

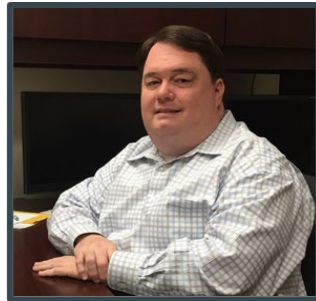
## **DCSI Leadership Network**

*Date: 10/11/2022*

# Your Region 4 School Improvement Team



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# Icebreaker

**WOULD YOU  
RATHER?**

# Icebreaker

Would you rather only have  
summer or winter for the  
rest of your life?

# Icebreaker

Would you rather go on a  
hike or see a movie?

# Icebreaker

Would you rather never use  
social media sites and apps  
again or never watch another  
movie or TV show?

# Icebreaker

Would you rather have a  
horrible short-term memory  
or a horrible long-term  
memory?

# Celebrations



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



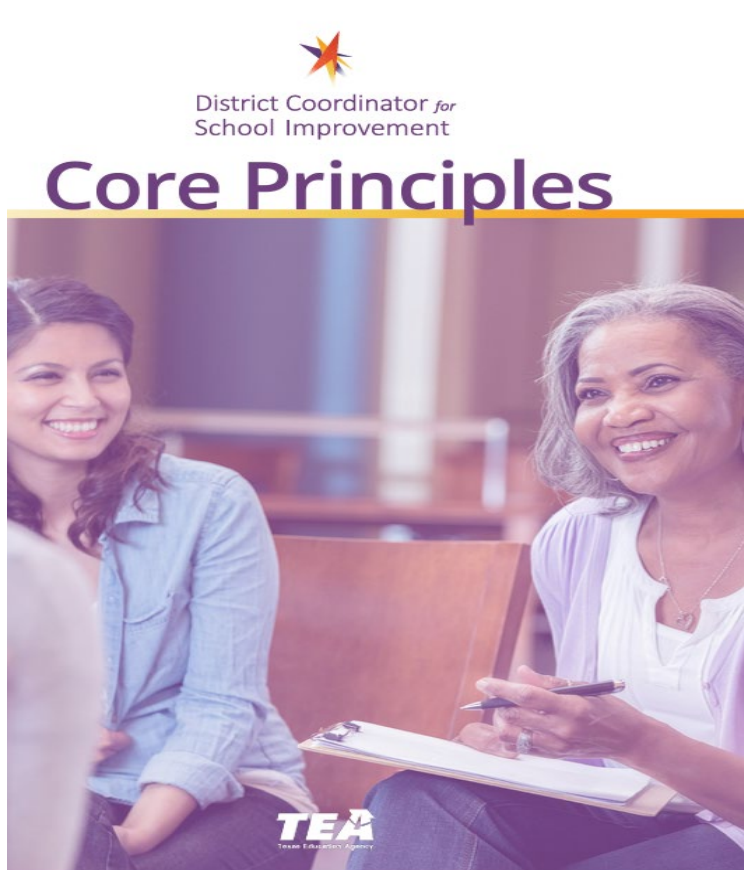
# School Improvement Updates and Reminders

# Updates

- Preparing for the ESF Diagnostic Survey
  - Survey webinar
  - Tools
- TEA TIP BOY Call
- BOT-Approved TIP and Progress 1 submission on December 16th
- DCSI Learning Labs

# Networking

# 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

	
<b>Grant Contact/District Coordinator of School Improvement Job Description 2022-2023</b>	
<b>Overview</b>	
<p>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.</p>	
<p>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 Education 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 <a href="http://www.TexasESF.org">www.TexasESF.org</a>.</p>	
<p>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.</p>	
<b>Lever 1: Strong School Leadership and Planning</b>	
<ul style="list-style-type: none"> <li>The district places its most effective school leaders in its highest need schools.</li> <li>The district recognizes the unique needs of low-performing schools and provides the flexibility to address those needs.</li> <li>The district provides opportunities for ongoing support and coaching of the campus leader.</li> <li>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.</li> <li>The district supports principals by protecting their time dedicated for school instructional leadership.</li> <li>The district ensures that principal supervisors have necessary authority to create conditions for school success (e.g. remove barriers).</li> <li>The district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices).</li> </ul>	
<b>Lever 2: Strategic Staffing</b>	
<ul style="list-style-type: none"> <li>The district provides the campus with sufficient control over teacher hiring and placement.</li> <li>The district provides incentives for the strongest teachers to work in the lowest-performing schools.</li> <li>The district effectively recruits adequate numbers of qualified candidates.</li> <li>The district has timely, efficient, and responsive hiring processes.</li> <li>The district makes it possible for high-needs schools to be fully staffed by July 1st.</li> <li>The district provides efficient organizational structures, processes, and supports to ensure opportunities for induction.</li> <li>The district provides an evaluation system that identifies low and high performers and allows for opportunities to remove low performing staff.</li> <li>District policies and practices ensure that campuses have effective, well-supported teachers.</li> </ul>	

