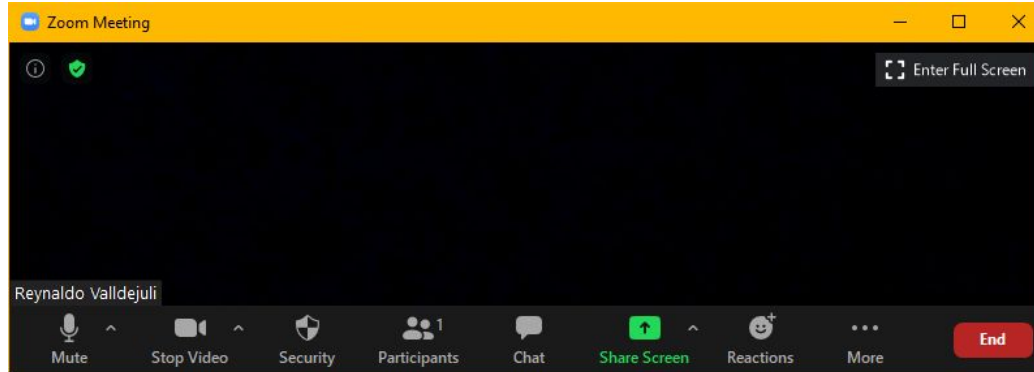


Zoom Meeting Preparation

- Please make sure your phone or computer is muted to minimize background noise.
 - To do this, hover over the bottom left-hand side of your screen and click “Mute.”
- Please make sure you have turned off your camera to save bandwidth and prevent any connectivity issues.
 - To do this, hover over the bottom left-hand side of your screen and click “Stop Video.”
- Please submit questions during the presentation in the “Chat” function located on the bottom of your screen.



Louisiana Believes

2021-2022 - School System Planning
November 6, 2020



Super App Timeline

Date	Item
November 6, 2020	Super App and school system planning resources released
February 5, 2021	Super App submitted to LDOE
March 2021	LDOE provides feedback to school systems on alignment to CIR/UIR-Academics approval and funding requirements
	School systems submit revised Super App to LDOE, as applicable
April 20, 2021	Competitive funding allocations submitted to BESE for approval

Super App Launch Materials

All 2021-2022 Super App and school system planning materials can be found in the Department's [School Improvement Library](#).

To access the presentation recordings, please click on the image below.



Objectives

School system planning teams will:

- Review Louisiana's Academic Plan.
- Explore Accountability Updates.
- Discuss Schools in Need of Intervention and the rationale for the 2021-2022 CIR and UIR requirements.
- View the 2021-2022 New Optional Funding Opportunities.
- Unpack the resources and support available to school systems.

Today's Agenda

- I. Louisiana's Academic Plan
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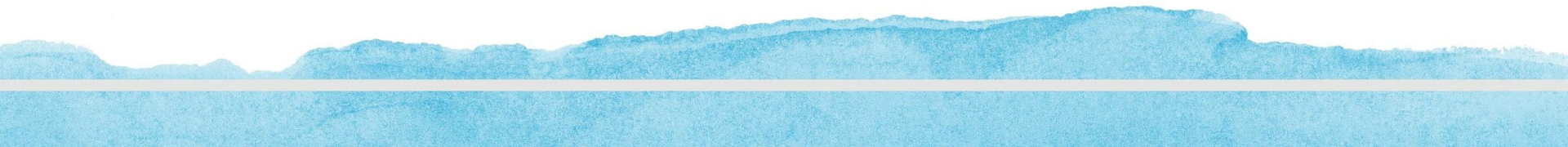
Louisiana's Vision for School Improvement

Vision


All students can achieve high expectations regardless of their background, family income or zip code.

Mission

Ensure every Louisiana student is on track to a college degree or a professional career.



Critical Goals

- 1 Students enter kindergarten ready
 - 2 Students will achieve mastery level on 3rd grade assessments and enter 4th grade prepared for grade-level content
 - 3 Students will achieve mastery level on 8th grade assessments and enter 9th grade prepared for grade-level content
 - 4 Students will graduate on time
 - 5 Graduates will graduate with a college and/or career credential
 - 6 Graduate eligible for a TOPS award
- 

Vision of Excellence

1

High Expectations

2

Highly-Effective Educators

3

High-Quality Resources

4

High-Impact Structures

Leaders of improving schools ensure that:



All students learn grade-level content alongside their peers. Students with unfinished learning are provided additional support focused on preparing them to achieve mastery of grade-level content.



