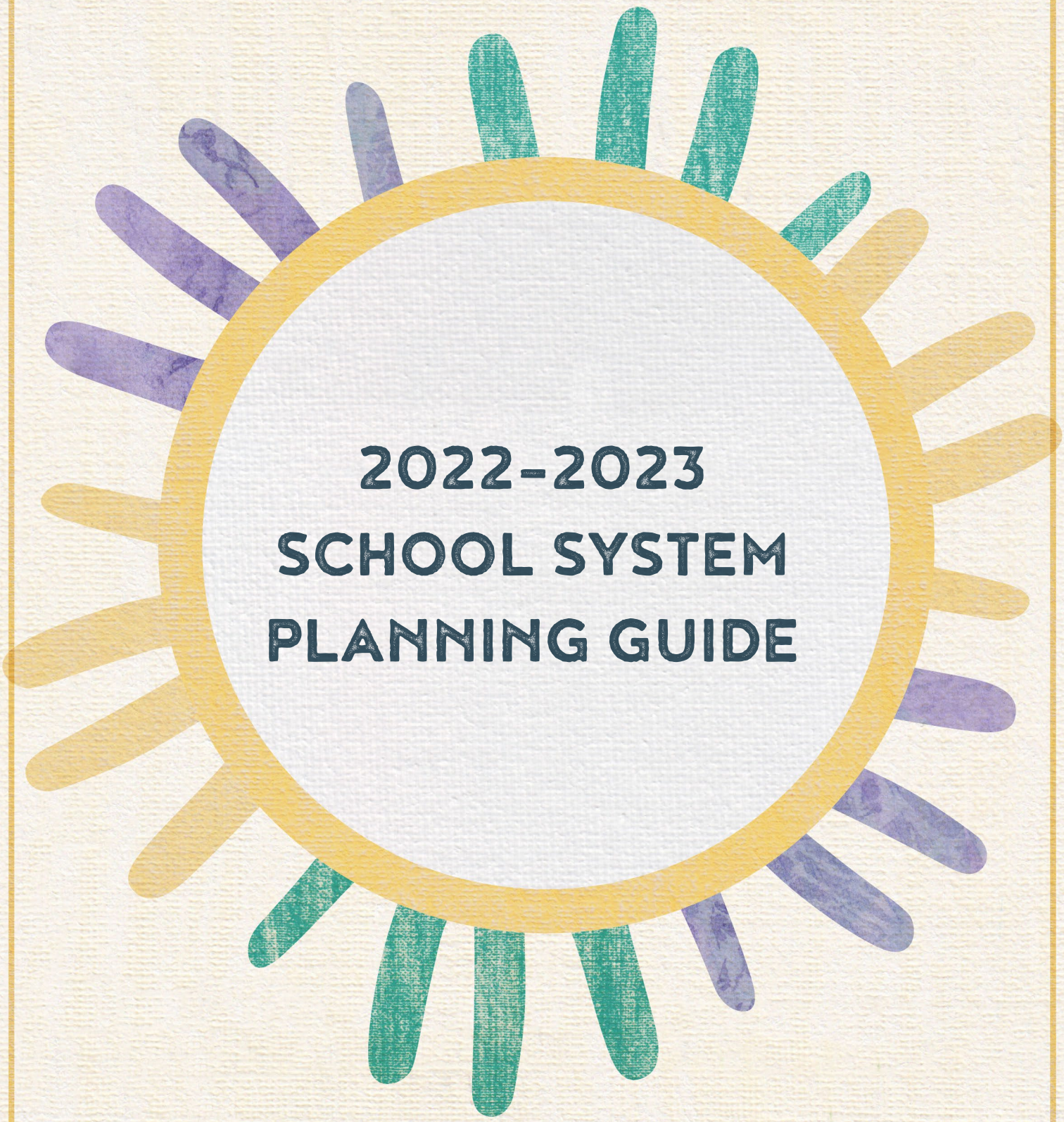


2022-2023 SCHOOL SYSTEM PLANNING GUIDE

SEPTEMBER 2021

DEPARTMENT of EDUCATION
Louisiana Believes

CONTENTS

VISION OF SUCCESS 3

SCHOOL SYSTEM PLANNING PROCESS OVERVIEW 4

MASTER TIMELINE 5

SCHOOL SYSTEM PLANNING CHECKLIST 6

ACHIEVE! 7

BELIEVE! 9

SUPER APP 10

SCHOOL SYSTEM SUPPORT 12

APPENDIX A: SCHOOL SYSTEM PLANNING FRAMEWORK AND FUNDING GUIDANCE 13

APPENDIX B: CIR/UIR-ACADEMICS REQUIREMENTS 24

APPENDIX C: PROGRAM SPECIFIC QUESTIONS 25

APPENDIX D: SUPER APP SUBMISSION CHECKLIST 26

VISION OF SUCCESS

Louisiana Believes...

- Children are our highest priority
- Families are our partners
- Educators are valued professionals
- Graduates must be ready
- Equity matters
- Choice expands opportunities
- Schools are invaluable to communities
- Our future is bright

OUR WHY

We are servant leaders who support all stakeholders to ensure all students have what they need to succeed.

OUR VALUES

Service | Relationships | Responsibility | Transparency | Authenticity | Equity

OUR COMMITMENT

1. Our investments must have a collective impact - from the state to classrooms.
2. Our planning must be outcomes, strategic and priorities-based.
3. We must be transparent and accountable for how resources are used.

Every child in Louisiana deserves access to high quality teaching and learning experiences from birth through grade 12 that will make these six critical goals a reality for all students in our state.

6 CRITICAL GOALS

- **Students enter kindergarten ready.**
- **Students will achieve Mastery level on third-grade assessments and enter fourth grade prepared for grade-level content.**
- **Students will achieve Mastery level on eighth-grade assessments and enter ninth grade prepared for grade-level content.**
- **Students will graduate on time.**
- **Graduates will graduate with a college and/or career credential.**
- **Graduates will graduate eligible for a TOPS award.**

In order to achieve these critical goals, the Louisiana Department of Education is committed to supporting lead agencies and school systems in five educational priorities:

EDUCATIONAL PRIORITIES

- **Ensure every student is on track to a professional career, college degree, or service.**
- **Remove barriers and create equitable, inclusive learning experiences for all children.**
- **Provide the highest quality teaching and learning environment.**
- **Develop and retain a diverse, highly effective educator workforce.**
- **Cultivate high-impact systems, structures, and partnerships**

SCHOOL SYSTEM PLANNING PROCESS OVERVIEW

Each year, school systems and lead agencies plan for how to improve student learning in the coming year. This process involves reviewing student achievement and progress data, establishing priorities, and building a budget aligned to these priorities using all available funding sources.

School systems and lead agencies will use four resources to create and submit successful applications.

1. SCHOOL SYSTEM PLANNING GUIDE:

Louisiana's 2022-2023 School System Planning Guide (SSPG) is a resource for LEAs and lead agencies to plan and budget resources to meet the needs of all students in three main grants management applications: 1) Achieve!, 2) Believe!, and 3) Super App.

2. SCHOOL SYSTEM PLANNING FRAMEWORK AND FUNDING GUIDANCE:

School systems should use the **School System Planning Framework and Funding Guidance** to identify their own evidence-based priorities for student improvement.

3. ACADEMIC RECOVERY AND ACCELERATION PLAN:

To meet **federal** and **state** requirements for ESSER funds, each LEA must describe its **plan** for addressing the academic and well-being needs of all students, including the disproportionate impact of COVID-19 on specific student groups through key investments in evidence-based activities and **Louisiana Comeback Commitments**.

4. STRATEGIC PLANNING AND BUDGETING WORKBOOK (SPB WORKBOOK):

LDOE has created an editable **SPB Workbook** as an optional tool for school systems to use in preparation to submit the Achieve! Incentive applications and Super App.

