



**Recovery School District
School Support Teams**

Purpose

Support instruction at each school by –

- Supporting teacher effectiveness
- Ensuring development and implementation of school improvement plans

Process

Provide technical support through –

- Observing classroom instruction
- Sharing data collected
- Collaborating with school leadership
- Planning and implementing change

Pay Off

Expected outcomes are –

- Enhanced teacher quality
- Improved student achievement



Recovery School District School Support Teams



Purpose

The primary role of a School Support Team (SST) is to support the improvement efforts of assigned schools. The teams serve as an invaluable resource for schools by providing assistance and support in their efforts to improve student achievement. The SST functions throughout the improvement process—planning, implementing, and evaluating School Improvement Plans. The SST is responsible not only for leading the needs assessment, but also for interfacing and collaborating with the school leadership in implementing and evaluating improvement activities.

Membership – The Academic Team

School Support Teams are external teams composed of specially trained district personnel:

- Elementary/High School staff
- Curriculum and instruction staff
- Intervention Services staff
- Accountability staff
- Student Services staff
- One Leadership Team members from each school site

School Improvement Technical Support Process

- Teams of six or seven members are assigned three or four schools to conduct observations and provide feedback and support
- During the initial weeks of the observation cycle, each team member observes three (3) classrooms at each school for 30-45 minutes
- After completion of classroom observations, the data collected will be used to generate reports identifying the areas of need for each school
- Teams meet with school leaders to review the findings and plan remedies for identified weaknesses by utilizing –
 - School-based expertise
 - Central office support
 - Planning necessary professional development
- This process will continue throughout the academic year

Data Collection Instruments

- LANA Classroom Observation Form
- Edusoft Bubble Sheet (transfer ratings from LANA form)
- DIG Classroom Observation Form (for AUS-2 schools only)

Support Process Protocol

- RSD Administration reviews the SST process with principals and principals review the process with their faculties
- Team leaders obtain a copy of each school's School Improvement Plan and faculty roster with grade/subjects taught and room assignments
- Team leaders organize a pre-observation meeting with team members to –
 1. Review the Action Plan of each school's School Improvement Plan to identify indicators implementation.
 2. Work through details of time, day and what visits should look like
- Team leaders conduct the School Administrator's Interview and facilitate a meeting with school leaders to discuss the SST process and individualize the process with them for their school.
- The team's first priority is to provide support to schools in their area of expertise
- All team members support:
 - Classroom instruction through observations, appropriate and immediate feedback, and coaching to improve instruction
 - School leadership to assess needs, develop the School Improvement Plan, and to identify available resources
 - Implementation of job-embedded professional development, data driven instruction, and response to interventions
- Teams assist schools to monitor progress of SIP Action Plan implementation
- Teams contact appropriate central office staff to ensure school needs are met.
- Team members meet as needed at central office to:
 - Identify district needs and the needs of each school
 - Collaborate to identify solutions
 - Coordinate efforts to support schools

Data Collection Protocol

- School leaders inform teachers to have their lesson plan for the current lesson accessible to observer
- Observer will not interrupt instruction during classroom observations
- Teacher will acknowledge observer and continue with instruction
- Team members make 30-minute classroom observations, completing the LANA classroom observation form
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- Team members complete the DIG classroom observation form at **AUS-2 schools only**
- Team members make sure teacher and observer's names are indicated on the observation forms
- Team members complete a bubble sheet for each classroom observation form

- Make sure to darken the bubble next to the applicable teacher's name
- Use a bubble sheet for the appropriate cycle
- Discard unused bubble sheets from previous cycles
- Team members turn in completed observation forms and bubble sheets to team leader upon completion of their observations for each school
- Team leaders collect all observation for each school and give a copy to principal ASAP
- Team leaders turn in all observations and bubble sheets to School Improvement Coordinator when they have collected all documents for an individual school
- SI Coordinator scans bubble sheets and generates data reports
- SI Coordinator sends electronic reports to team leaders who share with principals
- Team leaders meet with school leadership to review findings and assist in identifying remedies to any concerns
- SI Coordinator maintains a School Improvement binder for each school

Degree of Implementation (DIG) Quarterly Reporting for AUS-2 school only

- Quarterly DIG Reports are due to the NCLB Coordinator on the following dates:
 1. September 10
 2. December 10
 3. March 10
 4. June 10
- Teams review the action plan within each school's School Improvement Plan and identify indicators of implementation of the following research-based strategies:
 1. Job-embedded professional development
 2. Data-driven decision making
 3. Response to interventions
- Teams conduct *Degree of Implementation Classroom Strategy Observations* quarterly for AUS-2 school only
- Teams work with school leadership to identify "Actions Taken" to remedy identified weaknesses (this information is to be included in the DIG Quarterly Report)

Louisiana Needs Assessments

- After winter break, teams conduct a needs assessment at all schools
- A full needs assessment for schools in year one of the observation cycle entails use of the following data collection instruments:
 - Classroom Observations
 - Faculty Needs Assessment
 - Administrator, Instructional Staff, Student, and Parent Questionnaires
 - Contextual Observations
 - Administrator, Instructional Staff, Counselor Interviews
 - Instructional Staff, Student, and Parent Focus Group Interviews

- A full petite assessment for schools in years two and three of the observation cycle entails use of the following data collection instruments:
 - Classroom Observations
 - Faculty Needs Assessment
 - Administrator, Instructional Staff, Student, and Parent Questionnaires

Degree of Implementation End-of-Year Evaluation

- The following data sources are used for the end-of-year evaluation:
 - School Administrator(s) Interview
 - Classroom Strategy observations
 - Classroom Observations
 - Summary of Documentation
 - Overall School Observations
 - Teacher Questionnaire
 - Exit Summary form
- The process is designed to take one full day with a team of four
- A minimum of 15 classes are observed
 - 5 observations in ELA
 - 5 observations in Math
 - 4 observations in Science and Social Studies
 - 1 observation in Special Education

Technical Support to Team

- Team members will be trained in effective classroom observations using the Louisiana Components of Effective Teaching
- Team members and school leaders will be trained in the DIG process for observing classroom in AUS-2 schools