

Louisiana Believes

**2021-2022 - Supporting High-Quality
K-2 Literacy Instruction**
November 6, 2020



Super App Timeline

Date	Item
November 6, 2020	Super App and school system planning resources released
February 5, 2021	Super App submitted to LDOE
March 2021	LDOE provides feedback to school systems on alignment to CIR/UIR-Academics approval and funding requirements
	School systems submit revised Super App to LDOE, as applicable
April 20, 2021	Competitive funding allocations submitted to BESE for approval

Super App Launch Materials

All 2021-2022 Super App and school system planning materials can be found in the Department's [School Improvement Library](#).

To access the presentation recordings, please click on the image below.

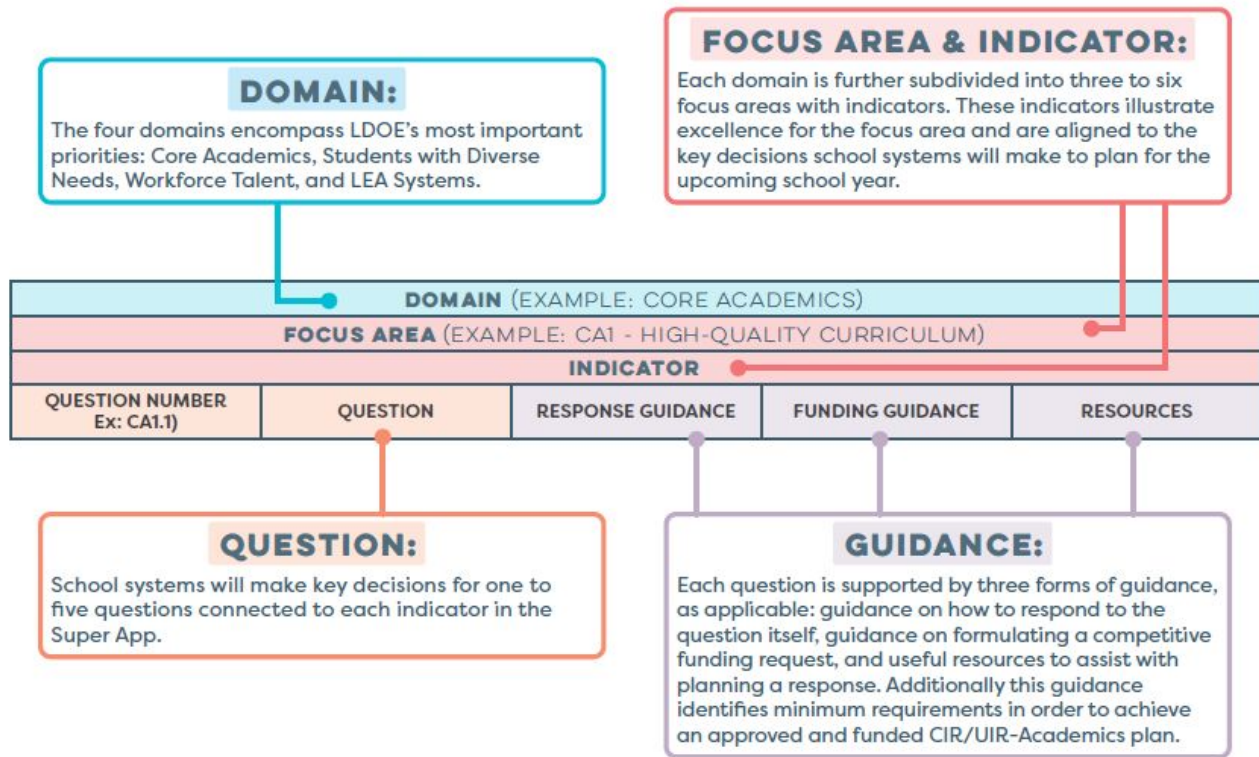


Objectives

School system planning teams will:

- Understand funding options to support K-2 literacy initiatives, including:
 - Literacy coaches
 - Devices, connectivity, and tutors
 - Professional development for teachers