High school students have graduation plans aligned to coursework and credentials relevant to life after high school including AP, IB, dual enrollment, and statewide industry credentials.



Groups of teachers including core, special education, English language, and reading interventionists collaborate weekly.



An established Instructional Leadership Team meets weekly focused on improving student outcomes through systems and structures.



All educators and students are afforded equitable access to opportunities in the learning environment and treated with dignity and respect.

Structures

Improving schools implement three foundational structures to drive professional and student growth.



Instructional Leadership Teams

- ✓ **Instructional Leadership Teams develop a long-range plan for improving educator and student outcomes.** Weekly meetings focus on reviewing teacher and student data that align with improving classroom instruction, incorporating best practices for high-impact leader actions, and planning for regular, high-quality feedback and support through an observation and feedback cycle for educators.



Learning Communities

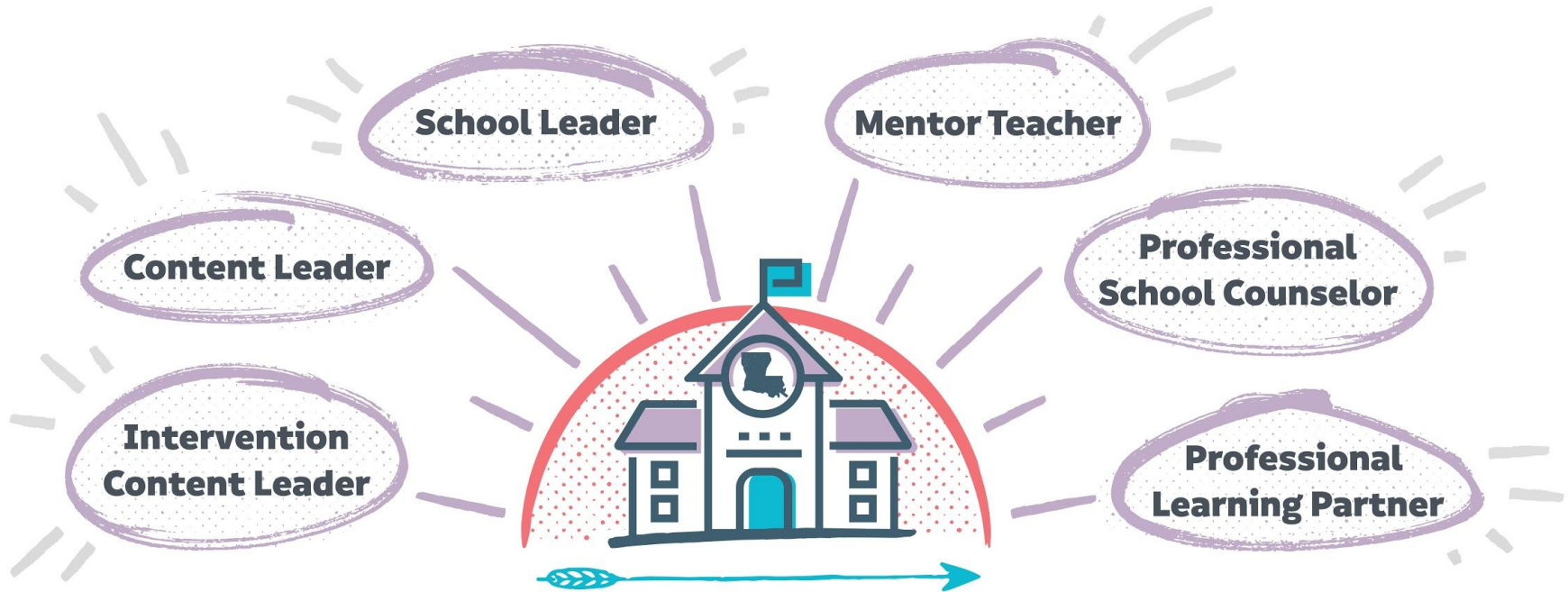
- ✓ **Learning communities are established to provide weekly collaboration time for groups of teachers including core, special education, English language, and reading interventionists.** Teachers and the Instructional Leadership Team plan for the use and implementation of high-quality curriculum, share best practices for teaching and learning, plan for individual lessons with embedded supports to address unfinished learning, and study the units within the curriculum. Learning Communities can be implemented in a variety of structures such as common planning time, student and teacher data analysis, teacher support, professional learning partner partnerships, and the use of on-campus leaders such as Content Leaders, Intervention Content Leaders, and Mentor Teachers.



