

Louisiana Math Comprehensive Plan

Louisiana is on a mission to ensure every student, from kindergarten through high school, has the tools, instruction, and support to succeed in math. Our comprehensive approach strengthens instruction, builds student skills, and supports educators at every level.



Healthy Core Instruction

Student math outcomes will increase when schools create high-impact structures that prioritize all students' daily, **successful engagement in high-quality, grade-level core math instruction alongside peers.**



Timely, Proactive Interventions

Math outcomes will improve when **students receive timely proactive interventions that connect prerequisite learning to current and upcoming grade-level work.** These supports must be individualized, based on frequent and formative assessment of student needs.



Ongoing Professional Learning

Ongoing professional learning, quality resources, and proactive planning are essential for effective teaching and accelerating math readiness.



Family & Stakeholder Engagement

Families, caregivers, and communities play an essential role in children's math development at all ages and stages.

At each level of the education ecosystem, stakeholders, including the state agency, system leaders, school leaders, and educators, must take action to ensure Louisiana's mission for math excellence becomes the experience of every child.



Healthy Core Instruction

Student math outcomes will increase when schools create high-impact structures that prioritize all students' daily, **successful engagement in high-quality, grade-level core math instruction alongside peers.**

State Actions	System and School Actions
Focus Area: Define content for healthy core instruction	
Lead the review and editing process for the Louisiana Student Standards for Mathematics (LSSM) .	Share all LSSM support resources with teachers. Plan to support and train teachers in implementing the new LSSM.
Focus Area: Identify High-Quality Instructional Materials (HQIM)	
Conduct Instructional Materials Reviews (IMR) to evaluate curriculum for alignment to the LSSM and provide information and support to aid in local decision-making. - Review all materials in place to ensure alignment with the new standards. - Open reviews for submission of new materials. - Share reviews with stakeholders.	Review locally adopted HQIM for alignment to the new LSSM. Purchase and provide all materials to teachers, including - teacher materials; - all student materials; and - physical manipulatives.
Focus Area: Implement HQIM	
Provide implementation support for HQIM implementation, including training and tools to study units of instruction; prepare to teach lessons; - connect the LSSM to the HQIM; and - gauge the quality of curriculum implementation.	Set clear expectations for - daily preparation of lessons; - teacher collaboration that includes studying units of instruction and preparing to teach lessons; - implementing every element of the daily lesson cycle within the adopted materials; - monitoring of teacher collaboration and HQIM implementation throughout the year; and - connecting coaching cycles developed from LER evaluations to support progress toward these expectations.



Timely, Proactive Interventions

Math outcomes will improve when **students receive timely proactive interventions that connect prerequisite learning to current and upcoming grade-level work**. These supports must be individualized, based on frequent and formative assessment of student needs.

State Actions	System and School Actions
Focus Area: Provide a statewide numeracy screener and guidance on responding to screener data.	
Develop and launch the Louisiana K-3 Numeracy Screener , along with applicable resources. Guidance for responding to screener data. (coming Fall 2026)	- Coordinate administration of the numeracy screener. - Provide time and staff for intervening with students. - Design high-dosage tutoring plans for the identified students.
Focus Area: Provide tutoring to students with demonstrated need.	
Extend tutoring initiatives to target low-performing students in mathematics. Programs include the - Steve Carter Tutoring Program; - Accelerate: High-Dosage Tutoring; and - National Assessment Tutoring.	- Implement tutoring initiatives for mathematics students. - Create a plan using pre-approved tutoring providers or develop an in-house strategy based on a recommended formula. - Communicate tutoring opportunities to families.
Review applications for tutoring vendors through Steve Carter Tutoring Program; Accelerate: High-Dosage Tutoring vendor Application; and National Assessment Tutoring RFA.	- Choose an approved vendor or develop an in-house strategy using the recommended formula. - Share the Parent Portal with families.
Provide Zearn statewide licenses to all public schools serving students in grades K-8.	Implement Zearn by - scheduling 90 minutes per week; - requiring three grade-level lessons per week; - monitoring teacher and student engagement; and - considering Zearn as a solution for HDT needs.

