

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 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 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.

Level 3: Positive School Culture

- The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures).
- The district provides data systems to track pertinent school culture data (e.g., discipline referrals, attendance, campus climate).
- The district provides campuses with access to external student support services.
- The district ensures that campus buildings are well maintained, safe, and conducive to learning.
- District policies and practices align with and promote positive school culture.

Level 4: High-Quality Instructional Materials and Assessments

- The district provides the campus with standards-aligned, high-quality instructional materials that include the full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations, and all necessary materials for implementation with fidelity.
- The district provides access to interim assessments aligned to the standards and the expected level of rigor.
- The district’s annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection.
- The district provides an interim data assessment platform to capture assessment data by item and student level.
- District policies support the effective use of standards-aligned, high-quality instructional materials and assessments.

Level 5: Effective Instruction

- The district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, and observation and feedback).
- For assessments that are district provided and graded, the district ensures that schools receive detailed reports within two instructional days.
- The district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical).
- The district has effective systems for identifying and supporting struggling learners.
- District policies and practices support effective instruction in schools.