

Louisiana Believes

**School System Planning 2019-2020 and
Super App Launch
November 2018**

Collaboration Overview

Collaboration Session

School System Planning 2019-2020 & Super App Launch

School System Planning Resources

Choose from session options based on role

Completing a Super App: Guidance & Timeline

Objectives:

Explain how to use Super App to build a plan and apply for formula and competitive funds

Explain how to use available resources to build a strategy to support struggling schools

Build a plan to complete the Super App with your team by February 1

Materials for this session

Please open the following in preparation for this session:

- **School System Planning Guide**
- **Super App Workbook**



Session Agenda

- I. School System Planning in Louisiana
- II. Accountability Results Briefing
- III. Launching the Super App
- IV. Planning Focus: Struggling Schools and ESSA
- V. Planning Support and Timeline

Louisiana School Improvement

The Department supports school systems in two ways:

- 1. 2018-2019 school system plan implementation**

Department Focus: Supporting Comprehensive Intervention Required (CIR) schools to execute plans that support curriculum implementation.

- 2. School system planning for 2019-2020**

Department Focus: Facilitating an improved 2019-2020 school system planning process focused on schools identified as CIR and/or Urgent Intervention Required.

School Improvement Planning Process



CREATE A PLAN

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 Network teams and vendor partners.

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, airy washes to darker, more saturated tones. The overall effect is soft and artistic, resembling a hand-painted background.

Accountability Results Briefing

School Improvement Planning Process



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

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Super App: One Application, One Timeline, One Team

The Super App is one application that allows school systems to plan for their needs, access their formula funds and apply for competitive funds on one timeline. The Super App replaces several required plans and budgets.

Plans	Budgets
ESSA Consolidated	ESSA Consolidated
IDEA Consolidated	IDEA Consolidated
Carl Perkins	Carl Perkins
School Redesign	School Redesign
SRCL	SRCL
SPDG	SPDG
TIF	TIF
JAG	JAG
	LA4



School System Planning Framework

The Super App is structured around the School System Planning Framework. The Framework has four domains. Within each domain are indicators, questions that school systems must answer, and the resources available to support planning.

Domain	Indicators	Questions	Resources
Core Academics	Each domain includes 4-7 indicators that describe the most important priorities within each.	Every school system will answer <i>each question</i> in <i>each domain</i> to illustrate its commitment to the key priorities.	Domain-specific resources are provided to assist school systems in planning for the 2019-2020 school year and effectively answering Super App questions.
Students with Diverse Needs			
Workforce Talent			
LEA Systems			

Two Approvals

The Super App is due on February 1.

The Department will review each Super App in two ways:

→ **Approval of Super App**

Department will review school system budgets for formula funds to ensure that each expenditure is allowable under the specific grant.

→ **Approval of CIR/UIR Strategy**

Department will review answers to designated questions within the Super App to approve a school system's CIR and UIR strategy and grant competitive funds.



Planning Focus: Struggling Schools and ESSA

The Every Student Succeeds Act (ESSA) requires school systems to develop improvement strategies for their struggling schools and to submit those strategies to the state. The Department approves or rejects these strategies and ultimately intervenes if school improvement efforts fail.

In 2018-2019 school systems must plan for three types of struggling schools which are defined as follows:

- Comprehensive Intervention Required (CIR): Consistently low overall performance or grad rate
- Urgent Intervention Required Academics (UIR Academics): Consistently low student group performance
- Urgent Intervention Required Discipline (UIR Discipline): Chronic issues with student behavior

Strategies to address CIR and UIR identified schools are built into the Super App.

CIR and UIR Academics Theory of Action

A growing body of research suggests that in order for students to achieve grade-level standards:

1. All students should access on-grade-level instruction every day through a high quality curriculum in the least restrictive environment.
2. Intervention should supplement instruction and accelerate student progress by preparing students for new learning.
3. All teachers who support struggling learners, including but not limited to general education, special education, English learners, and intervention teachers, should be trained on the curriculum and should plan in a coordinated way to ensure all students are prepared for Tier 1 content during core instruction.

Supporting Improvement in Struggling Schools

To ensure all students can achieve grade-level standards in Louisiana school systems, the Department has:

- Identified specific criteria for approving school system plans and strategies, including high-quality curriculum, assessments, and professional development
- Partnered with vendors to expand training offerings
- Established new content leaders focused on supporting intervention and prioritized current content leaders for CIR/UIR
- Developed resources and deployed field staff to help school systems design a plan that meets the needs of their system

CIR and UIR Academics Strategies

In order to achieve a funded CIR and UIR Academics strategy, school systems must include within the Super App:

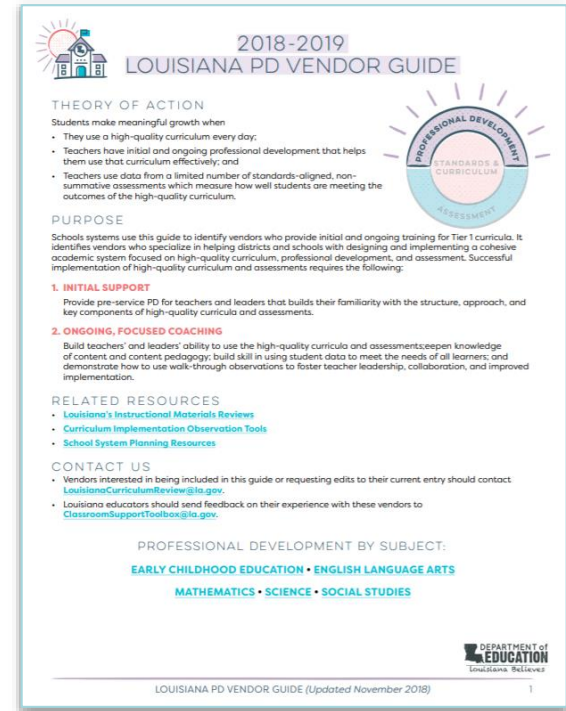
1. Tier 1 curriculum in ELA and math for all grade levels in the identified schools
2. Professional development for all teachers, including teachers who serve students with special needs and English language learners, on the curriculum from a high quality vendor provider
3. At least one high quality assessment for each grade level in ELA and math
4. Partnerships with teacher preparation programs to meet these schools' greatest talent needs

2018-2019 PD Vendor Guide

The [2019 PD Vendor Guide](#) includes

- specific call-outs for trainings that target approaches to support students who have been identified as SPED or EL, and
- and sample year-long partner plans to help school systems plan initial and ongoing support for teachers.

