

# Louisiana Believes

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## Pre-Summit Principal Track Kick-off Webinar

*Please sign in using the chat box.  
Provide your name, role, and school/parish.*

# Objectives

## Participants will:

- Review school improvement efforts in 2018-2019
- Explain the academic vision and school system support strategy for 2019-2020
- Describe the TL Summit principal track and its connection to the school system support strategy for 2019-20

In order for our students to be prepared for college and career, they must have the opportunity to:



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**build** knowledge  
of the world,

**read**  
meaningful texts,

**express** ideas through  
writing and speaking, and

**solve**  
complex problems.

# The Every Student Succeeds Act

The Every Student Succeeds Act (ESSA) requires school systems to develop improvement plans for their struggling schools and to submit those plans to the state. The Department approves or rejects these strategies and ultimately intervenes if school improvement efforts fail.

The Department defines struggling schools as:

- **Comprehensive Intervention Required (CIR):** Consistently low overall performance or grad rate
- **Urgent Intervention Required Academics (UIR Academics):** Consistently low student group performance
- **Urgent Intervention Required Discipline (UIR Discipline):** Chronic issues with student behavior

# Focus Areas for 2018-2019 School Year

In preparation for the 2018-19 school year, school districts built plans for their CIR schools to achieve our vision for students.

These plans primarily 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 through a partnership with a high quality vendor
3. Observing and providing feedback to teachers using content-specific observation tools to support them with implementing the curriculum

# Learnings from the 2018-19 School Year

**Classroom observations showed that 95% of English and math teachers are using the new curriculum in their classrooms. This is an impressive accomplishment for the first year of implementation of ESSA plans.**

However, classrooms across Louisiana showed two other important trends:

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

# Learnings from the 2018-2019 School Year

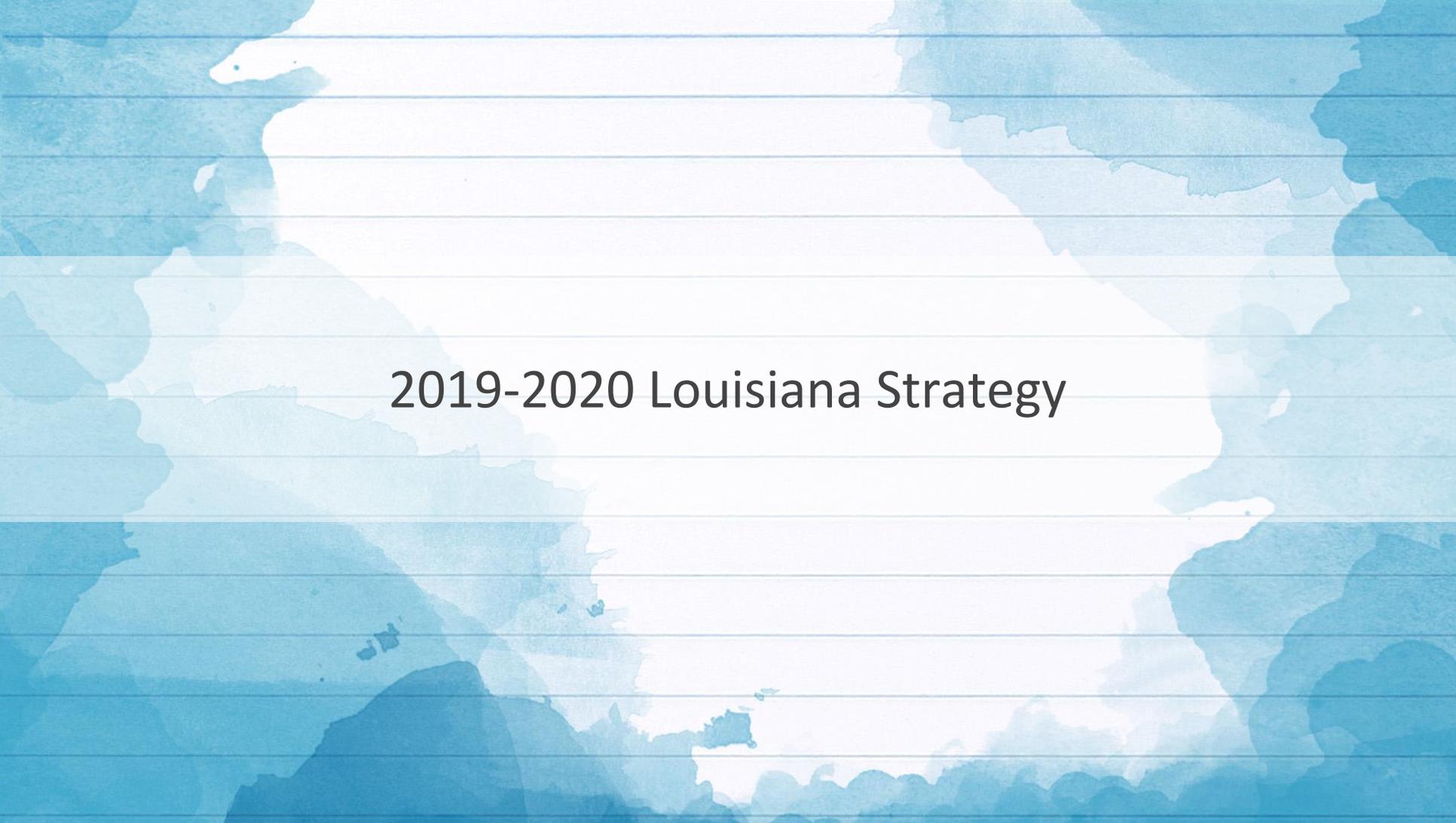
In order for students be doing the majority of the work in class, teachers need support in planning and delivering the curriculum.

