Louisiana Believes

District Planning Guide

2014-2015
In order to ensure our students are ready for Louisiana's economy, our state is moving to higher standards. By 2025, we aim for an "A school" to be one where students on average are achieving at the mastery bar. As we raise expectations, the Department recognizes that educators need increased, intensive support in planning and instructing towards these higher standards. In preparation for 2014-15, the Department has compiled this District Planning guide. This District Planning Guide defines the most important work Louisiana districts will take on in the coming months. This guide catalogs all the major decisions districts will make to plan for the next school year, and it catalogs all the resources the Department will share with districts to support this planning.

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Excellent Districts...</th>
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| School Leader & Teacher Learning Targets | • Ensure all assessments used to establish student learning targets are aligned to standards  
                                         • Ensure all teachers establish goals that are ambitious yet attainable for their students  
                                         • Ensure all school leaders establish goals that are ambitious yet attainable for their schools |
| Assessment & Curriculum         | • Choose high quality curricula and train teachers to use these curricula  
                                         • Use benchmark assessments at scheduled points in the year to assess student progress  
                                         • Plan for state assessments  
                                         • Ensure schools are technologically equipped to support curriculum, academics, and assessments |
| School & Teacher Collaboration  | • Ensure each school’s collaboration time is focused on improving student learning and teacher practice  
                                         • Build a plan for principal collaboration focused on improving student learning and teacher practice  
                                         • Identify specific responsibilities for Louisiana Teacher Leaders |
| Compass Observation & Feedback  | • Determine appropriate placement for leaders and teachers using available data  
                                         • Identify and support struggling teachers and leaders  
                                         • Establish expectations for teachers and school leaders based on individual educator needs |
| Pathway to College and Career   | • Determine when to participate in an early childhood network to serve all at-risk 4 year olds  
                                         • Plan for 4th and 8th grade promotion policies and transitional 9th grade  
                                         • Expand HS course options to include AP and relevant career pathways |
| Align Resources                 | • Determine needs and associated costs across focus areas  
                                         • Determine what funds are available across the district and their associated flexibilities  
                                         • Align available funds to needs |
### A. SCHOOL LEADER & TEACHER LEARNING TARGETS

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<th>MILESTONE</th>
<th>DECISIONS FOR CONSIDERATION</th>
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| Ensure all assessments used to establish student learning targets are aligned to standards | • Examine student learning target scores from the previous year. Identify rating inconsistencies across schools, grade levels/subject areas to determine how to address.  
• Determine whether assessments already in use to set SLTs are aligned to the new standards.  
• For those areas where aligned assessments are not available, use *Department’s instructional resource reviews* to determine which to purchase. |
| Ensure all teachers establish goals that are ambitious yet attainable for their students | • Establish deadlines for 1) SLT completion, 2) mid-year progress checks and 3) final evaluation.  
• Define the role of teacher leaders, principals and district staff in supporting teachers with goal setting.  
• *Share data* about historical student performance with teachers to inform goal setting.  
• Develop a process for auditing SLTs across the district to ensure quality. |
| Ensure all school leaders establish goals that are ambitious yet attainable for their schools | • Establish deadlines for 1) SLT completion, 2) mid-year progress checks and 3) final evaluation.  
• Define the role of district staff and other school leaders in supporting school leaders with goal setting.  
• Share *data about historical school performance*, including specific components of the school performance score, to inform goal setting.  
• Develop a process for auditing SLTs across the district to ensure quality. |

### RESOURCES

**Review current status:**  
- [Current SLTs in CIS](#)  
- [Student Results: DSC, DIBELS, iLEAP, LEAP, EOC, EXPLORE, PLAN, and/or ACT (LAA1, LAA2, and ELDA as applicable)](#)  
- [Report Cards](#)

**Planning:**  
- [Louisiana Standards](#)  
- *Instructional Resource Reviews (begin January, on-going through Spring)*  
- PARCC Assessment Guides, [sample items](#), and additional resources *(May 1)*  
- 14-15 new EAGLE items *(May 1 and on-going)*  
- Guidance on SLT setting and new samples *(May 1)*  
- [LEAP, iLEAP, End-of-Course exams, ACT, EXPLORE, & PLAN results (late May)](#)  

