SIG SCHOOL OVERVIEW
SEPTEMBER 4, 2014

WELCOME!

PLEASE BE SURE YOUR SCHOOL SYSTEM HAS SIGNED IN
PRIOR TO THE START OF THE MEETING.
“WE ARE WHAT WE REPEATEDLY DO. EXCELLENCE, THEN, IS NOT AN ACT, BUT A HABIT.”

ARISTOTLE
OUTCOMES

• TO EXPLAIN THE PURPOSE OF SIG FUNDS
• TO DEFINE EXPECTATIONS
• TO DISCUSS EVALUATIONS
• TO EXPLORE ALASTAR RESOURCES, REPORT DEADLINES AND SCHEDULE TRAINING
• TO REVIEW WALK THROUGH FORM
AGENDA

• INTRODUCTIONS
  • NEW ADMINISTRATOR
  • COACHES
• MESSAGE FROM DR. BICE

• TOPICS
  • EXPECTATIONS
  • EMPHASES FOR THE YEAR
  • COACHING VISITS
  • MEETINGS
  • QUESTIONS
SIG COACHES

INSTRUCTION
• KATHLEEN KNIGHT
• LINDA MASON
• LISA MCEWEN
• JANIS STEWART

LEADERSHIP
• TODD WINGARD
SIG COACH ASSIGNMENTS

• KATHLEEN KNIGHT – BULLOCK COUNTY, MONTGOMERY COUNTY

• LINDA MASON – BIRMINGHAM CITY, HUNTSVILLE CITY, MARSHALL COUNTY, MIDFIELD CITY

• LISA MCEWEN – DALLAS COUNTY, LOWNDES COUNTY, MOBILE COUNTY

• JANIS STEWART – COOSA COUNTY, TUSCALOOSA CITY

• TODD WINGARD – BULLOCK COUNTY, DALLAS COUNTY, MONTGOMERY COUNTY, TUSCALOOSA CITY
MESSAGE
FROM DR. BICE
5 ABSOLUTES – **STAY THE COURSE**

- TEACH TO THE STANDARDS
- THROUGH A CLEARLY ARTICULATED AND LOCALLY ALIGNED CURRICULUM
- SUPPORTED BY ALIGNED RESOURCES
- MONITORED REGULARLY
- EACH STUDENT GRADUATES COLLEGE AND CAREER READY
“THOSE TO WHOM MUCH IS GIVEN, MUCH IS EXPECTED.”

UNKNOWN
EXPECTATIONS

School Improvement Grants (SIG) are grants to states used to make competitive subgrants to school districts that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools.
EXPECTATIONS

• DEMONSTRATE PROGRESS

• PRINCIPALS CLEARLY COMMUNICATE EXPECTATIONS
  • SPEND TIME DAILY IN CLASSROOMS
  • LEAD DATA/LEADERSHIP MEETINGS

• THINK SUSTAINABILITY
EXPECTATIONS - EVALUATIONS

TEACHERS
• FOLLOW EDUCATE ALABAMA PROCEDURES
• SELECT 3.3 (READING) FOR PLP PLUS ONE ADDITIONAL GOAL

ADMINISTRATORS
• FOLLOW LEAD ALABAMA PROCEDURES
• SELECT READING GOAL FOR PLP
• SUBMIT DATA (FORMS PROVIDED IN MAY)
EXPECTATIONS - ALASTAR

• DEADLINES FOR REPORTS (UNCHANGED FROM LAST YEAR)
  • NOVEMBER 1, 2014 - LEADING AND LAGGING INDICATORS
  • DECEMBER 31, 2014 – TRANSFORMATION IMPLEMENTATION PLAN (FIRST REPORT)
  • MAY 15, 2015 – TRANSFORMATION IMPLEMENTATION PLAN (FINAL REPORT)
EXPECTATIONS - ALASTAR

- All indicators must be reassessed
- “All” means all
- Ensure that documentation is current
- Designate a person to update the site and allocate time during the school day for this work
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All teachers maximize the time available for instruction. (2423)

Evidence Review:
The most widely replicated findings concerning the characteristics of teachers who elicit strong achievement score gains are:

1. **Teacher Expectation/Role Definition/Sense of Efficacy**: Teachers accept responsibility for teaching their students. They believe that students are capable of learning. They re-teach if necessary, and alter materials as needed.

2. **Student Opportunity to Learn**: Teachers allocate most of their available time to instruction, not non-academic activities, and learning activities are carefully aligned to standards.

