

SCHOOL SUPPORT INSTITUTES 2024-2025

Every child deserves to learn in an inclusive environment filled with limitless possibilities to achieve at the highest academic and social levels. Responsive instructional leaders create inclusive learning environments by establishing and maintaining high expectations for children and the adults who serve children. The School Support Institutes build the instructional capacity of school-based instructional leadership teams by providing relevant, focused, high-quality professional learning that enables delivery of engaging, instructionally coherent learning opportunities to accelerate learning for the children who will make this world a better place.

In collaboration with our high-quality vendor partner, TNTP, School Support Institutes 2024 – 2025 cultivate coherence and support Louisiana leaders to establish and maintain well-organized instructional programs that meet the diverse needs of all students. *School systems with identified CIR schools and those with UIN schools participating in the CLSD grant are required to participate in the School Support Institutes during the 2024-2025 school year.* All school systems may register and send leadership team members to the School Support Institutes.

CIR AND UIR-ACADEMICS SCHOOL ATTENDEES

Each Comprehensive Intervention Required¹ (CIR) school should plan to send three members of the Instructional Leadership Team to the School Support Institutes. Urgent Intervention Required - Academics² (UIR-A) have the option to attend. Attending ILT teams must include the principal and two other members whose responsibilities include planning/facilitating ILT meetings, observing and providing feedback to classroom instruction (content leaders, master teacher, instructional facilitators/ coordinators), and/or meeting the needs of diverse learners (Special Education and/or English Learner support coordinator) plus system leaders whose responsibilities include supporting CIR schools and/or supervising principals. Each ILT will choose **one pathway to attend together** for the entire training sequence. All attendees should plan to attend all training days.

UIN SCHOOL ATTENDEES

Each Urgent Intervention Needed³ school participating in the CLSD UIN grant should send members of a site-level literacy team, including the principal and two teachers, and one system-level Literacy Coach Coordinator. Each team will attend the Literacy

pathway for the entire training sequence. All attendees should plan to attend all training days.

COST INFORMATION

Required participation from CIR schools, in addition to optional participation for UIR-A schools, will be funded by the Department in accordance with the seat allocation for each Instructional Leadership Team. The table below shows the seat allocation for system-level leaders of CIR/UIR-A schools. Systems interested in sending non-labeled schools should budget \$3,000 per leadership team.

Total Number of CIR/UIR-A Schools Within the School System	Number of School System Seats
0 – 10	Up to 3
11 – 15	Up to 5
16 – 20	Up to 7
Over 20	Up to 10

REGISTRATION

Registration for SSI will be open from May 6, 2024 to June 10, 2024. **Principals** should register their own team, and a **system-level/CMO point of contact** should register system-level/CMO attendees.

[Registration link will be active May 6, 2024](#)

TRAINING INFORMATION

School Support Institutes will consist of three in-person all day events and three virtual check-ins. Instructional Leadership Teams will use the table below to choose **one pathway they will attend together**.

Identified School	Pathway Name	Description
CIR (required) UIR-A & non-labeled (optional)	Observation and Feedback	The Observation and Feedback pathway enhances participants' understanding of how to deliver authentic feedback to inform and influence instructional practices. Participants will learn how to intentionally gather and use the most appropriate data, obtained from timely, informal observations of classroom instruction, to plan and facilitate high-quality coaching and professional learning experiences, embedded with High Quality Instructional Materials (HQIM). As a result, leaders and teachers will create more inclusive learning environments where all students can master the highest academic standards.
	Instructional Leadership Team (ILT)	The Instructional Leadership Team (ILT) pathway hones participants' abilities to use current, informal observation data to identify student needs. Participants will be better positioned to lead the strategic structuring, planning, and facilitation of high-quality ILT meetings. Consequently, ILTs will develop an intentional focus on leveraging the skillful implementation of HQIM to address instructional challenges.
	Teacher Collaboration	The Teacher Collaboration pathway strengthens participants' abilities to plan, organize and lead timely, high-quality, job-embedded, collaborative learning. Participants will discover how to deliver high-quality learning sessions that are aligned to the Louisiana Student Standards (LASS), incorporate HQIM, and utilize data obtained from informal classroom observations. School-based ILTs will explore how to identify relevant needs and determine how to best assess the impact collaborative learning has on the instructional program.
CIR By Invitation Only	Pedagogy of Potential (PoP)	The Pedagogy of Potential (PoP) pathway enables participants to uncover and utilize evidence-based structures and strategies to effectively address unfinished learning through acceleration. The PoP pathway facilitates high-engagement with a focus on attaining results that ensure schools optimize the effect of student interventions. Through a strategic use of HQIM, collaborative learning structures (ILT & TC), observation & feedback cycles, and data inquiry, participants will contribute to exceptional, measurable growth among students, teachers, and leaders.
UIN – CLSD Grant Recipients	Literacy	The Literacy pathway prepares participants to lead change by leveraging multiple layers of student and classroom observation data to identify needs, set and track relevant goals, build cohesive systems, and strengthen their collective capacity to improve literacy outcomes for all students. Through employing instructional leadership best practices and engaging stakeholders and family, core instruction, coupled with appropriate interventions and extensions when necessary, is maximized to meet needs and significantly improve outcomes for all learners.

¹**Comprehensive Intervention Required:** Schools with an overall performance of "D" or "F" for 3 years (or 2 years for new schools) and/or graduation rates less than 67% in the most recent year.

²**Urgent Intervention Required - Academics:** Schools with a subgroup performance equal to "F" for 2 years and/or out of school suspension rates more than double the national average for 3 years.

³**Urgent Intervention Needed:** Schools with a subgroup performance score equivalent to a "D" or "F" letter grade for one or more student groups.

SCHEDULE

School Support Institutes will be held in four locations around the state: Monroe, Shreveport, Lafayette, and Baton Rouge. Each school system will be assigned to a cohort. Participants are expected to attend all sessions of their assigned cohort.

Cohort Location	Session #1 Face-to-Face 9:00 AM – 3:00 PM	Session #2 Virtual 9:00 AM – 12:00 PM	Session #3 Face-to-Face 9:00 AM – 3:00 PM	Session #4 Virtual 9:00 AM – 12:00 PM	Session #5 Face-to-Face 9:00 AM – 3:00 PM	Session #6 Virtual 9:00 AM – 12:00 PM
Monroe	Sept 9, 2024	October 15, 2024	January 21, 2025	February 18, 2025	March 18, 2025	April 8, 2025
Shreveport	Sept 10, 2024	October 16, 2024	January 22, 2025	February 19, 2025	March 19, 2025	April 9, 2025
Lafayette	Sept 11, 2024	October 17, 2024	January 23, 2025	February 20, 2025	March 20, 2025	April 10, 2025
Baton Rouge	Sept 12, 2024	October 18, 2024	January 24, 2025	February 21, 2025	March 21, 2025	April 11, 2025

VENUES - TBA

Please contact schoolimprovementdivision@la.gov with questions. After registration begins, questions specifically about registration should be directed to Nadia Stewart of TNTTP ldoessisupportteam@tntp.org.