School System Planning Framework



Today's Agenda

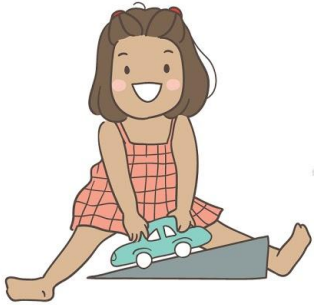
- I. K-2 Student Vision
- II. Literacy Coaching Model
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- V. K-2 CLASS® Training
- VI. Closing



K-2 Student Vision

Louisiana's K-2 Students

Every day, all students are in schools that treat them with dignity and respect and where they have the opportunity to:



Learn through purposeful play and exploration



Apply foundational skills to read and write with understanding



Engage in meaningful conversations about grade appropriate topics and texts



Persevere to solve real world problems

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Literacy Coaching Model

Supporting Literacy Instruction through a Literacy Coach

Louisiana is working urgently to improve literacy outcomes and ensure all students are reading on grade level by the end of third grade. The Literacy Coaching Model is a key initiative in achieving this goal.

Literacy Coaches will:

- Provide high-quality professional development around effective literacy practices and the foundations of reading.
- Provide feedback, engage in one-on-one coaching, and model best practices.
- Identify where high-quality curricula built-in supports are not being maximized.
- Model and teach new quality literacy intervention activities.
- Coach teachers on using high-quality, evidence-based assessments to determine the most effective interventions required.

Literacy Coach Funding: Super App Question

WT 5.1 in Workforce Talent asks school systems to request funding for Literacy Coaches for CIR/UIR-A schools through Comprehensive Literacy State Development (CLSD CIR/UIR-A) funds.

- Literacy Coach salary
- Coaches' participation in LETRS or alternate reading foundations training

Literacy Coaching and Interventions	
Indicator	Application Question
School systems designate a local literacy coach to participate in state-led training and provide site-based intensive and quality professional development to local ELA instructors.	5.1 How many Literacy Coaches will the school system train in CIR/UIR-Academics schools?

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Real-time Early Access to Literacy (REAL)

Real-time Early Access to Literacy: Overview

[Real-time Early Access to Literacy \(REAL\)](#) provides early literacy support for students in pre-K through grade 3. Through REAL, school systems are allocated funding to provide students in pre-K through grade 3 with technology and tutoring services.



Real-time Early Access to Literacy: Super App Question

CA6.1 in Core Academics asks school systems to indicate the number of students in pre-K through grade 3 attending CIR and UIR-A schools who are in need of targeted early literacy support and will benefit from the following:

- Individualized literacy tutoring
- Student devices needed for 1:1
- Internet connectivity devices

Early Literacy Support		
CA6	Indicator	Application Question
	Students in grades pre-K to 3 are provided with high-quality instruction and targeted support in order to ensure that all students are reading on level by the end of grade 3.	6.1 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.

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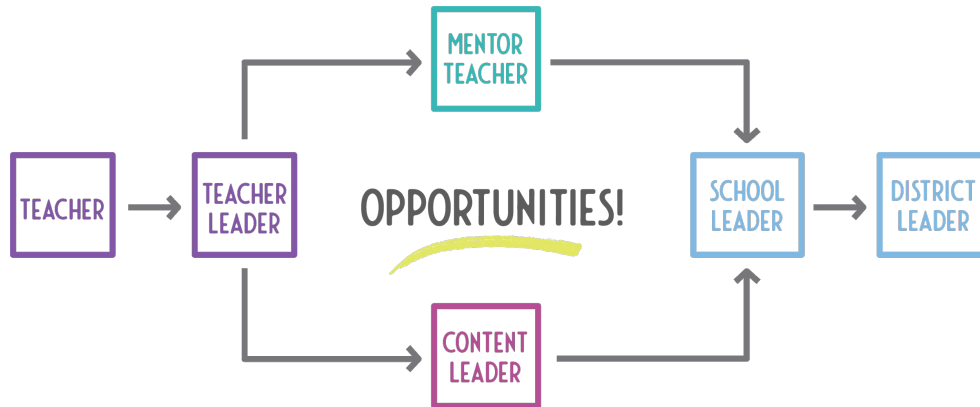
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The background of the slide is a watercolor-style illustration. It features a central white area that tapers towards the top and bottom, creating a sense of depth. This white area is surrounded by soft, blended washes of light blue and teal. The colors are applied in a painterly, organic manner, with some darker blue accents near the bottom and sides, suggesting a sky or a vast, open space. The overall aesthetic is clean, modern, and professional.

