

LOUISIANA'S DISTRICT PLANNING GUIDE



2016-2017

Updated 3/18/2016

CONTENTS

INTRODUCTION	1
2016-2017 DISTRICT PLANNING FOCUS AREAS	2
FOCUS AREA: DEVELOPING HIGH-QUALITY INSTRUCTION IN EVERY CLASSROOM	4
FOCUS AREA: PREPARING CHILDREN FOR KINDERGARTEN	6
FOCUS AREA: CREATING A PATH TO PROSPERITY FOR EVERY STUDENT	8
APPENDIX A: THE DISTRICT PLANNING PROCESS	9
APPENDIX B: 2016-2017 SUPPORT STRUCTURES	10
APPENDIX C: GUIDANCE ON DATA PRIVACY	11
APPENDIX D: COMMUNICATION GUIDANCE	12




INTRODUCTION

With high expectations comes life opportunity. For every young person, therefore, from our earliest learners to our college graduates, Louisiana educators maintain expectations as high as in any state in this country.

This is easy to say but hard to accomplish. Over the past several years, district leadership, school leadership, and classroom teachers have made changes in the foundations of teaching and learning to ensure that every day in the classroom is characterized by the highest expectations.

As a state, we will continue to raise our expectations for excellence. By the year 2025, A-rated schools will average “mastery” or “level four” performance in literacy and mathematics, and students at these schools will demonstrate readiness for the next level of education. As we plan for the 2016-2017 school year, we will build on the past while sustaining our momentum into an even more ambitious future.

Over the past four years, as the state has transitioned to higher expectations, the Department of Education has partnered with districts that build systems to support educators and students. As Louisiana continues to prepare every student, the Department will build on previous work and focus more deeply on the priorities below.

SYSTEM	PREVIOUS WORK	FOCUS OF 2016-2017
 Early Childhood	Unify child care, Head Start, and pre-kindergarten under one system of family choice, expectations in the classroom, and teacher preparation.	Guide early childhood educators through curricula, assessments, and training on instruction to help children develop critical thinking, reasoning, and verbal skills.
 High-Quality Classroom Teaching	Align goals for student learning – goals set by teachers, administrators, school leaders, and superintendents – with assessments, curricula, and professional development that support achievement of those goals from early childhood through college. Make educator workforce decisions that support goals for student learning.	Empower school leaders to set goals, proactively make educator workforce decisions, and develop staff, assisted by tools and resources that inform classroom practice throughout the year.
 High School Pathways	Reorganize high school pathways to ensure all students, particularly those on career pathways and with unique needs, have meaningful course choices that prepare them for careers and college, providing them economic opportunity upon graduating.	Discuss with each student and his or her family regarding the student’s future, the pathways he or she will seek, and the means of funding that pathway after high school.

2016-2017 DISTRICT PLANNING FOCUS AREAS

This District Planning Guide details the key planning decisions, available resources, and available funds to support each focus area in preparation for the 2016-2017 academic year.

Focusing on high-quality instruction in every classroom is critical for classrooms with our earliest learners up to classrooms with twelfth graders. The planning decisions included for Preparing Children for Kindergarten and Creating a Pathway to Prosperity detail the system level decisions needed for those unique settings.



FOCUS AREA: DEVELOP HIGH-QUALITY INSTRUCTION IN EVERY CLASSROOM

School Leadership

- Build principal support structures, using the Principal Fellowship and TAP as appropriate
- Principals lead teachers to set strong goals grounded in school performance, Compass and CLASS, and reflect on these goals at the end of the year.
- Identify and assign high-quality mentors to all new teachers; develop learning opportunities to ensure mentors are prepared to support new teachers
- Use data to inform teacher and leader workforce decisions related to recruitment, hiring, retention, and granting tenure; use Believe and Prepare partnerships to inform and support these decisions