3. **Classroom Management and Organization**: Teachers organize their learning environments and use group management approaches effectively to maximize time students spend engaged in lessons.

4. **Curriculum Pacing**: Teachers move through the curriculum rapidly but in small steps that minimize student frustration and allow continuous progress.

5. **Active Teaching (sometimes called Direct Instruction)**: Teachers actively instruct, demonstrating skills, explaining concepts, conducting participatory activities, reviewing when necessary. They teach their students rather than expecting them to learn mostly from curriculum materials. They do not just stress facts or skills, they also emphasize concepts and...
Resources on Indistar website

- Indistar Video
- Indistar Login Access
- Access to videos of Indicators in Action and Indicators NOW!
- Access to activities, guidance documents, publications, lists of indicators, etc.
EXPECTATIONS - ALASTAR

• USE ALASTAR AS A WAY TO DOCUMENT YOUR IMPROVEMENT
• USE WISE WAYS TO INFORM YOUR EFFORTS
• USE ALASTAR AS A TOOL FOR CHANGE
ALASTAR TRAINING DATES

NORTH – TUESDAY, OCTOBER 28
- BIRMINGHAM CITY
- HUNTSVILLE CITY
- MARSHALL COUNTY
- MIDFIELD CITY
- TUSCALOOSA CITY

Location: Lincoln Center (Birmingham)  
Time: 9-3

SOUTH – WEDNESDAY, OCTOBER 29
- BULLOCK COUNTY
- COOSA COUNTY
- DALLAS COUNTY
- LOWNDES COUNTY
- MOBILE COUNTY
- MONTGOMERY COUNTY

Location: AIDT (Montgomery)  
Time: 9-3
EMPHASES FOR THE YEAR

• INNOVATION AND COMMUNITY ENGAGEMENT
• PHASE II KICKOFF
  • PARENTS/COMMUNITY
  • TEACHERS
  • ADMINISTRATORS
• STAY THE COURSE
“NEVER DOUBT THAT A SMALL GROUP OF THOUGHTFUL, COMMITTED, CITIZENS CAN CHANGE THE WORLD. INDEED, IT IS THE ONLY THING THAT EVER HAS.”

MARGARET MEAD
MEETINGS

• HOLD LEADERSHIP TEAM MEETINGS TWICE A MONTH
• INCLUDE THE DISTRICT OFFICE CONTACT
• DEVELOP A CULTURE OF CANDOR
COACHING VISITS

• ESTABLISH PROTOCOL FOR EACH VISIT
• COURTESY IS APPRECIATED. PROVIDE 24-HOUR NOTICE IF MEETING MUST BE RESCHEDULED
• AS APPROPRIATE, PRINCIPAL ACCOMPANIES SIG LEADERSHIP COACH ON CLASSROOM WALKTHROUGHS
“IF A CHILD CAN’T LEARN THE WAY WE TEACH, MAYBE WE SHOULD TEACH THE WAY THEY LEARN.”

IGNACIO ESTRADA
## D. Curriculum and Instruction

1. Research based reading strategies integrated across the curriculum.

2. Standards and daily objectives posted in classroom, stated orally, and aligned to lesson plans.

3. Teacher formatively assesses students’ mastery of instructional objectives throughout the lesson.

4. Teacher differentiates instruction based upon student needs.

5. Interventions for ELL and/or inclusion are provided for identified students by certified instructional staff.

6. Teacher utilizes a variety of instructional resources to facilitate student learning.

7. Effective use of technology tools by students to enhance mastery of lesson objectives/standards.

8. Computer based instructional software/ programs are utilized to teach or reinforce student mastery of standards/skills.

9. Lesson plans are purposeful, rigorous and aligned to daily instruction.

10. Student work aligned to state standards is displayed and current.

11. Appropriate strategic teaching strategies (B/D/A) are evident in lesson plans and daily instruction.

12. Teacher utilizes rigorous, equitable higher order questioning strategies.

13. 100% of students are actively engaged in learning.

14. Effective time management demonstrated by teacher in classroom.

15. Teacher provides explicit instruction. (Example: Modeling is provided by teacher as appropriate followed by guided practice and ample opportunities for students to practice.)

16. Teacher loops the room to monitor student engagement, checks for understanding, and provides support to students.
OUTCOMES

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• TO REVIEW WALK THROUGH FORM
QUESTIONS?
“I SAW THE ANGEL IN THE MARBLE AND CARVED UNTIL I SET HIM FREE.”

MICHELANGELO
CONTACT INFORMATION

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