

# Louisiana Believes

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Louisiana's Academic Strategy

# Agenda

- I. School Improvement
- II. School Improvement through the Years
- III. Implementation
- IV. School System Highlights

# School Improvement



# 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. The Department approves or rejects these strategies and ultimately intervenes if school improvement efforts fail.

## URGENT INTERVENTION NEEDED

**Subgroup performance** equal to "D" or "F" in the current year.

## URGENT INTERVENTION REQUIRED

**Subgroup performance** equal to "F" for 2 years and/or **out of school suspension rates** more than double the national average for 3 years.

## COMPREHENSIVE INTERVENTION REQUIRED\*

**Overall performance** of "D" or "F" for 3 years (or 2 years for new schools) and/or **graduation rate** less than 67% in most recent year.

*\*Beginning in 2018-2019, schools that are UIR for 3 or more years will be identified as CIR.*

# Planning Labels

While any individual school may have multiple designations, each school should focus on the one designation that impacts the most students within the school. This means a school system may manage multiple strategies across schools that are focused on CIR, UIR-Academics and/or UIR-Discipline. 130 out of 183 school systems plan for at least one school with a label. Below is the number of schools per planning label.

| Planning Label | 2019<br>Schools | 2020<br>Schools |
|----------------|-----------------|-----------------|
| CIR            | 276             | 271             |
| UIR-Academics  | 180             | 267             |
| UIR-Discipline | 44              | 33              |
| <b>Total</b>   | <b>500</b>      | <b>571</b>      |

# Vision for Improving Schools

Louisiana's vision for an improving school is one where:

1. Students fully learn grade level content in literacy, math, science, and social studies, demonstrating growth year after year.
2. Students are on track to high school graduation and ultimately have plans for a funded post-secondary education and job.
3. Teachers are prepared to deliver high quality lessons each day that meet the needs of all students.

In preparation for the 2020-2021 school year, school system leaders across the state are building plans to improve their schools.

# School System Planning



## 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.

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# School Improvement through the Years



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# School Improvement in 2018-2019

# Focus Areas for 2018-2019 School Year

In preparation for 2018-2019, school systems built plans for their CIR schools that 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 used the high quality curriculum in their classrooms. This is an impressive accomplishment for the first year of implementation of ESSA plans.**

However, two other important trends were identified.

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



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# School Improvement in 2019-2020

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.

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



*Principals, Content Leaders,  
and Mentor Teachers*

- ✓ using **observations, common planning time, and coaching** to support teachers



*School Systems*

- ✓ creating supportive structures to facilitate **teacher preparation and student learning**



*The Louisiana  
Department of Education*

- ✓ providing tools and resources to **support school systems** in executing academic plans

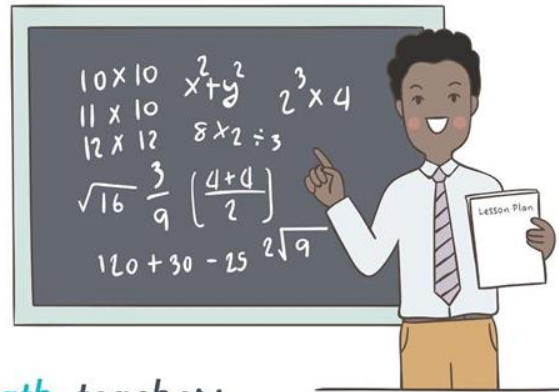


Every day in Louisiana, **teachers** should be prepared to deliver lessons using high-quality, curriculum aligned materials.



### » *In English, teachers*

- ✓ Annotate lesson plans from high-quality curriculum
- ✓ Read all the texts and use prompts in curriculum to discuss texts with peers
- ✓ Identify the range of responses in writing and speaking tasks that indicate mastery of the standards
- ✓ Identify the questions within each lesson that the teacher will use to support students to master the lesson



### » *In math, teachers*

- ✓ Annotate lessons from high-quality curriculum
- ✓ Identify the key models and strategies students will need to use to master the lesson and unit content
- ✓ Solve conceptual understanding problems in the lesson using key models and strategies in the unit
- ✓ Identify where within the lesson students will struggle and plan for how to support students



**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.



### *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

### *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 six 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.



### *All Teachers*

- ✓ Have access to high-quality curriculum materials and training on those materials to deliver effective instruction daily



### *School Leadership*

- ✓ Has identified leadership team to lead common planning, observe teachers, and provide one-on-one coaching
- ✓ Builds a master schedule that includes common planning time



### *School System Leadership*

- ✓ Models use of classroom and common planning time observation tools

# The Role of the Department

In order to support teachers, school leadership and school system leadership in their roles, the Department will provide training and ongoing support, and produce tools.

