OSI Staff

Current Structure
1 - Coordinator
5 - Administrators
5 - Specialists
4 - Secondary Literary RSEs
12 - Principal Coach RSEs

Updated Structure
1 - Coordinator
1 - ASA III
6 - Administrators
14 - Specialists (include Content Literacy)
4 - Secondary Literary RSEs
16 - Principal Coach RSEs
Nature of Support

- OSI provides "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.
- OSI coordinates efforts with other SDE Regional Supports (AMSTI, ARI, TIM, OMI, MTSS, RICs, etc.), industry, and community partners.
CSI School Support

- 60 schools, each paired with an OSI specialist or administrator
- Help draft and support CSI school improvement plans
- Address and monitor 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.)
- Conduct Instructional Audits
- Host Transformation Academies
- Provide strategic support and training
- Align resources and funding to school improvement plans and identified needs
ATSI & TSI School Support

- 500+ identifications for subgroup gaps, including Students with Disabilities, Hispanic/Latino, Students with Limited English Proficiency, Economically Disadvantaged, and African American
- Conduct statewide webinars for targeted areas of support (Trauma-Informed Instruction, Graduation Rate, College Readiness, School Improvement Plans, etc.)
  - Most posted on OSI Youtube Channel
- Provide on-site and virtual support upon request
- Coordinate with SPED and ESL offices to provide support in closing these subgroup gaps
OSI Technical Support

• Support is prioritized by schools of greatest need in this order: Comprehensive Support and Improvement (CSI) and Governor Turnaround Schools, Targeted Support and Improvement (TSI), Additional Targeted Support and Improvement (ASTI), Failing, and all others.

• OSI delivers 700+ hours per month of face-to-face and/or virtual support to schools (not including travel, which is extensive).
<table>
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<th>OSI Support Sampler</th>
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<td>Using Data to Determine Needs</td>
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<td>Mental Health Supports</td>
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<td>Coordinating with External Partners</td>
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District Transformation Academy
- Audience: District Leads
- Structure: 4 ½ day virtual sessions, with 4-6 week intersession activities

Principal Transformation Academy
- Audience: Principals plus at least one district lead
- Structure: 5 ½ day virtual sessions, with 4-6 week intersession activities

Deep Dive into Instruction II - Building the Learning Habits by Improving Personal Competencies
- Audience: Principals and Schools Teams
- Structure: 4 full day sessions, with 4-6 week intersession activities

Culture Shift
- Audience: Principal, Teacher, District, Coach, Parent (if possible)
- Structure: 2 day sessions with intersession activities
FOUR DOMAINS FOR RAPID SCHOOL IMPROVEMENT
A Systems Framework
The framework shares, in practical language, the critical practices of successful school turnaround in four domains, or areas of focus, that research and experience suggest are central to rapid and significant improvement: turnaround leadership, talent development, instructional transformation, and culture shift.

The framework offers examples of how each practice would be put into action at each level of the system.
4 Domains of Rapid Improvement

Turnaround Leadership
- Prioritize improvement and communicate its urgency
- Monitor short- & long-term goals
- Customize and target support to meet needs

Culture Shift
- Build a culture focused on student learning and effort
- Solicit and act upon stakeholder input
- Engage students and families in pursuing education goals

Talent Development
- Recruit, develop, retain, and sustain talent
- Target professional learning opportunities
- Set clear performance expectations

Instructional Transformation
- Diagnose and respond to student learning needs
- Provide rigorous evidence-based instruction
- Remove barriers and provide opportunities

Systemic Turnaround & Improvement
Differentiated Support & Accountability Guide

ESSA Identified Schools

2022-2023

DRAFT

Office of School Improvement
Alabama Department of Education

R&Rs for ESSA Identified Schools
1. Barbour County Intermediate (Barbour)
2. Hayes K-8 (Bham)
3. Hemphill Elementary (Bham)
4. Charles A. Brown Elementary (Bham)
5. Washington Elementary (Bham)
6. West End Academy (Bham)
7. Faine Elementary (Dothan)
8. MLK Elementary (HSV)
9. Chastang-Fournier Middle (Mobile)
10. J.F. Shields High (Monroe)
11. Chisholm Elementary (MPS)
12. Dozier Elementary (MPS)
13. Highland Gardens Elementary (MPS)
14. ABC Elementary (Wilcox)
15. J.E. Hobbs Elementary School (Wilcox)

Turnaround School Initiative
School/District/OSI Roles and Responsibilities
OSI Monthly Support Calendar
Year One Critical Activities
Identification and Exit Criteria Chart
Resource Allocations
Technical Assistance
Turnaround Schools

- Review and chart academic and non-academic data (trends and areas of promise/challenge)
- Identify and deploy OSI Staff to visit schools and initiate relationships with leadership and staff
- Review Continuous Improvement Plans to facilitate Needs Assessments
- Recruit and hire accomplished leaders and teachers to provide direct support
- Host district leadership onboarding and calibration meeting
- Host District Transformation Academy
- Begin organizing Instructional Audits

More Early Actions
If we want something we’ve never had in our schools...

we need to do something we’ve never done.
Dr. Melissa Shields
OSI Coordinator
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