### B. ASSESSMENT & CURRICULUM
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<tr>
<td>Choose high quality curricula and train teachers to use these curricula</td>
<td>• Use Department <em>ELA and math curriculum recommendations</em>(^4) to build your plan for K-12 math and K-12 ELA curricula.  &lt;br&gt;• If deviating from the Department’s recommendation, use the Department’s <em>instructional resource reviews</em>(^5) to choose which curriculum resources to adopt.  &lt;br&gt;• Based on this plan, determine which materials will need to be purchased and which materials should be discarded. Materials include textbooks, text sets, consumables, interventions, and assessments.  &lt;br&gt;• Use Department <em>recommended 14-15 ELA and math professional development</em>(^6) support to determine which school based and district staff will participate in which of these trainings.  &lt;br&gt;• Determine what additional trainings need to be accessed in addition to Department offerings.  &lt;br&gt;• For other content areas, determine if any curriculum adjustments are necessary.</td>
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<td>Use benchmark assessments at scheduled points in the year to assess student progress</td>
<td>• Determine whether benchmarks already in use are aligned to the standards and the assessments being used to set SLTs.  &lt;br&gt;• For those areas where aligned assessments are not available, review the <em>instructional resource reviews</em>(^6) to determine which to purchase.  &lt;br&gt;• Establish a calendar for assessment administration and data review across the district.</td>
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<td>Plan for state assessments</td>
<td>• Establish assessment calendar that includes state assessments.  &lt;br&gt;• Ensure principals and teachers are familiar with contents of Department’s <em>assessment guides</em>(^7).  &lt;br&gt;• Familiarize students and teachers with the <em>assessment features</em>(^20) using tools released by the Department.</td>
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<td>Ensure schools are technologically equipped to support curriculum, academics, and assessments</td>
<td>• Use Department’s <em>Technology Footprint</em>(^8) to identify whether your district is ready for Louisiana’s assessments in 2014-15.  &lt;br&gt;• Identify any additional technology needs associated with curriculum chosen.  &lt;br&gt;• Determine and address district-wide and school-level gaps in internet bandwidth and network readiness.  &lt;br&gt;• Determine how many devices need to be either upgraded or purchased at every school site.  &lt;br&gt;• Determine which <em>contracts</em>(^9) need to be re-bid or amended to achieve a more competitive rate.  &lt;br&gt;• Apply for E-Rate funding to support your district telecommunication (phone, internet, and IT network) services and hardware. Access <em>Department E-rate support</em>(^10) as you need it.</td>
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### RESOURCES

**Review current status:**
- Your district’s current instructional resources, including text books, text sets, assessments, consumables and interventions
- *Technology Footprint*

**Planning:**
- *Instructional Resource Reviews (begin January, on-going through Spring)*
- *Technology Contracts*
- *ELA and Math Curricular, Assessment, and PD Guide*
- *Assessment Features*
- *ELA and math curriculum guidebooks (available on rolling basis starting in March)*
- *K-12 ELA text sets*
- *Recommended 14-15 ELA and math professional development support*
- *E-Rate support*
- *Assessment guides/resources (March)*
- *ELA interactive framework (in the toolbox)*
- *Updated footprint (August)*
C. SCHOOL & TEACHER COLLABORATION

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| Ensure each school’s collaboration time is focused on improving student learning and teacher practice | • Use the Department’s [Collaboration/Feedback Models guidance](#) to determine whether a specific collaboration model will be adopted either district wide or at an individual school.  
• Ensure every school has collaboration time scheduled for all teachers and has chosen a designated leader.  
• Ensure that collaboration time is focused on examining student work/student results and improving teacher practice. |
| Build a plan for principal collaboration focused on improving student learning and teacher practice | • Establish a calendar for principal collaboration and designate a leader.  
• Communicate all district-level decisions made across the focus areas (goal setting, curriculum, assessment, feedback, collaboration, budgeting) to principals in time for them to communicate to teachers and plan for the school year.  
• Develop a scope and sequence for principal collaboration topics that includes topics across all the focus areas including review of teacher level (Compass) and student level (benchmarks/EOC/LEAP) data. |
| Identify specific responsibilities for Louisiana Teacher Leaders | • Determine what role teacher leaders will play in broader district initiatives (curriculum development and selection, assessment development and selection, peer observation, collaboration, district professional development).  
• Encourage principals to have teacher leaders share what they are learning about goal setting, curriculum and assessment at each school. |

**RESOURCES**

**Current status:**
- Compass Final and Mid-year reports
- Compass Dashboard Updates (March)

**Planning decisions:**
- Leader rubric
- Principles of high quality collaboration
- Student Exemplars- ELA, Math
- [Collaboration/Feedback Models guidance (March)](#)
- Video Library (additions TBD)
### D. OBSERVATION & FEEDBACK

