



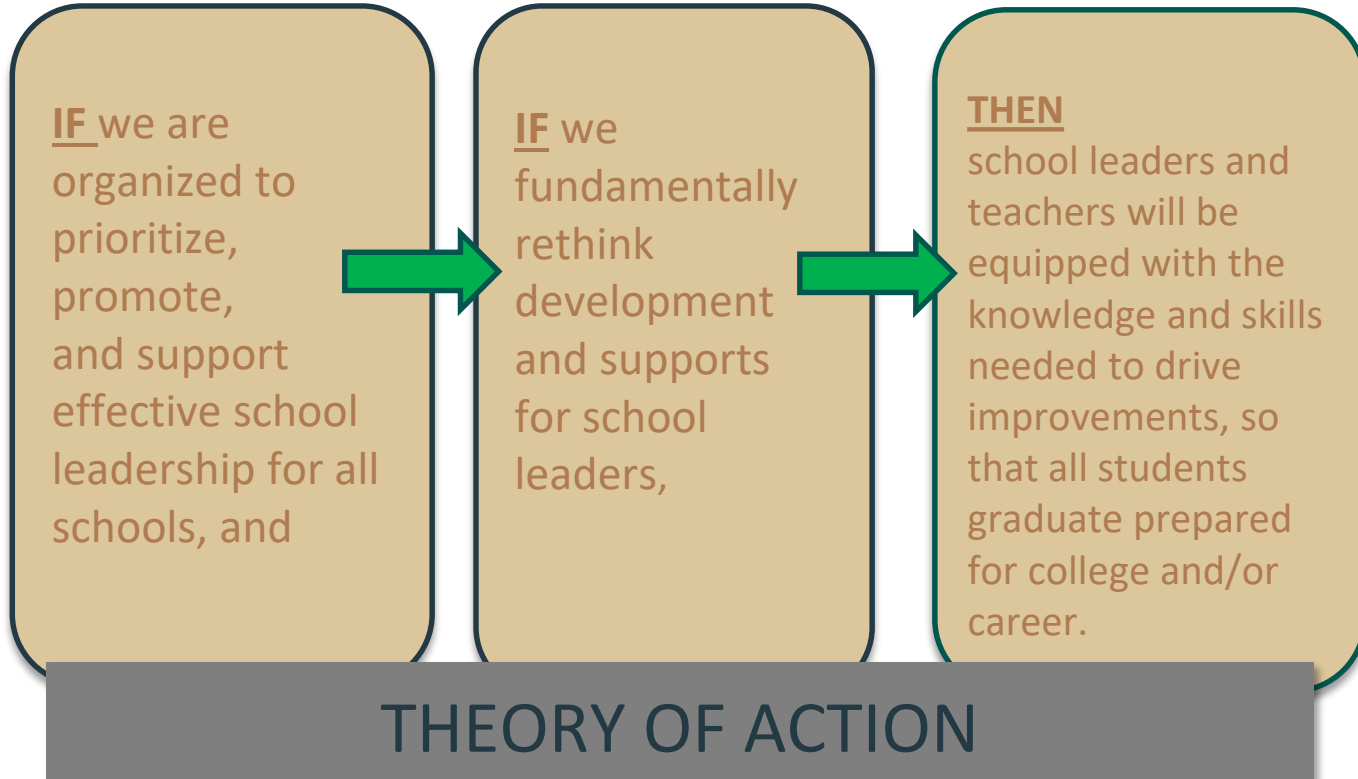


Office of School Improvement (OSI)

Drs. Molly Killingsworth and Melissa Shields
Regional Support Coordinators



WHAT IS OSI?



Where We Are

- 2 Regional Support Coordinators split by southern and northern regions of the state
 - Serve as a liaison between the SDE and the schools/districts and provide 24/7 support as needed
- Support is prioritized by schools of greatest need: Comprehensive Schools (61), Additional Targeted Support Schools, Failing Schools, and all others
- 769 hours of Face-to-Face Support with Schools (excluding travel)



OSI Team

Dr. Molly Killingsworth	Central-South Alabama, Regional Support Coordinator, Assigned CSI School Support
Dr. Melissa Shields	Central-North Alabama, Regional Support Coordinator, Assigned CSI School Support
Dr. Karen Anderson	SIG, Assigned CSI School Support
Dr. Christine Spear	RTI, Assigned CSI School Support
Ms. Meg Lowry	SIG, Assigned CSI School Support
Ms. Lori Boyd	Instructional Reviews, Assigned CSI School Support
Mrs. Cicely Scott	Instructional Audits, Assigned CSI School Support
Mrs. Kathleen Knight	Assigned CSI School Support



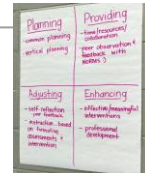
Nature of Support

- Boots on the ground support (not a compliance role)
- While support is prioritized because of limited staff, no request is denied
- Support is differentiated and multi-faceted, based on need and individual requests
- Support and monitoring of improvement plan



