Academic Strategy & School System Support for 2019-2020
School Improvement in 2018-2019
Focus Areas for 2018-2019 School Year

In preparation for 2018-2019, districts built plans for their CIR schools to achieve our vision for students.

These plans focused on:

1. Identifying a high quality English and math curriculum for all students
2. Ensuring all English and math teachers are trained on the curriculum by a high quality vendor
3. Observing and providing feedback to teachers using content-specific observation tools to support curriculum implementation
Learnings from the 2018-2019 School Year

Observations showed that 95% of English and math teachers are using the high quality curriculum in their classrooms. This is an impressive accomplishment for the first year of implementation of ESSA plans.

However, we also noticed two other important trends:

1. Students are not yet spending the majority of class time reading, writing and solving curriculum-based tasks
2. Teachers are not yet getting to the most complex part of the lesson or unit which represents learning at the level of the standard
Preparing for the 2019-2020 School Year

To ensure students are doing the majority of the work and that teachers are fully prepared to deliver high quality lessons to all students, Comprehensive Intervention Required (CIR) and Urgent Intervention Required (UIR) schools included the following in their ESSA Plans:

1. Identifying high quality curriculum in English and math
2. Ensuring all teachers receive training on the use of the curriculum
3. Increasing school-based capacity to support teachers through:
   a. Content Leaders and Intervention Content Leaders
   b. Mentor Teacher cadres
4. Providing increased support for school principals to support teachers
2019-2020 Louisiana Strategy
Every day, all students are in schools that treat them with dignity and respect and where they have the opportunity to...

- **build** knowledge of the world,
- **read** meaningful texts,
- **express** ideas through writing and speaking, and
- **solve** complex problems.
In order to achieve these goals, teachers are fully prepared to deliver high-quality instruction every day and are supported by...

**Principals, Content Leaders, and Mentor Teachers**
- use observations, common planning time, and coaching to support teachers

**School Systems**
- create supportive structures to facilitate teacher preparation and student learning

**The Louisiana Department of Education**
- provides tools and resources to support school systems in executing academic plans
In order to ensure **students** do the majority of the work everyday,

1. **All Teachers**—including special education, English language, and reading interventionists—are fully prepared to deliver high quality lessons.

2. **Principals**, **leadership teams**, **content leaders** and **mentor teachers** use classroom observation, common planning time, and one-on-one coaching to support each teacher to deliver high quality lessons.

3. **School systems** support principals and school teams as they provide support to teachers.

4. The **Department** supports school systems to execute their improvement plans.
What Do You See Students Doing?

**Students** do the majority of the work everyday.

<table>
<thead>
<tr>
<th>What is currently happening in 18-19?</th>
<th>What do you want to see happening in 19-20?</th>
</tr>
</thead>
<tbody>
<tr>
<td>During class time, students are...</td>
<td>During class time, students are...</td>
</tr>
<tr>
<td>● Using high quality materials</td>
<td>● Spending the majority of time reading, speaking, writing and solving curriculum-based tasks</td>
</tr>
<tr>
<td>However, students are also:</td>
<td></td>
</tr>
<tr>
<td>● Responding to questions that require 1-2 sentence answers</td>
<td></td>
</tr>
<tr>
<td>● Watching teachers solve problems and copying the work off the board</td>
<td></td>
</tr>
</tbody>
</table>

*What else are you seeing in your school(s)? Enter your thoughts in the note catcher (Table 1).*
**Vision for Students**

*Students* do the majority of the work everyday.

<table>
<thead>
<tr>
<th>In English, students are</th>
<th>In math, students are</th>
</tr>
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<tbody>
<tr>
<td>● Reading grade level texts</td>
<td>● Solving curriculum-based math problems</td>
</tr>
<tr>
<td>● Explaining their ideas about the text through writing and speaking using high quality curriculum-based tasks</td>
<td>● Explaining their reasoning for solutions through writing and speaking</td>
</tr>
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In order to ensure students do the majority of the work everyday,

1. **All Teachers**—including special education, English language, and reading interventionists—are fully prepared to deliver high quality lessons.

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What Do You See Teachers Doing?

All Teachers—including special education, English language, and reading interventionists—are fully prepared to deliver high quality lessons.

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<td>During planning, teachers are...</td>
<td>During planning, teachers are...</td>
</tr>
<tr>
<td>● Reviewing the curriculum in advance</td>
<td>● Planning for the upcoming unit and lesson</td>
</tr>
<tr>
<td>However, teachers are not consistently:</td>
<td>● Reading all texts prior to teaching the unit and lesson</td>
</tr>
<tr>
<td>● Reading all the texts or solving all the math problems within the lesson</td>
<td>● Solving key math problems prior to teaching the unit and lesson</td>
</tr>
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What else are you seeing in your school(s)? Enter your thoughts in the note catcher (Table 1).
All Teachers—including special education, English language, and reading interventionists—are fully prepared to deliver high quality lessons.