| Trainings  | Ongoing Support  | Tools  |
|--|--|--|
| <ul style="list-style-type: none"><li>● Teacher Leader Summit Principal Track</li><li>● School Support Institutes</li><li>● Content &amp; Intervention Content Leader Trainings</li><li>● Mentor Teacher Trainings</li><li>● Super App Launch Event and Collaboratives</li></ul> | <ul style="list-style-type: none"><li>● During the summer — Networks track milestones for implementing 2019-2020 school system plans</li><li>● During the school year — Networks observe classrooms and common planning time</li></ul> | <ul style="list-style-type: none"><li>● Classroom Observation Tool (ELA/math)</li><li>● Early Literacy Observation Tool</li><li>● Common Planning Time Look fors</li></ul> |

# Learnings in 2019

## Early Childhood Centers

- **95 percent of sites implementing improvement plans have improved this year**, compared to only 33 percent of Approaching Proficient sites that did not participate.
- Despite improvements in early childhood classroom quality, there are still far too few economically disadvantaged birth through three year olds that can access high-quality, publicly-funded care. While 86 percent of economically disadvantaged 4 year olds have access to quality early learning, **only 1 percent of our infants, 6 percent of our toddlers, and 26 percent of our 3 year olds do.**

## K-12

- Of 219 schools identified in the ESSA plan, excluding alternative schools, **79 schools (36 percent) increased by three or more SPS points**, 88 schools (40 percent) remained steady, and 52 schools (24 percent) declined by three or more SPS points.
- Improving schools in the ESSA plan **grew by an average of 4.8 points**, compared with 3.9 among other improving schools.



# Impact in 2019-2020

## **Plan and Funding Approval**

- School systems received over \$44M in competitive and continuation funds to implement approved CIR/UIR-A plans.

## **Instruction and Planning**

- 96% of all CIR/UIR-A schools use high quality curriculum and PD in every grade.
- 91% of CIR/UIR districts allow for annotated lesson plans.
- 87% of CIR/UIR districts have common planning time for ELA/Math teachers at least every two weeks.

## **Building Educator Capacity**

- Statewide, approximately 87% of CIR/UIR principals registered for Summit attended.
- Over 1200 school leadership team members attended School Support Institutes.

# Preparing for the 2020-2021 School Year

While there has been a significant impact in school systems, there is more to be done to address gaps in preparing students for college career. Those gaps include:

- A coherent **professional development plan** that strategically uses school based leaders and vendors to ensure teachers are fully prepared to deliver high quality instruction.
- Providing a strong foundation in high school that includes a **graduation plan** for students to successfully transition to college and/or career.
- Supporting school leaders in creating a **positive and supporting learning environment** that develops skills for lifelong success

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# School Improvement in 2020-2021

# Focus Areas for the 2020-2021 School Year

School systems included strategies in their ESSA plan that ensures:

1. Students fully learn grade level content in literacy, math, science, and social studies, demonstrating growth year after year.
2. Students are on track to high school graduation and ultimately have plans for a funded post-secondary education and job.
3. Teachers are prepared to deliver high quality lessons each day that meet the needs of all students.



# Focus Areas for the 2020-2021 School Year

School systems with CIR/UIR schools included these strategies:

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
5. Professional Development Plan for CIR schools
6. Post-secondary planning partner for CIR high schools
7. Identified UIR-D school system leader

# Additional Opportunities for Funding for 2020-2021

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

# Implementation

# Implementation Levers

School system plans are implemented with support through:

- Teacher Leader Summit
- School Support Institutes
- Field Support from the Department's Network Teams
- Observation Tools



# Teacher Leader Summit

The Principal Track launched at the 2019 Teacher Leader Summit. In this track, principals from CIR/UIR-A schools attended sessions on the Academic Strategy and foundational curriculum-specific training in ELA and Math.

To support principals and leadership teams of CIR and UIR-A schools, the Department will launch the **Leadership Learning Series**. Similar to last year's Principal Track, the Leadership Learning Series is a two-day track that will take place at the 2020 Teacher Leader Summit. Leadership teams will attend sessions on:

- Curriculum-specific ELA and math content
- Curriculum-specific science and early literacy content, if applicable
- LDOE Academic Strategy
- School Support Institute Building Blocks
- School Support Institute Day 1

# School Support Institutes

In the Fall of 2019, the Department launched the School Support Institutes (SSIs). The SSIs are a three-day learning series held in four cohorts (Baton Rouge, Lafayette, New Orleans, and in the North) attended by a three-member school leadership teams.

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. Each leadership team member attends one of the pathways to focus on the elements of a school-based Leadership Action Plan (LAP). The Leadership Action Plan will support leadership teams in translating the strategies submitted in their Super App to their local school context.