Examples of Support Provided

Using Data to Determine Needs	Scheduling	Standards-Based Grading	Evidence-Based Strategies	Authentic Formative Assessments
Mental Health Supports	Teacher & Leader Professional Learning	Classroom Observations / Instructional Rounds	Improving Student Attendance	Monitoring & Supporting School Improvement Plan
Coordinating with External Partners	Improving School Climate	RTI	District Support of School Improvement	Funding to Support School Improvement Guidance



Specific CSI School Support

- Comprehensive Schools
 - 61 Schools
- Help draft and support CSI school Action Plans
 - These plans addressed the indicators on the School Report Card: Chronic Absence, Student Achievement, English Learners, Graduation Rate, Career Readiness Indicators (Advanced Placement, Dual Enrollment, Career Credentials, etc.)
- Instructional Reviews
- Transformation Academy
- Strategic Support and Training Based on Needs



ALABAMA

ESSA

EVERY STUDENT SUCCEEDS ACT



EFFECTIVE PRACTICES

Research Briefs and Evidence Ratings



NEW!
District Support for School Success



Strategies to Improve Low-performing Schools under the Every Student Succeeds Act

How 3 Districts Found Success Using Evidence-based Practices

By Chelsea Shook and Tiffany Miller March 2018

WWW.IAEE.EDUCATION.ORG



U.S. Department of Education

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Student Loans

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Next Generation High Schools: Redesigning the American High School Experience



"...I'm announcing a new challenge to redesign America's high schools so they better equip graduates for the demands of a high-tech economy... We'll reward schools that develop new partnerships with colleges and employers, and create classes that focus on science, technology, engineering and math."

— President Barack Obama, February 12, 2013

The President's call for a re-envisioning of the American high school experience in his 2013 State of the Union address provided the opportunity to explore new designs and features that mark next generation learning. It also highlighted the importance of collaboration between educator, business and postsecondary partners to reinvent the high school experience so that it better equips

December 2016

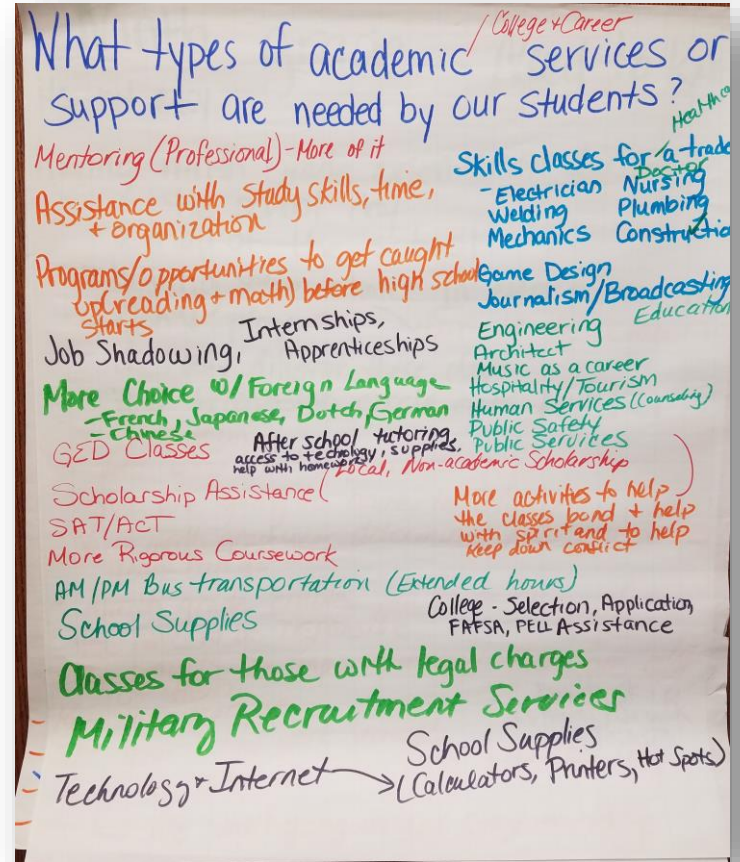
Synthesis of Information on Evidence-Based Practices for School Improvement: 20 Studies and Tools Focused on Evidence-Based Practices in School Improvement



This synthesis of studies and tools was prepared by IERI Cooperative under contract ED-OCS-13-4-010402 by the U.S. Department of Education, Office of State Support, in the Office of Elementary and Secondary Education. This synthesis does not necessarily reflect the views or policies of the Department. The Department may not independently verify the content of this synthesis and does not guarantee accuracy or completeness. These publications contain the views and recommendations of program staff at participating states and territories, commonwealths, and districts. It is not intended to be a national model and is not intended to be used as a guide for implementation. The inclusion of the information in this synthesis is not intended to be a recommendation by the Department that any action, product, program, information, model, or service mentioned herein be approved with Federal funds. The Department has not determined that the publication of this synthesis reflects any Federal action or approval and any responsibility for the content of this synthesis is the responsibility of any state, territory, or commonwealth that provided information to the synthesis process.