Academics: Curriculum, Assessment, and Professional Development

- Select standards-aligned curricula that align early childhood through grade 12
- Choose and reduce district assessments from early childhood through grade 12
- Ensure readiness for online testing in grades 3 through 8 during Spring 2017
- Choose professional development opportunities that align to standards, curriculum, and areas for improvement from early childhood through grade 12
- Finalize and communicate the professional development calendar for 2016-2017
- Work with Believe and Prepare partners to ensure they understand and adjust preparation to reflect key academic decisions



FOCUS AREA: PREPARE CHILDREN FOR KINDERGARTEN

Lead Agency

- Establish a system for conducting accurate CLASS observations and providing feedback twice each year for all publicly funded classrooms
- Lead Coordinated Enrollment and Funding Request processes that increase ease of access for families

Program (e.g., LA4)

- Understand areas for instructional growth based on CLASS results
- Choose curriculum, assessments, and professional development (guidance in the High-Quality Instruction focus area)
- Participate in Coordinated Enrollment and Funding Requests, filling all slots and offering more as needed



FOCUS AREA: CREATE A PATH TO PROSPERITY FOR EVERY STUDENT

High Schools

- Ensure each junior has determined his or her diploma pathway and courses and completed an Individual Graduation Plan
- Schedule each student in appropriate coursework
- Leverage Course Choice to fill vacancies in student scheduling where courses are needed for graduation
- Build a system that will track and support each student with FAFSA completion

HOW TO USE THIS GUIDE

The District Planning Guide outlines a series of steps and key questions that will help district leaders reflect on student, teacher, and school performance in order to make informed planning decisions for the 2016-2017 school year. Each focus area of the guide is divided into three sections: Consider Your Needs, Key Planning Decisions, and Funding Considerations.



CONSIDER YOUR NEEDS

Section one provides key questions districts consider related to each focus area. Linked to each set of questions are the data that districts most often use to fully reflect on that area.



KEY PLANNING DECISIONS

Section two details key planning decisions districts consider and available resources from the Department to support that set of decisions.



FUNDING CONSIDERATIONS

Section 3 illustrates funding streams available for use related to the focus area and links to reports and information about each. For additional information about funding [click here](#).



FOCUS AREA: DEVELOPING HIGH-QUALITY INSTRUCTION IN EVERY CLASSROOM



SCHOOL LEADERSHIP



CONSIDER YOUR NEEDS: PRIORITIZE AREAS FOR SCHOOL LEADERSHIP IMPROVEMENTS.

REFLECTION QUESTIONS	DATA
<ul style="list-style-type: none"> Which schools are performing well and growing? Why? What support structures are helping principals improve? How will the district sustain or improve supports for principals? 	<ul style="list-style-type: none"> School and District Report Cards Superintendent and Principal Profiles CLASS Observation System School-Level Data (in CIS) Educator Workforce Report (in FTP)



KEY PLANNING DECISIONS: MAKE FINAL SCHOOL LEADERSHIP PLANNING DECISIONS.

KEY PLANNING DECISIONS	RESOURCES
<ul style="list-style-type: none"> Build principal support structures, using the Principal Fellowship and TAP as appropriate Lead teachers to set strong goals grounded in school performance, Compass and CLASS, and reflect on these goals at the end of the year Identify and assign high quality mentors to all new teachers; develop learning programs to ensure mentors are prepared to support new teachers Use data to inform teacher and leader workforce decisions related to recruitment, hiring, retention, and granting tenure; use Believe and Prepare partnerships 	<ul style="list-style-type: none"> Principal Guidebook Principal Structure Guidance, including the Principal Fellowship and TAP program details Teacher Leaders Compass Training Materials Principal Goal Setting Support Believe and Prepare Toolkit School-Level Data (in CIS) Educator Workforce Reports (in FTP)



FUNDING CONSIDERATIONS: DETERMINE HOW BEST TO SUPPORT PRINCIPALS.

*The majority of these funds can be used to support Believe and Prepare partnerships and mentor training.

