

Louisiana Believes

School System Planning Resources
November 2018

Materials for this session

Please open the following in preparation for this session:

- **School System Planning Guide**
 - School System Planning Framework (p. 5-9)
 - CIR/UIR Strategy (p. 14-15)
 - Strategy and Funding Guidance (p. 17-24)
- **Super App Workbook**



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

Recap: 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



Recap: The Super App

Within the Super App, school systems will:

- Identify key strategies by answering every application question
- Budget all formula funds toward those strategies
- Request competitive funds to support CIR/UIR-specific strategies

School systems will then submit the entire Super App by February 1 in eGMS.



Recap: 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



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 shape reminiscent of a stylized 'V' or a drop. This white area is surrounded by various shades of blue, ranging from light, airy washes to deeper, more saturated tones. The overall effect is soft and artistic, with visible brushstrokes and color blending.

Planning Resources

Planning Resources

Resource	Purpose	Use it
<i>School System Planning Guide</i>	Consider	<p>Take 10 min total to explore the School System Planning Guide and Super App Workbook.</p> <p>Consider which sections of the Guide or Workbook you'd use to:</p> <ol style="list-style-type: none"> 1. Determine district-level strategies? 2. Understand the CIR/UIR approval and funding criteria?
<i>Super App Workbook</i>	To do	<ol style="list-style-type: none"> 3. Develop answers to each application question? 4. Document your Super App funding requests?
		an editable version of the Super App
		December

School System Planning Framework (p. 5-9)

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 5-7 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. The responses cover the requirements of all federal formula and competitive grants.	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			

Exploring the Framework: Areas of Focus

Each domain includes areas of focus—What do you notice about these areas?

Core Academics	Students with Diverse Needs	Workforce Talent	LEA Systems
<p>High-Quality Curricula</p> <p>High-Quality Teacher Professional Development</p> <p>High-Quality Assessments</p> <p>Post-Graduation Preparation</p> <p>Middle and High School Academic Counseling</p>	<p>High-Quality Instruction for ELs</p> <p>School Models that Support ELs</p> <p>Early + Accurate Identification of SWD</p> <p>High-Quality Instruction for SWD</p> <p>Specialized Supports +Related Services for SWD</p> <p>Coordinated Transitions for SWD</p> <p>Evidence-Based Behavior Interventions</p>	<p>Teacher Pipeline</p> <p>Educator Leadership and Advancement</p> <p>Principal Pipeline</p> <p>High-Quality Principal Support</p> <p>Educator Evaluation and Support</p>	<p>Concentrated Resources in Low-Performing Schools/Centers</p> <p>Increased Access to High-Quality Options</p> <p>Community Network Engagement</p> <p>Early Childhood Access</p> <p>Early Childhood Quality</p>

Exploring the Framework: Domain 1: Core Academics

Let's get familiar with how to use the framework.

Open to Domain 1: Core Academics and find indicator CA1 (Guide, p. 5) .

Consider:

1. What is the focus of this indicator?
2. What is the question for this row asking you to articulate in your answer?
3. Which resources will you use to answer CA1?

Domain	Indicator	Question	Resources
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Exploring the Framework

Domain 2: Students with Diverse Needs

Turn to Domain 2: Students with Diverse Needs and find indicator SDN4 (Guide, p. 6).

Consider:

1. What is the focus of this indicator?
2. What are the questions for this row asking you to articulate in your answer?
3. Which resources will you use to answer SDN4?

Domain	Indicator	Question	Resources
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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 shape reminiscent of a stylized 'V' or a wide arrow. This white area is surrounded by various shades of blue, from light sky blue to deep, dark teal. The colors are blended and layered, giving the impression of ink or paint being applied with a brush. The overall effect is soft and artistic.

CIR and UIR Academics Strategies

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.

CIR and UIR Academics Strategies (p. 14-15)

In order to ensure all students have access to a high-quality curriculum delivered by a fully prepared teacher, school systems must include the following strategies for their CIR and UIR Academics schools:

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

These strategies are *the same* as last year's redesign requirements

CIR and UIR Academics Strategies (p. 14-15)

In order to build site-level capacity at all CIR and UIR schools, approved and funded strategies 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 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

These strategies are *new* for CIR and UIR schools this year

CIR/UIR Practice: School System Planning Guide

Let's practice completing the Super App for a CIR/UIR school in your district.
Take a minute with your team to select that school now.

Step 1: Turn to the CIR and UIR Academics Strategy section (Guide, p. 14-15).
Select two questions to complete with your team.

Step 2: Turn to the Framework (Guide, p. 5-9).
Identify and discuss the indicators to understand what is required for your selected questions.

Step 3: Review and discuss the guidance and any relevant resources to develop your answers for the selected questions (Guide, p. 17-24).

Are you ready to enter answer in the Super App Workbook?

CIR/UIR Practice: Super App Workbook

Step 4: Enter answers to your questions in the Super App Workbook.

CORE ACADEMICS

High-Quality Curricula

CA1.1 Which curricula will be used in PK-12? (Include specific ELA curricula for grades PK to 12)

Gradespan	ELA Curriculum Selection	Contribution with Existing Funds		
		State/Local Funding	Federal Formula	Funding Request
Pre-K	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
K - 2nd	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3rd - 5th	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6th - 8th	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9th - 12th	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Be prepared to report out to the group.

Reflection and Closing

The most important tools for completing the Super App are:

1. School System Planning Guide

- a. School System Planning Framework (p. 5-9)
- b. CIR and UIR Strategy (p. 14-15)
- c. Strategy and Funding Guidance (p. 17-24)

2. Super App Workbook

Completing the Super App replaces several required plans including the plans for Comprehensive and Urgent Intervention schools.

Questions?



The Agenda

The next set of rotations address specific components of the Super App and the Comprehensive and Urgent Intervention support plans. These sessions include:

- Supporting Students Who Struggle in ELA
- Supporting Students Who Struggle in Math
- Supporting UIR Discipline Schools
- Workforce Talent in the Super App
- eGMS Training for Super App

We'll come back together at the end of the day to 1) recap the day's learning and 2) walk through a step-by-step process for preparing and submitting the Super App.

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