OSI Monthly Meetings

- Report on all 61 CSI schools
- Sharing & Brainstorming Session
- Plan for Professional Development



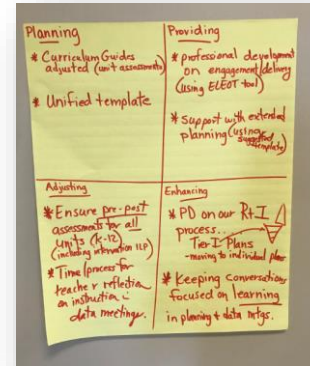
Standard Operating Procedures

- ACIP Review Form
- Data Action Plans
- Recommended Monthly Actions
- OSI Support Reports
- Program Review Template
- Instructional Review Process
- Instructional Rounds Tool



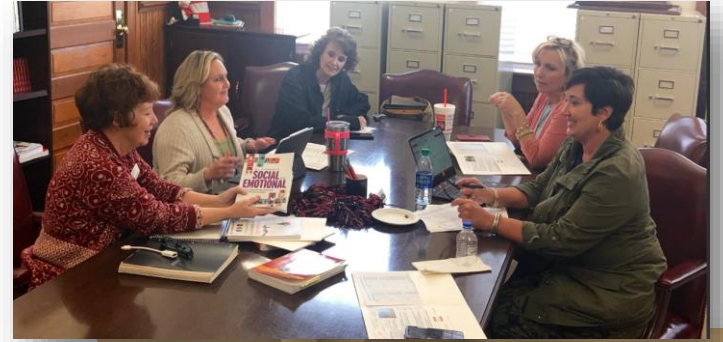
Professional Development

- Transformation Academy and Deep Dives
 - Anniston City, Barbour Co, Bessemer City, Birmingham City, Bullock Co, Butler Co, Dallas Co, Jefferson County, Choctaw County, Dothan City, Lawrence County, Macon Co, Midfield City, Mobile County, Montgomery Co, Selma City, Tarrant City, Tuscaloosa County
 - Principal Coaches (16)
 - Literacy Coaches (5)
- ATSI Webinar and Online Resources
- School Improvement Network
 - Focus on Cycle of School Improvement
 - 2019-20 Focus on ATSI Schools
- Evidence-Based Practices for English Learners



What's Next?

- Additional Transformation Academy Sites
 - Far north and west Alabama
- Continue Strengthening OSI Capacity and Support
- School Improvement Network - ATSI Schools
- Mega Sessions Addressing Needs
 - Transformation Academy Revisited
 - Mental Health
 - Chronic Absenteeism
 - RTI
 - Central Office Supports for RTI
 - Equity in Grading Practices
 - Developing College & Career Leaders
 - Building Accomplished Middle School Practices

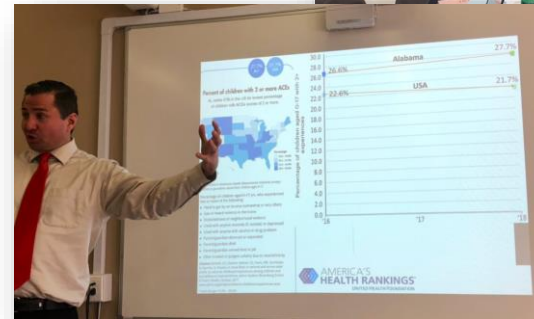
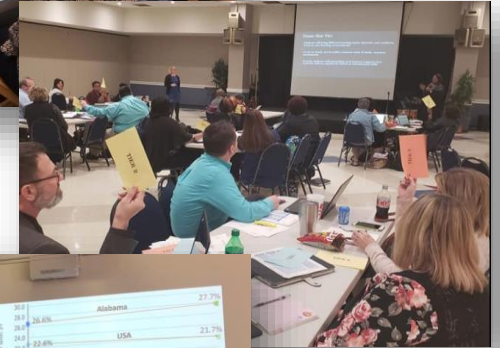


Trends Noted in CSI Schools

- High teacher and leader turnover
- Many uncertified teachers and long-term substitutes
- High level of rigor not present
- Low levels of collective efficacy
- High chronic absenteeism
- Little evidence of RTI structures
- District leaders assuming multiple roles (particularly those in rural areas)
- Low parental involvement

School/District Requests for Support

- Mental Health / Social Emotional Learning
- English Language Learners
- Culture and Climate
- Math and Literacy (including Writing Instruction)
- Scheduling
- RTI
- Implementing Innovative Practices
- High Poverty Challenges
- Understanding the Data (non-academic and academic) and Interventions to Address Data



Questions?

