



**Principal Webinar for Math
and Literacy
October 9, 2023**

Opening

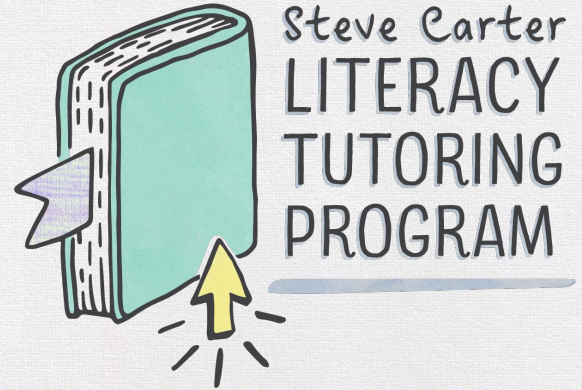


Steve Carter Literacy Tutoring Program

Louisiana students in grades K-5 are eligible for a \$1000 digital literacy tutoring voucher.

- Send [Family Letter](#) informing them of this opportunity, include 10 digit LaSID #
- Promote through social media and other communication avenues using provided [templates](#)

LDOE is seeking K-5 certified teachers to become tutors for the Steve Carter Literacy Tutoring Program. If teachers are interested, they should complete the [Teacher Tutoring Interest Survey](#).

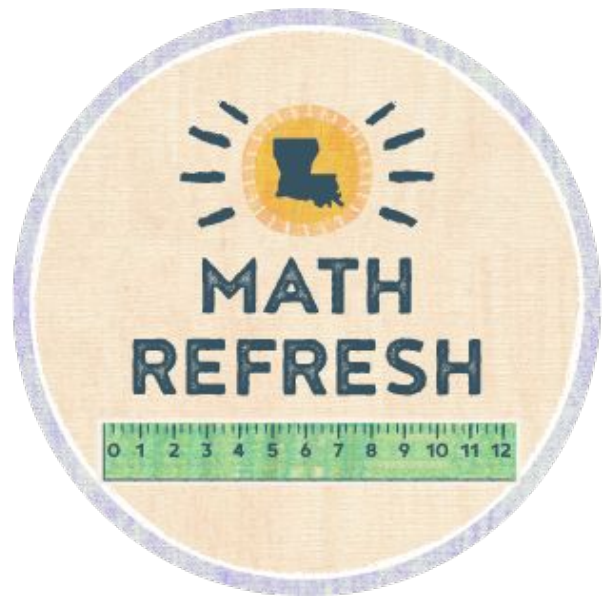




Math

FLAME resources

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



Math Refresh Overview



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

September Zearn Data Snapshot

Number of Schools	Active Students	Average On-Grade Lessons per Week	Schools averaging 2.5 or more
915	211,644	K-5 - 1.3 6-8 - 1.0	K-5 - 133 6-8 - 64

1. Set a consistent weekly time to check the prior week's report.
2. Meet with teachers who are not meeting goals.
3. Celebrate teachers, classes, and students who are meeting and exceeding goals.
4. Review in teacher collaboration time.

TEACHING & LEARNING

Raising Expectations: Louisiana is raising expectations to ensure each and every student graduates from high school, on-time, with the knowledge and skills to succeed in college and/or a professional career.

Effective Teaching: Effective teachers and school leaders set and monitor student achievement goals, and make adjustments to instructional practice throughout the year in order to ensure that all students are meeting academic expectations.

Educator Support: The Department is committed to supporting each level of the system – teachers, principals, and school system leaders, by providing high-quality, standards aligned curriculum, assessments, and professional development to help them continue to raise the bar for students in Louisiana.

Special Populations: Louisiana recognizes that certain students need unique support to succeed. Therefore, the Department is committed to providing educators with the tools and resources they need to serve these special populations.





FLAME Lesson Example

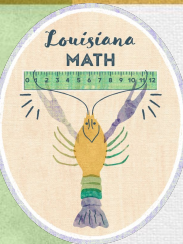


Snap Counting by Ones to Ten 1.NBT.A.1

Fluency Activity	Snap Counting by Ones to Ten
Approximate Time	5 minutes
Materials	None
Student Outcome	Students will continue a short counting sequence of small sets of consecutive numbers up to 10, starting at any given number.
Standard Addressed	1.NBT.A.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
Future Standard Connection	2.NBT.A.1: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.
Notes	This activity focuses on practicing the counting sequence to 10 starting at any given number. Students remain attentive to small sets of consecutive numbers, considering the order of the numbers without relying on the typical predictability of rote counting.
T: I will say a series of three numbers, but I will replace one number with a snap. When I point to you, you will say the number I should have said when I snapped. Let's practice! 8, 9, snap! (Points at students)	
S: 10.	
T: Perfect. Let's try another: 3, 4, snap! (Points at students)	
S: 5.	



FLAME Grade 1 Unit 1 Snap Counting by Ones to Ten 1.NBT.A.1



Use this tracking tool to track individual students throughout each unit of FLAME.

Unit 1					
1.NBT.A.1		1.OA.C.5		1.OA.C.6	
Calendar Counting		First Grade Fingers: The Math Way		Bullseye! 6 and 7	
Daily Digits!		5-Group Fast!		Dice Partners Roll	
Gator Says! Counting by Ones		Number Path Skip		Five and Ten-Finger Flash	
Line Up Quick to Ten		Penny Decomposition		Let Me See Your Math Fingers! Partners to 5 and 5 More	
Snap and Switch		Roll Call: 1 More		Linking Cube Mysteries to Ten	
Snap Counting to Ten		Roll Call: 2 More, 2 Less		My Magic Bag! Partners to Ten	
Calendar Counting to Ten					

Student Name

Use this tracking

1.N
Calendar Count
Daily Digits!
Gator Says! Counting by Ones
Line Up Quick to Ten
Snap and Switch
Snap Counting to Ten
Calendar Counting to Ten

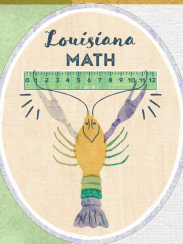
Performance Summary Key

Code		
Beginning	B	Student's performance demonstrates that they are beginning to understand the standard.
Progressing	P	Student's performance demonstrates they are progressing toward understanding the standard.
Consistent	C	Student's performance demonstrates they are showing consistent understanding of the standard.