Three Main Grant Applications:

APPLICATION	DESCRIPTION	EGMS GUIDANCE
Achieve!	• Allows school systems to build a pre-K through graduation plan to address the academic, mental health and well-being needs of students, particularly those who were disproportionately impacted by COVID-19. • The completion of Achieve! fulfills federal and state requirements for ESSER II and III formula funds and incentive grants administered by the Department. • Achieve! incentive questions will be answered in two rounds of questions-only applications. All Achieve! funds – formula and incentive – will be budgeted in the Achieve! grants management application.	**FSGR Library** **Pandemic Relief Library** (reference Pre-K-12 Planning Guidance section and Pre-K-12 Planning Resources section)
Believe!	• Allows early childhood lead agencies to plan and budget stimulus funding with prioritized activities that address early childhood care and education at a systemic and impactful level. • This funding is to be used to support early childhood community networks as they develop plans to support families and to ensure child care centers in their communities are stabilized and provide children with high-quality learning experiences.	**FSGR Library** **Believe! Early Childhood Planning Guide**
Super App	• Allows school systems to build a birth through graduation plan and secure funding for school improvement core components, in particular for schools identified as Comprehensive Intervention Required (CIR) or Urgent Intervention Required - Academics (UIR-A). • The completion of Super App fulfills the federal requirement for each school system's ESSA plan and for competitive grants administered by the Department.	**FSGR Library** **Super App eGMS Summary**

MASTER TIMELINE

APPLICATION	ACTION	TIMELINE
Achieve!	Achieve! formula funds released (total estimated allocations)	August 12
LEA Plan	Academic Recovery and Acceleration Planning Template and Guidance released	August 20
Planning Guide	LDOE School System Planning Guide released	September 10
Achieve!	Achieve! Incentive questions application round 1 released	September 10
Believe!	Believe! Guidance released *for early childhood lead agencies*	September 10
LEA Plan	Academic Recovery and Acceleration Plan **DUE**	September 30
Achieve!	Achieve! formula fund budgets submitted to LDOE	September 30
STEP 1 & 2	Complete Key Actions from Step 1 and 2 of the **School System Planning Checklist**	September 30
Achieve!	Achieve! Incentive questions application round 1 **DUE**	October 7
Believe!	Believe! application released *for early childhood lead agencies*	October 8
Planning Guide	LDOE School System Planning Guide updated to include final Achieve! Incentive round 2 and Super App guidance	November 1
Achieve!	Achieve! Incentive questions application round 2 released	November 1
Super App	Super App released	November 1
Achieve!	Achieve! Incentive questions application round 1 approved (December BESE)	December
Achieve!	Achieve! formula fund budgets approved	December
LEA Plan	Academic Recovery and Acceleration Plan approved	December
Achieve!	Achieve! Incentive questions application round 2 **DUE**	December 16
Achieve!	Final 2021-2022 ESSER formula funds loaded in Achieve!	December 31
Super App	Final 2021-2022 ESSA formula funds loaded in Super App	December 31
Super App	Super App **DUE**	February 4
Believe!	*Believe! application for early childhood lead agencies* **DUE**	February 4
Super App	LDOE reviews Super App submissions and provides feedback on plans and budgets, as necessary	February – March
Achieve!	Achieve! Incentive questions application round 2 approved (March BESE)	March
Super App	School systems conduct nonpublic school consultations and complete the nonpublic budget detail in Super App	February – May
Super App	Super App competitive allocations approved (April BESE) LDOE approves CIR/UIR-Academics strategies	April
Believe!	Believe! allocations approved (April BESE)	April
Super App	Estimated allocations for 2022-2023 loaded into Super App (90 percent of the 2021-2022 final allocations for ESSA, IDEA, and Perkins)	April
Super App	Super App grant period begins School systems begin implementing 2022-2023 School System Plan	July 1

SCHOOL SYSTEM PLANNING CHECKLIST

School systems should take these key action steps and use associated resources to create and submit the Academic Recovery and Acceleration Plan, Achieve! Incentive applications, and Super App.

STEP 1 KEY ACTIONS	
☑	**Build Team:** School system leadership creates a planning team responsible for completing the Achieve! Incentive applications and Super App. The team should have decision-making authority and expertise in the following areas: academic content, assessment, high school programming, educator development, diverse student populations, early childhood, federal grant programs, budgeting, and finance.
☑	**Assign Planning Lead:** School system leadership selects a planning lead to oversee and coordinate the planning process. The planning lead is responsible for setting and facilitating a schedule of regular planning meetings to ensure timely completion of each application and will serve as the primary point of contact for LDOE communications related to each application. The Planning lead will also determine the team members responsible for completing each application section in the **SPB Workbook**.
☑	**Assign CIR/UIR Team Lead(s) (Super App Only):** School system leadership selects a team member to coordinate among decision-makers to complete the CIR/UIR components of the plan and funding requests.

STEP 2 KEY ACTIONS	
☑	**Needs Analysis:** School system leadership 1) reviews existing school system strategic plans to identify known revisions to goals or priorities and 2) reviews data, including school and student performance to identify areas for improvement.
☑	**Collect Feedback**: School system leadership solicits input from school leaders, educators, students, parents/families, and community members on the plan. This process should allow school leaders to share their unique needs aligned to the indicators in the **School System Planning Framework**.
☑	**Build the Plan:** The planning team 1) uses the **Academic Recovery and Acceleration guidance** to build the **Academic Recovery and Acceleration Plan**; and 2) uses the School System Planning Framework to select relevant strategies from each priority to address areas of improvement in alignment with the Academic Recovery and Acceleration Plan.
☑	**Build the Budget:** The planning team 1) considers available funds and develops a proposal for budget priorities and competitive funding requests based on the data review and strategies selected; 2) develops and enters answers to all application questions into the **SPB Workbook**; and 3) collaborates with key personnel to develop the **Coordinated Funding Request template** for early childhood seats (Super App only).

STEP 3 KEY ACTIONS	
☑	**Complete Contacts and Assurances in Central Data (eGMS):** **For Super App:** To ensure LDOE contacts the Super App Planning Lead with questions related to Super App, school systems must review, update, and save the Contacts tabs in eGMS within LEA Central Data. School systems will also sign-off on assurances for ESSA, IDEA, and Perkins. Central Data must be complete to submit Super App. **For the Achieve! Incentive applications:** LEAs who have previously submitted an Achieve! application will have already completed the contact and assurance sections, no additional action is necessary. LEAs who have not yet submitted an Achieve! application will need to complete the contact and assurances within the Achieve! application in order for the Achieve! Incentive application to become visible on the eGMS Access/Select page.
☑	**Enter Data In Super App (eGMS):** Planning lead and school system leadership select one person to complete the application in eGMS using answers from the **SPB Workbook**. Additional document uploads are required as part of the application submission: 1) the Coordinated Funding Request will be uploaded in the Priority 5: Systems-Structures-Partnerships section of Super App, and 2) any applicable **Alternate Evidence-based Options** will require an upload of the required form throughout the Achieve Incentive applications and Super App.
☑	**Verify Information:** Once all information has been entered in the Achieve! Incentive applications and Super App, the planning lead verifies accuracy and receives approval from school system leadership. The planning lead ensures submission of the application by the due date.

ACHIEVE!

To address the impact of COVID-19, Congress provided financial support for districts and schools through the Elementary and Secondary School Emergency Relief (ESSER) Fund in **three separate stimulus programs** to implement evidence-based activities[1] to help meet a wide range of needs including reopening schools safely, sustaining their safe operation, and addressing students' social, emotional, mental health, and academic needs.[2]

In total, Louisiana received about $4 billion, of which 90% flows directly to school systems. Of the remaining portion, the Department dedicated more than $300 million of additional funds to school systems through two rounds of incentive grants. To support school systems with planning for and budgeting ESSER II and III pandemic relief funds (formula and incentive), the Department launched Achieve! (pre-K-12) eGMS application where school systems can allocate funding towards priorities-aligned initiatives.

RESERVATION REQUIREMENTS

While the same **allowabilities** are applicable across all three ESSER allocations, ESSER III funds have additional reservation requirements, and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student groups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care). The initiatives included in the Achieve! incentive applications are aligned to these requirements.

SCALING HIGH-IMPACT INITIATIVES

In addition to a set of initiatives that address the academic, social, and emotional needs of students, the Department is dedicating incentive funds so school systems can scale initiatives previously reserved only for schools with intervention labels. Those initiatives include:

- **INDIVIDUALIZED GRADUATION PLANS**
- **HIGH-QUALITY CURRICULUM**
- **SCHOOL IMPROVEMENT BEST PRACTICES**
- **SCHOOL SUPPORT INSTITUTES**

It is important to remember that these are one-time funds that must be used to prepare for and respond to impacts of the COVID-19 pandemic. As school systems build the Academic Recovery and Acceleration Plans, they should consider multi-year budgets in alignment with the priorities and focus areas outlined in **Believe to Achieve: Louisiana's Educational Priorities**.

