



SCHOOL SUPPORT **INSTITUTES**

Academic Strategy for 2020-2021

Session Goals

This session's goals are to:

- Review Louisiana's plan for school improvement
- Gain a high-level understanding of the impact of the academic strategy from 2019-2020
- Understand the 2020-2021 vision for improving schools and students and how the academic strategy supports this vision
- Review how priorities are being implemented for 2020-2021

Agenda

- I. Louisiana's Vision and Strategy from 2018-2020
- II. Louisiana's Vision and Strategy for 2020-2021
- III. 2020-2021 Implementation
- IV. Implementation Support
- V. Closing

Louisiana students are *smart* and *capable*.



The percent of centers that serve at-risk children, that scored **Proficient and above**, has **grown 15%** since the inception of Louisiana's early childhood rating system.



The percent of students scoring **Mastery and above** on LEAP ELA and math tests has **increased 15%** since 2013.



Since 2012, the number of students scoring a **21 or higher** on the ACT has **increased by nearly 40%**.



5,000 more students graduated in the class of 2018 than in the class of 2012.



Since 2012, the number of students earning **AP credit for college** has **increased by 167%**.

Every day in Louisiana, educators are committed to making sure that all students and schools have the opportunity to grow and thrive.

By 2025, Louisiana's K-12 education system will...



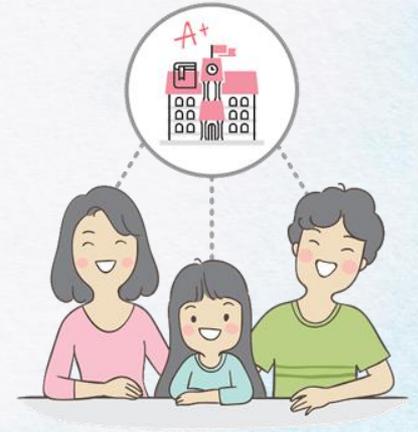
ensure students are ready for the next level of study,



give all students access to the same opportunities as their peers across the country,



require comprehensive support for struggling schools and groups of students, and



provide families and communities with an accurate picture of school, center, and system performance and quality.

Louisiana's Vision and Strategy from 2018-2020

School Improvement

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. LDOE approves or rejects these strategies and ultimately intervenes if school improvement efforts fail.



The US Department of Education issued a waiver stating, "Any school that is identified for comprehensive or targeted support and improvement or additional targeted support and improvement in the 2019-2020 school year will maintain that identification status in the 2020-2021 school year and continue to receive supports and interventions consistent with the school's support and improvement plan in the 2020-2021 school year."

School System 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.

2018-2019

Focus of School System Plans	What We Learned
<ul style="list-style-type: none">● CIR schools● High quality ELA and math curriculum● Curriculum training teachers by a high quality vendor● Providing observation feedback on curriculum implementation	<ul style="list-style-type: none">● 95% of teachers were using high quality curriculum.● Teachers weren't teaching the most complex part of the lesson or unit.● Students weren't spending the majority of time reading, writing, and solving tasks.

2019-2020 Academic Focus

The vision for Louisiana's students was created and focused on all students, every day:

- Building knowledge of the world,
- Reading meaningful texts,
- Expressing ideas through writing and speaking, and
- Solving complex problems.

To ensure teachers were prepared to deliver high quality lessons and students were doing the majority of the work, school systems planned for:

- UIR schools;
- Increasing school-based capacity by addressing workforce needs and through Content Leaders, Intervention Content Leaders, Mentor Teachers; and
- Principal support.

2019-2020 Academic Focus

Support aligned to the new vision and strategy shifted to four groups.

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 in delivering high-quality lessons.
3. **School systems** support principals and school teams as they provide support to teachers.
4. The **Department** supports school systems as they execute their improvement plans.

Impact in 2019-2020

Despite the addition of over 200 struggling schools:

- 94% of classrooms are using Tier 1 curriculum,
- 82% of teachers received initial curriculum training, and
- 91% of common planning observations indicate teachers are using Tier 1 curricular materials.

While progress was happening in schools, data showed:

- Students weren't doing the work the majority of the time.
- Teachers weren't receiving enough support to prepare and deliver lessons through common planning.
- Teachers weren't receiving content module redelivery.