Observation and Feedback Cycles

- ✓ **Observation and Feedback Cycles, led by the Instructional Leadership Team, are frequent and cyclical.** The collection and analysis of data around those observations and high-quality coaching focus on improvements in instructional practices and student outcomes.

Each leader within the school plays a role in supporting teachers to improve outcomes for their students.



Super App Facilitates School System Planning



IDENTIFY PRIORITIES

School systems review data and identify priorities for the coming year.



DEVELOP AN ALIGNED BUDGET

School systems budget formula funds and request competitive funds in alignment with priorities.



IMPLEMENT WITH SUPPORT

School systems implement approved plans with support from System Relations team and professional learning partners.

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2019-2020 Accountability Results

Relevant Background

- On March 13, 2020, Louisiana Governor John Bel Edwards signed a [proclamation](#) closing all schools statewide.
- On March 20, 2020, the U.S. Department of Education approved Louisiana's [waiver request](#) of assessment, accountability, and reporting requirements under the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.
- As a result of both of these actions, Louisiana did not require standardized testing for the 2019-2020 school year.
- Additionally, BESE Bulletin 111, Section 4501 and 4503 provides for a one-year waiver of school and district performance scores and letter grades for schools closed from disaster for 18 or more consecutive days. The waiver is limited to the year in which the disaster occurred.

2019-2020 School and District K-12 Accountability Results

- Due to the lack of 2020 assessments, BESE policy, and state and federal waivers, **school performance scores and letter grades will not be produced for the 2019-2020 school year.** The Department has released an [FAQ](#) to answer common questions related to the pandemic's effect on the release of 2020 accountability data.
- **K-12 accountability data in the [Louisiana School Finder](#) will be kept static with 2018-2019 results.** Available data from the 2019-2020 school year (such as cohort graduation rates) are posted in the [LDOE Data Center](#).



Mockup of Louisiana School Finder Disclaimer

The screenshot displays the Louisiana School Finder interface for Alligator Elementary School. At the top, there is a dark teal header with the school name and a dropdown menu for grade levels (Kindergarten-12). Below the header, a navigation bar includes links for 'ABOUT OUR SCHOOL', 'ACADEMIC PERFORMANCE', and 'SCHOOL SPENDING'. A prominent grey disclaimer box states: 'Due to COVID-19, accountability results were not calculated for the 2019 – 2020 school year. For available data from the 2019 – 2020 school year, please visit the [LDOE Data Center](#).' Below this, the 'OVERALL PERFORMANCE' section features a large blue circle with the letter 'B' representing the 2018-2019 letter grade. A green bar below the grade indicates the school is a 'Top Gains Honoree', and a link to 'Download PDF Report Card' is provided.

< Back to School Finder

ALLIGATOR ELEMENTARY SCHOOL

Kindergarten-12

K-12 REPORT CARD GRADE

(A) (B) (C) (D) (F) (T)

ABOUT OUR SCHOOL ACADEMIC PERFORMANCE SCHOOL SPENDING

Due to COVID-19, accountability results were not calculated for the 2019 – 2020 school year. For available data from the 2019 – 2020 school year, please visit the [LDOE Data Center](#).

OVERALL PERFORMANCE

WHAT IS THIS SCHOOL'S OVERALL LETTER GRADE?

2018-2019 LETTER GRADE

B

Top Gains Honoree >

Download PDF Report Card

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The background features a light blue and white watercolor-style splash pattern. Overlaid on this are horizontal lines in a slightly darker shade of blue, creating a notebook-like appearance.

Schools in Need of Intervention

Schools in Need of Intervention

As part of Louisiana's ESSA plan, any [school identified as Urgent Intervention Required or Comprehensive Intervention Required](#) must submit a plan to the Department for improvement and an application for funding to support its implementation.

URGENT INTERVENTION NEEDED

Subgroup performance equal to "D" or "F" in the current year.

URGENT INTERVENTION REQUIRED

Subgroup performance equal to "F" for 2 years and/or **out of school suspension rates** more than double the national average for 3 years.

COMPREHENSIVE INTERVENTION REQUIRED*

Overall performance of "D" or "F" for 3 years (or 2 years for new schools) and/or **graduation rate** less than 67% in most recent year.