Strong Start	**ESSER I**	April 2020 – September 2022
Achieve!	**ESSER II**	January 2021 – September 2023
Achieve!	**ESSER III**	March 2021 – September 2024

1 Evidence-Based Guidance
2 https://oese.ed.gov/files/2021/03/FINAL_ARP-ESSER-FACT-SHEET.pdf

ALTERNATE EVIDENCE-BASED OPTION

To address the unique needs of Louisiana's students and educators, school systems will have the ability to demonstrate meeting federal requirements[3] by uploading an evidence-based alternate option in various focus area sections of the Achieve! Incentive applications and Super App. In order to submit the LEA must complete the **Alternate Evidence-based Option form** and assure to the following:

1. The evidence being provided meets one of the following two criteria (select either a or b):

    a. Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on one of the following three types of evidence. *(Note: evidence provided meeting this criteria is eligible for funding in both Achieve! and Super App)*

        i. Strong evidence from at least one well-designed and well-implemented experimental study

        ii. Moderate evidence from at least one well-designed and well-implemented quasi-experimental study

        iii. Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias

    b. Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention. *(Note: evidence provided meeting this criteria is eligible for funding in Achieve! only; in Super App a CIR/UIR-A plan may be **approved but funding will not be provided** for an initiative with this level of evidence)*

ACHIEVE! RESOURCES

New and updated resources aligned to each prioritized activity are linked to support school systems in planning. All resources can be found in the **Believe! and Achieve! Library**. Email **LDOEgrantshelpdesk@la.gov**, including "Achieve!" in the subject line, with any questions.

3 **8101(21)(A) of the ESEA (page 291)**

BELIEVE!

To support early childhood community networks with planning for and budgeting new stimulus dollars, the LDOE has launched *Believe! (Early Childhood)*. The ***Believe! Early Childhood Planning Guide*** was provided to community networks with prioritized activities, funding opportunities, and resources to develop community plans in alignment with the priorities and focus areas outlined in ***Believe to Achieve: Louisiana's Educational Priorities***.

OVERVIEW

New federal funding provides an opportunity for the state of Louisiana to address early childhood care and education at a systemic and impactful level. Despite ongoing efforts to strengthen the early childhood system at the state and local level since the passage of Act 3 in 2012, fewer than seven percent of birth to two-year-olds and approximately one third of three-year-olds have access to high-quality care. To this point, the state of Louisiana is dedicated to using ARPA funds to address these gaps in access and to strengthen the overall early childhood system. The ***Believe! Early Childhood Planning Guide*** outlines activities and funding opportunities for early childhood community networks to develop plans and partnerships to ensure that Louisiana achieves the following:

BELIEVE! PLANNING CATEGORY	LINKAGE TO LDOE PRIORITY
Strengthen the child care system to meet the needs of all families and support the stabilization of the child care sector.	Cultivate high-impact systems, structures, and partnerships.
Expand supply of and access to high-quality early childhood options for families and to identify opportunities to sustain that expansion long-term.	Remove barriers and create equitable, inclusive learning experiences for all children.
Prepare and support teachers to lead classrooms and provide high-quality interactions that meet the developmental needs of all children every day.	Provide the highest quality teaching and learning environment from birth through graduation.
Empower families to access tools and resources to support their children's development.	Remove barriers and create equitable, inclusive learning experiences for all children.

Early childhood community networks will have the opportunity to apply for funding in a consolidated Believe! application to support them as they develop plans that align with the above categories. This application will be released to early childhood community networks in October 2021.

BELIEVE! RESOURCES

New and updated resources aligned to each prioritized activity are linked to support early childhood communities in planning. All resources can be found in the **Believe! and Achieve! Library**. Email **earlychildhood@la.gov** with any questions.

SUPER APP

Super App is the single birth through graduation plan that, when approved, gives each school system access to federal formula and competitive dollars and fulfills the **federal requirement for each school system's ESSA plan**. This application includes funding for the core components of school improvement at Comprehensive Intervention Required (CIR), Urgent Intervention Required - Academics (UIR-A), and Urgent Intervention Required - Discipline (UIR-D) sites. To learn more about CIR and UIR labels, refer to the **Identification of Struggling Schools** document or the list of struggling schools (link coming Nov 2021).

LABEL	CRITERIA
CIR	Schools that have been D- or F- rated for three consecutive years, or two years for new schools; and/or schools that have a graduation rate less than 67 percent; and/or schools identified as UIR for the same student group or for discipline for three consecutive years
UIR-Academics	Schools earned a score for one or more student groups that is equivalent to an "F" for at least two years
UIR-Discipline	The out-of-school suspension rate is more than two times the national average for the past three years
UIN	Schools earned a score for one or more student groups that is equivalent to a "D" or "F"

CIR AND UIR-ACADEMICS PLANNING

For CIR/UIR-Academics plans to be approved and funded, school systems should ensure that within the Super App, all approval and funding criteria are met as described in **Appendix B: CIR/UIR-Academics Requirements**. To better understand each question and funding opportunity included in Super App, refer to **Appendix A: School System Planning Framework and Funding Guidance**.

UIR-DISCIPLINE PLANNING

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. In order for a UIR-Discipline plan to be approved and funded, school systems should identify the vendor from the Student Well-Being Vendor Guide which will provide training and professional development. Louisiana has the opportunity, based on our student demographics, to build the capacity of Louisiana educators to bring the relevance of cultural differences into the learning environment from a place of value and opportunity to provide students the unique support they require to be successful both personally and academically.

MANAGING SCHOOLS WITH MULTIPLE LABELS

While any individual school may have multiple designations, each school should only be focused on the one strategy that will have the most significant impact on the school. Therefore, a school that is identified as being both CIR and UIR-Academics/UIR-Discipline should only focus on a CIR plan. A school that is UIR-Academics and UIR-Discipline should only focus on the plan for UIR-Academics. Ultimately, this means a school system may be managing multiple strategies across schools that are focused on CIR, UIR-Academics, or UIR-Discipline.

IF A SCHOOL HAS THESE LABELS:			CREATE A PLAN FOR THIS LABEL:
CIR	UIR-A	UIR-D	CIR
CIR	UIR-A		CIR
CIR		UIR-D	CIR
	UIR-A	UIR-D	UIR-A

FUNDING FOR OPTIONAL PRIORITIES

The LDOE is able to provide competitive funds to support a variety of priorities identified at the state level to help struggling schools improve; these items are identified in the "Funding Guidance" column of **Appendix A**. While the majority of funding priorities identified at the state level may align to local school-level improvement plans, there may be additional strategies a school system would like to implement at struggling schools where competitive Super App funding is not available. School systems may use the LDOE **Federal Funding Guide** (to be updated Nov 2021) to better understand the funding sources included in Super App and strategies to optimize use of each source.

ALTERNATE EVIDENCE-BASED OPTION

To address the unique needs of Louisiana's students and educators, school systems will have the ability to demonstrate meeting federal requirements[4] by uploading an evidence-based alternate option in various focus area sections of the Achieve! Incentive applications and Super App. In order to submit the LEA must complete the **Alternate Evidence-based Option form** and assure to the following:

1. The evidence being provided meets one of the following two criteria (select either a or b):
    a. Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on one of the following 3 types of evidence. *(Note: evidence provided meeting this criteria is eligible for funding in both Achieve! and Super App)*
        i. Strong evidence from at least 1 well-designed and well-implemented experimental study
        ii. Moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study
        iii. Promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias
    b. Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention. *(Note: evidence provided meeting this criteria is eligible for funding in Achieve! only; in Super App a CIR/UIR-A plan may be **approved but funding will not be provided** for an initiative with this level of evidence)*

