



# SCHOOL SUPPORT **INSTITUTES**

School Support Institutes 2020-2021:  
A Guide for Superintendents and  
School System Leaders

# Objectives

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Superintendents and School System level leadership will:

- learn more about the School Support Institute training and its content
- review the indicators of the **Leadership Action Plans** created by principals and school-based leadership teams from CIR and UIR-A schools

School system leaders across the state build plans to improve their schools.

The **improving school** is one where...



students fully learn grade level content in literacy, math, science, and social studies, demonstrating growth year after year,

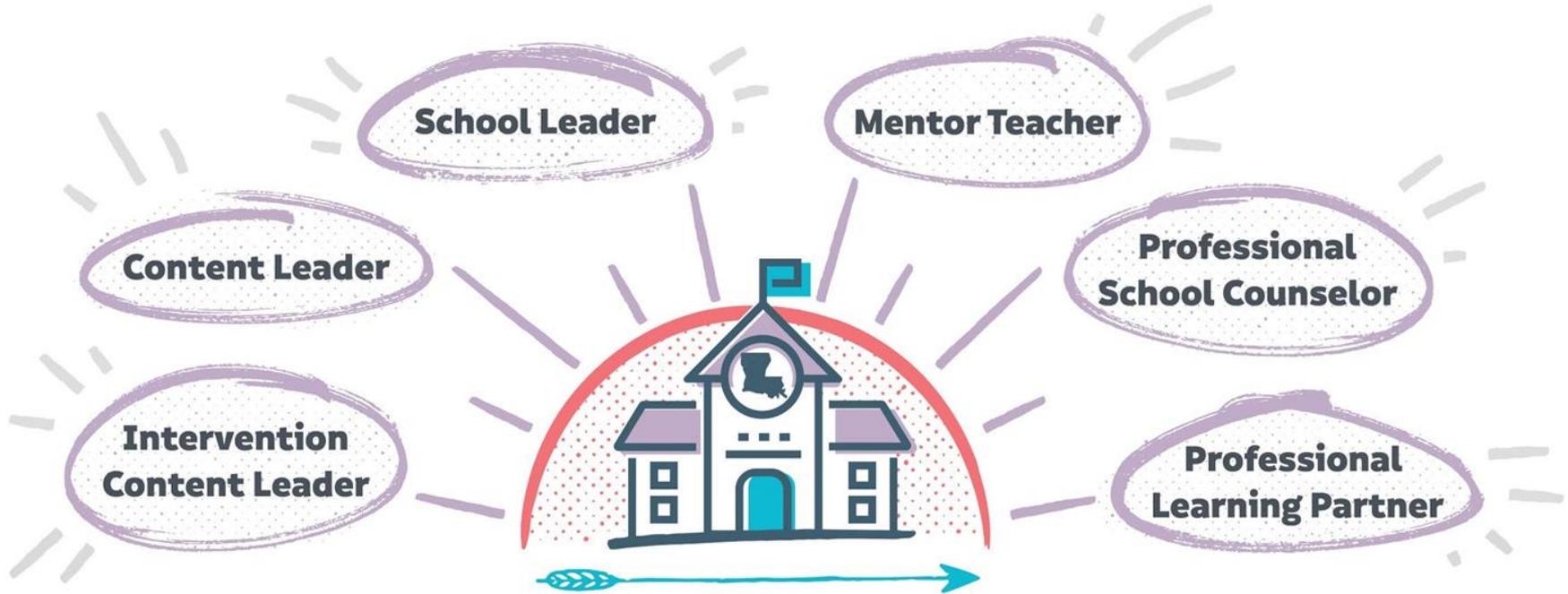


students are on track to high school graduation and ultimately have plans for a funded post-secondary education and job, and



teachers are prepared to deliver high-quality lessons each day that meet the needs of all students.