Louisiana's Vision and Strategy for 2020-2021

School system leaders across the state build plans to improve their schools.
The **improving school** is one where...



students fully learn grade level content in literacy, math, science, and social studies, demonstrating growth year after year,

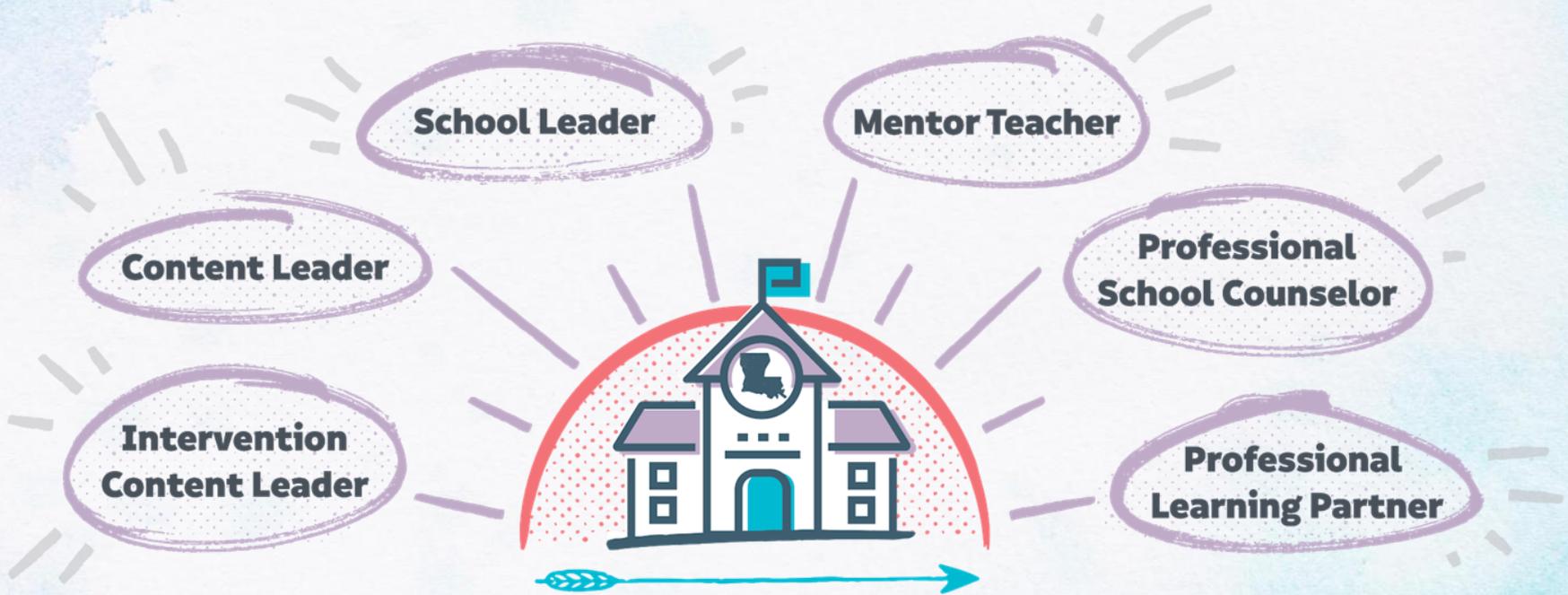


students are on track to high school graduation and ultimately have plans for a funded post-secondary education and job, and



teachers are prepared to deliver high-quality lessons each day that meet the needs of all students.

Each leader within the school plays a role in supporting students and teachers to achieve this vision.



Leaders of improving schools ensure that...



all students are scheduled to learn grade level content alongside their peers,



high school students have access to coursework, experiences, and credentials relevant to life after high school,



all teachers are trained on the use of high-quality curriculum by vendors or school system experts, and



all teachers spend time collaboratively preparing for units and lessons from a high-quality curriculum.

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.

2020-2021 Academic Focus

School systems included the following strategies in their ESSA plan that ensures alignment to the vision of an improving school. In 2020-2021, CIR and UIR-Academics schools will continue to have these requirements:

1. High quality curriculum and assessments in all grades, PK-12, in English and math
2. High quality professional development for all teachers on the selected curriculum
3. Teacher preparation partner to address schools' greatest workforce needs
4. Building school-based expertise through Content Leader, Intervention Content Leader, and/or Mentor Teacher participation

2020-2021 Academic Focus

The following requirements were added for CIR and UIR schools:

1. **Professional Development Plan:** CIR schools have a plan for content module redelivery and unit unpacking.
1. **Post-secondary planning partner:** CIR high schools have a partner to support Individual Graduation Plans (IGPs).
1. **Identified UIR-D school system leader:** School systems have a leader responsible for coordinating the UIR-Discipline planning process.