NEW IN SUPER APP

Coming November 2021

4 **8101(21)(A) of the ESEA (page 291)**

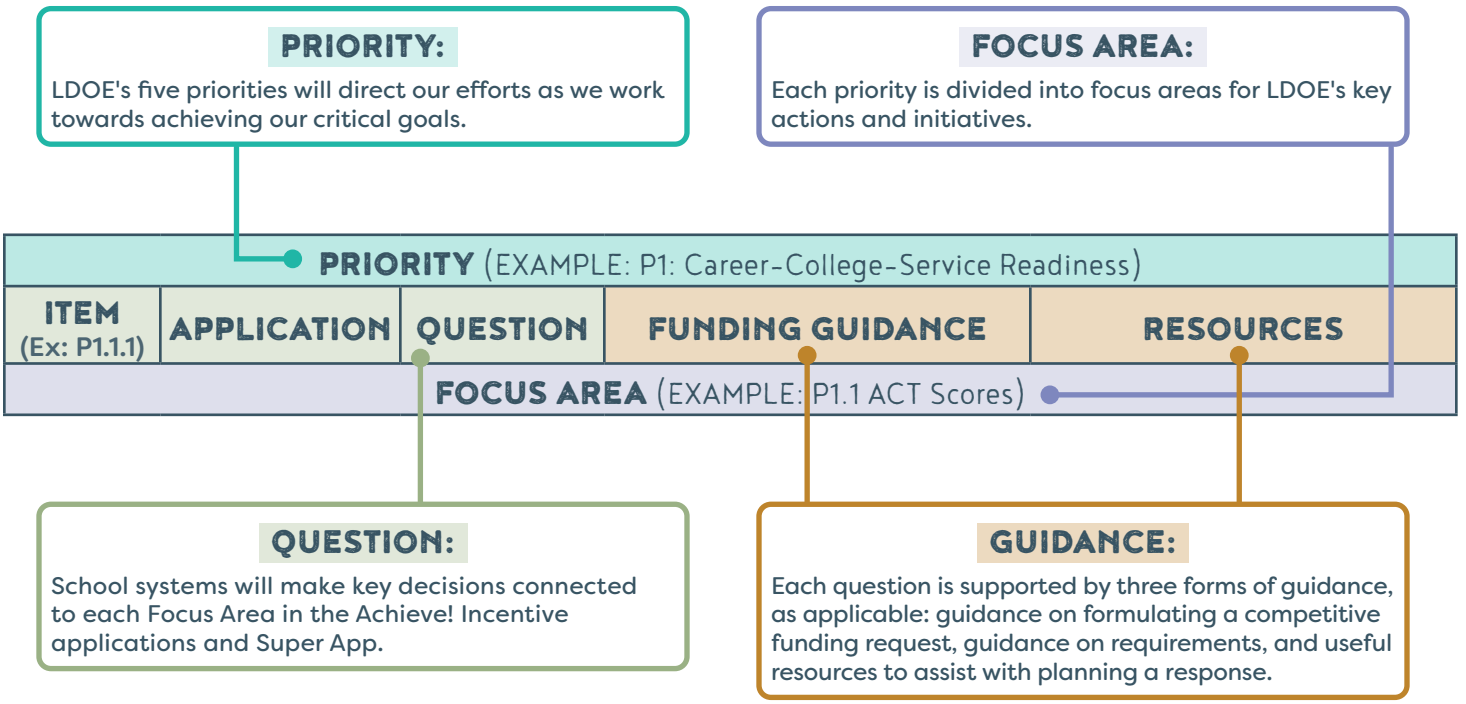
SCHOOL SYSTEM SUPPORT

Support for completing the Achieve! Incentive applications and Super App will be provided through:

- School Improvement Library (updated November 2021);
- LDOE Weekly Newsletters;
- School System Leader Calls;
- Federal Support and Grantee Relations Calls;
- Achieve!, Believe!, and Super App Office Hours on scheduled Fridays at 10a.m. (details provided via LDOE Weekly Newsletter); and
- Email: LDOE.grantshelpdesk@la.gov and include "Achieve," "Believe!," or “Super App” in the subject line, as applicable.

APPENDIX A:
SCHOOL SYSTEM PLANNING FRAMEWORK AND FUNDING GUIDANCE

The School System Planning Framework and Funding Guidance is the primary planning tool for school systems and is structured by priority and focus area, providing guidance on responding to each question within Achieve! and Super App.



To see a succinct list of all priorities within Super App, refer to **Appendix D**.

School systems should use the guidance below to plan for and respond to application questions. The Response Guidance provided also identifies minimum requirements in order to achieve an approved and funded CIR/UIR-Academics plan.

P1: CAREER-COLLEGE-SERVICE READINESS				
ITEM	**APPLICATION**	**QUESTION**	**FUNDING GUIDANCE**	**RESOURCES**
P1.1 ACT SCORES				
P1.1.1	**Achieve! Incentive Rd 1**	Will the school system provide Pre-ACT testing opportunities to all students enrolled in grade 9?	**Optional funding opportunity:** Select "Yes" to opt into receiving funding for this initiative.	**Pre ACT Now**
P1.1.2	**Achieve! Incentive Rd 1**	Will the school system provide ACT testing opportunities to all students enrolled in grades 10 and 12?	**Optional funding opportunity:** Select "Yes" to opt into receiving funding for this initiative.	**ACT NOW**
P1.3 COHORT TRACKING				
P1.3.1	**Achieve! Incentive Rd 1**	Will the school system work with a vendor from LDOE's IGP Virtual Hosting Platform list to host individual graduation plans (IGPs) in an electronic, online format?	**Optional funding opportunity:** Select "Yes" to opt into receiving funding for this initiative.	**IGP Hosting**
P1.3.2	**Achieve! Incentive Rd 1**	Is the school system interested in a Ninth Grade Academy planning and implementation grant?	**Optional funding opportunity:** Select "Yes" and the school system will be contacted to submit an application for this initiative.	**Ninth Grade Academy Guidance**
P1.3.3	**Achieve! Incentive Rd 1**	Does the school system want to participate in the development of a Dropout Early Warning System?	**Optional funding opportunity:** Select "Yes" and the school system will be contacted to submit an application for this initiative.	**Dropout Early Warning Systems**
P1.4 COMMUNITY SERVICE DIPLOMA ENDORSEMENT				
P1.4.1	**Achieve! Incentive Rd 1**	Will the school system utilize a Community Service App to track student hours in community service activities?	**Optional funding opportunity:** Select "Yes" to opt into receiving funding for this initiative.	**Community Service App**
P1.6 CREDENTIALS				
P1.6.1	**Super App**	Which Louisiana STEM pathways will be adopted?	N/A	**Louisiana STEM Initiative**
P1.9 INDIVIDUALIZED GRADUATION PLANS				
P1.9.1	**Super App**	**Required at CIR and UIR-Academics high schools:** Will the school system partner with a vendor from LDOE's Student Planning Partners list to provide individual graduation planning (IGP) support, post-secondary planning, and/or career transitional support at CIR and UIR-Academics high schools?	Coming Nov 2021	**Student Planning Partners**
P1.9.2	**Achieve! Incentive Rd 1**	Will the school system partner with a vendor from LDOE's Student Planning Partners list to provide individual graduation planning (IGP) support, post-secondary planning, and/or career transitional support at non-CIR/UIR-A high schools?	**Optional funding opportunity:** School systems may request up to $10,000 per non-CIR/UIR-A high school for this initiative.	**Student Planning Partners**

