

Louisiana Believes

Integrating Resources to Support School System
Planning



School System Planning in Louisiana

SCHOOL SYSTEM IMPROVEMENT STRATEGY

To address the continued need for school improvement statewide, the Louisiana Department of Education...



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IDENTIFIES STRUGGLING SCHOOLS AND CENTERS:

Annual performance scores are issued to identify struggling schools and early childhood centers in need of improvement.

APPROVES AND FUNDS IMPROVEMENT PLANS:

School systems develop, submit, and receive approval for annual improvement plans that are

- **focused** on proven strategies across the Department's priority areas,
- **driven** by the school system planning framework, and
- **executed** through a consolidated application system.

SUPPORTS PLAN IMPLEMENTATION:

School systems implement improvement plans with support from the Department, network teams, and education partners.

Past Approaches to School System Planning

1. School systems analyzed data.
2. Developed a plan for school improvement.
3. Applied for competitive funds to implement plans.



Too Many Plans, Too Many Budgets

Plans	Budgets
ESSA Consolidated	ESSA Consolidated
IDEA Consolidated	IDEA Consolidated
Carl Perkins	Carl Perkins
School Redesign	School Redesign
SRCL	SRCL
SPDG	SPDG
TIF	TIF
JAG	JAG
	LA4

School systems had various funding streams that required separate priorities, plans, timelines, and teams to plan and implement .

The background of the slide is a watercolor-style illustration. It features soft, blended washes of light blue and white, creating a textured, ethereal effect. The colors are more saturated in some areas and lighter in others, giving it a painterly quality. The overall composition is centered and balanced.

Small Scale Efforts Demonstrate Promising Results

SPDG the Island

- Louisiana SPDG focuses on improving the literacy outcomes for students with disabilities in grades 3-5.
- Initially SPDG implemented assessments and stand-alone evidence based strategies to support this work.
- SPDG also required school systems in the cohort to develop plans for professional development using allocated funds.

SPDG the Island Has Issues

- SPDG's use of assessments and evidence based practices that were not connected to high-quality curriculum were found to create challenges and conflict with the efforts of other teams.
- The initial guidance for the use of funds for professional development plans and family engagement activities did not align to the plans required from other teams and lacked connection to high-quality curriculum.

SPDG + Academic Content

- Louisiana SPDG focuses on improving the literacy outcomes for students with disabilities in grades 3-5.
- The Academic Content team for the LDOE focuses on improving the literacy outcomes for all students.

SPDG + Academic Content

- The work of SPDG needed to be organically embedded into the work of our Academic Content team to be successful.
- This led to transitioning management of SPDG from an IHE back to the LDOE.

SPDG + Academic Content Lessons Learned

- We needed to focus on the key areas that mattered most to student outcomes.
- Data supported the alignment of our efforts.
- Aligning efforts allowed for scalability and sustainability to be embedded in our approach.

The background of the slide is a watercolor-style illustration. It features soft, blended washes of light blue and white, creating a textured, ethereal effect. The colors are more saturated in some areas and lighter in others, giving it a sense of depth and movement. The overall aesthetic is clean and modern.

The Emergence of the Super APP

New School Improvement Planning Process



CREATE A PLAN

School systems review data and identify priorities for the coming year.

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DEVELOP AN ALIGNED BUDGET

School systems budget formula funds and request competitive funds in alignment with priorities.

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IMPLEMENT WITH SUPPORT

School systems implement approved plans with support from Network teams and vendor partners.

Goals

In November 2018 the Department proposed a new planning process that:

- Unifies priorities—The **School System Planning framework** establishes a uniform set of priorities to help school systems create **one plan**
- Creates efficient processes—The **Super App** is **one application** for all ESSA requirements and for all formula and competitive dollars
- Streamlines timelines—The **Super App** is submitted and approved on **one timeline**



School System Planning Framework



The LDOE organized the most important priorities for school system planning into four domains:

1. Core Academics
2. Students with Diverse Needs
3. Workforce Talent
4. LEA Systems

Each priority area was broken into areas of focus. These areas of focus are connected to questions in the Super APP for school system planning.

Find more information in [Louisiana's School System Planning Guide](#).

School System Planning Framework



STUDENTS WITH DIVERSE NEEDS

ROW	AREA OF FOCUS	INDICATORS	APPLICATION QUESTION(S)
SDN1	High-Quality Instruction for English Learners	English learners access on-grade level content with their peers through the use of embedded supports within a high-quality curriculum. Newly arrived immigrants and struggling students receive unique language intervention only as needed.	<ol style="list-style-type: none"> 1. Will the curricula proposed in row CA1 be used to instruct and support EL students? If no, please list curricula used. 2. Will the professional development partner(s) proposed in row CA2 be used to train all teachers on how to implement curriculum that supports EL students? If no, please list professional development used. 3. Will any additional EL supports for students be provided beyond what is proposed in rows CA1 and CA2? If yes, please describe those supports.
SDN2	School Models that Support English Learners	In school systems with high concentrations of English learners, students have access to dual-immersion programming that leads to bi-literacy.	<ol style="list-style-type: none"> 1. Has the school system established a partnership to build a dual immersion program? If yes, identify the dual immersion partner(s).
SDN3	Early + Accurate Identification of Students with Disabilities	School systems coordinate early identification of students suspected of having a disability by choosing and administering a screening assessment to every child upon entry into the system (child care, pre-kindergarten, or kindergarten) and using screening data to make instructional decisions and/or to refer a student for a special education evaluation.	<ol style="list-style-type: none"> 1. What steps will the school system take to identify students who have disabilities early and accurately? What screening tool will be used? How will the school system work with community partners to screen children ages 3-5?

Support to School Systems



To support school systems throughout this process the Department provided:

- Quarterly Collaborations
- Monthly School System Planning Calls
- Weekly Super APP Office Hours providing Technical Assistance
- Weekly Funding Source Guidance Webinars
- Network Coach Support
- [School System Planning Library](#)

Support to School Systems

→ Approval of Super App

Department will review school system budgets for formula funds to ensure that each expenditure is allowable under the specific grant.

→ Approval of CIR/UIR Strategy

Department will review answers to designated questions within the Super App to approve a school system's CIR and UIR strategy and grant competitive funds.



Results

As a result of the new school system planning process:

- 179 of 180 school systems submitted a Super APP.
- All schools identified as needing intervention under ESSA have approved plans for improvement that includes funding for priority areas.

Follow-Up

If you have additional questions reach out to stacey.moorehead@la.gov.