Updated 7/26/2021

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

# Inaugural DCSI Learning Lab – Alief ISD



## DCSI Learning Labs

The primary purpose of Learning Labs is for DCSIs to observe strong practices in the field, reflect on their current school improvement strategies, engage in subsequent self-reflection activities and collaborate with fellow DCSIs.





Hosted by



Independent School District

**Date:** Thursday, October 27th, 2022  
**Location:** 12160 Richmond Ave., Houston, TX 77082  
**Time:** 9 am to 3 pm (Specific time subject to change)  
**Registration:**  

- [eCampus.esc13.net](https://ecampus.esc13.net)
- Course Code: FA2248882
- Registration limited to the first 50 participants

### Key Points



**DCSI Core Principles**  
The DCSI Learning Labs will provide exposure to the five leadership principles for successful DCSIs.



**Effective Schools Framework**  
The Effective Schools Framework builds a common language with clarity and specificity to codify the best practices that effective Texas schools engage in daily.



**Feedback and Action Planning**  
The DCSI Learning Labs will provide a reciprocal feedback and planning opportunity both for the visiting and hosting DCSI.

**Date:** Thursday, October 27th, 2022

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# Capacity Building

# ESF Diagnostic Survey Tracking

**Survey Window: October 10 – November 18th, 2022**

Survey Communication and Tracking:

Survey Types	#	3 Methods of Outreach or Incentives
# of Students Grades 3 - 12		
# of Teachers & non-instructional staff		
~ # of families		



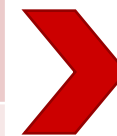
# ESF Diagnostic Survey Tracking

Week	# of Students	# of Responses	%	# of staff	# of responses	%	# of families	# of responses	%
October 10th - 14th									
October 17th - 21st									
October 24th - 28th									
Oct. 31st - Nov. 4th									
November 7th - 11th									
November 14th - 18th									

Monday	Tuesday	Wednesday	Thursday	Friday
10	11 You are here	12	13	14
17	18	19	20	21
24	25	26	27	28
31	1	2	3	4
Nov 7	8	9	10	11
14	15	16	17	18
21 Thanksgiving -----	22 -----	23 -----	24 -----	25 -----
28	29 DCSI LN Meeting	30	1 Cycle 2 Begins	2
Dec 5	6	7	8	9
12	13	14	15	16 Progress 1 Due

**Focus on:**

- District Actions
- Action Steps

**Focus on:**

- Outcomes
- Student Data
- Action Steps

# Cycle 1 Review – Student Data

<div> <div>Cycle 1 — (Sept – Nov)</div> <div>Cycle 2 — (Dec – Feb)</div> <div>Cycle 3 — (Mar – May)</div> <div>Cycle 4 — (Jun – Aug)</div> </div>													
Student Achievement													0 of 4 Complete
Grade	Subject Tested	Summative Assessment	Approaches	Summative Goal Meets	Masters	Formative Assessment Type	Formative Goal Approaches	Cycle 1 Actual Result Approaches	Formative Goal Meets	Cycle 1 Actual Result Meets	Formative Goal Masters	Cycle 1 Actual Result Masters	
All	Reading	STAAR	92%	70%	35%	Interim Assessment	89%	<input type="text"/> %	67%	<input type="text"/> %	32%	<input type="text"/> %	
All	Mathematics	STAAR	67%	32%	16%	Interim Assessment	64%	<input type="text"/> %	29%	<input type="text"/> %	13%	<input type="text"/> %	
All	Science	STAAR	77%	41%	16%	Interim Assessment	74%	<input type="text"/> %	38%	<input type="text"/> %	13%	<input type="text"/> %	
All	Social Studies	STAAR	81%	57%	37%	Interim Assessment	78%	<input type="text"/> %	54%	<input type="text"/> %	34%	<input type="text"/> %	

## Considerations:

1. Will all results be available in time?
2. Are all subjects tested?
3. Do the assessments used provide results aligned to Approaches, Meets, and Masters?