P2: EQUITABLE INCLUSIVE LEARNING				
ITEM	**APPLICATION**	**QUESTION**	**FUNDING GUIDANCE**	**RESOURCES**
P2.1 ACCESS TO HIGH-QUALITY EARLY CHILDHOOD EDUCATION				
P2.1.1	**Super App**	Check all the strategies that the school system will use to maximize access to birth through three-year-old children within the community network. Strategy 1: Place four-year-old seats at child care centers, Strategy 2: Provide more birth through three-year-old seats at child care centers, Strategy 3: Convert Head Start seats to Early Head Start seats, Strategy 4: Develop agreements with Head Start to serve more three-year-olds, Strategy 5: Use IDEA dollars to expand delivery of special education and related services in child care centers (children with disabilities age three and older), Strategy 6: Secure new funding to serve more children birth to five, Strategy 7: Use ESSER funds to serve more birth through three-year-olds.	N/A	**Early Childhood Guidance for Super App** **October 1 Child Count data**
P2.1.2	**Super App**	Check all the strategies that the school system will use to maximize access for four-year-olds within the community network. Strategy 1: Offer targeted seats for four-year-olds beyond those funded by LA 4, Strategy 2: Place school-based pre-K classrooms in zip codes of high need, Strategy 3: Maximize eligibility criteria for pre-K funding, Strategy 4: Collaborate with Head Start to serve the maximum number of four-year-olds across each funding source, Strategy 5: Offer universal pre-K for four-year-olds in the district, Strategy 6: Use ESSER funds to serve more four-year-olds, Strategy 7: Use Title I funds to support pre-K.	N/A	**Early Childhood Guidance for Super App** **October 1 Child Count data**
P2.1.3	**Achieve! Incentive Rd 1**	How many new birth through three-year-old seats will the school system add in 2021-2022 and 2022-2023? How many new, non-LA 4 four-year-old seats will the school system add in 2021-2022 and 2022-2023? What amount of the LEA's own state/local/federal funding will be dedicated towards adding these seats?	**Optional funding opportunity:** School systems may request funding for this initiative in the form of a match. A school system's total request should not exceed the total amount of its own state/local/federal funding which will be dedicated towards this initiative.	**October 1 Child Count data** **Expanding Early Childhood Care in your Community**
P2.2 MENTAL AND BEHAVIORAL HEALTH, SOCIAL EMOTIONAL LEARNING, AND TRAUMA-INFORMED CARE				
P2.2.1	**Achieve! Incentive Rd 1**	How many UIR-Discipline sites and/or Alternative schools will hire a qualified Social Worker and submit evidence of qualifications to the LDOE, in addition to providing evidence of continued employment and payment of school social workers, during the 2021-2022 and/or 2022-2023 school years? What amount of the LEA's own state/local/federal funding will be dedicated towards Social Worker salary and benefits in 2021-2022 and/or 2022-2023 at UIR-Discipline sites and/or Alternative schools?	**Optional funding opportunity:** School systems may request funding for this initiative in the form of a match. A school system's total request should not exceed the total amount of its own state/local/federal funding which will be dedicated towards this initiative.	**Social Worker Job Description**
P2.2.2	**Achieve! Incentive Rd 2**	Expanding Mental and Behavioral Health - Coming Nov 2021	Coming Nov 2021	Coming Nov 2021

P2: EQUITABLE INCLUSIVE LEARNING				
ITEM	**APPLICATION**	**QUESTION**	**FUNDING GUIDANCE**	**RESOURCES**
P2.3 PROVEN, EVIDENCE-BASED STRATEGIES FOR DIVERSE LEARNERS				
P2.3.1	**Super App**	What steps will the school system take to identify early and accurately children who have disabilities? How will the school system work with the Early Childhood Lead Agency and community partners to screen children ages 3-5 for disabilities?	N/A	Strategies for Success Guidebook Early Childhood Developmental Screening Guidebook Early Childhood Developmental Screening Guidance for Lead Agencies
P2.3.2	**Super App**	How will the school system use the data from the assessments and screeners proposed in the Priority 3 section (P3.6.2 and P3.6.3) to make instructional decisions and/or refer a student to the School Building Level Committee (SBLC)?	N/A	Strategies for Success Guidebook Pre-K-3rd Grade Assessment Guidance
P2.3.3	**Super App**	Will students with disabilities taking the LEAP 2025 assessments receive core instruction using the curricula proposed in the Priority 3 section (P3.4.4)?	N/A	Instructional Materials Reviews Strategies for Success Guidebook
P2.3.4	**Achieve! Incentive Rd 1**	Which specific high-quality ELA curriculum will be used in each grade band at non-CIR/UIR-Academics Alternative schools? How many non-CIR/UIR-Academics Alternative Schools will implement this curriculum selection? Which specific high-quality math curricula will be used in each grade band at non-CIR/UIR-Academics Alternative schools? How many non-CIR/UIR-Academics Alternative Schools will implement this curriculum selection? Which specific high-quality science curricula will be used in each grade band at non-CIR/UIR-Academics Alternative schools? How many non-CIR/UIR-Academics Alternative Schools will implement this curriculum selection?	**Optional funding opportunity:** School systems may request funding for this initiative at non-CIR/UIR-Academics Alternative schools only.	Instructional Materials Reviews High-Quality Science Curriculum Overview
P2.3.5	**Super App**	Will all teachers who support students with disabilities taking the LEAP 2025 assessments be trained to use high-quality curricula by the professional development partner(s) proposed in the Priority 4 section (P4.5.4)?	N/A	Professional Development Vendor Guide Strategies for Success Guidebook
P2.3.6	**Super App**	What is the school system's plan for coordinated transitions for students with disabilities?	N/A	Strategies for Success Guidebook
P2.5 SUPPORTS AND SERVICES FOR ENGLISH LEARNERS				
P2.5.1	**Super App**	Will English learners receive core instruction using the curricula proposed in the Priority 3 section (P3.4.4)?	N/A	Instructional Materials Reviews English Learner Program Handbook
P2.5.2	**Super App**	Will all teachers supporting English learners be trained on the use of the high-quality curricula by the professional development partner(s) proposed in the Priority 4 section (P4.5.4)?	N/A	Professional Development Vendor Guide

P3: QUALITY TEACHING AND LEARNING				
ITEM	**APPLICATION**	**QUESTION**	**FUNDING GUIDANCE**	**RESOURCES**
P3.3 ACCELERATED LEARNING RECOVERY				
P3.3.1	**Achieve! Incentive Rd 2**	Summer Learning Programs: Will the school system commit to providing high-dosage tutoring using high-quality instructional materials for academic recovery during the summers of 2022, 2023, and 2024? The school system will prioritize access to this activity for students that were most impacted by the pandemic and/or are economically disadvantaged, English language learners, students with disabilities, in foster care, experiencing homelessness, and migratory students. The LEA will maintain data points which will enable the reporting of each of the following subgroups which **participated** in this activity: Students with one or more disabilities, Low-income students, English language learners, Students in foster care, Migratory students, Students experiencing homelessness, American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, Black (non-Hispanic), White (non-Hispanic), Other student subpopulation.	**Optional funding opportunity:** Select "Yes" to opt into receiving funding for this initiative.	**Summer Learning Program Guidance**
P3.3.2	**Achieve! Incentive Rd 2**	Summer Learning Programs: Will the school system commit to measuring the effectiveness of summer learning programs and submitting that effectiveness data to LDOE in alignment with LDOE guidance?	**Optional funding opportunity:** Select "Yes" to opt into receiving funding for this initiative.	**Summer Learning Program Guidance**
P3.3.3	**Achieve! Incentive Rd 2**	Summer Learning Programs: What amount of the LEA's own state/local/federal funding will be dedicated towards summer learning programs in the summers of 2022, 2023, and 2024?	**Optional funding opportunity:** School systems may request funding for this initiative in the form of a match. A school system's total request should not exceed the total amount of its own state/local/federal funding which will be dedicated towards this initiative.	**Summer Learning Program Guidance**
P3.3.4	**Achieve! Incentive Rd 2**	Summer Learning Programs: How many students does the school system anticipate serving each summer?	N/A	**Summer Learning Program Guidance**
P3.3.5	**Achieve! Incentive Rd 2**	Before & after school programming: Will the school system commit to using a vendor from the Before and After School Program Vendor Guide and/or Louisiana's Tutoring Vendor Guide for the 2021-2022, 2022-2023, and/or 2023-2024 school years? The school system will prioritize access to this activity for students that were most impacted by the pandemic and/or are economically disadvantaged, English language learners, students with disabilities, in foster care, experiencing homelessness, and migratory students. The LEA will maintain data points which will enable the reporting of each of the following subgroups which **participated** in this activity: Students with one or more disabilities, Low-income students, English language learners, Students in foster care, Migratory students, Students experiencing homelessness, American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, Black (non-Hispanic), White (non-Hispanic), Other student subpopulation.	**Optional funding opportunity:** select "Yes" to opt into receiving funding for this initiative.	Before and After School Program Vendor Guide **Louisiana's Tutoring Vendor Guide**
P3.3.6	**Achieve! Incentive Rd 2**	Before & after school programming: What amount of the LEA's own state/local/federal funding will be dedicated towards after school programming in 2021-2022, 2022-2023, and/or 2023-2024 school years?	**Optional funding opportunity:** School systems may request funding for this initiative in the form of a match. A school system's total request should not exceed the total amount of its own state/local/federal funding which will be dedicated towards this initiative.	Before and After School Program Vendor Guide **Louisiana's Tutoring Vendor Guide**