2020-2021 Academic Focus

Additional Opportunities for Funding

School systems were provided optional opportunities in the areas below.

1. **Science:** School systems can purchase science curricula, the training of teachers on this curricula, and the participation of teachers in Science Content Leaders.
1. **Special Education:** School systems can purchase professional development on specialized supports for schools with a UIR label for the student group with students with disabilities.
1. **Early Childhood:** School systems created their vision and plan to increase access and quality for birth through four-year-old children and received funding to support these plans.

Snapshot of School System Plans

As a result of school system submissions:

- 100% of school systems earned an approved plan.
- LDOE distributed \$41.9M to support these plans.
- Over 300 Mentor Teachers, 400 Content Leaders, and 400 ICLs will be trained at struggling schools.
- About 90% of school systems will be implementing high-quality science curriculum and PD in at least one grade band.
- All CIR high schools will partner with a high quality vendor to support IGP planning.
- All school systems with CIR schools have a PD plan that includes content module redelivery and common planning time to unpack and plan for units.
- 70 school systems with UIR-A SWD schools will receive PD on specialized supports.
- 600 birth through three-year-old seats will be added to childcare sites this year.

Strong Start 2020

In March, Louisiana's schools closed in response to the COVID-19 pandemic. In anticipation of school facility closure or modified operations in the coming year, **the Department is focused on ensuring that school systems are prepared for a strong start to the 2020-2021 academic year.**

School systems' plans, submitted through the Super App process, set a coherent academic foundation. The continuation of those plans must adjust for future context, so the Department released guidance and funding to provide quality and consistency of instruction and access to continuous learning in safe, healthy facilities.

School systems should focus on ensuring a **strong start** for every student and **continuous education planning** for the 2020-2021 school year.



- ✓ Identifying student needs
- ✓ Plans for every student
- ✓ Support for high school students and graduates

- ✓ 1:1 device and internet access
- ✓ A strategic communications plan
- ✓ Versatile delivery methods
- ✓ Adaptive staffing models
- ✓ Flexible and opportunistic calendars and school schedules

2020-2021 Implementation Priorities

Implementation Priorities

The Implementation Priorities outline the shifts in actions aligned to the 2020-2021 vision, roles, and academic strategy in the areas below.

1. K-2
2. Grades 3-12 ELA, Math, and Science
3. Content Leader, Intervention Content Leader, Mentor Teacher
4. Individual Student Graduation Planning

K-2 Implementation

New Implementation Actions in 2020-2021

In ELA, teachers:

- Actively monitor student learning and provide feedback on student work.

In Math, teachers:

- Actively monitor student learning and provide feedback on student work.
- Provide experiences for students to develop mathematical understanding and vocabulary.
- Provide opportunities for students to solve real-world problems through writing and speaking.

Grades 3-12 ELA, Math, and Science Implementation

New Implementation Actions in 2020-2021

Teachers prepare for unit delivery with a focus on:

- Starting with grade-level curriculum and incorporating unfinished learning into learning sequence where aligned.

Teachers prepare for individual lessons with a focus on:

- Identifying potential misconceptions and where students will struggle and plan for how to support students.

Teachers deliver on grade-level instruction using a high quality curriculum with a focus on:

- Daily and year-long pacing being on track.
- Monitoring student learning and providing feedback.

Content Leader Implementation

New Implementation Actions in 2020-2021

- Science Content Leaders are selected and attend training.
- ELA, Math, and Science Content Leaders redeliver content modules according to the school system's or school's professional development plan.

Intervention Content Leader Implementation

New Implementation Actions in 2020-2021

Intervention Content Leaders:

- Support unit and lesson study for common planning time with a focus on students with unfinished learning.
- Collaborate with ELA, Math, EL, and Special Education teachers to understand content and connected supports.