<ul style="list-style-type: none"> Principal support grant application Title I funds (contingent on alignment of activities to school-wide plans) Title II (for activities that include professional development) Title III (if training addresses the instruction of ELL students) REAP IDEA (if training addresses the instruction of students with disabilities or fits into CEIS activities) Educational Excellence Funds (EEF) 8(g) Block Grant
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Additional information on use of [program funds](#)



**CONSIDER YOUR NEEDS:
PRIORITIZE AREAS FOR ACADEMIC IMPROVEMENTS.**

REFLECTION QUESTIONS	DATA
<ul style="list-style-type: none"> • What were the district’s biggest academic strengths and weaknesses (e.g., certain subjects, certain schools, certain grades, certain sub-groups) in the 2014-2015 student and teacher performance data? • How effectively do your district’s academic tools (e.g., curriculum, assessments, professional development) connect to each other and send clear messages about teaching and learning to educators? • How effectively do your district’s academic tools connect across the grade levels, early childhood through grade 12? • Do any of your district’s tools seem to have a stronger effect on student outcomes? Do any need to be changed? • What role did Teacher Leaders play in professional development across the district this year? How might that role change to address the identified needs? • How will the district sustain and improve supports for teachers? 	<ul style="list-style-type: none"> • School and District Report Cards • Superintendent and Principal Profiles • Fall CLASS Results • Transitional Student Growth Data • School-Level Data (in CIS) • Educator Workforce Report (in FTP)



**KEY PLANNING DECISIONS:
MAKE FINAL ACADEMIC PLANNING DECISIONS.**

KEY PLANNING DECISIONS	RESOURCES
<ul style="list-style-type: none"> • Select standards-aligned curricula that align early childhood to grade 12 • Choose and reduce district assessments in early childhood to grade 12 • Ensure readiness for online testing in grades 3 to 8 during Spring 2017 • Choose professional development opportunities that align to standards, district curriculum and areas for improvement early childhood to grade 12 • Finalize and communicate the professional development calendar for 2016-2017 • Work with Believe and Prepare partners to ensure they understand and adjust preparation to reflect key academic decisions 	<ul style="list-style-type: none"> • Louisiana Student Standards • Instructional Reviews • Technology Readiness Memo • Teacher Leader Training Materials • Teacher Leader Opportunities • Professional Development Opportunities • 16-17 Department Support Calendar • Benchmark Assessment Guidance



**FUNDING CONSIDERATIONS:
DETERMINE HOW TO SUPPORT ACADEMICS.**

<ul style="list-style-type: none"> • Carl D. Perkins (if training addresses Career and Technical Education) • Title I funds (contingent on alignment of activities to school-wide plans) • Title II (if teachers need to be trained for implementation) • Title III (if training addresses the instruction of ELL students) • REAP • IDEA (if training addresses the instruction of students with disabilities of fits into CEIS activities) • Education Excellence Funds (EEF)
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Additional information on use of [program funds](#)

FOCUS AREA: PREPARING CHILDREN FOR KINDERGARTEN



EARLY CHILDHOOD



CONSIDER YOUR NEEDS: PRIORITIZE AREAS FOR EARLY CHILDHOOD IMPROVEMENTS.

REFLECTION QUESTIONS	DATA
<p>From a Lead Agency Perspective:</p> <ul style="list-style-type: none"> How aligned was the 2015-2016 plan with the outcomes (i.e., completion of CLASS observations)? Were all Fall 2015 CLASS observations completed and feedback provided to partners? When compared to the third party, how accurate were the local observers? What trends may be observed in the observation results? How coordinated are the Network community's enrollment and funding processes? What is the gap between the families that request slots and those who are served? <p>From a Program Perspective:</p> <ul style="list-style-type: none"> What do the program's CLASS observation results indicate about areas of needed focus, specifically in instructional domains? What curriculum is used? What assessments are used? To what degree do the tools used (e.g., curriculum, assessment) align with each other and the standards? Is the program fully enrolled based on the funding allocations? 	<ul style="list-style-type: none"> Fall CLASS Observations Districts should have the following on file: <ul style="list-style-type: none"> Community Network Annual Plan (From 2015-2016 RFA) CLASS Observation Schedule Coordinated Enrollment Plan Coordinated Funding Request Child Counts (October 2015/ February 2016) Additional Performance Profile Data may be accessed via Teaching Strategies GOLD system



KEY PLANNING DECISIONS: MAKE FINAL EARLY CHILDHOOD PLANNING DECISIONS.