K-2 Literacy Content Leaders

Louisiana Content Leaders

The Louisiana Content Leader Initiative provides content-rich and curriculum-specific professional development and creates leadership pathways for talented local educators.



K-2 Literacy Content Leader Goals

K-2 Literacy Content Leaders:

- Deeply understand the components of effective literacy instruction and the foundations of reading.
- Deeply understand the essential elements of high quality literacy curriculum.
- Are highly prepared to provide opportunities for students to learn through intentional interactions and opportunities.
- Apply best practices of adult learning and content expertise.

K-2 Literacy Content Leader: Super App Questions

WT2.2 in Workforce Talent asks for the number of participants for K-2 Literacy Content Leader training.

- Each CIR school serving grades K-2 must have at least one Literacy Content Leader.
- School systems may request up to \$3,000 per K-2 Literacy Content Leader to be trained at each CIR/UIR-Academics school serving grades K-2.

Content Leaders		
WT2	Indicator	Application Question
	School systems are building opportunities for advancement and support through Mentor Teacher, Intervention Content Leader, and Content Leader roles at all schools.	2.2 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.

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K-2 CLASS Training

Using CLASS® to Support Instruction

Currently, 23 school systems in Louisiana are using CLASS® in K-2 classrooms. Funding for existing or future partners can be requested in Super App to support training and ongoing professional development.

- CLASS® provides a strong observational tool for kindergarten, first, and second grade classrooms that focuses on high-quality interactions between teachers and students.
 - In participating schools, administrators usually opt to [replace Compass with CLASS®](#) for teacher evaluations.
- Interactions are measured by developmentally appropriate indicators divided into three domains: Emotional Support, Classroom Organization, and Instructional Support.

Key Gains from CLASS® Pilot Sites

Pilot sites have demonstrated three key gains:

- **Greater collaboration.** Connections between teachers in adjacent grade levels leads to smoother transitions for children from one grade level to the next.
- **Better delivery of instruction.** The CLASS® tool helps teachers improve their delivery of high-quality curriculum. Findings reveal behavior issues are down and engagement is up, especially during skills-based instruction which tends to be less interactive.
- **Improved outcomes for children.** For example, based on [case studies](#), more children are reading at or above grade level as measured by the early literacy screener.

CLASS® Professional Development: Super App Question

- **CA2.2** in Core Academics addresses ongoing professional development to support high-quality curriculum. Teachstone will not appear in the K-2 row drop-down; school systems should either select “Other” and type in “Teachstone”, or “add a row” below the table and specify Teachstone for the grade band K-2.
- K-2 CLASS® funding can be requested for:
 - recertification fees
 - new observer training
 - affiliate training
 - any additional trainings offered by Teachstone

High-Quality Professional Development		
	Indicator	Application Question
CA2	Teachers in all grade levels and core content areas receive orientation to the curriculum, content module redelivery, opportunities to prepare for units and lessons, and ongoing support.	2.2 How will on-going professional development on high-quality curricula be provided in each grade band at CIR/UIR-Academics schools?

A full list of training options and costs can be viewed in [this table](#).

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Closing

Super App Support

Support for completing the Super App will be provided through:

- [School Improvement Library](#)
- [LDOE Weekly Newsletters](#)
- [System Leader Monthly Calls](#)
- [Super App Planning Support Calls](#)
- School System Relations Team
- Office Hours on scheduled Fridays at 10 a.m. (details via LDOE Weekly Newsletter)

Send all questions related to school system planning and Super App to LDOE.grantshelpdesk@la.gov and include “Super App” in the subject line.