# Cycle 1 Review – 90 Day Outcome

Did you achieve your 90-day outcome?		Please Select an Option >
Why or why not? ⓘ	<p>Evidence may include:</p> <ul style="list-style-type: none"><li>• progress made toward the outcome</li><li>• examples of teachers/faculty/staff behaviors</li><li>• trends identified in campus data</li><li>• barriers and challenges faced</li></ul>	

## Considerations:

1. Is the 90-Day outcome written so that it's clear if it was achieved or not?
2. Is the campus finding the bright spots?
3. Do the next cycle's action steps address the "why not" response?

# Cycle 1 Review – Action Steps

## Progress toward Action Step

Select the status of the evidence review from the drop down menu.

Please select a status ▾

Please select a status

No Progress

Some Progress

Significant Progress

Met

## Necessary Adjustments/Next Steps

List adjustments or next steps the campus will take to achieve this action. Include barrier that limited progress towards achieving this action.

## Considerations:

1. Is the Action Step written so that it's clear if it was achieved or not?
2. Is the campus being too hard on themselves?
3. Does every incomplete step need to carry over?

# Cycle 1 Review – Student Data part 2

## Student Data Reflection

As you reflect on the information above, did you achieve your student performance data goals? Why or why not?



### Considerations:

1. Did something change with the assessment that makes the goal(s) inappropriate?
2. If all or almost all action steps were met, but student data goals were not, does this tell us anything about our action steps ?

# How do you currently monitor TIP progress with the leaders you support?





# Principals Calendar

Based on the current TIP, what items would you expect to see on your leaders' calendar?





# 1<sup>st</sup> Key Practice in Action

## Model Resources:

1. [Principal Weekly Worksheet](#)

- Weekly calendars show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings

## Connect to the ESF

- What makes these resource a strong examples of the key practices in action?
- If this were your leaders calendar, what would need to be added to the calendar to assist the leader in accomplishing his or her goals?

# Evidence of Success Criteria

## Principal's Weekly Worksheet – Name it

- Weekly calendars show scheduled time for **observations/feedback (missing)** of classroom instruction
- Weekly calendars show scheduled time for **key data meetings** (Thursday at 1)
- There is no evidence of a PLC on the schedule**

November 12 - November 16											
March 2021						April 2021					
S	M	T	W	T	F	S	S	M	T	W	T
1	2	3	4	5	6	7	1	2	3	4	5
8	9	10	11	12	13	14	6	7	8	9	10
15	16	17	18	19	20	21	11	12	13	14	15
22	23	24	25	26	27	28	16	17	18	19	20
29	30	31					21	22	23	24	25
							26	27	28	29	30

	12 Monday	13 Tuesday	14 Wednesday	15 Thursday	16 Friday
7 AM	Morning Arrival Duty	Morning Arrival Duty	Morning Arrival Duty	Morning Arrival Duty	Morning Arrival Duty
8 AM		Meet with AT's mom	Flex	Review AP's Weekly Data Meeting prep	Check on ML's
9 AM	Leadership Team Strategic Meeting Rm. 43	Observations of Classrooms	MSGB Meeting	Observations of Classrooms	Co-observe Ms. G with KH & debrief
10 AM	One-On-One with PS	Work Time for Data Plan	One-On-One with AT (SpEd Coordinator)	One-On-One with LR (AP)	Complete next week's PP & worksheet
11 AM	One-on-One Coaching Prep		Quick observation of Ms. G	Call BR's dad	Meeting w/ JH re: compliance
12 PM	Lunch Duty	One-on-One with KH (AP)	Lunch Duty	Flex	Lunch Duty
1 PM	District Budget Meeting	Complete MSGB meeting prep	One-on-One with DD (Counselor)	Observe RLA Weekly Data Meeting	Prep Staff Appreciation
2 PM		One-On-One with HC	Review MAP schedule	Prep initial feedback for Leadership team tactical meeting	Teaching candidate follow-up emails and calls
3 PM	Dismissal Duty	Dismissal Duty	Dismissal Duty	Dismissal Duty	Dismissal Duty
4 PM	Emails, return phone calls, adjust to-dos for tomorrow	RM ARD	Emails, return phone calls, adjust to-dos for tomorrow	Emails, return phone calls, adjust to-dos for tomorrow	Emails, return phone calls, adjust to-dos for tomorrow
5 PM					

