

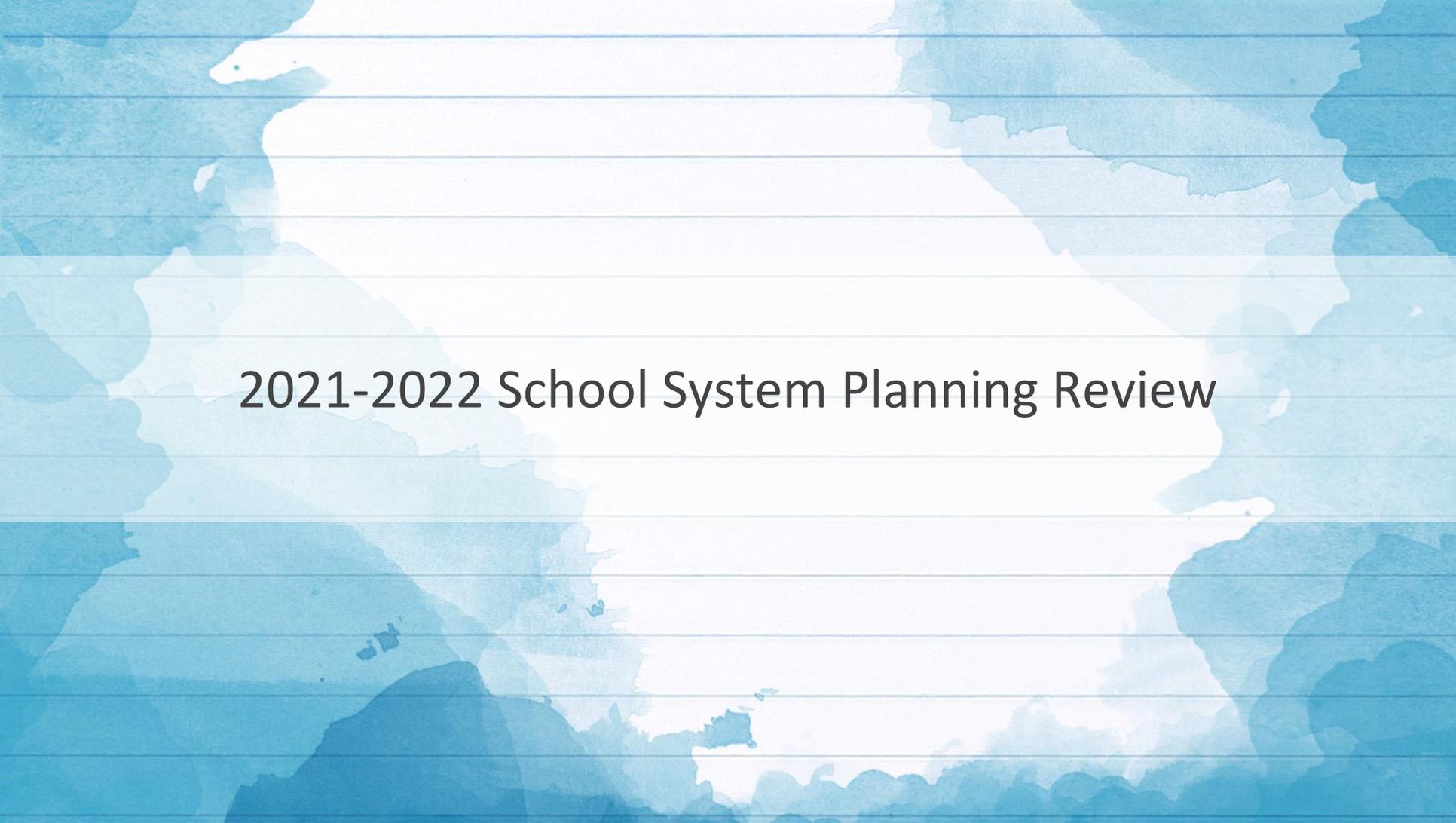
# Louisiana Believes

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Super App Office Hours  
November 13, 2020

# Agenda

- 2021-2022 School System Planning Review
- 2021-22 Super App Application
  - Checklist
  - Key Dates
  - Allocations
  - Nonpublic Data Collection
- 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.