During planning, teachers are

- Planning for the unit:
  - Identify what students should be able to do at the end of each unit
  - Explain how every lesson contributes to meeting the unit goals

- Planning for the lesson:
  - Identify what students should be able to do at the end of the lesson
  - Prepare to deliver each component of the lesson so that students achieve at grade level
In order to ensure students do the majority of the work everyday,

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What Do You See School Leadership Doing?

Principals, leadership teams, content leaders and mentor teachers use classroom observation, common planning time, and one-on-one coaching to support each teacher to deliver high quality.

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<th>What is currently happening in 18-19?</th>
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<tr>
<td>School leadership are:</td>
<td>School leadership are...</td>
</tr>
<tr>
<td>● Ensuring all teachers have access to high quality curriculum</td>
<td>● Ensuring all teachers have access to high quality curriculum</td>
</tr>
<tr>
<td>However, school leadership are not consistently:</td>
<td>● Ensuring all teachers receive foundational training on high quality curriculum</td>
</tr>
<tr>
<td>● Ensuring all teachers receive foundational training on high quality curriculum</td>
<td></td>
</tr>
</tbody>
</table>

What else are you seeing in your school(s)? Enter your thoughts in the note catcher (Table 2).
Principals, leadership teams, content leaders and mentor teachers use classroom observation, common planning time, and one-on-one coaching to support each teacher to deliver high quality.

<table>
<thead>
<tr>
<th>Role</th>
<th>Focus</th>
<th>Tool</th>
</tr>
</thead>
</table>
| Principals & School Leadership Teams      | ● Ensure every teacher has foundational training on the curriculum, common planning time, regular observations and one-on-one coaching  
● Lead common planning time focused on learning units/lessons  
● Observe instruction using the classroom observation tools | Common Planning Time Tool  
Classroom Observation Tools |
| Content Leaders                           | ● Provide professional development to teachers using turnkey session materials  
● Lead common planning time focused on learning units/lessons | Content Leader Modules |
| Mentor Teachers                           | ● Coach teachers on planning and delivery of instruction               | One-on-one coaching |
In order to ensure *students* do the majority of the work everyday,

1. **All Teachers**—including special education, English language, and reading interventionists—are fully prepared to deliver high quality lessons.

2. **Principals, leadership teams, content leaders** and **mentor teachers** use classroom observation, common planning time, and one-on-one coaching to support each teacher to deliver high quality lessons.

3. **School systems** support principals and school teams as they provide support to teachers.

4. The **Department** supports school systems to execute their improvement plans.
The Role of School System Leadership

School systems support principals and school teams as they provide support to teachers.

<table>
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<th>School systems ensure that</th>
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<tbody>
<tr>
<td><strong>All teachers</strong></td>
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<tr>
<td>● Have high quality curriculum materials</td>
</tr>
<tr>
<td>● Receive foundational training on high quality curriculum through vendors or content leaders</td>
</tr>
<tr>
<td>● Submit annotated lesson plans instead of teacher written plans</td>
</tr>
<tr>
<td><strong>School leadership</strong></td>
</tr>
<tr>
<td>● Has a leadership team to lead common planning, observe teachers and provide one-on-one coaching</td>
</tr>
<tr>
<td>● Builds a master schedule that includes common planning time</td>
</tr>
<tr>
<td><strong>School Systems</strong></td>
</tr>
<tr>
<td>● Models use of classroom and common planning time observation tools</td>
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➔ What stands out about the **school system focus areas** for supporting all teachers?
➔ What is the status of these focus areas in your school system/school?
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The Every Student Succeeds Act (ESSA)

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

The Department defines struggling schools as:

- **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
In order to support teachers, school leadership and school system leadership, the Department will provide trainings, ongoing support, and produce tools.

<table>
<thead>
<tr>
<th>Trainings</th>
<th>Ongoing Support</th>
<th>Tools</th>
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<tr>
<td>● Teacher Leader Summit</td>
<td>● During the summer — Networks will support districts to implement 2019-2020 school system plans</td>
<td>● Classroom Observation Tools (ELA K-2/3-12, math)</td>
</tr>
<tr>
<td>Principal Track</td>
<td>● During the school year — Networks will observe classrooms and common planning time</td>
<td>● Common Planning Time Tool</td>
</tr>
<tr>
<td>● School Support Institutes</td>
<td></td>
<td>● Climate and Culture Tool</td>
</tr>
<tr>
<td>● Content &amp; Intervention Content Leader Trainings</td>
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<td></td>
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<tr>
<td>● Mentor Teacher Trainings</td>
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<tr>
<td>● Super App Launch Event and Collaboratives</td>
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The School Support Institutes will help school leadership teams ensure teachers are fully prepared to deliver high quality lessons.