P3: QUALITY TEACHING AND LEARNING				
ITEM	**APPLICATION**	**QUESTION**	**FUNDING GUIDANCE**	**RESOURCES**
P3.3.7	Super App	**Required at CIR and UIR-Academics schools:** Will the school system commit to using the Accelerate model to provide additional learning time for students through high-dosage tutoring during the school day at CIR/UIR-Academics schools?	N/A	Accelerate
P3.3.8	Super App	Will the school system commit to using the Accelerate model to provide additional learning time for students through high-dosage tutoring during the school day at non-CIR/UIR-Academics schools?	N/A	Accelerate
P3.3.9	Super App	**Required at CIR and UIR-Academics schools:** Will the school system commit to providing high-dosage tutoring using high-quality instructional materials during summer learning at CIR/UIR-Academics schools?	N/A	Louisiana's Tutoring Vendor Guide
P3.3.10	Super App	Will the school system commit to providing high-dosage tutoring using high-quality instructional materials during summer learning at non-CIR/UIR-Academics schools?	N/A	Louisiana's Tutoring Vendor Guide
P3.3.11	Super App	**Required at CIR and UIR-Academics schools:** Will the school system commit to providing summer learning programs to all students at CIR/UIR-Academics schools?	N/A	Summer Learning Program Guidance
P3.3.12	Super App	Will the school system commit to providing summer learning programs to all students at non-CIR/UIR-Academics schools?	N/A	Summer Learning Program Guidance
P3.4 ALIGNED INSTRUCTIONAL MATERIALS AND RESOURCES				
P3.4.1	Super App	Identify the number of new birth to five-year-old classrooms that are in need of high-quality curriculum for the 2022-2023 school year.	Coming Nov 2021	Early Childhood Guidance for Super App Instructional Materials Reviews
P3.4.2	Super App	Identify the number of birth to five-year-old classrooms that are in need of curriculum supports for the 2022-2023 school year.	Coming Nov 2021	Early Childhood Guidance for Super App Instructional Materials Reviews
P3.4.3	Super App	**Required at CIR and UIR-Academics schools:** Will the school system utilize high-quality curriculum in each grade band K-12 at CIR and UIR-Academics schools?	Coming Nov 2021	Instructional Materials Reviews High-Quality Science Curriculum Overview ELA Guidebooks
P3.4.4	Super App	**Required at CIR and UIR-Academics schools:** Which specific ELA curricula will be used in each grade band at CIR/UIR-Academics schools? **Required at CIR and UIR-Academics schools:** Which specific math curricula will be used in each grade band at CIR/UIR-Academics schools?	Coming Nov 2021	Instructional Materials Reviews ELA Guidebooks
P3.4.5	Super App	Which specific science curricula will be used in each grade band at CIR/UIR-Academics schools?	Coming Nov 2021	High-Quality Science Curriculum Overview Instructional Materials Reviews

P3: QUALITY TEACHING AND LEARNING				
ITEM	**APPLICATION**	**QUESTION**	**FUNDING GUIDANCE**	**RESOURCES**
P3.6 ASSESSMENTS TO INFORM INSTRUCTION				
P3.6.1	Super App	**Required at CIR and UIR-Academics schools:** Will the school system utilize high-quality assessments, inclusive of screeners, in each grade pre-K-2, and high-quality ELA and math assessments in each grade band 3-12 at CIR and UIR-Academics schools? Which assessments, inclusive of screeners, will be used in each grade, pre-K-2, at CIR/UIR-Academics schools?	Coming Nov 2021	Instructional Materials Reviews Pre-K-3rd Grade Assessment Guidance LEAP 360 Interim Guidance Kindergarten Entry Assessment Guidance
P3.6.2	Super App	**Required at CIR and UIR-Academics schools:** Which assessments, inclusive of screeners, will be used in each grade, pre-K-2, at CIR/UIR-Academics schools?	Coming Nov 2021	Instructional Materials Reviews Pre-K-3rd Grade Assessment Guidance Kindergarten Entry Assessment Guidance
P3.6.3	Super App	**Required at CIR and UIR-Academics schools:** Which ELA assessments will be used in each grade band, 3-12, at CIR/UIR-Academics schools? **Required at CIR and UIR-Academics schools:** Which math assessments will be used in each grade band, 3-12, at CIR/UIR-Academics schools?	Coming Nov 2021	Instructional Materials Reviews Pre-K-3rd Grade Assessment Guidance LEAP 360 Interim Guidance
P3.9 LITERACY				
P3.9.1	Super App	REAL: Identify the number of pre-K to 3rd grade students at CIR/UIR-Academics schools who are in need of targeted early literacy support, including support required to effectively engage in remote learning.	N/A	REAL webpage REAL Program Overview
P3.9.2	Super App	Enhanced Literacy Efforts: Identify one or more birth-age 5 literacy initiative(s) from the school system's Literacy Plan which will be implemented.	Coming Nov 2021	Sample Literacy Plan Template
P3.9.3	Super App	Enhanced Literacy Efforts: Identify one or more kindergarten-5th grade literacy initiative(s) from the school system's Literacy Plan which will be implemented.	Coming Nov 2021	Sample Literacy Plan Template
P3.9.4	Super App	Enhanced Literacy Efforts: Identify one or more 6th-8th grade literacy initiative(s) from the school system's Literacy Plan which will be implemented.	Coming Nov 2021	Sample Literacy Plan Template
P3.9.5	Super App	Enhanced Literacy Efforts: Identify one or more 9th-12th grade literacy initiative(s) from the school system's Literacy Plan which will be implemented.	Coming Nov 2021	Sample Literacy Plan Template

P4: EFFECTIVE EDUCATOR WORKFORCE				
ITEM	**APPLICATION**	**QUESTION**	**FUNDING GUIDANCE**	**RESOURCES**
P4.1 ASPIRING LEADER DEVELOPMENT				
P4.1.1	**Super App**	How many special education leaders will apply to participate in the SPED Leader Fellowship from CIR and UIR-Academics schools? How many will apply to participate from non-CIR/UIR-Academics schools?	N/A	SPED Fellow Guide
P4.4 INTENTIONAL PARTNERSHIPS WITH TEACHER PREPARATION PROVIDERS				
P4.4.1	**Super App**	**Required at CIR and UIR-Academics schools:** Identify the primary preparation provider(s) for the 2022-2023 school year.	N/A	Educator Workforce Data Guide Secure Portal: Educator Workforce Data Approved Teacher Preparation K12 Teacher Preparation Partnership Guidance
P4.4.2	**Achieve! Incentive Rd 1**	How many teachers will receive an add-on English Learner Certification for the 2021-2022 and 2022-2023 school years?	**Optional funding opportunity:** provide a response to opt into receiving funding for this initiative.	English as a Second Language Certification Approved Teacher Preparation High Need Certification Expansion Guidance
P4.4.3	**Achieve! Incentive Rd 1**	How many teachers will receive a Special Education Mild-Moderate add-on certification for the 2021-2022 and 2022-2023 school years?	**Optional funding opportunity:** provide a response to opt into receiving funding for this initiative.	Approved Preparation Providers High Need Certification Expansion Guidance
P4.5 JOB-EMBEDDED COLLABORATION AND PROFESSIONAL DEVELOPMENT				
P4.5.1	**Super App**	Identify the number of birth to five-year-old classrooms for which partner(s) will provide professional development on high-quality curricula, child assessment, developmental screening and/or interactions.	Coming Nov 2021	Early Childhood Guidance for Super App Professional Development Vendor Guide Supporting Early Learning & Literacy PD Guide
P4.5.2	**Super App**	Identify which vendor(s) will train teachers on the use of specialized supports for children ages three to five with disabilities.	Coming Nov 2021	Partnerships for Success Vendor Guide Strategies for Success Guidebook
P4.5.3	**Super App**	**Required at CIR and UIR-Academics schools:** Will the school system utilize PD vendors identified in the LDOE PD Vendor Guide or a certified Content Leader to provide teacher initial and/or ongoing support to curricula at all CIR and UIR-Academics schools?	Coming Nov 2021	Professional Development Vendor Guide Approved Mentor and Content Leader Providers
P4.5.4	**Super App**	**Required at CIR and UIR-Academics schools:** Which partner(s) will provide ELA teacher initial and/or ongoing support to curricula in each grade band at CIR/UIR-Academics schools? **Required at CIR and UIR-Academics schools:** Which partner(s) will provide math teacher initial and/or ongoing support to curricula in each grade band at CIR/UIR-Academics schools?	Coming Nov 2021	Professional Development Vendor Guide Approved Mentor and Content Leader Providers
P4.5.5	**Super App**	Which partner(s) will provide science teacher initial and/or ongoing support to curricula in each grade band at CIR/UIR-Academics schools?	Coming Nov 2021	Professional Development Vendor Guide High Quality Science Curriculum Overview Approved Mentor and Content Leader Providers
P4.5.6	**Achieve! Incentive Rd 1**	Which approved vendor from LDOE's Literacy Foundations Training Approved Providers will be used to conduct the required Act 108 training for teachers, assistant principals, and principals?	**Optional funding opportunity:** provide a response to opt into receiving funding for this initiative.	Literacy Foundations Training Approved Providers