**Beginning in 2018-2019, schools that are UIR for 3 or more years will be identified as CIR.*

Managing Schools with Multiple Labels

School systems may manage multiple designations across schools that are focused on CIR, UIR-Academics, and/or UIR-Discipline strategies. **A school, though, should only focus on strategies for the one designation that will have the most significant impact on student outcomes.**

If a school has this label:	Then, the school strategies focuses on:	This year, # schools planning for label:
CIR	CIR	266
UIR-Academics, no CIR	UIR-Academics	266
UIR-Discipline, no other labels	UIR-Discipline	33

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2021-2022 CIR and UIR Requirements

Continuing Priorities for 2021-2022

Next school year, CIR and UIR-A schools will continue to focus on these priorities:

Priority	CIR	UIR-A
High-quality curriculum in all grade levels	Required	Required
High-quality professional development for all teachers on the selected curriculum	Required	Required
High-quality assessments	Required	Required
Teacher preparation partner to address schools' greatest needs	Required	Required
Increased school-based capacity through Content Leader and Mentor Teacher participation	Required	
Student planning partners for the transition to college and/or a professional career	Required	

New or Improved Priorities for 2021-2022

Next school year, CIR and UIR schools will have some additional required and/or optional priorities:

New or Improved	Priority	CIR	UIR-A	UIR-D
Improved	Participation in School Support Institutes	Required	Required	
New	K-2 Literacy Content Leaders	Required	Optional	
Improved	Certified Ancillary Mentor Teachers	Required		
New	Culturally Responsive PD			Required



New or Improved Priorities for CIR and UIR-A

New: School Support Institutes

Why are we focusing on this?

School-based Instructional Leadership Teams play an important role in ensuring teachers plan for and deliver instruction in a way that meets the needs of all students by:

- Improving classroom instruction through analysis of teacher and student data.
- Incorporating best practices for high impact leader actions.
- Providing teachers with regular, high-quality feedback and support through an observation/feedback cycle.

How are we supporting schools and school systems?

School leaders at CIR/UIR-Academics schools and school system leaders will participate in high-quality school leader support programming at School Support Institutes.

New: K-2 Literacy Content Leaders

Why are we focusing on this?

Early literacy is a critical predictor of educational and lifelong success. Teachers must be equipped with the knowledge and skills they need to effectively teach all students to read. Findings from [research based screening assessments](#) over the last three school years show that scores have dropped at each grade level. This means fewer children are reading on grade level and more children are identified as “At-Risk” for reading failure each year.

How are we supporting schools and school systems?

School systems are building opportunities for support in English Language Arts, grades K-2, by training K-2 Literacy Content Leaders at all schools. **School systems with CIR schools serving grades K-2 will train one K-2 Literacy Content Leader per site.**

Improved: Certified Ancillary for Mentor Teachers

Why are we focusing on this?

School systems are working to build opportunities for advancement and support through the Mentor Teacher initiative. In the past, the Department has required CIR schools to have one *trained* Mentor Teacher. This requirement is shifting to having **one certified mentor teacher ancillary or provisional Mentor Teacher at each CIR site** in order to better align to what is required in [policy](#).

Update: Intervention Content Leader

How are we shifting focus on this?

Intervention Content Leader is a professional development initiative designed to build upon the Content Leader initiatives to deepen educator expertise in supporting all students, including diverse learners, in mastering grade-level content in ELA or Math. Trainees participated in seven days of professional development, but feedback indicated a desire for more focused professional development that clearly addresses how to support students with unfinished learning. In response, the Department is planning to release professional development opportunities that will begin in 2021. In 2021 Super App Intervention Content Leader is **no longer required at UIR-Academics schools, nor is it available for optional funding.**

Based on prior year's Super App submission, school systems may elect to continue Intervention Content Leader training during the 2020-2021 school year, but it is not required.

The background of the slide is a watercolor-style illustration. It features a central white area that tapers towards the top and bottom, creating a sense of depth. This white area is surrounded by various shades of blue, from light sky blue to deep, dark teal. The colors are blended together with soft, irregular edges, giving it a painterly, artistic feel. The overall composition is balanced and modern.

New Priorities for UIR-D

2021-2022 UIR-Discipline Requirements

Why are we focusing on this?

In order for students to be successful, they must engage in a positive, inclusive, and culturally responsive learning environment that develops social, emotional, and academic skills to cultivate personal agency and life-long success. Louisiana will build the capacity of educators to provide students the unique support they require to be successful both personally and academically.

