# Louisiana Believes

Super App Office Hours
December 4, 2020

DEPARTMENT of EDUCATION

# Agenda

- 2021-2022 School System Planning Review
- 2021-22 Super App Application
  - Checklist
  - Central Data
  - Nonpublic Data Collection
- Compensatory Education
- Questions
  - Support
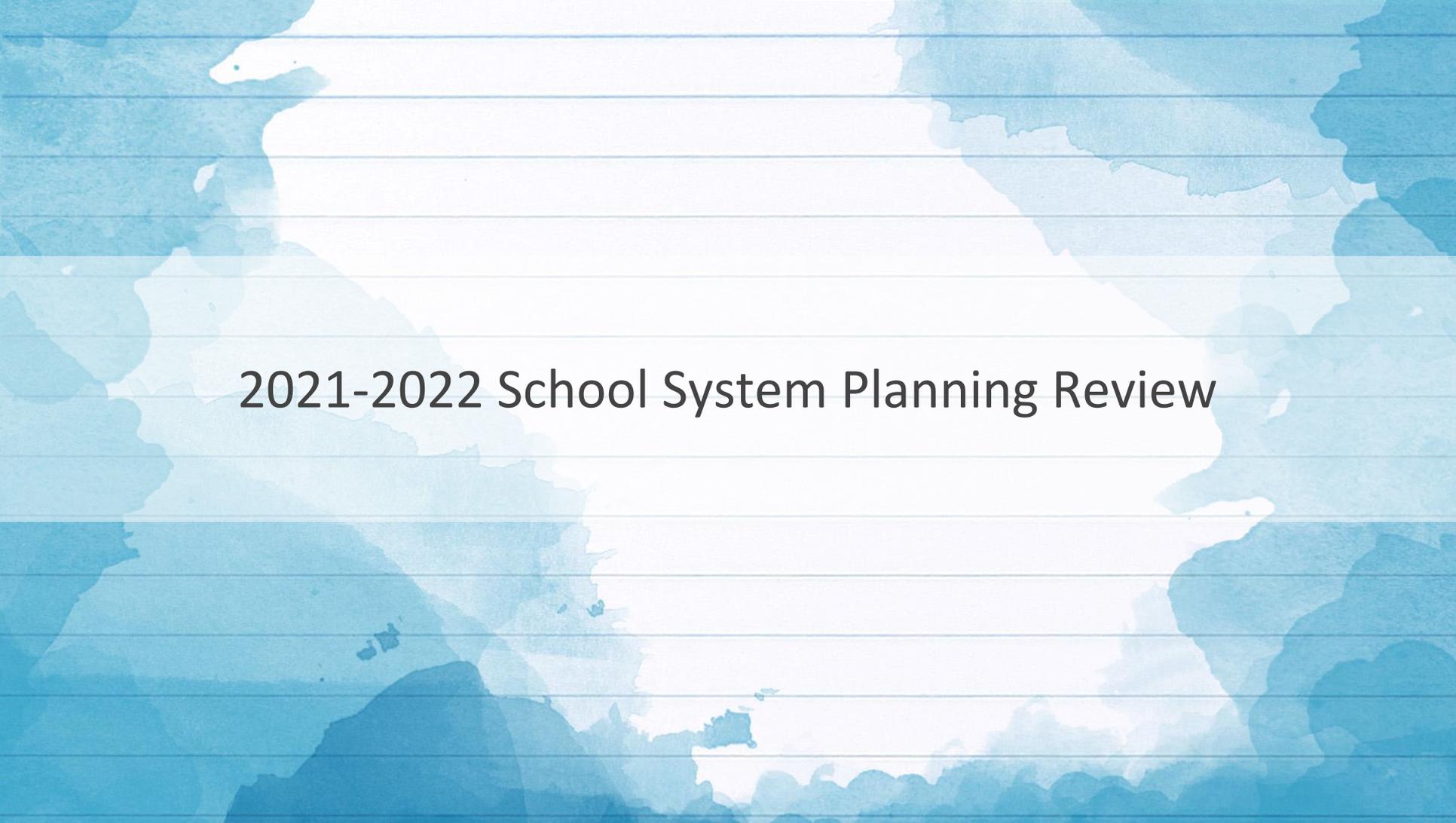
# 2021-2022 School System Planning Review

# 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.



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# **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.