**Each leader** within the school plays a role in supporting students and teachers to achieve this vision.



## Leaders of improving schools assure that...



**all students are scheduled to learn grade level content alongside their peers,**



**high school students have access to coursework, experiences, and credentials relevant to life after high school,**

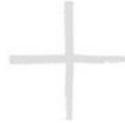


**all teachers are trained on the use of high-quality curriculum by vendors or school system experts, and**



**all teachers spend time collaboratively preparing for units and lessons from a high-quality curriculum.**

**School system leadership** ensures principals and their leadership teams have the time, tools, and resources to support teachers to prepare for and deliver instruction.



### *Time*

- ✓ A master schedule that includes time for common planning, observing teachers, and providing one-on-one coaching lead by the school leadership team

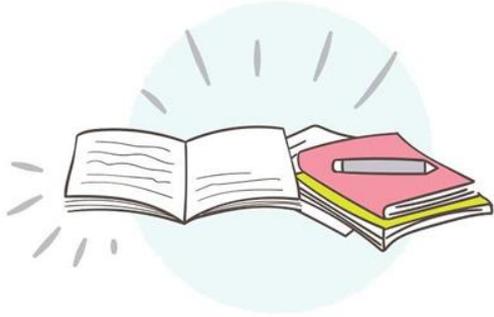
### *Tools*

- ✓ Classroom and common planning time observation tools

### *Resources*

- ✓ High-quality curriculum materials and training on those materials to deliver effective instruction daily

**The Louisiana Department of Education** provides training, support, and tools to support school systems in executing academic plans.



### *Training*

- ✓ Teacher Leader Summit
- ✓ School Support Institutes
- ✓ Super App Launch Events



### *Support*

- ✓ School System Planning Calls
- ✓ Support from Network teams in developing and implementing academic plans



### *Tools*

- ✓ Classroom Support Tools
- ✓ Common Planning Time Observation Tool
- ✓ School Support Structures

# School Support Institutes 2020-2021

# School Support Institutes Year 1

In the Fall of 2019, the Department launched the School Support Institutes. The purpose of the School Support Institutes is to support CIR and UIR-A school-based leadership teams in ensuring teachers plan for and deliver instruction in a way that meets the needs of their students.

To continue supporting this work, the Department will resume the School Support Institutes with leadership teams from CIR/UIR-A schools during the 2020-2021 school year.



# Leadership Teams

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At the School Support Institutes, participating leadership team members should include:

- the principal who ensures teachers receive appropriate support to plan and to deliver instruction to all students
- a team member who supports teachers in understanding units and lessons within the curriculum and prepares teachers to deliver instruction during common planning time
- a team member who observes teachers regularly and gives feedback on curriculum implementation and classroom instruction

# School Support Institutes Year 2

	Day 1		Day 2	Day 3
Session	Building Blocks	Pathway Specific Sessions:  Building Leadership Observation/Feedback Effective Common Planning	Pathway Specific Sessions:  Building Leadership Observation/Feedback Effective Common Planning	Pathway Specific Sessions:  Building Leadership Observation/Feedback Effective Common Planning
Time	3.5 hours	3.5 hours	7 hours	7 hours
Date	May 2020	Summer 2020	Fall 2020	Winter 2020

In preparation for this scope of work, leadership teams will design strong, school-based academic plans, referred to as **Leadership Action Plans (LAP)**. The purpose of this session is to give you an overview of the **Leadership Action Plan**.

# School Support Institutes Day 1

The session entitled **Building Blocks** is the first part of Day 1 of the SSI learning series. Your leadership teams will participate in this virtually, by cohort, this week.

To ensure all participants have the same foundational knowledge to build their **Leadership Action Plan**, this 3.5 hour session is designed to dive deeply into each of the elements and to explore the available Year 1 SSI resources that support its development.



The Department recommends that leadership teams attend their assigned cohorts with their teams to maximize opportunities to collaborate on the development of the LAP.

# Leadership Action Plan

# Leadership Action Plan (LAP)

The **Leadership Action Plan** includes all of the elements of the **School System Professional Development Plan**, translated to the specific school site.

**Leadership Action Plans** will focus on:

- developing an Instructional Leadership Team;
- implementing district PD plans and coordinating professional learning partner support;
- establishing structures for observation and feedback for classrooms and common planning time;
- effectively utilizing Content Leaders, Intervention Content Leaders, and Mentor Teachers; and
- developing strategies to support all students.