State Actions	System and School Actions
Focus Area: Provide tools and resources to build students' foundational skills at each grade level.	
Identify grade-level foundational skills in the new LSSM.	Provide training to educators on the new standards.
FLAME (Foundational Lessons to Accelerate Math Education) provides teachers with additional resources for building foundational math skills and grade-appropriate fluency in grades K-8.	Encourage the utilization of FLAME as a complement to HQIM during small-group instruction or mini-lessons to • identify students who need fluency support; • support student growth in grade-level fluency skills; and • and track progress toward expected fluencies.



Ongoing Professional Learning

Ongoing professional learning, quality resources, and proactive planning are essential for effective teaching and accelerating math readiness.

State Actions	System and School Actions
Focus Area: Plan for the implementation of HQIM and LSSM to ensure healthy core instruction	
Train teachers and leaders on the new Louisiana Student Standards for Mathematics through facilitating the Louisiana Standards Institutes .	Promote and require participation in the institutes for all teachers and leaders.
Provide leader-facing professional learning focused on creating the conditions for successful HQIM implementation twice per year. School Support Institutes System Leader Regional Collaboration	- Identify school teams to attend the School Support Institutes. - Identify a district team to attend the System Leader Regional Collaborations.
Identify high-quality professional learning (HQPL) vendor partners in the Professional Learning Partner Guide (PLPG). Collect efficacy data on the HQPL partners and report in the PLPG. Cultivate HQIM and HQPL vendor partnerships so that the agency and vendors are positioned to respond to field needs.	Provide professional learning with an approved HQPL vendor to every teacher and leader on the HQIM implemented in the system.
Provide curriculum-specific sessions at the Louisiana Teacher Leader Summit focused on connecting the LDOE strategy to practical classroom practice.	Identify teams of teachers, school leaders, and system leaders to

State Actions	System and School Actions
Focus Area: Prepare teachers to deliver healthy core instruction	
Provide funding and professional learning for Teacher Collaboration Facilitators through School System planning	- Identify TC facilitators and provide training. - Protect the TC facilitator's time so they are prepared and supported.
Develop additions to the Louisiana Professional Learning Roadmap , including - resources for leaders to use during ILT meetings; - planning documents for leaders and teachers to use during teacher collaboration; and - video training to support new teachers.	Utilize mathematics-specific resources during Instructional Leadership Team and Teacher Collaboration meetings.
Facilitate Louisiana Numeracy Excellence (LANE) professional learning for Kindergarten through grade 8 math teachers, focused on - foundational numeracy skills instruction; - vertical alignment of mathematical concepts leading to Algebra; - building positive math dispositions; and - connecting to HQIM implementation.	Support teachers in completing the LANE professional learning and transferring new learning into classroom practices.
Focus Area: Cultivate a culture of continuous improvement through math-focused coaching.	
LDOE Coaching Professional Learning - Community of Practice - Coaching modules in the LDOE Professional Learning Platform	
Provide a team of Numeracy Field coaches to provide job-embedded support to math teachers and leaders.	Request support through the Menu of Services . Participate in support alongside leaders and teachers.
Provide funding and training to Teacher Collaboration (TC) Facilitators who accelerate student math achievement by facilitating high-impact teacher collaboration aligned to the HQIM and the Louisiana Professional Learning Roadmap.	Protect the TC Facilitator's time for planning and facilitating TC.



Family & Stakeholder Engagement

Families, caregivers, and communities play an essential role in children's math development at all ages and stages.

State Actions	System and School Actions
Focus Area: Provide resources to build partnerships with parents in their child's math education.	
Develop the Summer Family Engagement Toolkit . • social media resources to support family awareness • Zearn account information and tutorials for families • hands-on math activities for families to use at home	Utilize the Summer Family Engagement Toolkit in newsletters, emails, and social media • Disseminate to school system communication teams • Disseminate to schools
Develop family support materials for use during the school year. • Math Night Activities	Share the resources with families and stakeholders through • emails, • social media, • in-person events.
Develop family-facing materials to inform stakeholders about the standards. • Informational video (coming soon) • Family Roadmaps to Math Success	
Build Zearn partnership resources for families. • Louisiana Zearn Challenge Resources	