

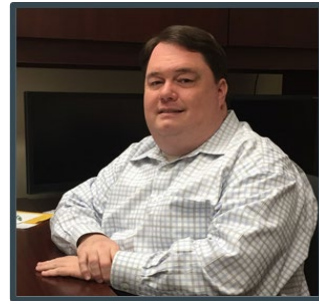
DCSI Leadership Network

Date: 9/14/2022

Your Region 4 School Improvement Team



Nancy Webster
Senior Specialist
713.744.8186
nancy.webster@esc4.net



Zack Bigner
Education Specialist II
713.744.8145
zack.bigner@esc4.net



Sheila Martinez-Gruver
Education Specialist II
713.744.6510
sheila.gruver@esc4.net



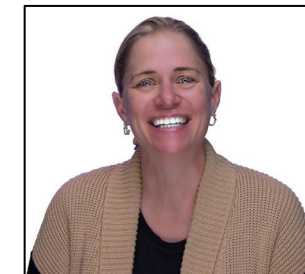
Trenae Hill
Education Specialist II
713.744.6820
trenae.hill@esc4.net



Andréa Livingston
Education Specialist II
713.744.6594
andrea.livingston@esc4.net



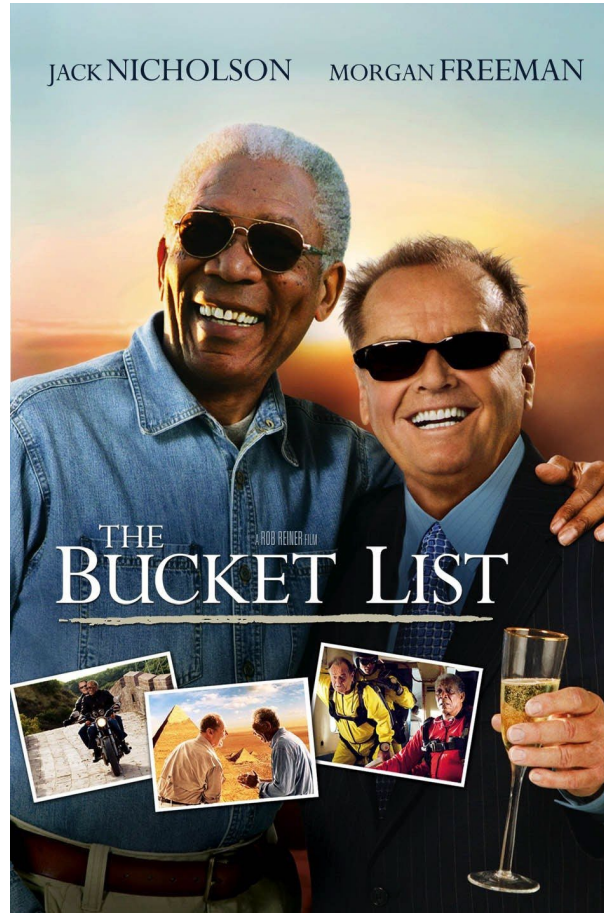
Mariana Maldonado
Education Specialist II
713.744.6858
mariana.maldonado@esc4.net



Jennifer Wellman
Education Specialist II
713.744.6807
jennifer.wellman@esc4.net

Team Building – Getting to know you!

Bucket List – experiences or achievements that a person hopes to have or accomplish during their lifetime.



1. What is one **bucket list** item you have experienced/accomplished?
2. What is one **bucket list** item you have yet to experience/accomplish? What are your plans to achieve it?