(NEW) Next school year, 2021-2022, UIR-D schools will focus on:

1. Professional development focused on Unconscious Bias, Culturally Responsive Teaching, Culturally Responsive Leadership, or Diversity, Equity, and Inclusion training.

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The background of the slide is a watercolor-style illustration. It features soft, blended washes of light blue and white, creating a textured, ethereal effect. The colors are more saturated in some areas and lighter in others, giving it a painterly quality. The overall composition is centered and balanced.

2021-2022 Optional Funding Opportunities

Optional Funding Priorities

Next school year, 2021-2022, CIR and UIR-A schools will have access to these optional funding opportunities:

New?	Optional Funding Opportunity	CIR	UIR-A
Continuing	Science curriculum, professional development, and Content Leaders	Optional	Optional
New	Ongoing professional development	Optional	Optional
New	Early Literacy Support	Optional	Optional
Continuing	Specialized Support professional development		Optional
New	K-2 Literacy Content Leaders	Required	Optional
New	School Improvement Best Practices	Optional	
New	Literacy Coaches	Optional	Optional
New	Early Childhood (ages 3-5) Specialized Support professional development	Community Networks	

New Optional Funding Opportunities

1. **Ongoing Professional Development:** School systems with CIR and UIR-Academics schools can apply for funds to provide ongoing support of high-quality curriculum.
2. **Early Literacy Support:** School systems with CIR and UIR-Academics schools can apply for funds to provide individualized literacy tutoring, student devices needed for 1:1, or internet connectivity devices in grades pre-K to 3. [Learn more](#).
3. **K-2 Literacy Content Leaders:** Outside of the requirement at CIR schools, school systems with UIR-Academics schools can apply for funds to support [K-2 Literacy Content Leaders](#).

New Optional Funding Opportunities

4. **School Improvement Best Practices:** School systems with CIR schools can apply for funds to adopt [school improvement best practices](#) related to instructional leadership team support, teacher collaboration support, teaching standards support, principal standards support, and career pipeline support.
5. **Literacy Coaches:** School systems with CIR and UIR-Academics schools can apply for funds to have designated [Literacy Coaches](#) participate in state-mandated training and provide site-based intensive and quality professional development to local ELA instructors.
6. **Early Childhood (ages 3-5) Specialized Support Professional Development:** Early childhood community networks can apply for funds to provide [specialized supports](#) for children ages three to five with disabilities.

2021-2022 UIN Opportunities

Why are we focusing on this?

Schools receive an Urgent Intervention Needed (UIN) label when one or more student group earns a score equivalent to a “D” or “F.” These are sites which may be in jeopardy of receiving a UIR-A label in the near future. While UIN schools are not required to submit a plan for improvement in the way CIR and UIR schools are, the LDOE has secured funding to support UIN schools in implementing a variety of ELA interventions.

In order to be eligible for optional competitive funding at schools with exclusively a UIN label, school systems must select “Yes” on Super App question WT5.2 after reviewing the [CLSD UIN guidance document](#).

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Resources

School System Planning Guide

The [School System Planning Guide](#) provides guidance on how a school system will build a plan and submit Super App for formula and competitive funds to support that plan.

For those who are generally familiar with the School System Planning Process, each section throughout the guide includes “New This Year” callout boxes which highlight the notable changes from last year.

NEW THIS YEAR

The priorities within this year's Super App are largely the same as in the previous year. There are a few notable changes from the previous year which are highlighted in the “New This Year” callout boxes throughout this Guide.

School System Planning Guide - Key Sections

Super App (p.5): Support on the nuts and bolts of navigating eGMS, the online portal through which the Super App application will be submitted, as well as technical information on completing each section of Super App.