**The purpose of the Leadership Action Plan is to support school-based leadership teams in creating a step-by-step plan to put systems and structures in place that align with the vision of an improving school. These LAP elements align to the SSI Pathways.**

# Support for Leadership Action Plan Development

Over the summer, the Department will support the development of the LAP via the Summer Milestones. Throughout the 2020-2021 school year, the Department will support the implementation of the LAP via the School Support Structures, classroom and common planning time observations.

LAP Element	Summer Milestone	School Support Structure
The Ideal State of an improving school	Foundational steps schools need to take in the summer to ensure success	How Networks track the progress of an improving school

# Leadership Action Plan Snapshot

Building Leadership	Observation and Feedback	Effective Common Planning
Establish an Instructional Leadership Team and meeting plan	Train all core teachers on foundational curriculum training and ongoing instructional training (PD Plan)	Schedule Common Planning Time to unpack units and lessons, and address unfinished learning (PD Plan)
Develop a daily schedule allowing time for adequate delivery of all core content	Have a plan to observe classrooms (and common planning time)	Have a plan to observe (classrooms and) common planning time
Identify and use high-quality assessments	Provide Mentor Teachers time to support assigned mentees	Designate time for ICLs to collaborate with ELA, Math, EL, and SPED teachers
Have a professional learning partner plan		Redeliver Content Leader Modules (PD Plan)
Schedule time and make a plan for IGP planning partners to work with students in CIR HS		

# Building Leadership

# Instructional Leadership Team

<b>LAP</b>	<b>Summer Milestone</b>	<b>School Support Structure</b>
<p>All CIR/UIR-A schools have a defined Instructional Leadership Team with explicit roles (including CL, ICL, MT) and a meeting plan which includes the content, structure, and frequency of those meetings.</p>	<p>Provide a list of members of the Instructional Leadership Team, their roles, and the schedule for convening the leadership team. TAP schools are encouraged to use their existing Instructional Leadership Teams.</p>	<p>The school has an Instructional Leadership Team in place that meets every two weeks (at a minimum).</p> <p>The Instructional Leadership Team debriefs trends from the last two week of observations, feedback, and common planning time, and then identifies an area of focus based on these trends for the next two weeks.</p>

# Daily Schedule

LAP	Summer Milestone	School Support Structure
<p>All CIR/UIR-A schools have a daily schedule that ensures adequate time for delivery of all core curricula, including foundational skills in early literacy.</p> <p><b>During periods of closure or modified operations, schools should be prepared to provide continuous instruction in core and non-core subjects, including CTE courses. Schools should be prepared to do this virtually, if required.</b></p>	<p>Provide a copy of the daily schedule that ensures adequate time for delivery of all core curricula, including foundational skills in early literacy.</p>	<p>There is enough time scheduled to sufficiently deliver the high-quality ELA, Math, and Science (if selected in Super App) curriculum.</p>

# Assessment

LAP	Summer Milestone	School Support Structure
<p>All CIR/UIR-A schools identify high-quality assessments scheduled throughout the year based on the results of a yearly assessment inventory.</p> <p><b>Plans should include the use of high-quality screeners for students in grades K-2 and high-quality ELA and Math diagnostics in grades 3-HS to assess students' academic needs, post COVID-19, at the beginning of the school year.</b></p>	<p>Provide a school calendar that identifies the high-quality assessments scheduled throughout the year.</p>	<p>Students who have individual learning plans with significant learning gaps are revisiting this plan throughout the school year.</p>

# Professional Learning Partner Plan

LAP	Summer Milestone	School Support Structure
<p>All CIR/UIR-A schools have a professional learning partner plan that includes the following: a list of all of the professional learning partners that will be on their campus, the purpose of the professional learning partner, with whom the professional learning partner will work, and when.</p> <p><b>Schools should be prepared to do this virtually, if required.</b></p>	<p>Provide a list of all professional learning partners working on their campus, the purpose of the professional learning partner (area of expertise), with whom the professional learning partners will work, and when.</p>	<p>There is an ongoing collaboration between school staff and professional learning partner that addresses the current professional development needs of the teachers.</p>