# Name it

	High-Urgency	Low-Urgency
High-Importance	<b>Q1 - Quadrant of Necessity</b> Fires and Emergencies <ul style="list-style-type: none"> <li>• Compliance</li> <li>• Safety/Liability</li> <li>• Priorities of Others</li> <li>• Tasks that are due from Q2</li> </ul>	<b>Q2 - Quadrant of Quality</b> Improves Outcomes for Students <ul style="list-style-type: none"> <li>• Change management/Goals/Mission</li> <li>• Job embedded PD/PD</li> <li>• TIP Action steps</li> <li>• ILT Meetings to discuss the initiative</li> <li>• School Culture/Climate</li> <li>• Key Meetings (Clear Agendas)</li> </ul>
	Do it now	Schedule
Low-Importance	<b>Q3 – Quadrant of Deception</b> Activities that do not contribute to goals <ul style="list-style-type: none"> <li>• Some emails</li> <li>• Some phone calls</li> <li>• Some tasks</li> <li>• Interruptions</li> </ul>	<b>Q4 – Quadrant of Waste</b> Stop Doing These <ul style="list-style-type: none"> <li>• Personal social media</li> <li>• Checking email and not dealing with it right away</li> <li>• Some phone calls</li> </ul>
	Streamline, Reduce, or Delegate	Eliminate During the Work Day

# Core Idea

“Exceptional school leaders succeed because of how they use their time: **what** they do, and **how** and **when** they do.”

-Paul Bambrick-Santoyo

# Task –Purple Sticky Note/Highlighter

## Lock in TIP activities

- Project DAO's, 90-day outcomes, and action steps:
  - Discuss where are these items reflected on your schedule?
  - What can be shifted?
  - Collaboratively add items to the calendar including check-ins

November 12 - November 16				
12 Monday	13 Tuesday	14 Wednesday	15 Thursday	16 Friday
7 AM Morning Arrival Duty	7 AM Morning Arrival Duty	7 AM Morning Arrival Duty	7 AM Morning Arrival Duty	7 AM Morning Arrival Duty
8 AM Meet with AT's room	8 AM Meet with AT's room	8 AM Meet with AT's room	8 AM Meet with AT's room	8 AM Meet with AT's room
9 AM Leadership Team Strategic Meeting	9 AM Observations of Classrooms	9 AM Observations of Classrooms	9 AM Observations of Classrooms	9 AM Observations of Classrooms
10 AM One-on-One with PE	10 AM One-on-One with PE	10 AM One-on-One with PE	10 AM One-on-One with PE	10 AM One-on-One with PE
11 AM One-on-One Coaching Prep	11 AM One-on-One with AT (Data Coordinator)	11 AM One-on-One with AT (Data Coordinator)	11 AM One-on-One with AT (Data Coordinator)	11 AM One-on-One with AT (Data Coordinator)
12 PM Lunch Duty	12 PM Lunch Duty	12 PM Lunch Duty	12 PM Lunch Duty	12 PM Lunch Duty
1 PM District Budget Meeting	1 PM Complete MROB meeting prep	1 PM One-on-One with CO (Counselor)	1 PM Observe M.A. Weekly Data Meeting	1 PM Prep Staff Appreciation
2 PM One-on-One with HC	2 PM One-on-One with HC	2 PM Review MAP schedule	2 PM Prep initial feedback for	2 PM Prep initial feedback for
3 PM Dismissal Duty	3 PM Dismissal Duty	3 PM Dismissal Duty	3 PM Dismissal Duty	3 PM Dismissal Duty
4 PM Emails, return phone calls, adjust for day for tomorrow	4 PM Emails, return phone calls, adjust for day for tomorrow	4 PM Emails, return phone calls, adjust for day for tomorrow	4 PM Emails, return phone calls, adjust for day for tomorrow	4 PM Emails, return phone calls, adjust for day for tomorrow
5 PM				

# TIP Check-ins

- Let's look at your weekly schedule from last week:
  - Where were you able to execute on your priorities? What was the impact?
  - Where did you deviate from the plan? What was the root cause? What was the impact?
  - What items are still left to accomplish your goal?
    - Consider adding another action step

From Bambrick Santoyo – Managing Principal Check-ins



# Pair Share

How can you use this information to support leaders that you support?

# Networking



# Improvement Planning Pain Points

What are the most common pain points or obstacles you encounter or see others encounter in the improvement planning process?

# Closing

# Initial Submission TIP Support

- Feedback within Plan4Learning comments
- Zoom/TEAMS TIP feedback and revision work sessions
- Email touchpoints
- Multiple TIP reviews
- Resources shared

# 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](#)

# Exit Ticket

Your feedback is  
valuable.

Survey