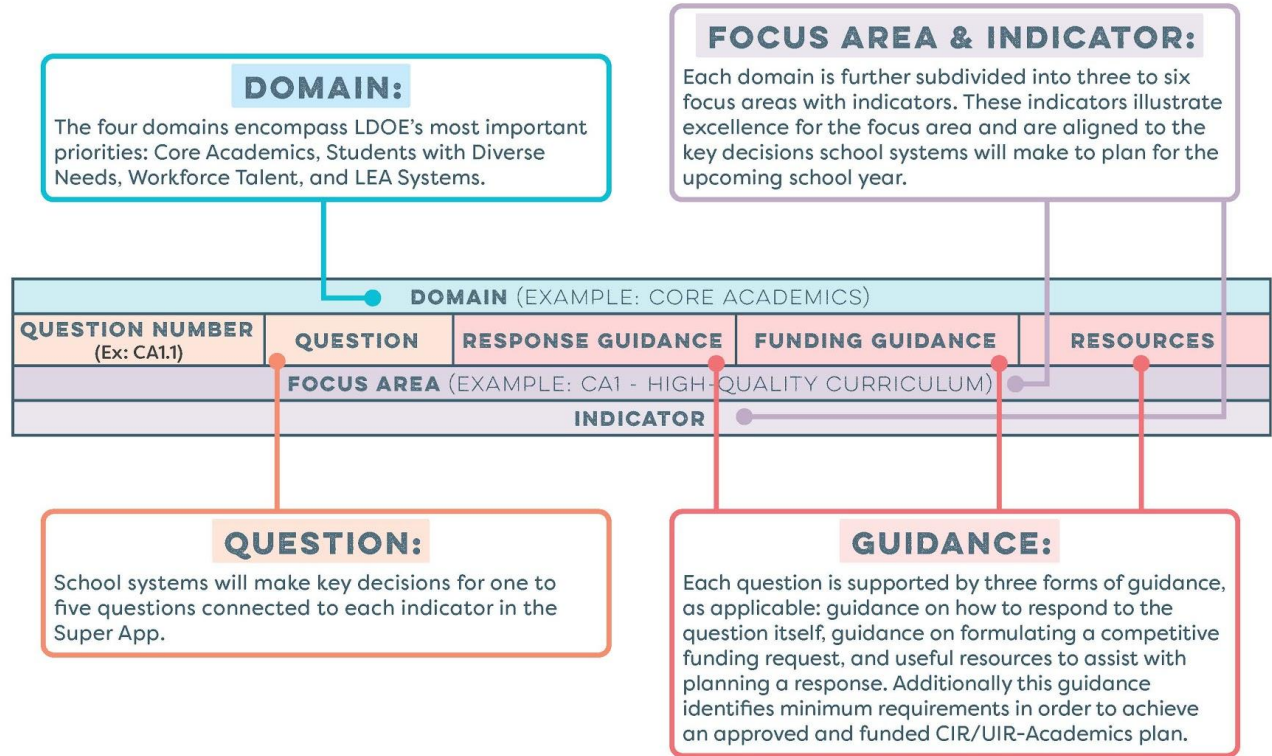
CIR and UIR Strategy Approval and Funding (p.8): Information about the requirements in order to have an approved and funded CIR, UIR-Academics, UIR-Discipline, or UIN plan.

Super App Planning Checklist (p.12): The steps a school system planning team should follow to plan for and submit Super App.

Super App Timeline (p.14): Key dates of the Super App planning, submission, and review process

School System Planning Guide - Appendix A

Appendix A (p.15): The primary planning tool for school systems which provides guidance on responding to each question within Super App.



School System Planning Guide - Key Sections

Appendix B (CIR/UIR-A Requirements - p.26): A list of the approval criteria and funding criteria for each item required in a CIR and/or UIR-Academics plan.

Appendix C (Program Specific Questions - p.27): A list of each Direct Student Services (DSS) and Carl Perkins questions contained within Super App.

Appendix D (Super App Submission Checklist - p.28): A list of each tab within Super App which must be completed prior to submission.

Super App Workbook

The LDOE has created an editable [Super App Workbook](#), for planning purposes, in preparation to submit the online Super App application which communicates school system 2021-2022 school year priorities .



SUPER APP WORKBOOK NOVEMBER 2020

High-Quality Curricula

CA1.1 Which specific ELA curricula will be used in each grade band at CIR/UIR-Academics schools?

Grade band	ELA Curriculum Selection
Pre-K	<i>Appears if "Other..." is selected</i>
K - 2nd	
3rd - 5th	
6th - 8th	
9th - 12th	

Contribution with Existing Funds

State/Local	Federal Formula	Funding Request
Provide funding in LEA Systems (LS3.1)		

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Support

Super App Support

Support for completing Super App will be provided through:

- [School Improvement Library](#)
- [LDOE Weekly Newsletters](#)
- [System Leader Monthly Calls](#)
- [Super App Planning Support Calls](#)
- School System Relations Team
- Office Hours on scheduled Fridays at 10 a.m. (details via LDOE Weekly Newsletter)

Please contact your School System Relations Coach (formerly Network Coach) prior to emailing LDOE.grantshelpdesk@la.gov with questions.