KEY PLANNING DECISIONS	RESOURCES
<p>Lead Agency</p> <ul style="list-style-type: none"> Establish a system for conducting accurate CLASS observations and providing feedback twice each year for all publicly funded classrooms Lead Coordinated Enrollment and Funding Request processes that increase ease of access for families <p>Program (e.g., LA4)</p> <ul style="list-style-type: none"> Understand areas for instructional growth based on CLASS results Choose curriculum, assessments, and professional development (guidance in the High-Quality Instruction focus area) Participate in Coordinated Enrollment and Funding Requests, filling all slots and offering more as needed 	<ul style="list-style-type: none"> Early Childhood Guidebook: Preparing Children for Kindergarten: Strengthening Early Childhood Community Networks Performance Profile Learning Year Tools for CLASS Observation Systems Coordinated Enrollment Tools Coordinated Funding Guide Fall CLASS Results Instructional Reviews For resources around assessment, curriculum, and professional development, refer to page 5.



FUNDING CONSIDERATIONS: USE A DIVERSE SET OF FUNDS TO SUPPORT YOUR INITIATIVES.

From a Lead Agency Perspective:

- Lead Agency RFA (Available spring 2016)
- Child Care Support RFP (Available spring 2016)
- Child Care Curriculum Initiative (Available spring 2016)

From a Program Perspective:

- Cecil J. Picard LA4 Early Childhood Program
- Title I funds (contingent on alignment of activities to [school-wide plans](#))
- Title II (for activities that include professional development)
- NSECD
- PreK Development Grant
- 8(g) Block Grant
- CCAP
- Head Start/Early Head Start
- IDEA Part B/IDEA 619 Preschool (for activities for students with disabilities)
- Additional information on use of [program funds](#)



FOCUS AREA: CREATING A PATH TO PROSPERITY FOR EVERY STUDENT



HIGH SCHOOL



CONSIDER YOUR NEEDS: PRIORITIZE AREAS FOR HIGH SCHOOL PATHWAY IMPROVEMENTS.

REFLECTION QUESTIONS	DATA
<ul style="list-style-type: none"> How are districts using the data provided to guide students with their professional school counselors and guardians to making informed decisions around pathways? How are professional school counselors and administrators trained and supported to analyze and use data to establish student pathways? What AP and Jump Start courses are most appropriate for the district to expand as options for students in the next year? How are districts communicating funding options for students as they plan for their post-secondary options? 	<ul style="list-style-type: none"> ACT® Aspire, ACT® Plan®, Explore®, and WorkKeys® test results CLEP, AP/IB, Dual Enrollment passage rates ACT/PLAN World of Work Career Inventories FAFSA Completion Reports Validate TOPS/TOPS TECH Eligibility Act 833 Potential Eligibility Report (Released Summer 2016) AP/Jump Start Potential Report (Released Summer 2016)



KEY PLANNING DECISIONS: MAKE FINAL HIGH SCHOOL PATHWAY PLANNING DECISIONS.

KEY PLANNING DECISIONS	RESOURCES
<ul style="list-style-type: none"> Ensure each junior has determined his or her diploma pathway and courses and completed an Individual Graduation Plan Schedule each student in appropriate coursework Leverage Course Choice to fill vacancies in student scheduling where courses are needed for graduation Track and Support each student with FAFSA completion 	<ul style="list-style-type: none"> High School Student Planning Guidebook: A Path to Prosperity for Every Student (updated March 15, 2016) All Things Jump Start Web Portal Individual Graduation Plan Tools Transitional 9th Grade Policy Guidance The Louisiana Department of Education Counselor Assistance Center: 1-877-453-2721; SCA@la.gov Louisiana Office of Student Financial Assistance - TOPS/TOPS TECH Financial Aid - FAFSA AP/Jump Start Potential letters (Released Summer 2016)



