



SCHOOL SUPPORT INSTITUTES

School-based Instructional Leadership Teams play an important role in ensuring teachers plan for and deliver instruction in a way that meets the needs of all students.

The School Support Institutes are designed to support these teams in implementing the Department’s Vision of an improving School by:

- improving classroom instruction through analysis of teacher and student data,
- incorporating best practices for high impact leader actions, and
- providing teachers with regular, high-quality feedback and support through an observation/feedback cycle.

School systems with identified CIR and UIR-A schools are required to participate in the School Support Institutes during the 2021-2022 school year. Identified UIN schools who participate in the CLSD UIN grant are required to participate in the School Support Institutes during the 2021-2022 school year.

CIR AND UIR-ACADEMICS SCHOOL ATTENDEES

Each Comprehensive and Urgent Intervention Required¹ school should plan to send up to three Instructional Leadership Team members to the School Support Institutes. Recommended attendees include a building-level administrator (principal, head of school, etc.), a team member who supports teachers during common planning time, and a team member who supports teachers with observation and feedback. Participants will choose one of three pathways for the entire training sequence. Each team member will choose a different pathway to attend, and all attendees should plan to attend all days of their selected pathway.

CIR AND UIR-A SCHOOL SYSTEM ATTENDEES

Each school system will send attendees to the School Support Institutes, based on the number of identified CIR and UIR-A schools in their school system.

Total Number of CIR/UIR-A Schools Within the School System	Number of School System Seats
0-10	Up to 2
11-15	Up to 3
16-20	Up to 4
Calcasieu, Caddo, EBR, Jefferson, Rapides	Up to 10

UIN SCHOOL ATTENDEES

Each Urgent Intervention Needed² school participating in the CLSD UIN grant should send three site-level literacy team members, the principal and two teachers. Participants will choose one of three pathways for the entire training sequence. Each team member will choose a different pathway to attend, and all attendees should plan to attend all days of their selected pathway.

UIN SCHOOL SYSTEM ATTENDEES

Each school system participating in the CLSD UIN grant will send their literacy coach coordinator.

SCOPE OF WORK

Identified School	Pathway Name	Description
CIR/UIR-A/UIN grantees	Effective Common Planning	Teachers should have support in understanding each unit/module within the curriculum and preparing to deliver each lesson. This pathway focuses on how to use common planning to provide this support in instruction in math and ELA.
CIR/UIR-A/UIN grantees	Observation and Feedback	In order to improve their practice, teachers need regular feedback on their instruction. This pathway focuses on how leaders can identify the highest leverage feedback and effectively deliver it to teachers. These days will address instruction in math and ELA.
CIR/UIR-A/UIN grantees	Building Leaders	Leaders ensure that teachers are receiving the appropriate support to plan and deliver instruction from their teams. This pathway will be focused on how principals can use their Content Leaders, Mentor Teachers, and other leadership team members to support teachers.

1 Comprehensive Intervention Required: Overall performance of “D” or “F” for 3 years (or 2 years for new schools and/or graduation rate less than 67% in most recent year. Urgent Intervention Required: Subgroup performance equal to “F” for 2 years and/or out of school suspension rates more than double the national average for 3 years.

2 Urgent Intervention Needed: Schools are identified as UIN when they earn a subgroup performance score equivalent to a “D” or “F” letter grade for one or more student groups.