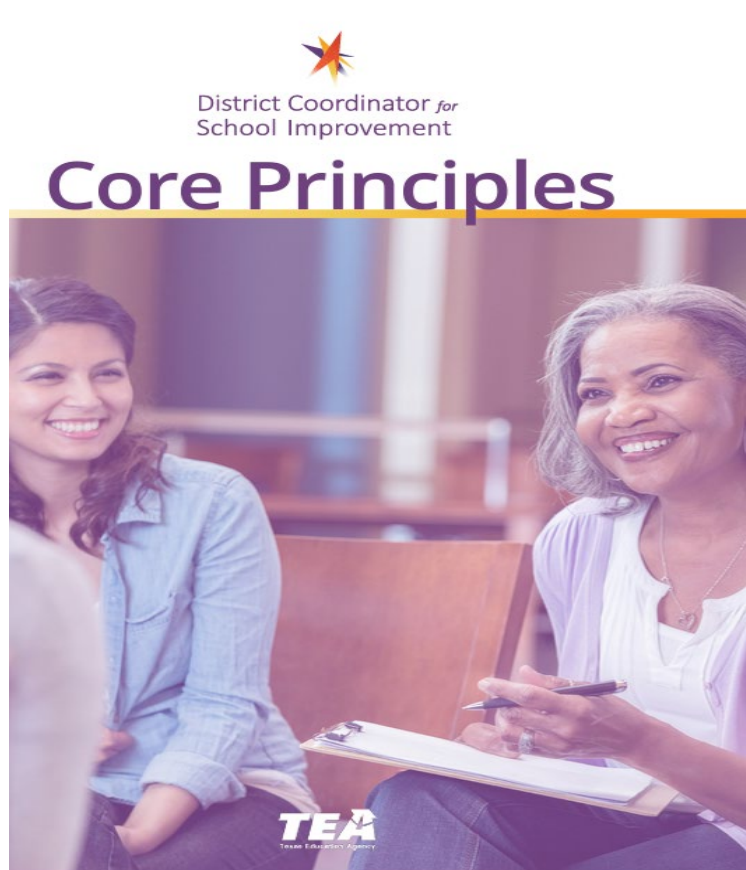
Finding the Bright Spots

Switch: How to Change Things When Change is Hard

– Chip and Dan Heath



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

School Improvement Updates and Reminders

- Important Dates:
 - 2022-2023 SIG application opens on 9/13
 - [SIG webinar](#)
- Region 4 Resources on the [D3S website](#):
 - DCSI Leadership Network:
 - Login: D3S_Networks@esc4.net
 - Password: effective2021

Capacity Building

Set Your Plan Up for Success with ESF-Aligned and Measurable Annual Outcomes

Objectives

- Develop an understanding of how a guiding framework like the Effective Schools Framework (ESF) supports high leverage annual outcomes.
- Build the skill set to evaluate and revise annual outcomes using SMART goals and alignment to the ESF.

Assumptions

In the world of TEA Targeted Improvement Plans:

- The Effective Schools Framework (ESF) is the basis for improvement efforts.
 - Schools need multiple years to fully implement each Essential Action in the framework.
 - Because the ESF is aspirational, the improvement process is never finished.
- Improvement efforts should focus on adult actions and systems.
 - Capacity building and district support are essential.
 - Desired Annual and 90-Day Outcomes describe practices, not student results

Core Idea

The school improvement planning process should focus on improving instructional practices.

DAO Success Criteria

- Aligned to the appropriate Essential Action (and key practices)
- **SMART** Goal (specific, measurable, achievable, relevant, and timely)
 - **Specific:** Describes what implementation of the Essential Action will look like at the end of this year. Should be clear and concise.
 - **Measurable:** Indicates what will be measured and how it will be measured (the goal should quantifiable; but not based in student outcomes)
 - **Achievable:** A meaningful goal that we have the resources to achieve
 - **Relevant:** Aligns to the campus' improvement efforts and grounded in adult-behaviors that will sustain improvement
 - **Time-Bound:** The goal is a year-long goal, and can be achieved in one year

See the Gap

Desired Annual Outcome 1st Draft

By May 2022, 100% of teachers and campus leaders will consistently use a framework for instruction that contains high-leverage practices and clear protocols.

Model Desired Annual Outcomes

By May 2022, 100% of weekly classroom observations from appraisers will show use of the Texas ES "Big 3" Instructional Practices: Critical Thinking, Productive Struggle, and Differentiated Support for Students.

By May 2022, 90% of teachers will show proficient use of the Kagan structures RallyRobin, Timed Pair Share, and Round Robin as evidenced by their inclusion in lesson plans at least once per week and classroom observations by instructional leaders.

Compare the draft Desired Annual Outcome to the exemplars and name the gaps.