## 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*

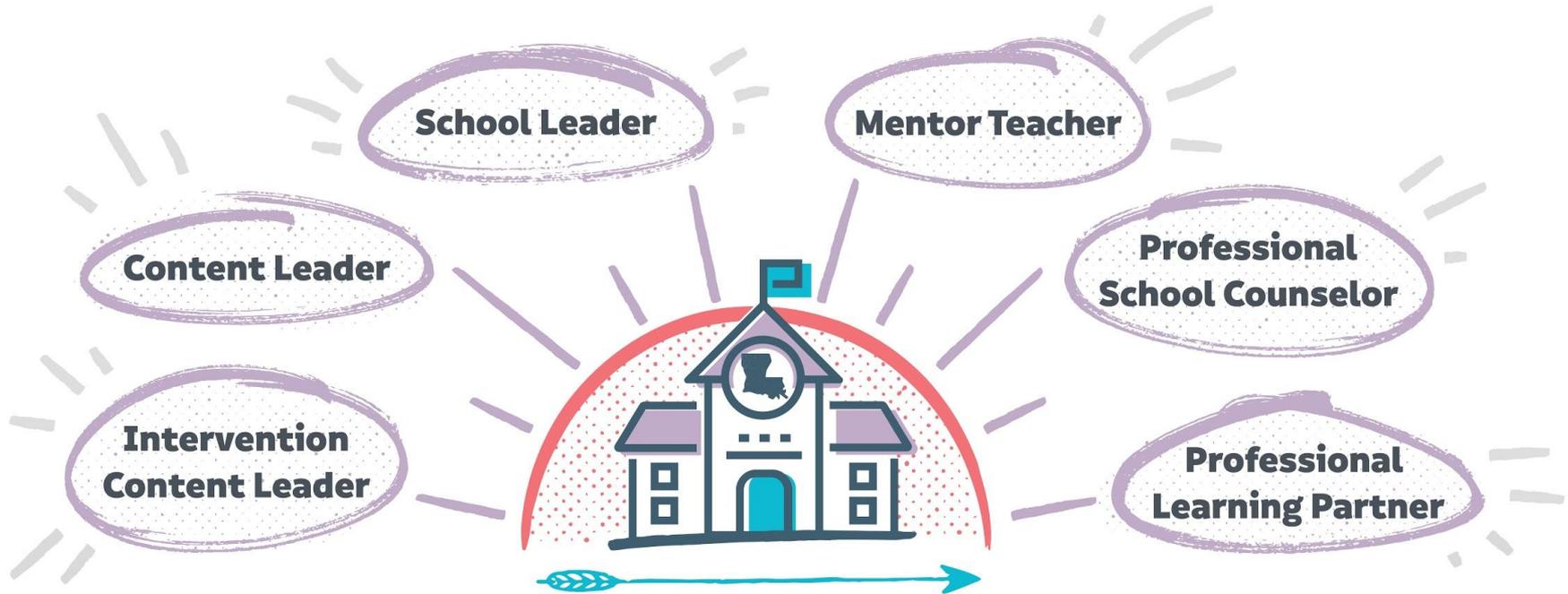
- ✓ **Learning communities are established to provide weekly collaboration time for groups of teachers including core, special education, English language, and reading interventionists.** Teachers and the Instructional Leadership Team plan for the use and implementation of high-quality curriculum, share 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.



# 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:

<b>New or Improved</b>	<b>Priority</b>	<b>CIR</b>	<b>UIR-A</b>	<b>UIR-D</b>
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
Pre-K	<i>Appears if "Other..." is selected</i>
K - 2nd	
3rd - 5th	
6th - 8th	
9th - 12th	

### Contribution with Existing Funds

State/Local	Federal Formula	Funding Request
Provide funding in LEA Systems (LS3.1)		

# 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](mailto:LDOE.grantshelpdesk@la.gov) with questions.

# November Key Actions

This information can be found on page 12 of the [School System Planning Guide](#).

## KEY ACTIONS

**Build Team:** Create a planning team with expertise in the following areas: academic content, assessment, high school programming, workforce talent, diverse student populations, early childhood, federal grant programs, budgeting, and finance.

**Assign Planning Lead:** Select a planning lead who will facilitate regular planning meetings to ensure timely completion of the Super App and who will serve as the primary point of contact for LDOE communications related to Super App.

**Assign CIR/UIR Team Lead(s):** Select a team member to coordinate among decision-makers to complete the CIR/UIR components of the plan and funding requests.

**Assign Super App Workbook Responsibilities:** The planning lead determines the team members responsible for completing each application section in the [Super App Workbook](#).

# 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](#).

# 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	CORE ACADEMICS
<input type="radio"/> ESSA Transfers	<input type="radio"/> Priorities
<input type="radio"/> Title I	<input type="radio"/> High-Quality Curricula
<input type="radio"/> Title I Targeting	<input type="radio"/> High-Quality Professional Development***
<input type="radio"/> Targeting Step 1	<input type="radio"/> High-Quality Assessments
<input type="radio"/> Targeting Step 2	<input type="radio"/> Individual Student Graduation Plan and College and Career Transition
<input type="radio"/> Targeting Step 3	<input type="radio"/> Quality TOPS University Diploma
<input type="radio"/> Targeting - Served Schools	<input type="radio"/> Early Literacy Support
<input type="radio"/> Targeting Step 4	<input type="radio"/> Program Specific Questions
<input type="radio"/> Family Engagement Policy	<input type="radio"/> Carl Perkins
<input type="radio"/> Schoolwide Waiver Request*	<input type="radio"/> Direct Student Services
<input type="radio"/> School Choice	<input type="radio"/> Budget Detail
<input type="radio"/> School Choice Pages 1-5*	
<input type="radio"/> School Choice Expenditures	
<input type="radio"/> Title IV	
	DIVERSE NEEDS
	<input type="radio"/> Priorities

# Key Dates

In addition to the November and December planning actions, there are key administrative dates to note in the coming weeks:

- **Late December:** School systems will receive estimated 2021-2022 allocations of formula funds (ESSA, IDEA, and Perkins) in Super App.
- **January:** School systems can begin budgeting
- **November/December:** Nonpublic data collection

# 2021-2022 Super App Estimated Allocations

The Department will upload *estimated* 2021-2022 ESSA, IDEA, and Perkins formula allocations to the new 2021-2022 Super App by late December.

**Estimated allocations** are 90 percent of the prior year (2020-2021) final allocations.

- School systems will budget these allocations in Super App for the February 5, 2021 deadline.
- The Department will review and approve these budgets by April 2021.
- The grant period for these federal formula funds will begin on July 1, 2021.

# 2020-2021 Super App Final Allocations

The Department will upload final 2020-2021 ESSA, IDEA, and Perkins formula allocations to the current 2020-2021 Super App in late December. To minimize disruption to the amendment process:

- The “submit” function will be turned off from during the time final allocations are uploaded. We will issue a notice on the eGMS landing page when this process is complete and the submit function is turned back on.
- We recommend that school systems do not start amendments during this window since the allocation amounts will be changing.

# 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.

# Questions

# Plan with Support

Support for completing the 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 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](mailto:LDOE.grantshelpdesk@la.gov) and include “Super App” in the subject line.