P4: EFFECTIVE EDUCATOR WORKFORCE				
ITEM	**APPLICATION**	**QUESTION**	**FUNDING GUIDANCE**	**RESOURCES**
P4.5.7	**Achieve! Incentive Rd 1**	How many school system kindergarten–3rd grade regular education and special education teachers, assistant principals, and principals will participate in this Literacy Foundations training?	**Optional funding opportunity:** provide a response to opt into receiving funding for this initiative.	**Science of Reading Training Guidance**
P4.5.8	**Super App**	Which partner(s) from the LDOE Partnerships for Success Guide will train teachers on the use of specialized supports for students with disabilities?	Coming Nov 2021	**Partnerships for Success Vendor Guide** **Strategies for Success Guidebook**
P4.5.9	**Super App**	**Required at CIR and UIR-Academics schools:** Which of these elements of the Department's Vision of an Improving School will the school system's CIR and UIR-Academics schools need additional support with? Provide the number of CIR and UIR-Academics sites which will implement these best practices. Note: Portal Access, Instructional Leadership Team Support, and Teacher Collaboration Support are required at all CIR and UIR-Academics sites.	Coming Nov 2021	**School Improvement Best Practices**
P4.5.10	**Super App**	Will special education leaders from CIR and UIR-Academics schools participate in the School Improvement Best Practices selected in P4.5.9?	Coming Nov 2021	**School Improvement Best Practices**
P4.5.11	**Achieve! Incentive Rd 1**	Which of these elements of the Department's Vision of an Improving School will the school system's non-CIR/UIR-Academics schools need additional support with? Provide the number of non-CIR/UIR-Academics sites which will implement these best practices as well as the amount of the LEA's own state/local/federal funding which will be dedicated towards these best practices.	**Optional funding opportunity:** School systems may request funding for this initiative in the form of a match. A school system's total request should not exceed the total amount of its own state/local/federal funding which will be dedicated towards this initiative.	**School Improvement Best Practices**
P4.5.12	**Super App**	**Required at UIR-Discipline schools:** Which vendor have you selected to provide training for your staff at schools with a UIR-Discipline label as outlined in the Student Well-Being Vendor Guide?	Coming Nov 2021	**Student Well-Being Vendor Guide**
P4.5.13	**Super App**	**Required at CIR and UIR-Academics schools:** Will the school system send school leader participants from each CIR and UIR-Academics school, as well as school system leader participants, to School Support Institute sessions?	N/A	**School Support Institutes Overview**
P4.5.14	**Achieve! Incentive Rd 2**	Will the school system send school leader participants from each non-CIR/UIR-Academics school, as well as school system leader participants, to School Support Institute sessions?	**Optional funding opportunity:** select "Yes" to opt into receiving funding for this initiative.	**School Support Institutes Overview**

P4: EFFECTIVE EDUCATOR WORKFORCE				
ITEM	**APPLICATION**	**QUESTION**	**FUNDING GUIDANCE**	**RESOURCES**
P4.7 OBSERVATION, FEEDBACK, AND COACHING CYCLES				
P4.7.1	**Achieve! Incentive Rd 1**	Will the school system certify staff members who work at sites that are implementing CLASS?	**Optional funding opportunity:** select "Yes" to opt into receiving funding for this initiative.	CLASS Overview
P4.7.2	**Achieve! Incentive Rd 1**	How many staff members will be trained to receive a CLASS Certification for school years 2021-2022 and 2022-2023?	**Optional funding opportunity:** provide a response to opt into receiving funding for this initiative.	CLASS Overview
P4.8 PRE-EDUCATOR PATHWAYS				
P4.8.1	**Achieve! Incentive Rd 1**	Will the school system implement the pre-educator pathway at any high schools for the 2022-2023 school year? If so, how many schools will implement this pathway for the first year and how many schools will implement this pathway as a continuation of previous implementation?	**Optional funding opportunity:** select "Yes" and provide a response to opt into receiving funding for this initiative.	Louisiana Pre-Educator Pathway
P4.10 TEACHER LEADER OPPORTUNITIES				
P4.10.1	**Super App**	**Required at CIR schools:** How many new Mentor Teachers will participate in state-approved Mentor Teacher training? Note: Each CIR school must have at least one certified ancillary or provisional Mentor Teacher.	Coming Nov 2021	Mentor Teacher Webpage Approved Mentor Teacher/Content Leader Provider List 2019 Louisiana's Alternate Certification Preparation Toolkit
P4.10.2	**Super App**	How many certified Mentor Teachers will support post-baccalaureate candidates at CIR/UIR-Academics schools?	Coming Nov 2021	Mentor Teacher Webpage Approved Mentor Teacher/Content Leader Provider List 2019 Louisiana's Alternate Certification Preparation Toolkit
P4.10.3	**Super App**	**Required at CIR schools:** How many new K-2 Literacy Content Leaders will participate in Content Leader training? Note: Each CIR school serving grades K-2 must have at least one K-2 Literacy Content Leader.	Coming Nov 2021	K-2 Literacy Content Leader Overview Approved Mentor Teacher/Content Leader Provider List
P4.10.4	**Super App**	**Required at CIR schools:** How many new ELA and Math Content Leaders will participate in Content Leader training? Note: Each CIR school must have at least one ELA and one Math Content Leader.	Coming Nov 2021	Approved Mentor Teacher/Content Leader Provider List Content Leader Webpage
P4.10.5	**Super App**	How many teachers will participate in Science Content Leader training?	Coming Nov 2021	Approved Mentor Teacher/Content Leader Provider List Science Content Leader Overview
P4.10.6	**Super App**	How many Literacy Coaches will the school system request the salary and benefits for in early childhood sites or CIR/UIR-Academics schools?	Coming Nov 2021	CLSD CIR/UIR-A
P4.10.7	**Super App**	Name all early childhood sites or CIR/UIR-Academics schools which Literacy Coaches will support.	Coming Nov 2021	CLSD CIR/UIR-A
P4.10.8	**Super App**	What percentage of total time will all Literacy Coaches support each grade band in early childhood sites or CIR/UIR-Academics schools? (the total of all responses below must add up to 100%)	Coming Nov 2021	CLSD CIR/UIR-A

P5: SYSTEMS-STRUCTURES-PARTNERSHIPS				
ITEM	**APPLICATION**	**QUESTION**	**FUNDING GUIDANCE**	**RESOURCES**
P5.3 DIFFERENTIATED AND TARGETED SCHOOL IMPROVEMENT ASSISTANCE				
P5.3.1	**Achieve! Incentive Rd 1**	Upload the school system's Reimagine School Systems application.	**Optional funding opportunity:** School systems may request funding for this initiative through a competitive grant application. Not all systems that apply will be funded.	Reimagine School Systems Grant Application
P5.9 STRATEGIC PLANNING, RESOURCE ALLOCATION, AND ALIGNMENT TO CRITICAL GOALS				
P5.9.1	**Achieve! Incentive Rd 2**	Will the school system implement a balanced calendar in the 2022-2023 and/or 2023-2024 school year(s)? If yes, does the school system want to be included in the balanced calendar pilot?	**Optional funding opportunity:** Select "Yes" to opt into receiving funding for this initiative.	
P5.9.2	**Super App**	Please upload the community's early childhood blueprint for the upcoming school year in .PDF format. File name format: School System Name_Blueprint	N/A	Early Childhood Guidance for Super App Early Childhood Blueprint Guidance
P5.9.3	**Super App**	School systems that are the Lead Agency for their early childhood community network: Please upload the completed Coordinated Funding Request template. File name format: School System Name_CFR	N/A	Early Childhood Guidance for Super App Coordinated Funding Request LA4 Reporting and Payment Requirements

APPENDIX B:

CIR/UIR-ACADEMICS REQUIREMENTS

In order to determine whether the school system's CIR/UIR-Academics strategies have achieved the bar for approval and funding, the LDOE will review the questions within the Super App that correspond to each criteria listed below.

