

Louisiana Believes

Louisiana Early Literacy Commission
May 28, 2020

Agenda

- Welcome
- Roll Call
- Approval of Minutes
- Consideration of Onsite Review Framework
- Updates
- Public Comment
- Adjournment

Welcome

Roll Call

Approval of Minutes

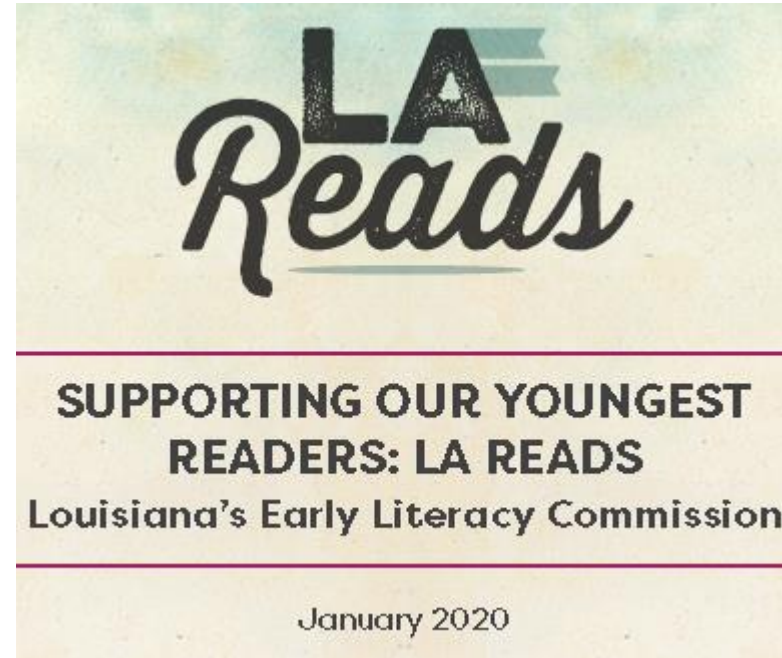
Norms

- Mute yourself when not speaking
- Use the Chat feature

Early Literacy Commission

Louisiana [Senate Resolution 182](#) and [House Resolution 222](#) established the Early Literacy Commission to study and make recommendations on developing and implementing an aligned system to provide effective evidence-based reading instruction for children from birth through third grade.

In January the Louisiana Early Literacy Commission submitted a [report](#) **recommending a significant increase in the types of training and support available to reading teachers and an annual state investment of \$15 million to carry out such efforts.**



Consideration for Year Two

The Commission [Report](#) named three keys areas for study in year two:

- Instructional Materials and Intervention Materials
- Teacher Preparation and Professional Growth
- Progress Monitoring and Communication



Consideration of Onsite Review Framework

Teacher Preparation Quality Rating System

- Over the last year, two on-site review work groups, with representation from teacher preparation programs, the Board of Regents, BESE, and school system leaders, met to refine the on-site review framework that is used in the Teacher Preparation Quality Rating System.
- One section of the framework measures the efficacy of the training and coursework provided by teacher preparation programs to equip candidates to teach students literacy skills.
- The Department is asking for the Early Literacy Commission's endorsement of the updated framework

Updates

Strong Start 2020

Since Louisiana's school facilities first closed in response to the COVID-19 pandemic, school systems and the LDOE ensured that the safety of students and staff was of utmost priority. Additionally, LDOE and school systems have worked together on ensuring that all students have access to continuous learning while remaining safely at home.

In anticipation of school facility closure or modified operations in the coming year, **the Department is focused on ensuring that school systems are prepared for a strong start to the 2020-2021 academic year.** School systems' plans, submitted through the Super App process, set a coherent academic foundation.

To ensure a strong start in 2020-2021 and the continued implementation of these plans, the Department has released guidance and funding to provide quality and consistency of instruction and access to continuous learning in safe, healthy facilities.

Foundation to Strong Start 2020: School System Plans

A strong start to the 2020-2021 academic year builds on the academic [priorities](#) and decisions to which school systems have already committed in their approved school system plans submitted via Super App. This included a coherent academic plan for:

- High-quality curriculum
- High-quality teacher development
- High-quality assessments

