Team Members

- Area Service Center Leadership Team
- School Leadership Team
- Administrative Leadership Development Department
- Assessment, Accountability, Research, and School Improvement Division
- Curriculum and Professional Development Division
- Student Support Services Division
- Teacher Induction, Mentoring, and Development Department

Concept

- The School Support Collaborative believes in aligning instructional support, technical assistance, and professional development by ensuring that all messages, tools, and strategies aimed at supporting identified school needs are consistent and share a unified vision for quality teaching.
    - Create a collaborative and transparent approach to sharing information and resources to schools needing targeted assistance.
    - Provide a venue for key personnel to collaborate in an ongoing basis regarding how to move a school forward and meet the identified needs of the students and staff.
    - Establish a central area on InterAct to serve as a warehouse for school support calendars, service databases, and school contact logs.
- The second and fourth Thursday of each month will be reserved for School Support Collaborative.
- The School Support Collaborative meetings are at the request of the Associate Superintendent.

Levels of Targeted Support

- Level One – Support is provided to elementary and secondary schools districtwide.
    - Large-scale professional development.
- Level Two – Support is provided at a specific school.
    - Begins with an on-site visit with the principal and key staff members to identify needs and current practices, programs, and initiatives. The School Support Collaborative learns about the school and the vision of the principal and staff.
    - Generally, at this level of support, the professional development is an overview of a general topic such as Inclusive School Practices, Collaborative Teaching Models, Differentiated Instruction, Explicit Phonics, or Response to Instruction.
    - After the professional development, a follow-up session with the principal is conducted to determine the necessity of additional action steps.
- Level Three – These supports are the most intensive and customized. Teams utilize a problem solving approach with the school principal and key staff members taking the lead role to determine the type of supports needed.
    - After the initial meeting, the School Support Collaborative serves to not only provide customized professional development based on the school's identified needs for assistance, but connects with other District Divisions and Departments for additional specialized supports.
    - The School Support Collaborative will maintain ongoing, weekly support. These supports are provided to the schools by the School Support Collaborative until the school communicates that the goals of the request for assistance by the School Support Collaborative have been met or that the school is able to do so without the supports.