School Leader

Mentor Teacher

Content Leader

Professional School Counselor

Intervention Content Leader

Professional Learning Partner
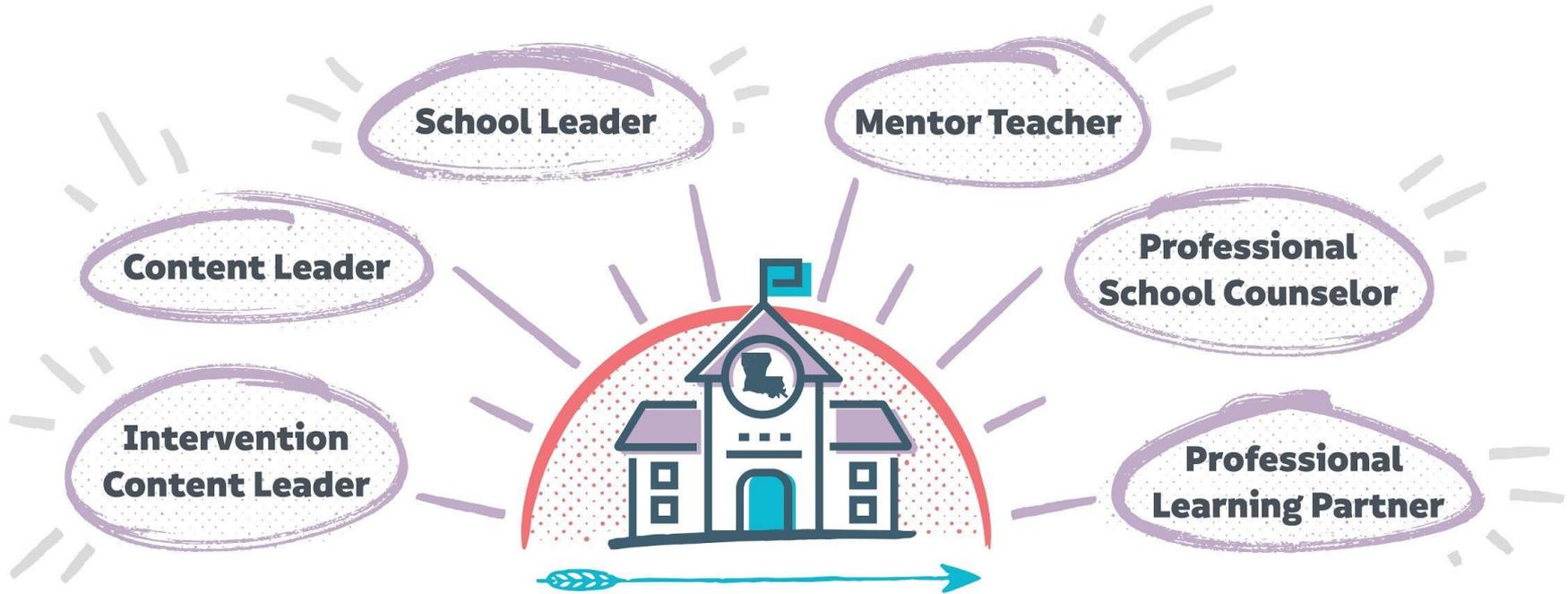
# Super App Facilitates School System Planning

**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.

# 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.

# 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 |

# 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.

# 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: 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.

# 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.

# 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 | | Contribution with Existing Funds | | Funding Request |
|---|---|---|---|---|---|
| | | *Appears if "Other..." is selected* | State/Local | Federal Formula | |
| Pre-K | | | Provide funding in LEA Systems (LS3.1) | | |
| K - 2nd | | | | | |
| 3rd - 5th | | | | | |
| 6th - 8th | | | | | |
| 9th - 12th | | | | | |
| | | | | | |

# 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.

# December Key Actions

This information can be found on page 12 of the School System Planning Guide.

