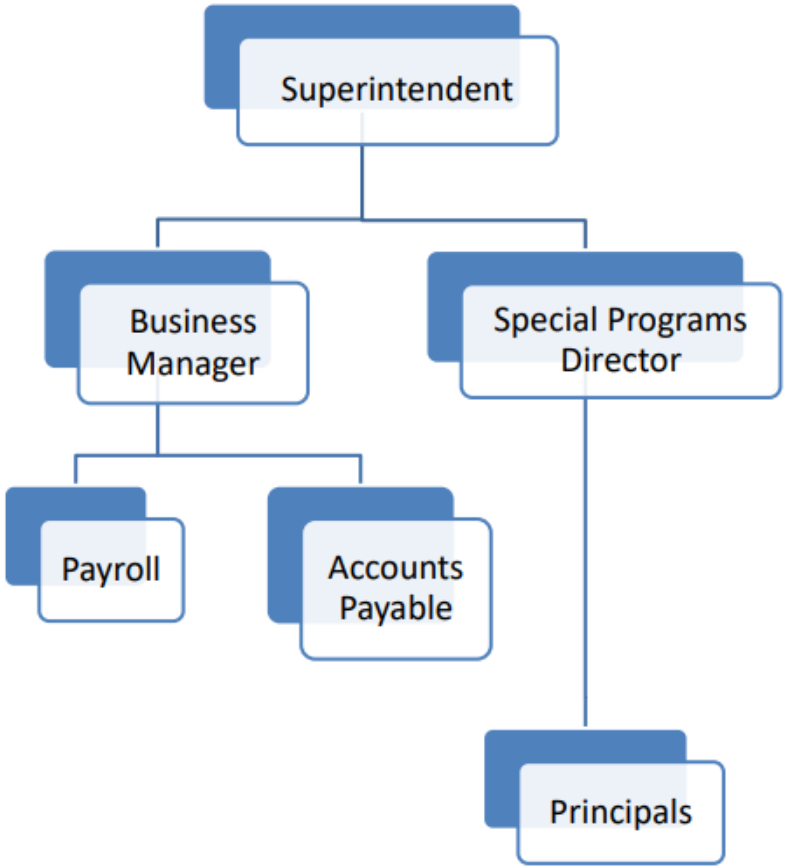



Image from Friona ISD State and Federal Grants Manual

# Closing

# Strategic Planning Performance Management Menu of Services 2022-2023

region 4

## Open Enrollments

Managing and Maximizing Performance and Strategic Planning – 3 Part Series

## No Cost Contracted Services

Need to bring training to your team? Ask us how we can support you.

## Technical Assistance

Need a thought partner? Want to ask questions about systemic supports and learning acceleration? Give us a call. Send us an email.

D3S

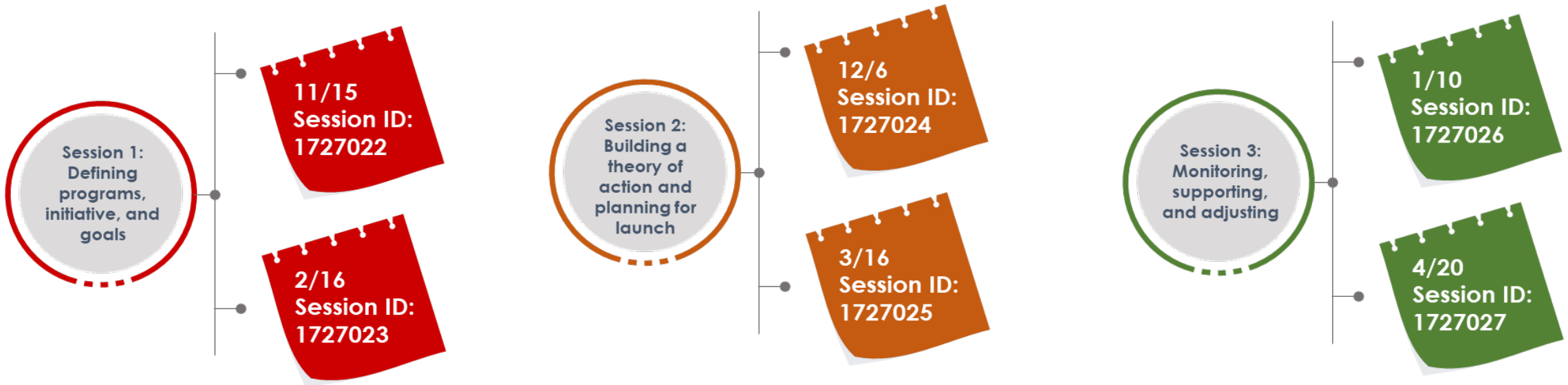
District Systemic Support Solutions

. . . . to Impact Student Outcomes

# New Strategic Planning & Performance Management Services

## Managing and Maximizing Performance and Strategic Planning

A 3-session learning event centered around district systemic supports




region 4™

# Technical Assistance

Strategic Planning and Performance Management Assistance

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**713-744-8184 (work)**
**214-686-1475 (Cell)**

# DCSI Leadership Network and SI PD

- 2022-2023 DCSI Leadership Network
  - Scope and Sequence
- District and School Leadership Professional Development
  - Fall 2022 PD
- TIP Development and Implementation Support
  - TIP Tuesdays