Mentor Teacher Implementation

New Implementation Actions in 2020-2021

Mentor Teachers:

- Schedule frequent observations of new teachers and/or residents
- Establish continuous coaching cycles with mentees, inclusive of collecting information about performance, setting goals, providing structured support
- Ensure post-baccalaureate candidates receive 5 hours per week of mentoring

Student Graduation Planning Implementation

Implementation Actions in 2020-2021

Counselors:

- Collaborate with a post-secondary planning partner to ensure all 9th grade students have a plan inclusive of coursework through 10th grade.
- Ensure IGPs are reviewed and revised twice a year for all students in grades 9-12.

Strong Start 2020 Implementation

Implementation Actions in 2020-2021

School leaders ensure:

- Students with the most significant learning gaps have an individual plan of support.
- All students receive high quality instruction during modified operations.
- High school students continue on their paths to graduation and a successful post-secondary transition.
- Teachers connect with every student daily and provide feedback on student work at least weekly.
- Professional learning is provided, including training for all teachers on distance learning protocols and methods.

Implementation Support

All teachers are fully prepared to deliver high-quality instruction every day and are supported by...



*Principals, Leadership Teams,
Content Leaders, and Mentor Teachers*



School Systems



The Louisiana Department of Education

Principals, Leadership Teams, Content Leaders, and Mentor Teachers use classroom observation, common planning time, and one-on-one coaching to support each teacher to prepare for and deliver instruction.



CONTENT
LEADER



MENTOR
TEACHER



Principals

- ✓ Ensure every teacher in the building has foundational training on the curriculum, common planning time, regular observations, and one-on-one coaching as appropriate
- ✓ Execute school plan for improvement

School Leadership Teams

- ✓ Lead common planning time focused on instructional preparation
- ✓ Observe instruction using the classroom observation tools to support teachers with delivering instruction

Content Leaders

- ✓ Redeliver content modules focused on providing teachers foundational knowledge of the curriculum

Mentor Teachers

- ✓ Coach residents, new teachers, and struggling teachers on planning and delivery of instruction

School system leadership ensures principals and their leadership teams have the time, tools, and resources to support teachers to prepare for and deliver instruction.



Time

- ✓ A master schedule that includes time for common planning, observing teachers, and providing one-on-one coaching lead by the school leadership team

Tools

- ✓ Classroom and common planning time observation tools

Resources

- ✓ High-quality curriculum materials and training on those materials to deliver effective instruction daily

The Louisiana Department of Education provides training, support, and tools to support school systems in executing academic plans.



Training

- ✓ Teacher Leader Summit
- ✓ School Support Institutes
- ✓ Super App Launch Events



Support

- ✓ School System Planning Calls
- ✓ Support from Network teams in developing and implementing academic plans



Tools

- ✓ Classroom Support Tools
- ✓ Common Planning Time Observation Tool
- ✓ School Support Structures

Training

Through Teacher Leader Summit and School Support Institutes, school leadership teams receive details on Louisiana's Academic Strategy, initial curriculum training, sessions on the building blocks of an improving school, and training and support in developing a Leadership Action Plan (LAP).

The LAP is built by school leadership teams at School Support Institutes and translates the school system's strategic plan to the school level. It lays the foundation for these elements:

- Developing an Instructional Leadership Team;
- Implementing district PD plans and coordinating professional learning partner support;
- Establishing structures for observation and feedback for classrooms and common planning time;
- Effectively utilizing Content Leaders, Intervention Content Leaders, and Mentor Teachers; and
- Developing strategies to support all students.

Support

Network teams support school systems in implementing strategic plans by helping school leaders achieve summer milestones, ensuring school support structures are in place, and providing observation and feedback in CIR and UIR-A schools.

Summer milestones track the most important actions aligned to school roles and the LAP prior to the start of school.

School support structures are implemented during the year and are aligned to the ideal state of each element of a school's LAP.

Observation and feedback are provided through the use of LDOE's classroom, common planning, and IGP tools.

Tools

LDOE provides four tools for schools systems to use to observe implementation of priorities.

- [K-2 Classroom Support Tool](#)
- [3-12 Classroom Support Tool](#)
- [Common Planning Support Tool](#)
- School Support Structures

Classroom Support Tools

As the academic strategy has evolved, our observation tools have shifted in two ways:

1. ELA, Math, and Science are included in each tool.
2. Both tools are aligned to three indicators.
 - a. Teachers will **effectively deliver high-quality instruction** by purposefully planning using annotated lessons, following guidance of teacher notes, and keeping pacing on track.
 - b. All students are **actively engaged** by responding to problems and discussing the work with others from the curriculum.
 - c. Teachers **actively monitor learning and provide feedback** to students.