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| Determine appropriate placement for leaders and teachers using available data | • Use *student achievement* and *Compass data* to identify high performing and struggling school leaders and ensure each is in the most appropriate placement.  
• Ensure school leaders identify high performing and struggling teachers and identifying the most appropriate placements for each.  
• Develop a list of effective educators from across the district and plan experiences that ready them to lead schools. |
| Identify and support struggling teachers and leaders                      | • Use *student achievement results* and *Compass data* to identify which leaders need additional support in providing quality feedback.  
• Use *principal ratings* and *Compass data* to identify which evaluators of principals will need support in providing quality feedback.  
• Determine which evaluators (of teachers and leaders) would benefit from co-observation and develop appropriate plans.  
• Ensure school leaders identify struggling teachers and develop individualized plans to support each teacher. |
| Establish expectations for teachers and school leaders based on individual educator needs | • Establish a calendar for completing all observations and final evaluations.  
• Ensure schools develop individualized observation/feedback plans for each educator, including frequency, timing, and focus of observations. |

### RESOURCES

**Current status:**
- *Student Results: DSC, DIBELS, iLEAP, LEAP, EOC, EXPLORE, PLAN, and/or ACT (LAA1, LAA2, and ELDA as applicable)*
- *Compass Final and Mid year reports*
- *Compass Dashboard Updates(March)*
- *Leader 2012/2013 Results*  
**Planning decisions:**
- Teacher Rubric  
- Leader Rubric  
- Video Library  
- Principles of high quality feedback  
- *LEAP, iLEAP, End-of-Course exams, ACT, EXPLORE, & PLAN results (late May)*  
- Compass Information System (*updates in June*)  
- Transitional Student Growth Data (*July*)
## E. PATHWAYS TO COLLEGE AND CAREER

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| Determine when to participate in an early childhood network to serve all at-risk 4 year olds | • Decide whether to unify child care, Head Start, and pre-kindergarten expectations in your parish through starting your own Early Childhood Network or joining in another network.  
• Identify timeline and partners to apply for Department’s RFA process.\(^{15}\) |
| Plan for 4th and 8th grade promotion policies and transitional 9th grade | • Adjust 4th grade promotion policies\(^ {16}\) in your district’s pupil progression plan to fit transition policy parameters.  
• Develop a plan to implement transitional 9th grade in high schools and adjust 8th grade promotion plans\(^ {16}\) in your district’s pupil progression plan. |
| Expand HS course options to include AP and relevant career pathways | • Identify how your district will increase participation in Advanced Placement, dual enrollment, and/or International Baccalaureate courses, including summer teacher training and Course Choice.  
• Identify how your district will build basic and advanced Jump Start career pathways for students. |

## RESOURCES

**Current status:**
- Current AP offerings by school
- Current AP enrollment numbers

**Planning decisions:**
- RFA for early childhood network – Cohort 2\(^ {16}\)
- Transition policy FAQ\(^ {16}\)
- Transition policy webinars\(^ {16}\)
- AP training opportunities
- AP fee reimbursement options
- Course Choice Catalog
- Jumpstart Blueprint
- Additional resource to support Jumpstart planning (*Spring Pending BESE Approval*)
# F. ALIGN RESOURCES

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| Determine needs and associated costs across focus areas *(Determine by April)* | • Across all the focus areas, aggregate all the district level needs for next year.  
• Estimate costs for all items to be purchased.                                                                                                  |
| Determine what funds are available across the district and their associated flexibilities *(Determine by May)* | • Use the Department’s *financial dashboard*\(^ {17}\) for your district and other district level tools to determine all sources of funds available and how these funds are being spent.  
• Determine which current expenditures can be discontinued.                                                                                      |
| Align available funds to needs *(Complete Unified Application by June 13)* | • Use the *Use of Funds*\(^ {18}\) guidance to determine the flexibilities associated with each source of funds.  
• Determine how to fund each of the needs identified, braiding funds where possible.  
• Use *Unified Application*\(^ {19}\) to apply for federal funds and state grants.                                                               |

## RESOURCES

- *District Financial Dashboard (available through networks)*\(^ {17}\)
- *Updated Use of Funds guidance*\(^ {18}\)
- *Unified application 14-15 (May)*\(^ {19}\)
- Coordinated monitoring and reporting calendar *(Summer)*