School systems should use the updated [PD Vendor Guide](#) for School System Planning.



CIR and UIR Academics Strategies

In order to achieve a funded CIR and UIR Academics strategy, school systems must also focus on building site level capacity. School systems should include:

5. At CIR schools:
 - a. At least one mentor teacher to support new and resident teachers
 - b. One ELA and one math Content Leader who will receive training on how to support their peers with strong implementation of the curriculum
6. At UIR Academics schools:
 - a. An administrator and a teacher to participate in the Intervention Content Leaders program that will focus on supporting schools to build a strong intervention model that engages all teachers within the school building

UIR Discipline Approval and Funding

In instances where schools have high suspension rates, the school system should select a partner with whom to build a plan specific to the needs of the school.

Stage 1: In Super App, school systems should identify which partner amongst those listed in the Behavior Intervention Vendor Guide will support each UIR Discipline school to develop a strategy to improve student behavior. School systems that identify a partner in the Behavior Intervention Vendor Guide may request funds for a planning grant.

Stage 2: Once the school system has engaged a high-quality partner, the Department will review the strategy developed by the school system and the partner. That plan will be due on June 24, 2019 and will be eligible for further competitive funds.

Managing Schools with Multiple Labels

While any individual school may have multiple designations, each school should focus on the one designation that impacts the most students within the school.

This means a school system may manage multiple strategies across schools that are focused on CIR, UIR Academics and/or UIR Discipline. A school, though, should only focus on the one strategy that will have the most significant impact on the school.

If a school has this label:	Then, the school strategy focuses on:	This year, # schools planning for label:
CIR	CIR	276
UIR Academics, no CIR	UIR Academics	180
UIR Discipline, no other labels	UIR Discipline	46

Planning Resources

Resource	Purpose	Key Features	When to use it
<i>School System Planning Guide</i>	Comprehensive guidance to support the planning process	<ul style="list-style-type: none">● Planning framework● CIR/UIR strategy guidance● Appendix A: Strategy and Funding guidance● Super App checklist● Submission and approval timeline	Use as a guide throughout the entire planning process (Nov-Feb)
<i>Super App Workbook</i>	Tool to allow school systems to document Super App answers prior to entering in eGMS	<ul style="list-style-type: none">● Allows planning team to gather information from various team members in an editable version of the Super App	Use as a tool to gather and document answers during planning meetings in December

Submission and Approval Timeline

Submission Timeline	
School System Planning Guide and Super App released. School systems begin the 2019-2020 planning process.	Nov 7
School systems receive estimated 2019-2020 ESSA, IDEA, and Carl D. Perkins (formula) allocations in Super App.	Early Dec
<p>Super App due.</p> <p><i>Applications submitted after this date will not be eligible for competitive funds.</i></p>	Feb 1

Approval and Allocations Timeline	
<p>BESE approves competitive allocations.</p> <p>The Department approves CIR and UIR plans.</p>	Apr 17
Competitive funds are uploaded to Super App. School systems amend Super App to account for all formula and competitive allocations.	Apr 30
<p>Super App grant period begins.</p>	Jul 1
<p>BESE approves competitive allocations for UIR Discipline schools.</p> <p>Prior year funds rollover into Super App.</p> <p>Adjustments to estimated formula allocations are made, as necessary.</p>	Aug
School systems receive final allocations for ESSA, IDEA, and Carl Perkins.	Winter

Refer to p. 16 in the Guide to access the detailed timeline.

Super App Planning Team

School systems should build a planning team responsible for developing and submitting the Super App. The team should have both decision-making authority and expertise in the following areas:

- Academic Content
- Assessment
- Personnel Directors
- Diverse Student Populations
- Federal Grant Programs
- Budgeting and Finance



Super App Checklist



Timeframe	Super App Checklist	Milestone
November	Step 1: Establish a team and set meeting schedule for developing and submitting the Super App	District identifies team and workbook assignments, and confirms meeting schedule
December	Step 2: Develop plan and application for funding for Super App	District reviews data and completes Super App Workbook, including competitive funding requests
January	Step 3: Submit plan and application for funding in Super App	District is ready to submit Super App

Planning Support

The Department is committed to providing strategic and technical support to school systems throughout the planning process.

- a. **Email:** Email LDOE.GrantsHelpdesk@la.gov and put “Super App” in the subject line. Responses will be sent within one business day.
- b. **Office Hours:** Office hours will be held on November 9 from 11:00 a.m. - 12:00 p.m. and every Monday 11:00 a.m. - 12:00 p.m. starting on November 19. Links to the meeting are included in the district and charter newsletters.
- c. **Webinars:** LDOE will host webinars as needed. The first will focus on “Allowability for Formula Funds” and will be on Tuesday, November 27, 10:00 a.m. - 11:30 a.m.
- d. **Network teams:** Network teams will meet with school systems throughout this process to provide ongoing support.



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