FUNDING CONSIDERATIONS: TO SUPPORT HIGH SCHOOLS

<ul style="list-style-type: none"> Career Development Funds Supplemental Course Allocation Carl D. Perkins (if the activities support CTE) Title II (if the activities are professional development for teachers and leaders) 1003A (if a school is identified as eligible and the activities align with the school improvement plan) IDEA (if training addresses the instruction of students with disabilities of fits into CEIS activities) Title I funds (contingent on alignment of activities to school wide plans) Education Excellence Funds (EEF) 8(g) Block Grant

Additional information on use of [program funds](#)

APPENDIX A: THE DISTRICT PLANNING PROCESS

Preparing for a new school year begins with reflecting on the progress and gaps from the previous year. To support districts with this work, the Department will release resources, provide training through the District Collaborations, and prepare Network Teams to provide individualized support. In preparation for the 2016-2017 school year, the Department will provide support in three phases.

PHASE 1: REFLECTING (JANUARY–FEBRUARY):

Network and districts will review Department-released data reports to identify areas of student and educator growth and needed areas of future focus. Districts and networks will then prioritize areas for the planning process.

PHASE 2: PLANNING (FEBRUARY–MAY):

Districts make key planning decisions across focus areas in preparation for the 2016-2017 school year. The team will also determine which funds are available to support the priorities, including any key grant applications.

PHASE 3: COMMUNICATING (APRIL–JUNE):

Districts begin meeting with schools and teachers to share the academic vision for 2016-2017 and releasing to district planning teams key guidance and resources.

To support each phase of this work, the Department will lead a collaboration and release a key set of resources, and networks will set up individualized support time in each district.

JANUARY–FEBRUARY	FEBRUARY–MAY	APRIL–JUNE
PHASE 1: REFLECTING	PHASE 2: PLANNING	PHASE 3: COMMUNICATING
COLLABORATION FOCUS		
<p>Networks support/district meetings: Networks work with districts to determine top strengths and gaps in student and workforce data</p> <p>Jan Supervisor Collaborations: Rollout district planning cycle</p>	<p>Networks/district meetings: Networks work with districts to determine top academic priorities based on the strengths and gaps in the data from phase 1 and begin exploring how to fund the priorities</p> <p>March Supervisor collaboration: Final preparation for 2016-2017 school year</p>	<p>Networks/district meeting: Networks work with districts to determine key messages and the best communication channels to share with stakeholders the academic visions</p>
MAJOR RESOURCES RELEASED		
<ul style="list-style-type: none"> • Superintendent and Principal Profiles • Fall CLASS Results • Educator Workforce Report 	<ul style="list-style-type: none"> • eGMS Reports • Principal Fellowship and TAP guidance • Early childhood and benchmark assessment guidance released • All instructional reviews posted • Academic support calendar released • All PD guidance released (spring) 	<ul style="list-style-type: none"> • eGMS opens (April)

APPENDIX B: 2016-2017 SUPPORT STRUCTURES

Beginning with the Teacher Leader Summit in June 2016 the Department will provide the following supports to districts for the 2016-2017 academic school year. The final academic and professional development calendar for 2016-2017 will be released in April.