| KEY ACTIONS |
|---|
| **Review strategic plan:** Review existing strategic plans to identify goals or priorities. |
| **Collect Feedback from School Leaders:** Solicit feedback from school leaders on the school system plan and their unique needs aligned to the indicators in the planning framework. |
| **Hold Planning Team Meetings To Select Strategies:** 1) Review data to determine areas for improvement; 2) Use the planning framework to select relevant strategies to address areas of improvement; and 3) Collaborate with key personnel to complete the Professional Development Plan and Coordinated Funding Request templates. |
| **Conduct Planning Team Meeting(s) To Develop Funding Proposal:** Consider available funds and develop a proposal for budget priorities and competitive funding requests. |
| **Conduct Planning Team Meeting(s) To Complete Super App Workbook:** Develop and enter answers to all application questions in the Super App Workbook. |

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# January Key Actions

This information can be found on page 13 of the School System Planning Guide.

| KEY ACTIONS |
| --- |
| **Complete Contacts and Assurances in Central Data (eGMS):** Within Central Data, school systems must review, update, and save the Contacts tabs. School systems will also sign-off on assurances for ESSA, IDEA, and Perkins. Central Data must be complete to submit Super App. |
| **Enter Data In Super App (eGMS):** The planning lead and school system leadership select one person to complete Super App in eGMS. This team member enters answers from the Super App Workbook into eGMS and completes steps identified in the Super App Submission Checklist. Two additional document uploads are required as part of Super App submission: the Professional Development Plan and Coordinated Funding Request. |
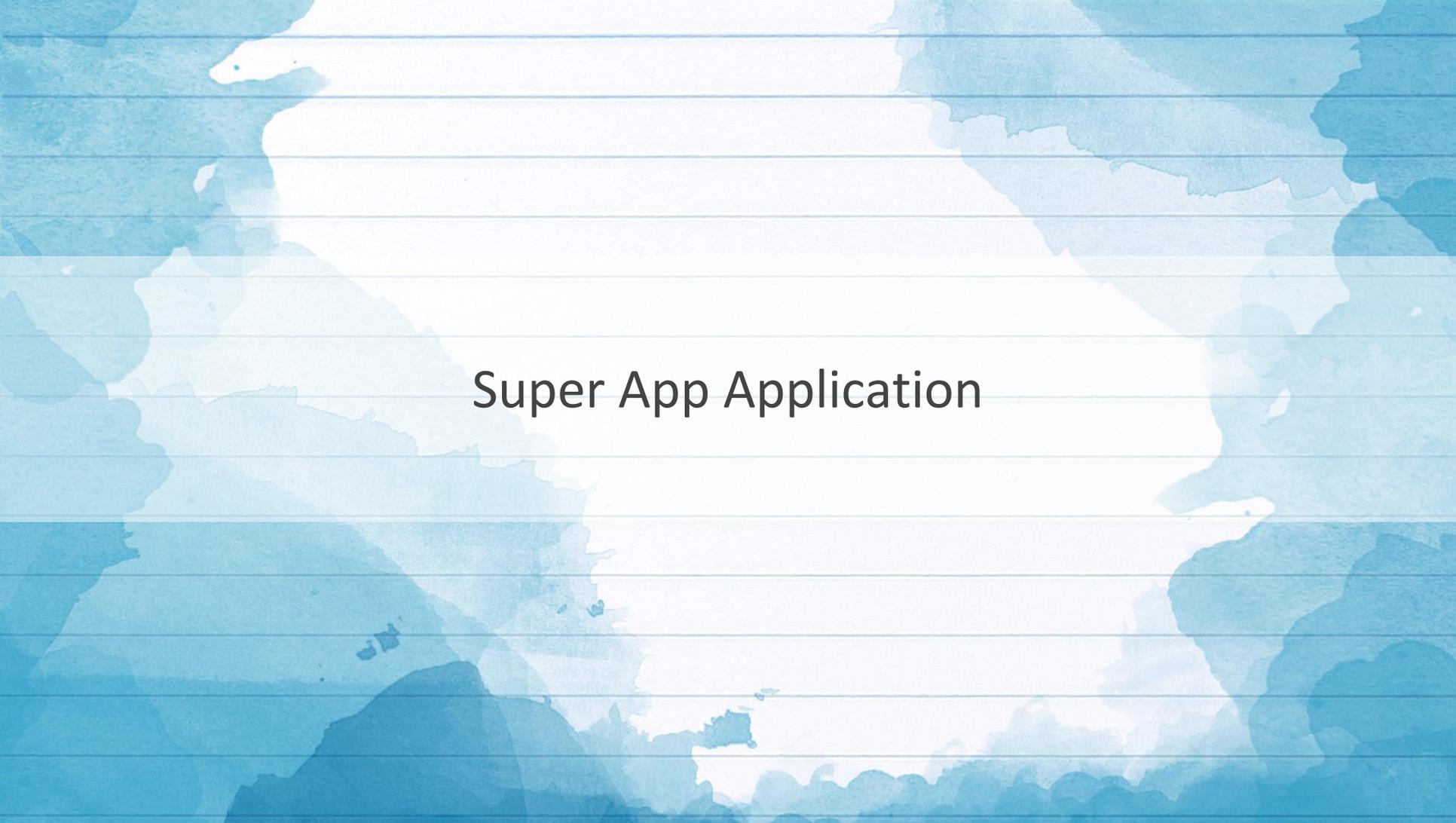
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Super App Application