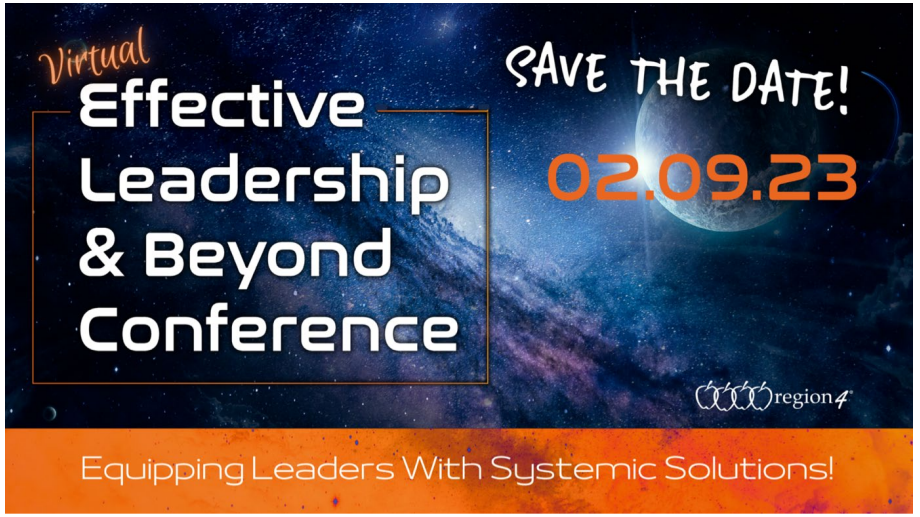
# Upcoming Learning Opportunities:

**Monitoring Quality of Assigned Teacher Action Steps (Virtual)**

**December 8th 1-2:30pm**

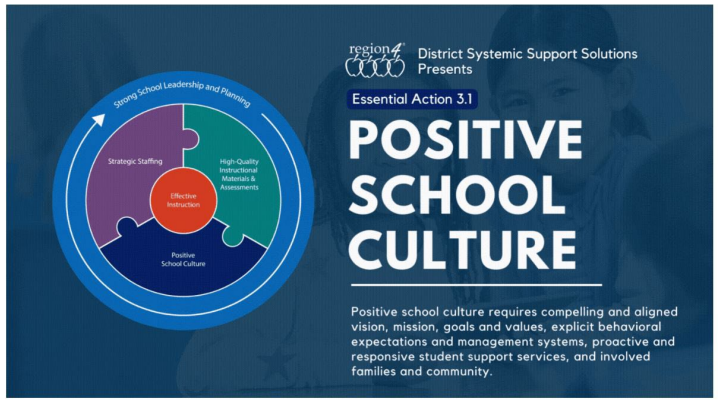
**Effective Leadership and Beyond Conference: Equipping Leaders with Systemic Solutions (Virtual)**

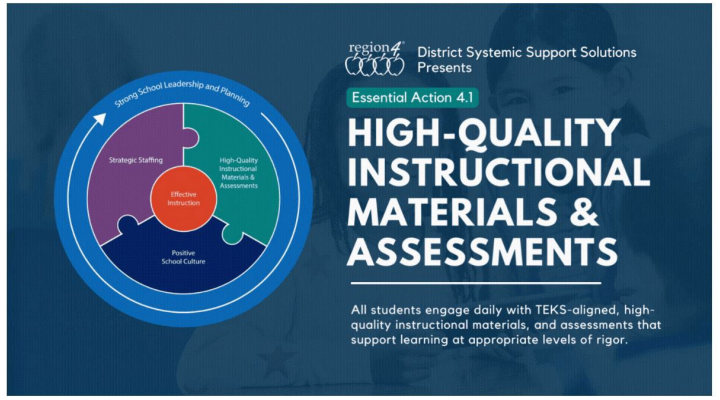
**February 9th, 2023**
**8:00am - 4:00pm**

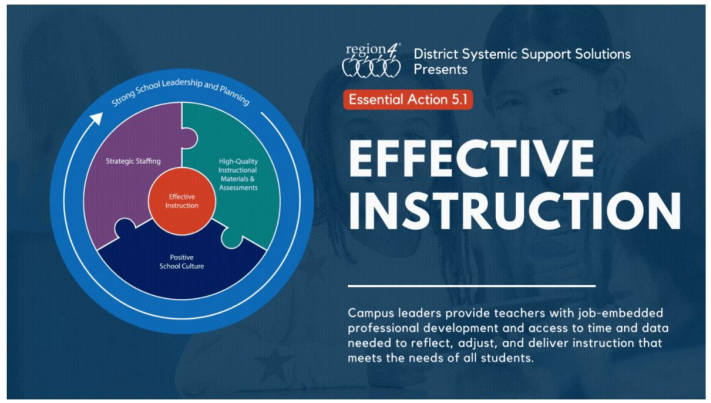


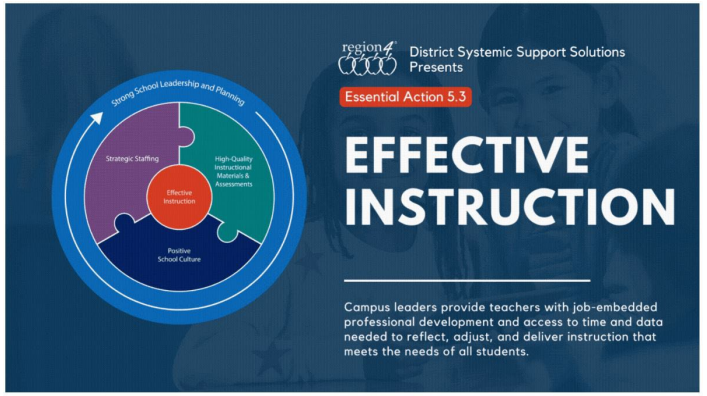
https://www.esc4.net/d3s

# Canvas Courses



# Follow Us

@Region4_D3S

#R4SystemicSupport

# Exit Ticket

Your feedback is valuable.

Survey