# IGP Planning Partner

LAP	Summer Milestone	School Support Structure
<p>In CIR high schools, the IGP partner collaborates with school leadership to ensure all high school students have an IGP upon entering high school that outlines: access to coursework, experience, and credentials relevant to life after high school, including AP, IB, DE, internships, and statewide high-value industry credentials. These plans are reviewed and revised twice a year.</p> <p><b>IGPs should include updates, if necessary, due to school facility closures.</b></p>	<p>Provide the date of the orientation when the IGP planning partner identified in Super App will meet with their CIR high school.</p>	<p>There is an ongoing collaboration between school staff and the IGP partner to ensure that all high school students have an IGP that is reviewed and revised twice a year.</p> <p>School leaders and the planning partner have participated in an initial meeting.</p> <p>The school and the planning partner have developed a plan to ensure each 9th grade student has an IGP.</p>

# Observation and Feedback

# School-Level Professional Development Plan

LAP	Summer Milestone	School Support Structure
<p>All teachers in all grade levels and core content areas receive:</p> <ul style="list-style-type: none"> <li>- foundational curriculum training, ongoing instructional training (including addressing students' unfinished learning),</li> <li>- content module redelivery,</li> <li>- opportunities to collaboratively prepare for units and lessons.</li> </ul>	<p>Provide a schedule for foundational curriculum training, ongoing instructional training (including addressing students' unfinished learning), and content module redelivery.</p> <p>Provide a schedule for common planning for all ELA, Math, Science (if high-quality identified in Super App) teachers to collaboratively unpack units and lessons and address unfinished learning with an identified facilitator for all grade levels.</p>	<p>All ELA, Math, Intervention (SPED, EL, and Reading Interventionists), Science (if identified in Super App) and ILT members have received foundational training on the high-quality curriculum.</p> <p>Every teacher has time with peers built into their schedules to plan for upcoming units/lessons.</p>

# School-Level Professional Development Plan (con't)

<b>LAP</b>	<b>Summer Milestone</b>	<b>School Support Structure</b>
<p>All teachers in all grade levels and core content areas receive:</p> <ul style="list-style-type: none"><li>- foundational curriculum training, ongoing instructional training (including addressing students' unfinished learning),</li><li>- content module redelivery,</li><li>- opportunities to collaboratively prepare for units and lessons.</li></ul>	<p>Provide a list of ELA, Math, Intervention (SPED, EL, and Reading Interventionists), and Science (if high-quality identified in Super App) teachers, ILT members, instructional, and administrative staff who need additional support or have not received</p> <ul style="list-style-type: none"><li>- foundational curriculum training and/or content module redelivery</li></ul>	<p>Teachers are receiving ongoing Content Leader module redelivery.</p>

# Observation Plans

LAP	Summer Milestone	School Support Structure
<p>All CIR/UIR-A school leaders have plans for classroom and common planning time observations that include all subject/grade level assignments, frequency, and feedback.</p> <p><b>Schools should be prepared to do this virtually, if required.</b></p>	<p>Provide a copy of the plans and schedule for classroom and common planning time observations that include all subject/grade level assignments, frequency, and feedback.</p>	<p>There is a plan in place for which teachers will be observed and when and how feedback will be provided to the teachers.</p> <p>The Instructional Leadership Team has a teacher by teacher plan for how to support each teacher and their needs in implementing curriculum.</p>

# Mentor Teachers

LAP	Summer Milestone	School Support Structure
<p>All CIR schools have weekly time scheduled for Mentor Teachers to mentor an individual in need of mentorship, and all undergraduate/post-baccalaureate teachers have appropriate time scheduled with a Mentor Teacher.</p> <p><b>Schools should be prepared to do this virtually, if required.</b></p>	<p>Provide a list of Mentor Teachers and the names of the undergraduate/post-baccalaureate teachers they support and a weekly schedule of when they meet to support them.</p>	<p>Mentees are receiving support weekly from their Mentor Teacher. Post-baccalaureate teachers receive a minimum of 5 hours of support weekly.</p>