# Super App Checklist

## APPENDIX D:
## SUPER APP SUBMISSION CHECKLIST

The Super App Submission Checklist can be used by the planning team member submitting the application in eGMS to ensure all tabs are complete.

| ADMINISTRATION |
| --- |
| ○ ESSA Transfers |
| ○ Title I |
| ○ Title I Targeting |
| ○ Targeting Step 1 |
| ○ Targeting Step 2 |
| ○ Targeting Step 3 |
| ○ Targeting – Served Schools |
| ○ Targeting Step 4 |
| ○ Family Engagement Policy |
| ○ Schoolwide Waiver Request* |
| ○ School Choice |
| ○ School Choice Pages 1–5* |
| ○ School Choice Expenditures |
| ○ Title IV |

| CORE ACADEMICS |
| --- |
| ○ Priorities |
| ○ High-Quality Curricula |
| ○ High-Quality Professional Development*** |
| ○ High-Quality Assessments |
| ○ Individual Student Graduation Plan and College and Career Transition |
| ○ Quality TOPS University Diploma |
| ○ Early Literacy Support |
| ○ Program Specific Questions |
| ○ Carl Perkins |
| ○ Direct Student Services |
| ○ Budget Detail |

| DIVERSE NEEDS |
| --- |
| ○ Priorities |

# 2021-22 Central Data

- **Central Data:** will be released in eGMS mid-December

- **Central Data:** Not required to **create** the 2021-22 Super App application

- **Contact and Assurance information:** must be completed to pass the Consistency Check for the February submission of the application

# Nonpublic Data Collection

LEAs should:

- Send [Intent to Participate Letters/Forms](#) to all nonpublic schools

- For **Title I**, collect nonpublic school October 1 Poverty/Family Income counts.

- For **Title II and Title IV**, utilize official K - 12 enrollment counts from the [NPS 2020-2021 Approval with Brumfield v Dodd by District](#) document. LEAs will use these official counts to determine private school equitable shares. *LEAs should not collect enrollment data directly from nonpublic schools.*

- For **IDEA**, LDOE will continue to provide counts for students with service plans for LEAs to determine private school proportionate share.

# Compensatory Services

# Compensatory Services Funding

- IDEA Formula Funds in the amount of 1.2 million dollars will be available to provide financial assistance to school systems to cover some of the cost associated with providing compensatory services to students with disabilities who experienced a lost of skills or academic progress due to extended school facility closures.

- These IDEA Formula Funds will not be awarded to school systems to provide compensatory services due to noncompliance or negligence by the school system in providing services to SWD.

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# Compensatory Services Application

- School systems interested in applying for these funds can access the form in eGMS. The Compensatory Services information will be housed on the IDEA tab in the **2020-21 Super App**.

  - Reminder: the IDEA tab is located in the Administration section of the application.

- The form will be available in eGMS the first week of January 2021. It will close in the eGMS system the first week of March 2021

- Additional information will be provided during next week's IDEA Directors' Call

Questions

# Plan with Support

Support for completing the Super App will be provided through:

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- Super App Planning Support Calls
- School System Relations Team
- Office Hours are scheduled on Fridays at 10 a.m. (details via LDOE Weekly Newsletter)

Send all questions related to school system planning and Super App to LDOE.grantshelpdesk@la.gov and include "Super App" in the subject line.

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