

2020-2021 District Coordinator of School Improvement (DCSI) Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 2020 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The 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 (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the DCSI Job Description, and that the DCSI selected can perform all the duties included in the job description.

[DCSI Job Description](#)

Campus Name:	District Coordinator of School Improvement (DCSI) Name, Role:
Odessa High School	Roberto Cedillo, Executive Director of Leadership
Campus Number:	Superintendent Name:
00000002	Scott Muri
Date:	
Sunday, August 30, 2020	



CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	Ector County ISD	Campus Name	Odessa High School	Superintendent	Scott Muri	Principal	Mauricio Marquez
District Number	068901	Campus Number	00000002	District Coordinator of School Improvement (DCSI)	Roberto Cedillo	ESC Number	18
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?	Voluntary	ESC Support	

ASSURANCES

Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Roberto Cedillo, 8/31/20
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	<Enter Name and Date>
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Mauricio Marquez, 9/23/2020
Board Approval Date		

DATA ANALYSIS

Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

<https://rptsvr3.tea.texas.gov/perfreport/tapr/2019/index.html>

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	Domain 1: Increase from 69 to 75 (Approaches 62 to 67, Meets 31 to 36, Masters 6 to 8) Rationale: Setting these goals for each level will award us a C in Domain 1 and keep us in line with District Indicators. Domain 2B: Increase from 69 to 81 Rationale: By increasing Student Achievement and CCMR components to our goals, we increase the performance in Domain 2. Domain 3: Increase from 70 to 74 (Academic Achievement- 0 to 2 targets, ELP- 0 to 1, Maintain School Quality 8 of 8) Rationale: Setting these goals will help us maintain a C but will help us increase our goal from a 70 to a 74.
	What changes in student group and subject performance are included in these goals?	Domain 1: We are focusing on math and reading as well as increasing the Meets level of all students. Domain 2B: We are prioritizing our Economically Disadvantaged population in Domain 2B. Domain 3: We are targeting our ELs and Economically Disadvantaged Students.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	CCMR raw score from 54 to 60, Graduate Rate Raw Score from 87.9 to 88.2

CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	4 - Partial Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	5 - Full Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	3 - Planning for Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	4 - Partial Implementation
5.3 Data-driven instruction.	3 - Planning for Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasdes.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasdes.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3	4.1	

Rationale	We want to improve teacher collaboration and ensure review of the disaggregated data to enhance the performance of the teachers as well as the students.	Teachers will use the assessment to plan backwards. Teachers will create a know and show and build an assessment exemplar to develop their lesson plans in order to ensure alignment between curriculum and assessment, as well as build knowledge and understand the different levels of rigor of the curriculum to enhance the performance of the teachers as well as the students.	
How will the campus build capacity in this area? Who will you partner with?	Our master schedule includes at least one block daily for teacher teams to meet in PLCs, each PLC has a multi-classroom leader who is helping to build capacity among the teachers.	PLCs will be used to build capacity and process with teachers. Both Opportunity Culture and Relay will be utilized to assist in this training and implementation.	
Barriers to Address throughout this year	The training of the teams have been through various coaching strategies and some have not. The teachers feel rushed to get through the curriculum and do not always provide a re-teach opportunity.	Virtual learning (asynchronous & synchronous), virtual PLCs, people working together, will help to remedy misconceptions of PLC purpose and goals. Developing Multi-Classroom Leaders who will help to oversee and coach teachers in the classrooms to increase teacher and student performance.	
How will you communicate these priorities to your stakeholders? How will create buy-in?	These priorities will be communicated through training and coaching. Teams who have small wins when reviewing data will continue to "buy-in" and continue the process.	Consistent and transparent internal/external communication via scheduled meetings, surveys, call outs, media, newsletter, etc. Providing the stakeholders with collaboration opportunities during the implementation of these concepts.	
Desired Annual Outcome	By the end of the year, 100% of our Algebra I, English I/II and US History teachers will evaluate the data as a team, will openly collaborate with one another, and will learn from each other and support each other during the reteach/reassessment process by the end of the 2021 school year.	By the end of the 2020-21 school year, during PLCs teachers will build know and show charts and assessment exemplar prior to the beginning of each unit for for 100% of the units.	
District Commitment Theory of Action	If the district policies and practices support effective instruction in school....then, teachers will be able to have time during the school day.	If the district access to assessment aligned to the standards and the expected level of rigor then the teachers instruction will be aligned with the STAAR and at the level of STAAR.	

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10).

If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.

For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

For Domain 3, you will choose two targets to track this year. You can choose two targets from the Academic Achievement Indicators OR the Student Success Indicators. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.

You will choose which tested subjects to track for these indicators.

Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

Once data is available, please update the Actual Result column.

If tracking Student Success (EI/MS) track an average of Approaches, Meets and Masters (as one number)

High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I.

For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please communicate with your TEA School Improvement Specialist if there are challenges in completing all portions of this data at each cycle due to the disruption of the school year in regard to COVID-19.

** To unfreeze panes, select the View tab and click the Freeze Panes button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										2021 Accountability Goal	
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal		Actual Result
1. Domain 1	# of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	48%		Benchmark	54%		Benchmark	60%		Benchmark	67%		67%
		All	All	Reading	Meets	STAAR	26%		Benchmark	20%		Benchmark	32%		Benchmark	36%		36%
		All	All	Reading	Masters	STAAR	1%		Benchmark	3%		Benchmark	5%		Benchmark	8%		8%
		All	All	Mathematics	Approaches	STAAR	62%		Benchmark	64%		Benchmark	65%		Benchmark	67%		67%
		All	All	Mathematics	Meets	STAAR	20%		Benchmark	25%		Benchmark	30%		Benchmark	36%		36%
		All	All	Mathematics	Masters	STAAR	6%		Benchmark	6%		Benchmark	7%		Benchmark	8%		8%
		All	All	Science	Approaches	STAAR	81%		Benchmark	83%		Benchmark	84%		Benchmark	85%		85%
		All	All	Science	Meets	STAAR	36%		Benchmark	37%		Benchmark	38%		Benchmark	40%		40%
		All	All	Science	Masters	STAAR	5%		Benchmark	7%		Benchmark	9%		Benchmark	10%		10%
		All	All	Social Studies	Approaches	STAAR	87%		Benchmark	89%		Benchmark	91%		Benchmark	93%		93%
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All	ECD DIS	Mathematics	Meets	STAAR	18%		Benchmark	23%		Benchmark	28%		Benchmark	33%		33%
		All	ECD DIS	Reading	Meets	STAAR	23%		Benchmark	27%		Benchmark	32%		Benchmark	36%		36%
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success Indicators)	All	English Learners (ELs)	Mathematics	Meets	STAAR	18%		Benchmark	25%		Benchmark	34%		Benchmark	40%		40%
		All	English Learners (ELs)	Reading	Meets	STAAR	14%		Benchmark	19%		Benchmark	24%		Benchmark	29%		29%
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	18%		K12 Summit	24%		K12 Summit	30%		K12 Summit	36%		36%

REFLECTION and PLANNING for NEXT 90-DAY CYCLE	
<p>At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.</p>	
<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	
<p>Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?</p>	Carryover Action Steps
	New Action Steps

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Did you achieve your student performance goals (see Student Data Tab)? Why or why not?			
		Carryover Action Steps	New Action Steps
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?			
END OF YEAR REFLECTION			
Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	0	0	0
Desired Annual Outcome			
Did the campus achieve the desired outcome? Why or why not?			