Gaps

You may have stamped the following gaps:

- Lacks specificity.
 - "a framework for instruction"
 - What practices within this framework are leaders and teachers expected to build proficiency in and implement?
- Not clearly measurable.
 - "will consistently use"
 - How often with these practices be implemented?
- Unclear if this is achievable.
 - Not enough details to understand what resources might be needed.
- Relevance unclear
 - Expected adult behaviors are not stated
- While it is **time-bound**, there is not enough detail to understand if the work necessary to fulfill the outcome will take a school year.

Purpose for Aligning to the ESF

Essential Action 5.1, Key Practice #2

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 support for students with disabilities, English learners, and other student groups.

- ☐ Campus calendar indicates dedicated time for ongoing job-embedded professional development focused on instructional materials, including the qualities of effective lesson plans and effective formative assessments
- ☐ Teachers and campus leaders use a framework for instruction, including instructional materials use, that contains high leverage practices
- ☐ When executing a lesson, teachers regularly engage students in a variety of content-rich, complex, and meaningful texts/tasks
- ☐ Clear protocols ensure all students are doing the cognitive lift in the learning, and teachers engage students using techniques that encourage “productive struggle” such as: use of wait time, encouraging discourse, and requiring evidence to support claims
- ☐ Teachers consider IEP goals, EL goals and other diverse learning needs when structuring student tasks, as evidenced by multiple paths to student demonstration of mastery during the lesson’s execution

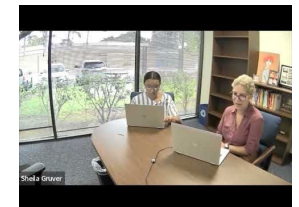
Developing an Annual Outcome

Using the transcript of this coaching session:

- Identify the coaching moves the principal supervisor uses to help the principal finalize her desired annual outcome for Essential Action 5.1.
- Reiterate how the supervisor coaches the principal to internalize the outcome.

Desired Annual Outcome (EA 5.1) – 1st draft

By May 2022, 100% of teachers and campus leaders will consistently use a framework for instruction that contains high-leverage practices and clear protocols.



Developing an Annual Outcome

Desired Annual Outcome (EA 5.1) – 1st draft

By May 2022, 100% of teachers and campus leaders will consistently use a framework for instruction that contains high-leverage practices and clear protocols.

Desired Annual Outcome (EA 5.1) – 2nd draft

By May 2022, 100% of teachers will include **structured conversations, high-quality guided practice, or strategies to encourage productive struggle** in each lesson.

Desired Annual Outcome (EA 5.1) – 3rd draft

By May 2022, 100% of **classroom observations using the Altuve Elementary Classroom Observation Tool** will indicate the lesson included structured conversations, high-quality guided practice, or strategies to encourage productive struggle.

Core Idea

An effective goal answers the question:

What do you really want to do
and
how will you know you did it?

Common Pitfalls: Lack of Clarity

Example: By February 2022, 80% of teachers will employ strategies to address the needs of various student groups in every lesson

Upgrade: By February 2022, 80% of teachers will employ **sentence stems and non-verbal cues** to address the needs of **emerging bilingual students** in every lesson.

Example: By February 2022, the ELA and math instructional specialists will observe teachers and provide support on instructional strategies.

Upgrade: By February 2022, the ELA and math instructional specialists will **complete an observation/feedback cycle** with **each teacher** at least **3 times per 6 week period** using the **district Instructional Coaching Protocol**.

Common Pitfalls: Outcomes vs. Action Steps

Example:

By February 2022, all teachers will receive training in strategies to promote productive struggle.

Upgrade:

By February 2022, all teachers will **include a strategy** to promote productive struggle in at least **one lesson plan per week**.

Upgrade 2 (measurability):

February 2022, all teachers will include a strategy to promote productive struggle in at least one lesson plan per week **as evidenced by the Texas MS Classroom Observation Checklist**.

Common Pitfalls: Misalignment to the ESF

EA 5.1, Key Practice #2

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 support for students with disabilities, English learners, and other student groups.

Annual Outcome

By May 2023, 100% of teachers and administrators will complete training in classroom management strategies. Strategies will include setting up basic routines for frequent tasks (e.g. turning in assignments), how to give clear directions, and best practices for redirecting student misbehavior.

Revising Annual Outcomes

1. By May 2023, all assistant principals will use agendas and tracking tools to support their assigned areas of responsibility.
2. By May 2023, the Instructional Leadership Team will meet weekly and focus on high priority items for at least 50% of the meeting time.