Common Planning Support Tool

The Common Planning Support Tool now includes:

- An additional indicator of all teachers planning for supports for students.
- Best practices for lesson or unit unpacking in ELA, math, and science.
- Identifying the trained leader of common planning time.

Closing

Takeaways

- All school systems submitted an approved strategic plan that focuses on supporting struggling schools aligned to Louisiana's Academic Strategy. School systems' Strong Start 2020 plan is aligned to already built strong, coherent plans and provides adaptations for ensuring a strong start for every student and a continuous education plan.
- While the majority of schools are using high quality curriculum, receiving high quality professional development, and preparing for lessons during common planning, there is more work to be done to ensure students are doing the majority of the work and teachers are prepared to deliver high quality instruction every day.
- The leaders within a school play a crucial role in achieving the vision and implementing the strategy for students and teachers.
- Implementation priorities outline actions that support K-2 ELA and math; 3-12 ELA, math, and science; Content Leaders, Intervention Content Leaders, and Mentor teachers; and student graduation planning implementation.

School System Planning Resources

[School Improvement Library](#)

[School System Planning Guide](#)

[Strong Start Library](#)

[Strong Start 2020 Planning Guide](#)

[Network Teams](#)

Contact your network coach or Em.Cooper@la.gov with any questions.

Up Next: Leadership Action Plan



SCHOOL SUPPORT **INSTITUTES**

School Support Institutes 2020-2021:
Leadership Action Plan
May 26-29, 2020

Objectives

Today, leadership teams of CIR and UIR-A schools will:

- Review the Vision of an Improving School
- Explore the purpose of the School Support Institutes
- Unpack the purpose and elements of the Leadership Action Plan
- Explore the connection between the Leadership Action Plan and Summer Milestones and School Structures

Vision of an Improving School and Role of the Leader

School system leaders across the state build plans to improve their schools.

The **improving school** is one where...



students fully learn grade level content in literacy, math, science, and social studies, demonstrating growth year after year,



students are on track to high school graduation and ultimately have plans for a funded post-secondary education and job, and



teachers are prepared to deliver high-quality lessons each day that meet the needs of all students.

Leaders of improving schools assure that...



all students are scheduled to learn grade level content alongside their peers,



high school students have access to coursework, experiences, and credentials relevant to life after high school,



all teachers are trained on the use of high-quality curriculum by vendors or school system experts, and



all teachers spend time collaboratively preparing for units and lessons from a high-quality curriculum.

School system leadership ensures principals and their leadership teams have the time, tools, and resources to support teachers to prepare for and deliver instruction.



Time

- ✓ A master schedule that includes time for common planning, observing teachers, and providing one-on-one coaching lead by the school leadership team

Tools

- ✓ Classroom and common planning time observation tools

Resources

- ✓ High-quality curriculum materials and training on those materials to deliver effective instruction daily

The Louisiana Department of Education provides training, support, and tools to support school systems in executing academic plans.



Training

- ✓ Teacher Leader Summit
- ✓ School Support Institutes
- ✓ Super App Launch Events



Support

- ✓ School System Planning Calls
- ✓ Support from Network teams in developing and implementing academic plans



Tools

- ✓ Classroom Support Tools
- ✓ Common Planning Time Observation Tool
- ✓ School Support Structures

School Support Institutes

School Support Institutes Year 1

In the Fall of 2019, the Department launched the School Support Institutes. The purpose of the School Support Institutes is to support CIR and UIR-A school-based leadership teams in ensuring teachers plan for and deliver instruction in a way that meets the needs of their students.

To continue supporting this work, the Department will resume the School Support Institutes with leadership teams from CIR/UIR-A schools during the 2020-2021 school year.



Leadership Teams

At the School Support Institutes, participating leadership team members should include:

- the principal who ensures teachers receive appropriate support to plan and to deliver instruction to all students
- a team member who supports teachers in understanding units and lessons within the curriculum and prepares teachers to deliver instruction during common planning time
- a team member who observes teachers regularly and gives feedback on curriculum implementation and classroom instruction.

