

Principal Webinar for Math and Literacy



February 5, 2024

Opening



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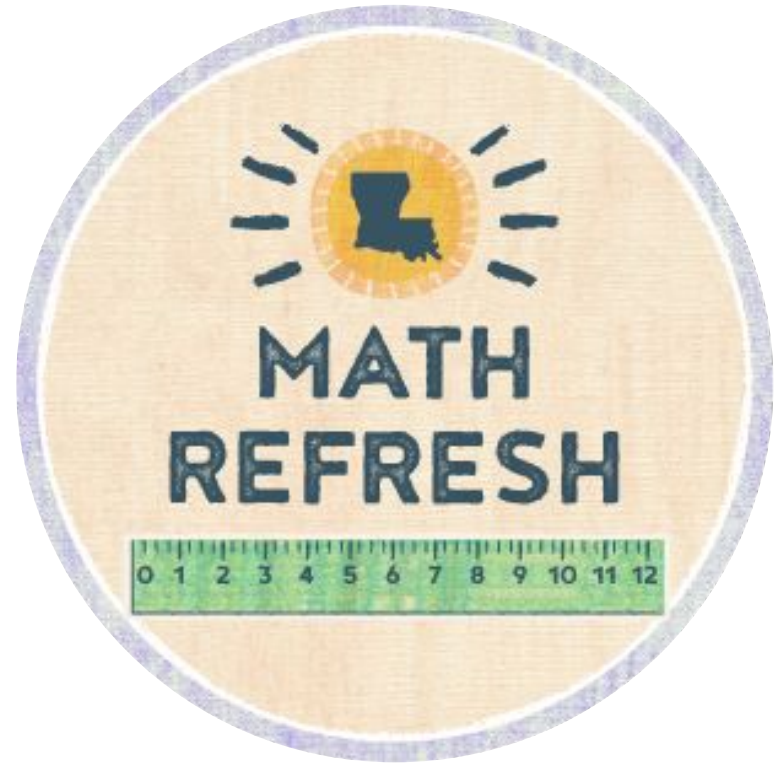
Math

Planning for Act 260



Mission

All Louisiana students will have improved math outcomes when the four pillars of high-quality mathematics instruction designed for accelerating learning are effectively implemented at the school, system, and state levels.



Louisiana Math Pillars



school structures
prioritize **all students'**
successful engagement
in **high-quality,**
grade-level core math
instruction alongside
peers



timely, proactive
interventions
connecting
prerequisite learning to
upcoming and current
grade-level work



ongoing
professional
learning and
proactive planning
are essential for
effective teaching
and accelerating



families,
caregivers, and
communities play
an essential role at
all ages and stages

The [Louisiana Math Comprehensive Plan](#) outlines state and system actions to support math success for all students.

Requirements

[Act 260 \(2023\)](#) requires all grade 4-8 public school teachers of mathematics to receive numeracy skills training focused on instructing students according to the vertical alignment of math concepts and the blending of concepts, procedures, strategies, problem-solving, and disposition.



Timeline

Spring 2023
Act 260
passed

March 1, 2024
Publish a list of
approved courses

Summer 2024
Systems plan for
compliance

Leader
Guidance

Sessions
at Summit

Direct
Support

Fall 2024
Full course
released

August 1, 2025
Completion
required



Courses Available

Grades K-3
Optional

Grades 4-8
Act 260 Required

High School
Optional



Courses Design

- Each course consists of 25 two-hour modules.
- Each module includes learning experiences and application tasks.

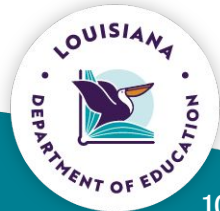
Grades K-3
Optional

Grades 4-8
Act 260 Required

K-3

4-5

6-8



K-3 Content Map

Module	Grade(s)	Content
1	K	Understanding Numbers
2	K/1	Addition of Single-Digit Numbers
3	1/2	Place Value to 1,000
4	1/2	Addition and Subtraction of 2- and 3-Digit Numbers
5	3	Understanding Multiplication
6	3	Understanding Division
7	3/4	Understanding Fractions
8	3	Understanding Equivalent Fractions
9	4	Multiplication with Bigger Numbers
10	4/5	Division Strategies
11	4	Place Value of Whole Numbers
12	4/5	Understanding Decimals
13	5	Applying Decimals