## **SSI Pathways**

- Building Leadership
- Effective Common Planning
- Observation and Feedback

# Network Priorities

Network Teams support school systems  
implement their school system plans through:

- Tracking milestones grounded in the academic strategy
- Ensuring high quality curricula is in all ELA and math classrooms at CIR and UIR-A schools
- Supporting school systems with common planning time for ELA and math



**school system support Officers:**

NORTHERN NETWORK • DANA TALLEY

SOUTHERN NETWORK • DR. JOANN MATTHEWS

# Observation Tools

LDOE provides observation tools to support school systems in implementing the academic strategy in their school system plans. Network teams use these tools to have collaborative conversations with school and district leaders.

## **Observation Tools**

- ELA Classroom Observation Tool
- Math Classroom Observation Tool
- Common Planning Time Look Fors
- School Structures



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# School System Highlights

# Richland: Using Super App as Lever for Success

Richland Parish is maximizing the value of Super App with a relentless focus on building leader and teacher capacity to impact students district wide.

## Building Leader Capacity

- In addition to principals, Richland sends assistant principals and aspiring principals to the year-long NISL program.
- School system supervisors have some schools in need of intervention and some that are not. The supervisors use the structures for common planning and the observation and feedback cycle provided by a vendor to take learnings to schools not in need of intervention.
- School leaders conduct monthly professional development and collaboration with other school leaders to put learning into practice and drive ILTs to bring monthly school-level focus to life district-wide.

## Building Teacher Capacity

- Coaches (CL and/or MT trained) are hired to provide novice or struggling teachers differentiated support through cycles of development (e.g., student work analysis, co-planning, lesson rehearsals).
- The high expectation for redelivery of content modules is supported by the district through planning and trainings.

# Jefferson Parish: Using Super App as Lever for Success

Jefferson Parish infuses best practices and resources into the ten schools in their Zone before implementing district wide.

|                               |  |
|-------------------------------|--|
| <b>Year 1<br/>(2018-2019)</b> | <ul style="list-style-type: none"><li>● Creation of Transformation Zone (10 elementary and middle schools)</li><li>● Introduction of Big Rocks Instructional Framework (Tier 1, Job-embedded PD, and use of LDOE implementation tools for walkthroughs with actionable feedback)</li><li>● Weekly, school-based Instructional Leadership Team meetings and cluster sessions based on Tier 1, monthly principal cluster sessions, and full implementation of TAP (NIET)</li></ul>   |
| <b>Year 2<br/>(2019-2020)</b> | <ul style="list-style-type: none"><li>● Expanded Transformation Zone to 14 schools</li><li>● Year 1 success in effective school support structures</li><li>● Year 2 improvements included a deeper implementation of the 3 Big Rocks:<ul style="list-style-type: none"><li>● Communicating to leaders the plan for implementation; conducted Jefferson Summer Institute for school principals and master teachers to roll out long range plans and implementation strategy to drive work of ILTs</li><li>● New principal-specific coaching; offered School Leadership Center as support through Title funds for principal coaching</li><li>● NIET full implementation/best practices district-wide</li><li>● Continuous communication with vendors, LDOE, and school system leaders (External Partners Planning Strategically - EPPS) to provide consistent and unified messaging with layered support to Zone schools</li></ul></li></ul> |
| <b>Year 3<br/>(2020-2021)</b> | <ul style="list-style-type: none"><li>● Super App planning meetings included finance lead to leverage funding sources and break down silos of isolation</li></ul>  |

# Lincoln: Using Super App as Lever for Success

Lincoln's thoughtful redesign of their school system's budgeting system has streamlined decision making.

Restructuring their budget to align to the four domains of the School System Planning Framework has focused all budget items on what matters most for kids. This design removes distractions and unaligned purchases from the conversations around improving student achievement across the district.



# DeSoto: Using Super App as Lever for Success

DeSoto's use of common planning and training for all teachers intentionally elevates the urgent support needed for students with disabilities.

Schools' WIN (Whatever is Needed) time was repurposed by replacing remediation with front loading/pre teaching to address areas in units or lessons where students may struggle. This shift was supported by:

- Special education teachers receiving Tier 1 curriculum training
- Special education teachers working with teachers during common planning to address needs of students and align WIN plans
- All students using Tier 1 curriculum

Teachers and students reported higher engagement, more participation in conversations and answering questions, and more confidence.

# Jackson: Using Super App as Lever for Success

Jackson Parish has a strong focus and investment in building capacity in all teachers at their schools in need of intervention. It is their expectation that all teachers are content leaders.

Not only does every teacher (uncertified, retiring, first-year, highly qualified, etc.) receive Content Leader training during the school year, the school system provides the time and support to attain Content Leader credentials. While substitutes are in their classrooms, teachers are supported by district staff to work on credentials for 8 hours during the school year.

# Thank you!

Please contact [Em.Cooper@la.gov](mailto:Em.Cooper@la.gov) with any questions.