Participants will choose one of three pathways for the entire training sequence:

1. Effective common planning
2. Observation and feedback
3. Building leadership

Each school system and school will be assigned to and attend all three sessions of their cohort.

When:
Session 1: September/October
Session 2: November
Session 3: February

Who:
School leader and two leadership team members from each CIR/UIR-A school
Districts leadership teams that work directly with CIR/UIR-A schools*

*School systems that have no CIR/ UIR-A schools will be allotted two district-level
New in 2019-2020: 
**Intervention Content Leader Training**

Intervention Content Leaders are school-based educators and administrators who receive nine days of high-quality, professional development on how to support students who struggle in English and math.

Every UIR-A school will have two content leaders—one teacher and one administrator.

**When:**
Content leader training begins in late June and concludes in December

**Who:**
An administrator and a teacher from each UIR-A school
Content Leaders are school-based educators who receive nine days of high-quality, content-specific professional development.

Content Leaders are trained to redeliver six ELA content modules (36 hours) and six math content modules (36 hours). These modules are focused on supporting teachers to learn and deliver a high quality curriculum.

Every CIR school will have one ELA content leader and one math content leader.

**When:**
Content leader training began in late June and will conclude in December

**Who:**
Teachers from all CIR schools
Mentor Teachers receive nine days of professional development to coach and support new, struggling, and resident teachers in their school system.

By September 1, 2020 the Mentor Teacher Ancillary Certificate will be required for anyone hosting an undergraduate or post-baccalaureate resident.

Every CIR school will have one Mentor Teacher.

When: Mentor Teacher training begins in late June and concludes in February

Who: Teachers from all CIR schools
In 2018-2019, Louisiana launched the first Super App through which $40M in competitive funds were disbursed to improve CIR and UIR schools.

The Department will launch the 2020-2021 planning process and Super App in November.

Additional details on next year's Super App process will be shared in the fall.

**When:**
November 4, 7, 8 in Baton Rouge
November 12 in Ruston

**Who:**
School system supervisors and other school system staff
Tools
The Department developed a series of tools to help ensure teachers are fully prepared to deliver high quality lessons.

**Overview**

The Department developed a series of tools to help ensure teachers are fully prepared to deliver high quality lessons.

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| Principals & School Leadership Teams | • Ensure every teacher has foundational training on the curriculum, common planning time, regular observations and one-on-one coaching  
                                     • Lead common planning time focused on learning units/lessons  
                                     • Observe instruction using the classroom observation tools             | Common Planning Time Tool  
                                                                                       Classroom Observation Tools |
| Content Leaders             | • Provide professional development to teachers using turnkey session materials  
                                     • Lead common planning time focused on learning units/lessons           | Content Leader Modules |
| Mentor Teachers             | • Coach teachers on planning and delivery of instruction               | One-on-one coaching |
Take 15 min to read each tool and consider these questions:

1. **What is the purpose of this tool?**

2. **Given the purpose, what does that mean you would want to see teachers and students doing?**

Capture your responses in your note catcher (Table 3).
Deep Dive

Take 10 minutes to outline a plan for using the tools:

1. **When will you use each tool?**
2. **Who will use them?**
3. **How will you collect and use the data captured from the observations?**

Capture your responses in your note catcher (Table 4).
Next Steps
Key Actions for July/August

For Schools
- Finalize leadership team
- Attend foundational curriculum training
- Build schedule for common planning time
- Sign up leadership team for School Support Institutes
- Download LDOE observation tools

For Districts
- Secure curricula and professional development approved in Super App
- Set yearly calendar for Content Leader module redelivery
- Sign up for School Support Institutes
- Download LDOE observation tools
Take a moment to document any additional next steps for this component of the principal track in your note catcher (Table 5).

<table>
<thead>
<tr>
<th>Principal Track Objectives</th>
<th>Principal Track Core Sessions</th>
</tr>
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</table>
| Understand the **math and ELA curricula** and how to support teachers to deliver high quality lessons | ● Curriculum Implementation for ELA  
● Curriculum Implementation for Math |
| Understand how to utilize **Content Leaders and Mentor Teachers** | ● Using Intervention Content Leaders  
● Using Content Leaders  
● Improving Instruction through Mentor Teachers |
| Understand the overall approach to **school system support** for 2019-2020 | ● Academic Strategy and School System Support for 2019-2020 |
Thank you!

Please contact your network leader
or districtsupport@la.gov with any questions.