AUDIENCE	MEETINGS/EVENTS	COMMUNICATION STREAMS	KEY RESOURCES
District & Charter Leaders	<ul style="list-style-type: none"> Quarterly Supervisor Collaboration Events 	<ul style="list-style-type: none"> Weekly district newsletter Early Childhood newsletter Monthly District Planning webinar Monthly Superintendent webinar Monthly Assessment and Accountability webinar Monthly Data Manager call 	<ul style="list-style-type: none"> District + School Support Toolbox INSIGHT Coordinator's Portal
School Leaders	<ul style="list-style-type: none"> Compass Trainings Principal Fellowship TAP trainings Jump Start Convention Quarterly Counselor Collaboratives 	<ul style="list-style-type: none"> AP, CLEP, and High School Planning Guide webinars Monthly Counselor newsletter Ed Connect newsletter 	<ul style="list-style-type: none"> Principal Guidebook Compass Trainings High School Student Planning Guidebook Early Childhood Guidebook
Teacher Leaders	<ul style="list-style-type: none"> Annual Teacher Leader Summit Teacher Leader Collaboration Events (3) Summer Content Institutes Jump Start Super Summer Institute AP College Board PD 	<ul style="list-style-type: none"> Monthly Teacher Leader newsletter Ed Connect newsletter 	<ul style="list-style-type: none"> Teacher Support Toolbox Teacher Leader page Teacher Leader programs page 2016-2017 Professional Development Vendor Guide



APPENDIX C: GUIDANCE ON DATA PRIVACY

DECISIONS TO MAKE AROUND PLANNING

1. Confirm districts have complied with student privacy legislation by taking the actions described in [Louisiana's Plan to Protect Student Privacy](#) (see checklist on p. 3). LEAs should focus on the following milestones for the remainder of the 15-16 school year:
 - » **Continue to assign and resolve Secure IDs** for all students enrolled in Louisiana public schools.
 - » **Download the remaining data sharing addendums** [here](#) and sign, scan, and email the signed copy to LDEData@la.gov.
 - » **Collect and report parental consent** to LDE for all students in grades 8-12.
 - » **Complete remaining data submissions** to LDE as permitted by law.
 - » **Prepare teachers and principals** to verify rosters and set SLTs without student PII.
2. Create a comprehensive privacy plan that complies with state and federal privacy laws and incorporates best practices to protect sensitive student and teacher data
3. Train educators on the district's privacy plan
4. Communicate with parents and the public about the district's privacy plan

RESOURCES TO SUPPORT PLANNING

- [Louisiana's Plan to Protect Student Privacy](#)
- [FERPA Model Notice for Directory Information](#)
- [Quarterly Supervisor's Collaboration Trainings](#)
- [LOSFA and BOR parental consent form](#)
- [Parental consent guidance and systems documentation](#)
- [Template parental consent form](#)
- [Standard contract language from St. Tammany Parish](#)
- [Louisiana Secure ID file format](#)
- [SIS and STS record layouts](#)

FUNDING CONSIDERATIONS

- Title I funds (contingent on alignment of activities to school wide plans or to school and district accountability)
- Title II (if teachers need to be trained for implementation)
- Title III (if activities address the instruction of ELL students)
- IDEA (if activities address the instruction of students with disabilities of fits into CEIS activities).



APPENDIX D: COMMUNICATION GUIDANCE

Once LEAs have finalized their academic vision for the 2016-2017 school year, it is important to communicate this vision with district and school leaders, teachers, parents and sometimes students. The following chart outlines the major decisions that need to be communicated to key stakeholders and a suggested timeline for when it's best to share this information with these groups.

KEY DECISIONS TO COMMUNICATE	AUDIENCE	WHEN TO COMMUNICATE
Selection of curriculum for 2016-2017	School Board, principals, teachers and counselors	By May 2016
Selection of benchmark assessments and administration timeline for 2016-2017	School Board, principals, teachers and counselors	By May 2016
Professional development plan and calendar for 2016-2017	School Board, principals, teachers and counselors	By May 2016
District and School Calendar: Parent Facing	Principals, teachers, parents and students	Prior to conclusion of 2015-2016 school year
Final evaluation results for 2015-2016	Principals, teachers and counselors	Teachers and counselors: Summer 2016 Principals: Fall 2016
Workforce decisions for 2016-2017	District staff, principals, and teachers	Prior to conclusion of 2015-2016 school year
Spring 2016 assessment results	Principals, teachers, counselors, parents and students	June 2016
Benchmark assessment decisions for 2016-2017	Principals and Teacher Leaders	August 2016