Practice Time

Revise the draft DAO you just discussed to ensure it:

- Is aligned to 1 or 2 Key Practices from EA 1.1
- Meets SMART criteria

Stop and Reflect

What are your take-aways, so far,
regarding development of Desired
Annual Outcomes?

90-Day Outcomes Success Criteria

SMART goal (specific, measurable, achievable, relevant, and timely)

- Achievable and Time-Bound = Can be achieved within the Cycle.
- Aligned to the Annual Outcome
- Build up to the Annual Outcome

Align 90 Day Outcomes

Annual Outcome (EA 5.1)

By May 2023, 100% of classroom observations using the Altuve Elementary Classroom Observation Tool will indicate the lesson included structured conversations, high-quality guided practice, or strategies to encourage productive struggle.

Separate the cards on the next slide into 2 sets:

- Aligned with the annual outcome
- Not-aligned with the annual outcome

Annual Outcome (EA 5.1)

By May 2023, 100% of classroom observations using the Altuve Elementary Classroom Observation Tool will indicate the lesson included structured conversations, high-quality guided practice, or strategies to encourage productive struggle.

Separate into 2 sets: (1) Aligned with the annual outcome, (2) Not-aligned with the annual outcome

(A) Leadership team is at least 80% calibrated on Classroom Observation Tool	(B) Capturing Kids Hearts training	(C) PLCs complete updated data analysis protocol after each interim assessment
(D) Teachers use daily exit tickets	(E) Training for teachers on crafting open ended questions	(F) Teachers engage in active monitoring during guided practice
(G) Add 3 focus areas (structured conversations, high-quality guided practice, productive struggle) to lesson plan template	(H) Use rubric for classroom entry/exit routines to provide coaching to teachers	(I) Teachers use sentence stems to encourage discourse
(J) Instructional specialists review lesson plans for alignment to scope and sequence	(K) Instructional leaders observe classes and provide feedback to teachers on use of wait time	(L) Teachers require students to justify answers

Align 90 Day Outcomes

Not Aligned

- (B) Capturing Kids Hearts training
- (C) PLCs complete updated data analysis protocol after each interim assessment
- (D) Teachers use daily exit tickets
- (H) Use rubric for classroom entry/exit routines to provide coaching to teachers
- (J) Instructional specialists review lesson plans for alignment to scope and sequence

Align 90 Day Outcomes

Aligned

- Leadership team is at least 80% calibrated on Classroom Observation Tool
- Training for teachers on crafting open ended questions
- Teachers engage in active monitoring during guided practice
- Add 3 focus areas (structured conversations, high-quality guided practice, and productive struggle) to lesson plan template
- Teachers use sentence stems to encourage discourse
- Instructional leaders observe classes and provide feedback to teachers on use of wait time
- Teachers require students to justify answers

Align 90 Day Outcomes

Cycle 1 (Sep - Nov)

- Add 3 focus areas (structured conversations, high-quality guided practice, and productive struggle) to lesson plan template
- Leadership team is at least 80% calibrated on Classroom Observation Tool
- Training for teachers on crafting open ended questions
- Teachers use sentence stems to encourage discourse

Cycle 2 (Dec - Feb)

- Instructional leaders observe classes and provide feedback to teachers on use of wait time
- Teachers require students to justify answers

Cycle 3 (Mar - May)

- Teachers engage in active monitoring during guided practice

Align 90 Day Outcomes

Annual - By May 2022, 100% of classroom observations using the Altuve Elementary Classroom Observation Tool will indicate the lesson included structured conversations, high-quality guided practice, or strategies to encourage productive struggle.

Cycle 4 - By the end of August 2021, the leadership team will agree on expectations for teachers to incorporate structured conversations, high-quality guided practice, and productive struggle into lessons and calibrate on using the Classroom Observation Tool to record and track use of these strategies.

Cycle 1 - By the end of November 2021, 70% of teachers will receive feedback on at least one lesson per week indicating proficient use of structured conversations and strategies to encourage productive struggle as evidenced by the Classroom Observation Tool.