School Support Institutes Year 2

	Day 1		Day 2	Day 3
Session	Building Blocks	Pathway Specific Sessions: Building Leadership Observation/Feedback Effective Common Planning	Pathway Specific Sessions: Building Leadership Observation/Feedback Effective Common Planning	Pathway Specific Sessions: Building Leadership Observation/Feedback Effective Common Planning
Time	3.5 hours	3.5 hours	7 hours	7 hours
Date	May 2020	Summer 2020	Fall 2020	Winter 2020

In preparation for this scope of work, leadership teams will design strong, school-based academic plans, referred to as **Leadership Action Plans (LAP)**. The purpose of this session is to give you an overview of the **Leadership Action Plan**.

School Support Institutes Day 1

The session entitled **Building Blocks** is the first part of Day 1 of the SSI learning series. Your leadership teams will participate in this virtually, by cohort, this week.

To ensure all participants have the same foundational knowledge to build their **Leadership Action Plan**, this 3.5 hour session is designed to dive deeply into each of the elements and to explore the available Year 1 SSI resources that support its development.



The Department recommends that leadership teams attend their assigned cohorts with their teams to maximize opportunities to collaborate on the development of the LAP.

Leadership Action Plan

Leadership Action Plan (LAP)

Leadership Action Plans will focus on:

- developing an Instructional Leadership Team;
- implementing district PD plans and coordinating professional learning partner support;
- establishing structures for observation and feedback for classrooms and common planning time;
- effectively utilizing Content Leaders, Intervention Content Leaders, and Mentor Teachers;
- and developing strategies to support all students.

The purpose of the Leadership Action Plan is to support school-based leadership teams in creating a step-by-step plan to put systems and structures in place that align with the vision of an improving school. These LAP elements align with the SSI Pathways.

Support for Leadership Action Plan Development

Over the Summer, the Department will support the development of the LAP via the Summer Milestones. Throughout the 2020-2021 school year, the Department will support the implementation of the LAP via the School Support Structures, classroom and common planning time observations.

LAP Element	Summer Milestone	School Support Structure
The Ideal State of an improving school	Foundational steps schools need to take in the summer to ensure success	How Networks track the progress of an improving school

Leadership Action Plan Snapshot

Building Leadership	Observation and Feedback	Effective Common Planning
Establish an Instructional Leadership Team and meeting plan	Train all core teachers on foundational curriculum training and ongoing instructional training (PD Plan)	Schedule Common Planning Time to unpack units and lessons, and address unfinished learning (PD Plan)
Develop a daily schedule allowing time for adequate delivery of all core content	Have a plan to observe classrooms (and common planning time)	Have a plan to observe (classrooms and) common planning time
Identify and use high-quality assessments	Provide Mentor Teachers time to support assigned mentees	Designate time for ICLs to collaborate with ELA, Math, EL, and SPED teachers
Have a professional learning partner plan		Redeliver Content Leader Modules (PD Plan)
Schedule time and make a plan for IGP planning partners to work with students in CIR HS		

Building Leadership

Instructional Leadership Team

LAP	Summer Milestone	School Support Structure
<p>All CIR/UIR-A schools have a defined Instructional Leadership Team with explicit roles (including CL, ICL, MT) and a meeting plan which includes the content, structure, and frequency of those meetings.</p>	<p>Provide a list of members of the Instructional Leadership Team, their roles, and the schedule for convening the leadership team. TAP schools are encouraged to use their existing ILTs.</p>	<p>The school has an Instructional Leadership Team in place that meets every two weeks (at a minimum).</p> <p>The ILT debriefs trends from the last two week of observations, feedback, and common planning time, and then identifies an area of focus based on these trends for the next two weeks.</p>

Daily Schedule

LAP	Summer Milestone	School Support Structure
<p>All CIR/UIR-A schools have a daily schedule that ensures adequate time for delivery of all core curricula, including foundational skills in early literacy.</p> <p>During periods of closure or modified operations, schools should be prepared to provide continuous instruction in core and non-core subjects, including CTE courses. Schools should be prepared to do this virtually, if required.</p>	<p>Provide a copy of the daily schedule that ensures adequate time for delivery of all core curricula, including foundational skills in early literacy.</p>	<p>There is enough time scheduled to sufficiently deliver the high-quality ELA, Math, and Science (if selected in Super App) curriculum.</p>