Module	Grade(s)	Content
14	4/5	Fraction Operations – Addition and Subtraction
15	4/5/6	Fraction Operations – Multiplication and Division
16	1/2	Intro to Length
17	2/3	Graphing
18	3	Area and Perimeter
19	2/3/4	Time
20	3/4/5	Measurement
21	4	Angle Measurement
22	5	Volume
23	5	Coordinate Plane
24	K/1/2	Geometry with 2D shapes
25	3/4/5	Geometry



4-8 Content Map

Module	Grade(s)	Content
14	6/7	Apply ratio and proportional relationships.
15	6/7	Use properties of operations to generate equivalent expressions.
16	6/7/8	Reason about and solve one-variable equations.
17	6/7/8	Reason about and solve one-variable equations.
18	7/8	Strategies for adding, subtracting, multiplying, and dividing rational (integers) numbers
19	7/8	Strategies for adding, subtracting, multiplying, and dividing rational (integers) numbers
20	7/8	Strategies for adding, subtracting, multiplying, and dividing rational (integers) numbers
21	7/8	Strategies for adding, subtracting, multiplying, and dividing rational (integers) numbers
22	8	Strategies to compare properties of functions
23	8	Use functions to model relationships between quantities.
		Use functions to model relationships between quantities.
		Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

Module	Grade(s)	Content
1	3/4	Understanding Fractions
2	2/3/4	Time
3	3/4/5	Measurement
4	3/4/5	Geometry - 2D Shapes
5	4	Multiplication with Multi-Digit Whole Numbers
6	4/5	Division Strategies with Whole Numbers
7	4	Place Value of Whole Numbers
8	4/5	Fraction Operations - Addition and Subtraction
9	4	Angle Measurement
10	4/5	Understanding Decimals
11	5	Applying Decimals
12	4/5/6	Fraction Operations - Multiplication and Division
13	5	Volume

High School

- Module and learning experience design is consistent with the K-8 experience.
- Content will span the bridge from middle school, Algebra I, Geometry, Algebra II, and extension topics.

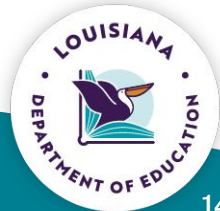


Preparing for Teachers to Access the Course

The LDOE will be releasing a [Professional Learning Platform](#) this spring for all school system employees at no cost to the school system. This user-friendly, statewide platform will house all professional learning and the [Professional Learning Partner Guide](#) in this one platform; professional learning modules and webinars will no longer be accessible the LDOE website. System and school level leaders will also be able to create professional learning modules in the platform.

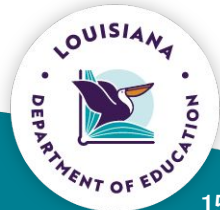
[The Professional Learning Platform Overview](#) includes additional information on

- creating EdLink credentials;
- requesting Canopy permissions;
- participating in Canopy Informational Webinars; and
- completing online training in the Professional Learning Platform.



Action Steps

- Consider the structures currently in place to allow time for teacher engagement in the courses.
- Consider changes needed to allow for engagement.
- Reference your school system calendar.
- Sketch out an initial plan for Fall 2024.



Literacy



Mission

Louisiana students will have improved literacy outcomes through high-quality instruction and interactions by an effective teacher who is supported by leaders and families.





Student literacy outcomes will increase when schools create and monitor **LITERACY GOALS**.



Literacy outcomes will improve when students are provided high-quality core instruction together with **EXPLICIT LITERACY INTERVENTIONS AND EXTENSIONS** based on individual student needs.



ONGOING PROFESSIONAL GROWTH is an essential component of effective teaching and literacy development.



FAMILIES play an essential role in the literacy development of children at all ages and stages.

Literacy Screener Policy

[Bulletin 741](#) - Louisiana Handbook for School Administrators - Addresses requirements outlined in R.S. [17:24.9](#) which include: administering the literacy screener three times per school year to each student in kindergarten through third grade (within the first thirty days, in December, and in April).