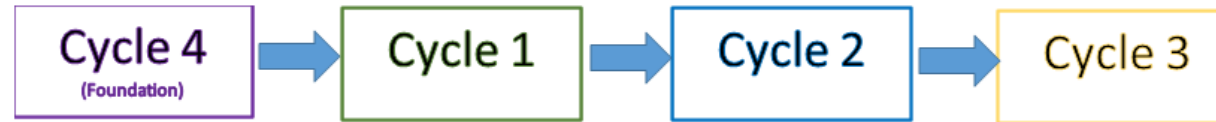
Cycle 2 - By the end of February 2022, 70% of teachers will receive feedback on at least one lesson per week indicating proficient use of high-quality guided practice as evidenced by the Classroom Observation Tool and 100% will receive feedback indicating proficient use of structured conversations and strategies to encourage productive struggle.

Cycle 3 - By the end of May 2022, 100% of teachers will receive feedback on at least one lesson per week indicating proficient use of high-quality guided practice as evidence by the Classroom Observation Tool.

Putting the Pieces Together: 90-DOs

Resources:

- [ESF Success Criteria Packet](#)
- [TIP Rubric](#)
- [ESF Self-Assessment](#)
- [ESF Website](#)



Prioritized Essential Action # 1

Desired Annual Outcome:			Success Criteria <ul style="list-style-type: none"> ▪ The VIP Partner was consulted for alignment ▪ The Desired annual outcome is smart (specific, measurable, achievable, relevant, and time-bound) ▪ The desired annual outcome is based on the ESF ▪ The desired annual outcome describes what implementation of this EA will look like on the campus at the end of the year.
Cycle 1 90-Day Outcome	Cycle 2 90-Day Outcome	Cycle 3 90-Day Outcome	Success Criteria: <ul style="list-style-type: none"> ▪ The 90-Day Outcome for this Prioritized Essential Action aligns to the Annual Outcome AND describes what implementation of the essential action will look like on the campus at the end of the cycle ▪ The 90-day outcome is smart (specific, measurable, achievable, relevant, and time-bound)

Goals and Behavior Change

Change begins at the level of individual decisions and behaviors, but that's a hard place to start because that's where the friction is. Inertia and decision paralysis will conspire to keep people doing things the old way.

From *Switch: How to Change Things When Change is Hard* by Chip and Dan Heath

How does this statement relate to writing desired outcomes for school improvement?

Networking

Proactive Approach to Planning

What are some proactive ways to help campus principals effectively develop and implement their Targeted Improvement Plan (TIP) and other school improvement efforts?

	BOY – Sept. 30, 2022	Progress 1 – Dec. 16, 2022	Progress 2 – March 3, 2023	EOY – June 30, 2023
Internal Due Date for Review	9/21/22	12/7/22	2/22/23	6/21/23
Internal Resubmission	9/27/22	12/13/22	2/28/23	6/27/23
Upload to ISAM	9/29/22	12/15/22	3/2/23	6/29/23

Proactive Approach to Planning

What are some proactive ways to help campus principals effectively develop and implement their Targeted Improvement Plan (TIP) and other school improvement efforts?

Consider the following:

- TIP development
- Internal review and feedback
- Progress monitoring

TIP Development and
Implementation Support

[TIP Tuesdays](#)



Tuesday "TIPS"

with SCHOOL IMPROVEMENT

2022-2023

Goals | Tips | Collaboration & Inspiration



Click the links below to sign up or learn more. Sessions listed as "in-person" will be held at the Region 4 McKinney Conference Center, 7200 Northwest Drive, Houston, Texas 77092 ([map](#)). Virtual sessions will be conducted via Zoom.

Tips for a Successful Targeted Improvement Plan (TIP)

JOIN US ON TUESDAYS FROM 11:30 A.M. – 12:30 P.M. FOR Q&A, SUPPORT, AND TIPS FOR A SUCCESSFUL TIP! AREAS OF TIP REFINEMENT AND SUPPORT INCLUDE:

- TIP DEVELOPMENT
- COACHING CAMPUS LEADERS & TEAMS
- TEA FEEDBACK & ACTION STEPS
- PREPARE FOR TEA SUBMISSIONS
- EFFECTIVE SCHOOLS FRAMEWORK (ESF)

September 20, 2022

October 18, 2022

November 15, 2022

December 6, 2022

January 24, 2023

February 28, 2023

March 21, 2023

April 25, 2023

May 30, 2023

Closing

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