Assessment

LAP	Summer Milestone	School Support Structure
<p>All CIR/UIR-A schools identify high-quality assessments scheduled throughout the year based on the results of a yearly assessment inventory.</p> <p>Plans should include giving high-quality screeners for students in grades K-2 and high-quality ELA and Math diagnostics in grades 3-HS to assess students' academic needs, post COVID-19, at the beginning of the school year.</p>	<p>Provide a school calendar that identifies the high-quality assessments scheduled throughout the year.</p>	<p>Students who have individual learning plans with significant learning gaps are revisiting this plan throughout the school year.</p>

Professional Learning Partner Plan

LAP	Summer Milestone	School Support Structure
<p>All CIR/UIR-A schools have a professional learning partner plan that includes the following: a list of all of the professional learning partners that will be on their campus, the purpose of the professional learning partner, with whom the professional learning partner will work, and when.</p> <p>Schools should be prepared to do this virtually, if required.</p>	<p>Provide a list of all professional learning partners working on their campus, the purpose of the professional learning partner (area of expertise), with whom the professional learning partners will work, and when.</p>	<p>There is an ongoing collaboration between school staff and professional learning partner that addresses the current professional development needs of the teachers.</p>

IGP Planning Partner

LAP	Summer Milestone	School Support Structure
<p>In CIR high schools, the IGP partner collaborates with school leadership to ensure all high school students have an IGP upon entering high school that outlines: access to coursework, experience, and credentials relevant to life after high school, including AP, IB, DE, internships, and statewide high-value industry credentials. These plans are reviewed and revised twice a year.</p> <p>IGPs should include any changes needed due to interruption of instruction for all students in all schools.</p>	<p>Provide the date of the orientation when the IGP planning partner identified in Super App will meet with their CIR high school.</p>	<p>There is an ongoing collaboration between school staff and the IGP partner to ensure that all high school students have an IGP that is reviewed and revised twice a year.</p> <p>School leaders and the planning partner have participated in an initial meeting.</p> <p>The school and the planning partner have developed a plan to ensure each 9th grade student has an IGP.</p>

Observation and Feedback

School-Level Professional Development Plan

LAP	Summer Milestone	School Support Structure
<p>All teachers in all grade levels and core content areas receive:</p> <ul style="list-style-type: none"> - foundational curriculum training, ongoing instructional training (including addressing students' unfinished learning), - content module redelivery, - opportunities to collaboratively prepare for units and lessons. 	<p>Provide a schedule for foundational curriculum training, ongoing instructional training (including addressing students' unfinished learning), and content module redelivery.</p> <p>Provide a schedule for common planning for all ELA, Math, Science (if high-quality identified in Super App) teachers to collaboratively unpack units and lessons and address unfinished learning with an identified facilitator for all grade levels.</p>	<p>All ELA, Math, Intervention (SPED, EL, and Reading Interventionists), Science (if identified in Super App) and ILT members have received foundational training on the high-quality curriculum.</p> <p>Every teacher has time with peers built into their schedules to plan for upcoming units/lessons.</p>

School-Level Professional Development Plan (con't)

LAP	Summer Milestone	School Support Structure
<p>All teachers in all grade levels and core content areas receive:</p> <ul style="list-style-type: none"> - foundational curriculum training, ongoing instructional training (including addressing students' unfinished learning), - content module redelivery, - opportunities to collaboratively prepare for units and lessons. 	<p>Provide a list of ELA, Math, Intervention (SPED, EL, and Reading Interventionists), and Science (if high-quality identified in Super App) teachers, ILT members, instructional, and administrative staff who need additional support or have not received</p> <ul style="list-style-type: none"> - foundational curriculum training and/or content module redelivery 	<p>Teachers are receiving ongoing Content Leader module redelivery.</p>

Observation Plans

LAP	Summer Milestone	School Support Structure
<p>All CIR/UIR-A school leaders have plans for classroom and common planning time observations that include all subject/grade level assignments, frequency, and feedback.</p> <p>Schools should be prepared to do this virtually, if required.</p>	<p>Provide a copy of the plans and schedule for classroom and common planning time observations that include all subject/grade level assignments, frequency, and feedback.</p>	<p>There is a plan in place for which teachers will be observed and when and how feedback will be provided to the teachers.</p> <p>The ILT has a teacher by teacher plan for how to support each teacher and their needs in implementing curriculum.</p>