1. Understanding the unit/module
  - a. Identifying what students should be able to do at the end of each unit
  - b. Explaining how every lesson contributes to a student's ability to meet the unit goals
2. Preparing to deliver the lesson
  - a. Identifying what students should be able to do at the end of the lesson
  - b. Preparing to deliver each component of the lesson so that students achieve at grade level

# 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**, CIR and UIR schools have 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
  - b. Intervention Content Leaders
  - c. Mentor Teacher cadres
4. Providing increased support for principals to support teachers

A watercolor-style map of Louisiana in shades of blue, centered on a white background. The map shows the state's outline and major geographical features like the Gulf of Mexico to the south and the Mississippi River to the west.

# 2019-2020 Louisiana Strategy

# 2019-2020 Academic Focus

In order to ensure **students** do the majority of the work everyday,

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

# Teachers

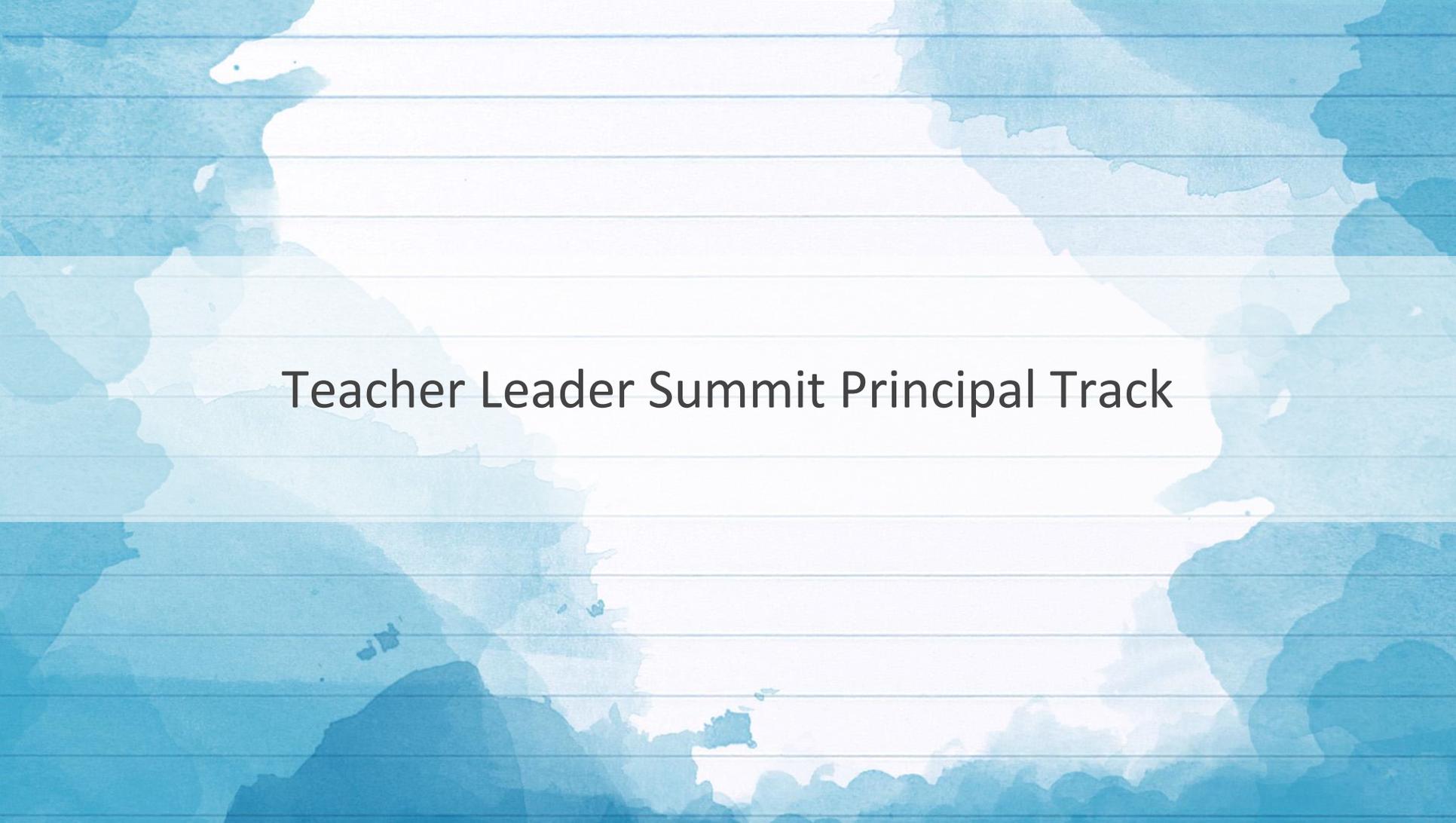
In order to ensure all **teachers**—including special education, English language, and reading interventionists—are fully prepared to deliver high quality lessons, they should be supported to:

- Understand the unit/module
  - Identify what students should be able to do at the end of each unit
  - Explain how every lesson contributes to a student’s ability to meet the unit goals
- Prepare to deliver the lesson
  - Identify what students should be able to do at the end of the lesson
  - Prepare to deliver each component of the lesson so that students achieve at grade level

# 2019-2020 Department Support

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>● <b>Teacher Leader Summit Principal Track</b></li><li>● <b>School Support Institutes</b></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>● Curriculum Implementation Observation Tools (K-2 ELA, 3-5 ELA, math)</li><li>● Common Planning Time Look fors</li><li>● School/Classroom Culture Tool</li></ul>



# Teacher Leader Summit Principal Track

# Principal Track: Overview



New to the Summit this year is a dedicated session track for principals who lead CIR and UIR-A schools.

The track will include a tailored sequence of sessions to ensure principals can support teachers to deliver high quality lessons in the 2019-2020 school year.

Additional information is available in the [Principal Track Overview](#).

## **Who:**

CIR/UIR-A school principals

## **When:**

Track sessions offered each day of Summit, June 26-28

## **How:**

Districts received funding to send CIR/UIR-A principals to the Summit in the April Super App allocation

# Principal Track: Session Objectives



Given the academic focus for 2019-2020, the principal track sessions will help you:

- Understand the **math and ELA curricula** in your school and how to support teachers to deliver high quality lessons
- Understand how to utilize **content leaders and mentor teachers**
- Understand the overall approach to **school system support** for 2019-2020



## Associated Core Track Session

- Curriculum Implementation for ELA
- Curriculum Implementation for Math
- Using Intervention Content Leaders to support struggling students
- Using Content Leaders
- Improving Instruction through Mentor Teachers
- Academic Strategy and School System Support for 2019-2020

# Principal Track: Focus on Early Literacy



**The Teacher Leader Principal Track offers principals the opportunity to learn more about their school's early literacy curriculum. LEAP data (2018) show that only 46% of students are exiting third grade reading on or above grade level.**

In order to support principals in their efforts to ensure all students are reading at grade level, the following trainings are available for school leaders at the Summit:

- *S053: Core Knowledge Language Arts, Grades K–5 (half day)*
- *S058: ARC Core, Grades K–2 (half day)*
- *S009-R8-R9: Fundamentals of Literacy Instruction for Principals (two rotations)*

# Principal Track: FAQs



Question	Recommendation
How do I register for the TL Summit?	Register for the TL Summit in <a href="#">Eventbrite</a> .
How do I sign up for the principal track sessions?	<a href="#">Sign up</a> for CIR/UIR principal track sessions in the TL Summit app.
What if one of the CIR/UIR Principal Track curriculum training sessions is full in the app?	Contact <a href="mailto:LDOEEvents@la.gov">LDOEEvents@la.gov</a> so that you can be added to the session.
If I'm a CIR school, which Content Leader session should I attend?	"Using Content Leaders to Improve Curriculum Implementation"
If I'm a UIR-A school, which Content Leader session should I attend?	"Using Intervention Content Leaders to support struggling students"
If I'm an elementary school principal and use multiple curricula across grade bands, which ELA curriculum training should I attend?	We recommend attending the training for the K-3 foundations curricula your school will use (i.e., CKLA, ARC, etc.).

# Principal Track: Next Steps

1. Register for the TL Summit in [Eventbrite](#).
2. Using the [Principal Track Overview](#) for guidance, [sign up](#) for CIR/UIR principal track sessions in the TL Summit app, available in the App Store or Google Play.
3. Attend the CIR/UIR principal track sessions at the TL Summit, June 26-28.

# Urgent Intervention Required (UIR) for Discipline

The Department is partnering with schools identified as Urgent Intervention Required for discipline (UIR-D) to build stronger systems of support for all students. Identified schools received planning grants to partner with a [Behavior Intervention Vendor](#) to assist in planning and implementing a [multi-tier system of support](#) (MTSS).

Schools identified as UIR-D are moving to Phase 2:

- [Planning applications](#) must be submitted to the Department by June 24 for review and approval.

The plan should include:

- A multi-tier system of support (MTSS)
- Selection of a tier 2 and/or tier 3 behavior intervention to support the MTSS
- Identification of a social-emotional learning curriculum

The [UIR-Behavioral Intervention Guidance document](#) provides additional detail.

# Questions?

Please enter questions in the chat box.

After today's call, please contact [LDOEEvents@la.gov](mailto:LDOEEvents@la.gov) or your network teams with any questions.