ITEM (S)	APPROVAL CRITERIA	FUNDING CRITERIA	ELIGIBLE FOR FUNDING
P1.9.1	For CIR and UIR-A high schools: Partner(s) are identified to provide individual student graduation planning support	For CIR and UIR-A high schools: partner(s) from LDOE's Student Planning Partners list are identified to provide individual student graduation planning support	Individual student graduation planning support through approved partners at CIR and UIR-A high schools
P3.3.7	Commit to using the Accelerate model to provide additional learning time for students through high-dosage tutoring during the school day	Commit to using the Accelerate model to provide additional learning time for students through high-dosage tutoring during the school day	
P3.3.9	Commit to providing high-dosage tutoring using high-quality instructional materials during summer learning	Commit to providing high-dosage tutoring using high-quality instructional materials during summer learning	
P3.3.11	Commit to providing summer learning programs to all students	Commit to providing summer learning programs to all students	
P3.4.3 - P3.4.4	No more than one curriculum per grade in math. In K-2 ELA, school systems must pair a foundational skills curriculum with an ELA curriculum if the ELA curriculum does not include foundational skills. In ELA, school systems may include a foundational skills curriculum in all other grades	High-quality curriculum in each grade in ELA and math	The purchase of materials for high-quality curriculum at CIR/UIR-Academics schools where high-quality curriculum was not previously in place
P3.6.1 - P3.6.3	One assessment or LEAP 360 for each grade level in ELA and math	One high-quality assessment or LEAP 360 in each grade level in ELA and math	High-quality assessment materials at CIR/UIR-Academics schools
P4.4.1	Identify the primary Louisiana-approved teacher preparation provider that will meet workforce needs	Identify the primary Louisiana-approved teacher preparation provider that will meet workforce needs	
P4.5.3 - P4.5.4	Professional development on the curriculum in each grade level for ELA and math	Professional development from partners in the PD Vendor Guide which are specifically identified in the School System Planning Guide for each high-quality curriculum used in each grade level for ELA and math	Professional development on high-quality curriculum at CIR/UIR-Academics schools that is conducted by a partner in the PD Vendor Guide
P4.5.9	School Improvement Best Practices including Portal Access, Instructional Leadership Team Support, and Teacher Collaboration Support are implemented	School Improvement Best Practices including Portal Access, Instructional Leadership Team Support, and Teacher Collaboration Support are implemented	Portal Access, Instructional Leadership Team Support, and Teacher Collaboration Support costs
P4.5.13	School leader and school system leader participants agree to attend School Support Institute sessions	School leader and school system leader participants agree to attend School Support Institute sessions	School Support Institute tuition costs
P4.10.1	At least one certified ancillary or provisional Mentor Teacher at each CIR school*	At least one certified ancillary or provisional Mentor Teacher at each CIR school*	Training fees for new Mentor Teachers at CIR schools Stipends for new and existing post-bacc Mentor Teachers at CIR/UIR-Academics schools
P4.10.3	At each CIR school serving grades K-2: one K-2 Literacy Content Leader*	At each CIR school serving grades K-2: one K-2 Literacy Content Leader*	Training fees for K-2 Literacy Content Leader candidates at CIR schools Stipends for certified Content Leaders at CIR sites**
P4.10.4	At each CIR school: one ELA and one Math Content Leader*	At each CIR school: one ELA and one Math Content Leader*	Training fees for ELA and Math Content Leader candidates at CIR schools Stipends for certified Content Leaders at CIR sites**

*If previously trained Mentor Teachers and Content Leaders will remain at the school in 2022-2023, school systems are not required to train additional staff members in these roles. School systems may request funds to meet CIR requirements for these roles if they need to be filled again due to staff transitions.

**Stipends of up to $2,000 annually for certified Content Leaders who have presented Content Leader Module trainings and/or facilitated unit/lesson unpacking during common planning at CIR sites.

APPENDIX C:
PROGRAM SPECIFIC QUESTIONS

For additional guidance on the use of Direct Student Services (DSS) funding, refer to the **DSS Guidance** document.

DIRECT STUDENT SERVICES
Direct Student Services provides support to school systems and students in gaining access to academic courses, credentials, and services that are not otherwise available at their schools. School systems may partner with third-parties to implement activities for low-achieving students.
1. Who are the school system's partners, and how were they selected? 2. How will parents know about choices available to them? 3. What forms of outreach will be implemented? 4. How will you publicly report results of student outcomes so they are easily accessible to parents? 5. How will you monitor the implementation of DSS activities within the school system?

For additional guidance on the use of Perkins funding, refer to the **Perkins Planning and Funding Guidance document** (to be updated November 2021).

PERKINS
1. Describe the results of the comprehensive needs assessment. Description MUST include the **findings** and the identification of the data analyzed regarding: a. evaluation of Student Academic and Technical Skill Performance b. program Alignment to Industry c. progress toward Program(s) of Study d. recruitment, Retention, and Training of CTE Educators e. progress toward Improving Equity f. program Size, Scope, and Quality
2. Describe the course offerings, Industry-Based Certifications (IBC), and activities **supported** with Perkins funds as they align with the regionally identified clusters and approved Perkins Eligible Program(s) of Study. Description MUST include the following items: a. how the Comprehensive Needs Assessment facilitated the selection of the clusters and Perkins Eligible Program(s) of Study b. a description of new or revised Perkins Eligible Program(s) of Study the eligible recipient with the regional team will develop and submit for approval c. how students, including special populations, will learn about their school's CTE course offerings, IBCs, Jump Start Pathways, and Perkins Eligible Program(s) of Study
3. Provide a description of how the **eligible recipient**, in collaboration with **regional team**, local workforce development boards/agencies, one-stop delivery systems, and/or other partners, will provide: a. a **continuum** of career exploration and career guidance activities b. **information to students** on employment opportunities incorporating the most up-to-date information on high skill, high wage in demand **or emerging** occupations as determined by the comprehensive needs assessment **and local workforce trends** c. an **organizational plan** for career guidance and academic counseling to students before enrolling and while participating in CTE programs, Jump Start Pathways, and Perkins Eligible Program(s) of Study
4. Describe how the **eligible recipient** will improve academic and technical skills of CTE students through the integration of coherent and rigorous content aligned with academic and CTE standards to provide a well-rounded education. Description must include: a. continuum of academic and technical skill enhancement b. expansion of statewide basic and advanced credentials
5. Provide a description of how the eligible recipient will provide activities to prepare special populations for high-skill, high-wage, **in-demand or emerging** occupations that will **support** self-sufficiency. The description must identify how the school system will: a. prepare Special Populations for success in Jump Start Pathways and Perkins Eligible Program(s) of Study b. prepare CTE participants for non-traditional fields c. provide equal access for special populations to Jump Start Pathways and Perkins Eligible Program(s) of Study d. ensure members of special populations will not experience discrimination based on their status as members of special populations
6. Describe work-based learning opportunities available to CTE students, **including in-person and virtual work-based learning opportunities.** This must include a description of how the **eligible recipient** will work with the **regional team, workforce development boards/agencies and local employers** to develop and expand work-based learning opportunities.
7. Describe opportunities available for students attending high school to gain postsecondary CTE credit through dual, concurrent, articulated or early college programs. Description must include collaboration with partner agency(ies) to expand access to associate degrees and technical diplomas.
8. Describe how the eligible recipient will support the recruitment, preparation, retention, and training of CTE faculty, administrators, and other CTE professionals, including focused professional development and training, state certification (standard or alternate), state licensure requirements, and access and equity to individuals from underrepresented groups.
9. Describe how the eligible recipient will address disparities or gaps in performance between groups of students in each of the plan years including: a. identifying the specific gap(s) b. identifying strategy(ies) to address the gap(s c. evaluating the outcomes in subsequent year(s)

APPENDIX D:
SUPER APP SUBMISSION CHECKLIST

Coming November 2021