Mentor Teachers

LAP	Summer Milestone	School Support Structure
<p>All CIR schools have weekly time scheduled for Mentor Teachers to mentor an individual in need of mentorship, and all undergraduate/post-baccalaureate teachers have appropriate time scheduled with a Mentor Teacher.</p> <p>Schools should be prepared to do this virtually, if required.</p>	<p>Provide a list of Mentor Teachers and the names of the undergraduate/post-baccalaureate teachers they support and a weekly schedule of when they meet to support them.</p>	<p>Mentees are receiving support weekly from their Mentor Teacher. Post-baccalaureate teachers receive a minimum of 5 hours of support weekly.</p>

Effective Common Planning

School-Level Professional Development Plan

LAP	Summer Milestone	School Support Structure
<p>All teachers in all grade levels and core content areas receive:</p> <ul style="list-style-type: none"> - foundational curriculum training, ongoing instructional training (including addressing students' unfinished learning), - content module redelivery, - opportunities to collaboratively prepare for units and lessons. 	<p>Provide a schedule for foundational curriculum training, ongoing instructional training (including addressing students' unfinished learning), and content module redelivery.</p> <p>Provide a schedule for common planning for all ELA, Math, Science (if high-quality identified in Super App) teachers to collaboratively unpack units and lessons and address unfinished learning with an identified facilitator for all grade levels.</p>	<p>All ELA, Math, Intervention (SPED, EL, and Reading Interventionists), Science (if identified in Super App) and ILT members have received foundational training on the high-quality curriculum.</p> <p>Every teacher has time with peers built into their schedules to plan for upcoming units/lessons.</p>

School-Level Professional Development Plan (con't)

LAP	Summer Milestone	School Support Structure
<p>All teachers in all grade levels and core content areas receive:</p> <ul style="list-style-type: none">- foundational curriculum training, ongoing instructional training (including addressing students' unfinished learning),- content module redelivery,- opportunities to collaboratively prepare for units and lessons.	<p>Provide a list of ELA, Math, Intervention (SPED, EL, and Reading Interventionists), and Science (if high-quality identified in Super App) teachers, ILT members, instructional, and administrative staff who need additional support or have not received</p> <ul style="list-style-type: none">- foundational curriculum training and/or content module redelivery	<p>Teachers are receiving ongoing Content Leader module redelivery.</p>

Observation Plans

LAP	Summer Milestone	School Support Structure
<p>All CIR/UIR-A school leaders have plans for classroom and common planning time observations that include all subject/grade level assignments, frequency, and feedback.</p> <p>Schools should be prepared to do this virtually, if required.</p>	<p>Provide a copy of the plans and schedule for classroom and common planning time observations that include all subject/grade level assignments, frequency, and feedback.</p>	<p>There is a plan in place for which teachers will be observed and when and how feedback will be provided to the teachers.</p> <p>The ILT has a teacher by teacher plan for how to support each teacher and their needs in implementing curriculum.</p>

Intervention Content Leaders

LAP	Summer Milestone	School Support Structure
<p>All UIR-A schools have time scheduled for both trained and in-training Intervention Content Leaders to collaborate with ELA, Math, EL, and SPED teachers.</p> <p>Schools should be prepared to do this virtually, if required.</p>	<p>Provide a list of Intervention Content Leaders (trained and in-training) and a schedule of when they will collaborate with ELA, Math, EL, and SPED teachers.</p>	<p>The Intervention Content Leader has clearly defined role in Common Planning and supports teachers in planning for students with unfinished learning.</p>

Summary

Leadership Teams from CIR/UIR-A schools will build a Leadership Action Plan.

The Building Blocks session will unpack each of the elements in the Leadership Action Plan and provide resources and guidance around how to build the Leadership Action Plan.

The development of the LAP will be supported by the Networks via the Summer Milestones.

The implementation of the LAP will be supported by the Networks via the School Support Structures, classroom and common planning time observations.

Next Steps

Next Steps

1. Attend the virtual Building Blocks session with your leadership team.
2. Collaborate with your leadership team to begin developing your school's Leadership Action Plan.
3. Visit the School Improvement Library to access the School Support Institutes Library.
4. Reach out to your Network Coach or delaina.larocque@la.gov with any questions.



SCHOOL SUPPORT **INSTITUTES**

School Support Institutes 2020-2021:
A Guide for Superintendents and
School System Leaders
will begin shortly.