Parent Reporting:

- [R.S. 17:24.10](#) requires reporting of results from Literacy Screeners to parents within 15 days of identifying students below grade level.
 - DIBELS Caregiver Report - explains measures and score
- [Act 520 of 2022 updated R.S. 17:24.10](#) to include involving parents in the creation of [Reading Improvement Plans](#) for students in grades K-3 identified below level within 30 days of being identified below grade level.
 - DIBELS Home Connect Report - at-home activities



Act 422: Third Grade Retention (2024-2025)

Take Action Now

- Review Middle of the Year data to determine areas of growth/decline
- Teacher Dialogue
- Ensure daily targeted small-group interventions and progress monitoring
- Communicating with families
- Promote Steve Carter Literacy Tutoring
- Prepare for summer learning opportunities



Middle of the Year DIBELS Data

- Analysis of student data
 - Goals - Are you making progress toward your goals?
 - Individual students
 - Identify number of students who are at risk
 - Determine if additional diagnostic data is needed
- School and classwide data
 - Identify the impact of core instruction and interventions
 - Identify school-wide/grade-level areas that might need additional professional learning
 - Provide *literacy coaches* with clear, targeted support for teachers aligned to data.



Pyramid of Interventions

Tier III
5%

Tier II
15%

Tier I
80%

Tier I: All students - Core classroom instruction

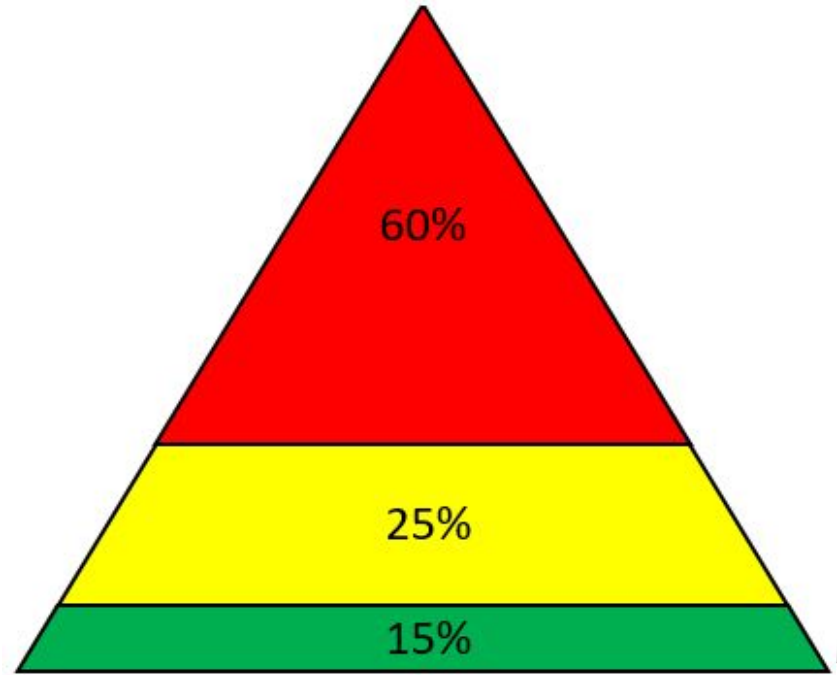
Tier II: Targeted small-group instruction

Tier III: Intensive individual instruction



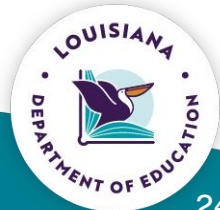
If your pyramid looks like this, intensify the core instruction.

- Evaluate teacher effectiveness of core delivery and provide professional learning in area of need
- Ensure adequate amount of time to provide instruction
- Consider alignment of small group instruction to core instruction
- Use screener data to determine areas of additional practice
- Increase opportunities for students to read, write, listen, and speak across all content areas.
- Involve families in student learning at home



Additional Considerations

- Teacher Collaboration
 - Utilize screener data to determine individual student needs
 - Identify areas in the high-quality instructional materials to address student need
 - Identify subgroups that are struggling early-on; targeted support in reading foundations can be an important preventative measure.
 - Knowledge of Act 108 into action
- Curriculum coherence - Are the materials we are using in intervention aligned to core?
- Celebrate your wins and make a plan to take your challenges.



To Stay Informed

- Sign up for the Department's [newsletters](#).
- Reference the [monthly calls](#).
- Implement the tools found on the [Louisiana Literacy](#) and [Math Refresh](#) websites.
- Join us for this monthly webinar series on March 4, 2024.
- For questions, reach out to
 - STEM@la.gov or
 - louisianaliteracy@la.gov.