# Effective Common Planning

# School-Level Professional Development Plan

<b>LAP</b>	<b>Summer Milestone</b>	<b>School Support Structure</b>
<p>All teachers in all grade levels and core content areas receive:</p> <ul style="list-style-type: none"><li>- foundational curriculum training, ongoing instructional training (including addressing students' unfinished learning),</li><li>- content module redelivery,</li><li>- opportunities to collaboratively prepare for units and lessons.</li></ul>	<p>Provide a schedule for foundational curriculum training, ongoing instructional training (including addressing students' unfinished learning), and content module redelivery.</p> <p>Provide a schedule for common planning for all ELA, Math, Science (if high-quality identified in Super App) teachers to collaboratively unpack units and lessons and address unfinished learning with an identified facilitator for all grade levels.</p>	<p>All ELA, Math, Intervention (SPED, EL, and Reading Interventionists), Science (if identified in Super App) and ILT members have received foundational training on the high-quality curriculum.</p> <p>Every teacher has time with peers built into their schedules to plan for upcoming units/lessons.</p>

# School-Level Professional Development Plan (con't)

<b>LAP</b>	<b>Summer Milestone</b>	<b>School Support Structure</b>
<p>All teachers in all grade levels and core content areas receive:</p> <ul style="list-style-type: none"><li>- foundational curriculum training, ongoing instructional training (including addressing students' unfinished learning),</li><li>- content module redelivery,</li><li>- opportunities to collaboratively prepare for units and lessons.</li></ul>	<p>Provide a list of ELA, Math, Intervention (SPED, EL, and Reading Interventionists), and Science (if high-quality identified in Super App) teachers, ILT members, instructional, and administrative staff who need additional support or have not received</p> <ul style="list-style-type: none"><li>- foundational curriculum training and/or content module redelivery</li></ul>	<p>Teachers are receiving ongoing Content Leader module redelivery.</p>

# Observation Plans

LAP	Summer Milestone	School Support Structure
<p>All CIR/UIR-A school leaders have plans for classroom and common planning time observations that include all subject/grade level assignments, frequency, and feedback.</p> <p><b>Schools should be prepared to do this virtually, if required.</b></p>	<p>Provide a copy of the plans and schedule for classroom and common planning time observations that include all subject/grade level assignments, frequency, and feedback.</p>	<p>There is a plan in place for which teachers will be observed and when and how feedback will be provided to the teachers.</p> <p>The ILT has a teacher by teacher plan for how to support each teacher and their needs in implementing curriculum.</p>

# Intervention Content Leaders

LAP	Summer Milestone	School Support Structure
<p>All UIR-A schools have time scheduled for both trained and in-training Intervention Content Leaders to collaborate with ELA, Math, EL, and SPED teachers.</p> <p><b>Schools should be prepared to do this virtually, if required.</b></p>	<p>Provide a list of Intervention Content Leaders (trained and in-training) and a schedule of when they will collaborate with ELA, Math, EL, and SPED teachers.</p>	<p>The Intervention Content Leader has clearly defined role in Common Planning and supports teachers in planning for students with unfinished learning.</p>

# Summary

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Leadership Teams from CIR/UIR-A schools will build a **Leadership Action Plan (LAP)**.

The School Support Institutes **Building Blocks session** will unpack each of the elements in the **Leadership Action Plan** and provide resources and guidance to your school leadership teams around how to build the Leadership Action Plan.

The development of the LAP will be supported by the Networks via the **Summer Milestones**.

The implementation of the LAP will be supported by the Networks via the **School Support Structures**, classroom and common planning time observations.

# Next Steps

1. Follow up on your CIR/UIR-A schools to ensure members attended the virtual Building Blocks session with their leadership team. If they did not attend, the webinar and will be recorded and posted in the School Improvement Library in June.
2. Ensure that the leadership teams begin developing each school's **Leadership Action Plan**.
3. Network Coaches will reach out this summer to principals of CIR/UIR-A schools to support the development of the LAP with the Summer Milestones.
4. Please contact your Network Coach or [delaina.larocque@la.gov](mailto:delaina.larocque@la.gov) with questions.