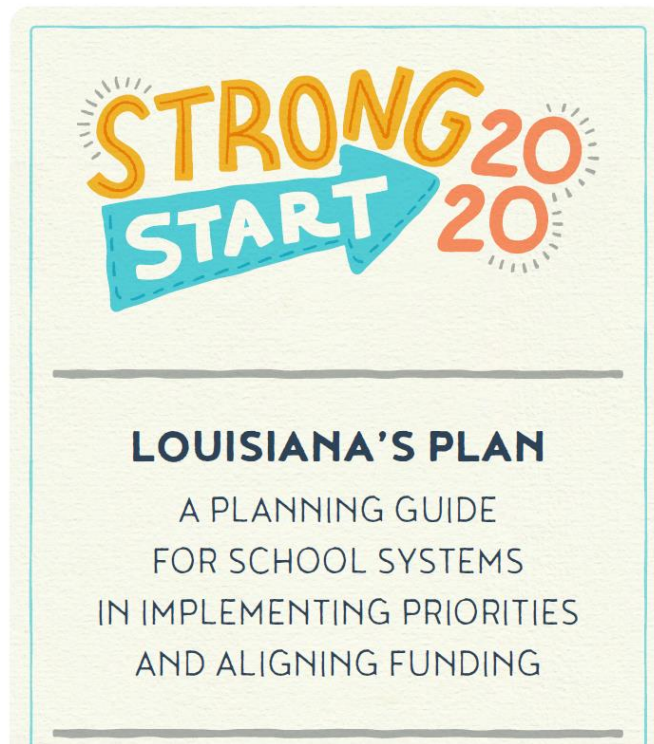


Strong Start 2020 ensures the school system's plan is augmented to meet new academic and operational demands so that all students have access to continuous learning.

Strong Start 2020 Planning Guide

In support of the work that school systems will do to incorporate these new priorities into their plans for the school year, the Department has released the [Strong Start 2020 Planning Guide](#).

The Strong Start 2020 Planning Guide describes the Planning Priorities and is the basis for guidance on elementary and secondary education funding provided by the CARES Act.



Strong Start 2020 Planning Priorities Overview

The Planning Priorities are designed to support school systems as they plan for a strong start to the 2020-2021 academic year. The priorities focus on actions and supports that:

- Address unfinished learning from the 2019-2020 school year,
- Set the foundation for continuous learning in 2020-2021, and
- Prepare for school facility closures and modified operations

Aligned to the [School System Planning Domains](#), the Planning Priorities address the unique circumstances school systems must consider for the upcoming year and are organized by:

- Domain
- Priority
- Priority Funding Guidance
- Application Questions, and
- Resources.

Strong Start 2020: Instructional Materials and Professional Development

In order to ensure a strong start to 2020-2021, the Department is working with publishers and vendors to provide resources to support distance learning, diagnose unfinished learning, and adapt professional learning.

- [Strong Start Instructional Materials Guidance](#)
- [Strong Start Professional Development Vendor Guidance](#)

These resources are available on the [Strong Start 2020](#) page and will be updated weekly.

Comprehensive Literacy State Development (CLSD): Grant Overview

- A competitive federal literacy grant that provides funds for states to use **evidence-based strategies** that improve outcomes for disadvantaged children, birth to grade 12.
- 4-8 state grants will be awarded; \$84 million total is available for all awards.
- 95% of funds are flowed through to school systems.
- Louisiana's current SRCL and CLSD grants target high-needs sites (e.g., CIR/UIR schools) and focus on high-quality curriculum and PD.
- This grant will support high-poverty (UIN) schools to become high-performing models of excellence in at least one evidence-based strategy such as: family literacy coaching, learning coach to support literacy and social-emotional needs of disadvantaged youth, and pre-teaching reading intervention for students who struggle with reading.

Literacy Coaching

Approach:

Build sustainable local capacity to support K-2 teachers in alignment with key priorities

- Ensure every K-2 teacher and every K-2 teacher support (e.g., leaders, coaches, district staff, mentor teachers, etc.) is well-trained in:
 - Implementing high quality instructional materials with fidelity
 - Establishing adult-child interactions that promote healthy, on time development of executive functioning
 - Teaching reading and individualizing instruction to meet each child's needs
- Equip K-2 teachers with all of the tools, information, and support they need through job-embedded coaching and targeted professional development.

Plan:

- Pilot with limited number school systems including a range of:
 - Size
 - Location
 - Mix of high-performing an low-performing schools

Literacy Coaching

Literacy Coordinators will:

- Be experts in professional development and meet requirements (around priorities)
- Develop strong relationships, buy-in, and build on sense of urgency with school system and school leadership
- Work collaboratively with 8-10 district coaches and the teachers they support
- Obtain a strong understanding of high-quality curriculum
- Analyze and interpret data from various assessments to inform instruction for struggling students
- Develop resources as needed to support scaling of implementation priorities statewide

The background of the slide is a watercolor-style illustration. It features a central white area that tapers towards the top, creating a shape reminiscent of a stylized sun or a bright opening. This white area is surrounded by various shades of blue, from light, airy washes to darker, more saturated tones. The overall effect is soft and artistic, with visible brushstrokes and color blending.

Looking Ahead

Next Steps

Next Full Meeting: Monday, July 13, 2020

Upcoming Topics:

- Updates on Instructional Materials and Intervention Materials
- Updates on Teacher Preparation and Professional Growth
- Updates on Progress Monitoring and Communication