		Twos with Friends to Ten
		First Grade Fingers: The Math Way

Code		
Beginning	B	Student's performance demonstrates that they are beginning to understand the standard.
Progressing	P	Student's performance demonstrates they are progressing toward understanding the standard.
Consistent	C	Student's performance demonstrates they are showing consistent understanding of the standard.





To the Parent

This chart is t
the state mat
key below. Pl
different at d
concerns. Th

- Beginning
- Progressing
- Consistent

- Counting to 120
- Reading numbe
- Writing number
- Understanding 1 amounts of tens
- Identifying 10 m
- Adding and subtr
- Adding and subtr

See the [Louis](#)
math at hom



Performance Summary Key

Beginning	Student's performance demonstrates that they are beginning to understand the standard.
Progressing	Student's performance demonstrates they are progressing toward understanding the standard.
Consistent	Student's performance demonstrates they are showing consistent understanding of the standard.

Description of Standard	Beginning	Progressing	Consistent
Counting to 120 starting with any number less than 120	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading numbers to 120	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing numbers to 120	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding that the two digits of a twodigit number represent amounts of tens and ones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying 10 more or 10 less than a number without having to count	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adding and subtracting fluently within 10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adding and subtracting within 20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

See the [Louisiana Department of Education Family Math Engagement Library](#) for ideas on how to support your child in math at home.



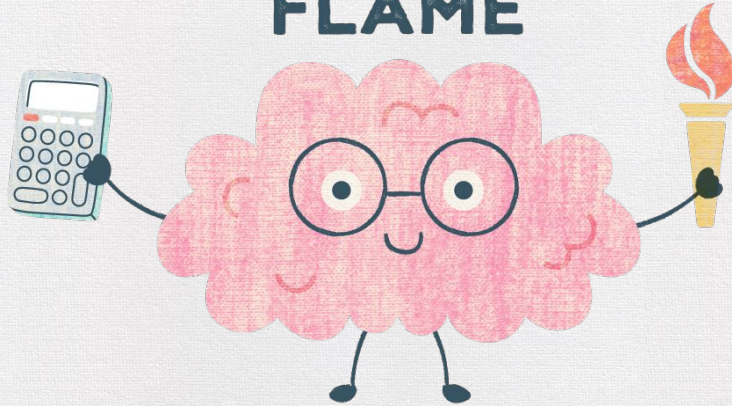
How to Use FLAME Resources



FLAME Resources

- can be used as a supplement to your Tier 1 curriculum;
- are designed to be used as just-in-time supports for students who struggle with mastery of a standard because of their lack of fluency;
- are not intended to be used with every student;
- include lessons that are about five to ten minutes with a built-in assessment to help teachers determine next steps for individual students and instruction; and
- is not a substitute for strong classroom instruction provided through high-quality instructional materials or meant to replace the fluency-building activities within those materials.

FLAME



FOUNDATIONAL LESSONS TO
ACCELERATE MATH EDUCATION

Release Schedule

Unit 1	Unit 2	Unit 3
September 2023	November 2023	January 2024

Professional Learning

FLAME Kickoff Webinar

- **Webinar Date and Time:** October 11 at 10 a.m.
- **Webinar Link:** <https://ldoe.zoom.us/j/96635687157>
- **Webinar Phone Number:** 312-626-6799
- **Meeting ID#:** 966 3568 7157

[Math Refresh Regional Tour](#)

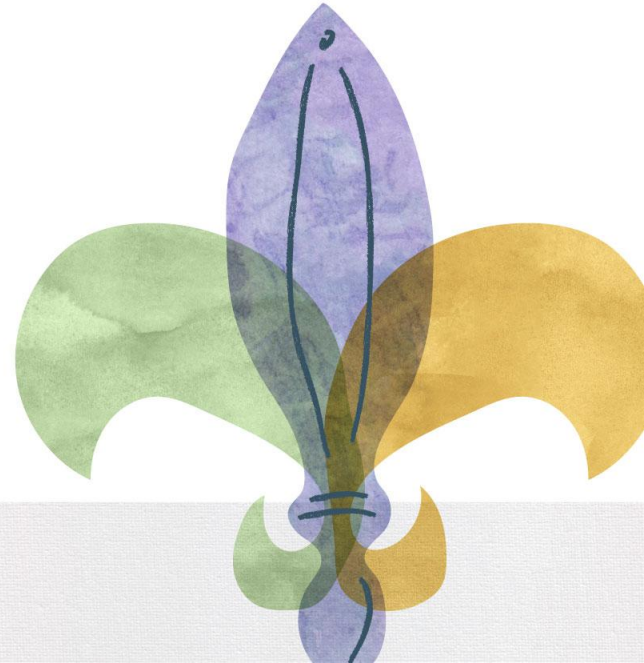


DO NOW

Action Steps

1. Check Zearn data.
2. Introduce K-5 teachers to FLAME. A recorded webinar is coming.
3. Register for the [Math Refresh Regional Tour](#).

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.



Updates on Most Recent Key Activities

Overview of Literacy Pillars



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:

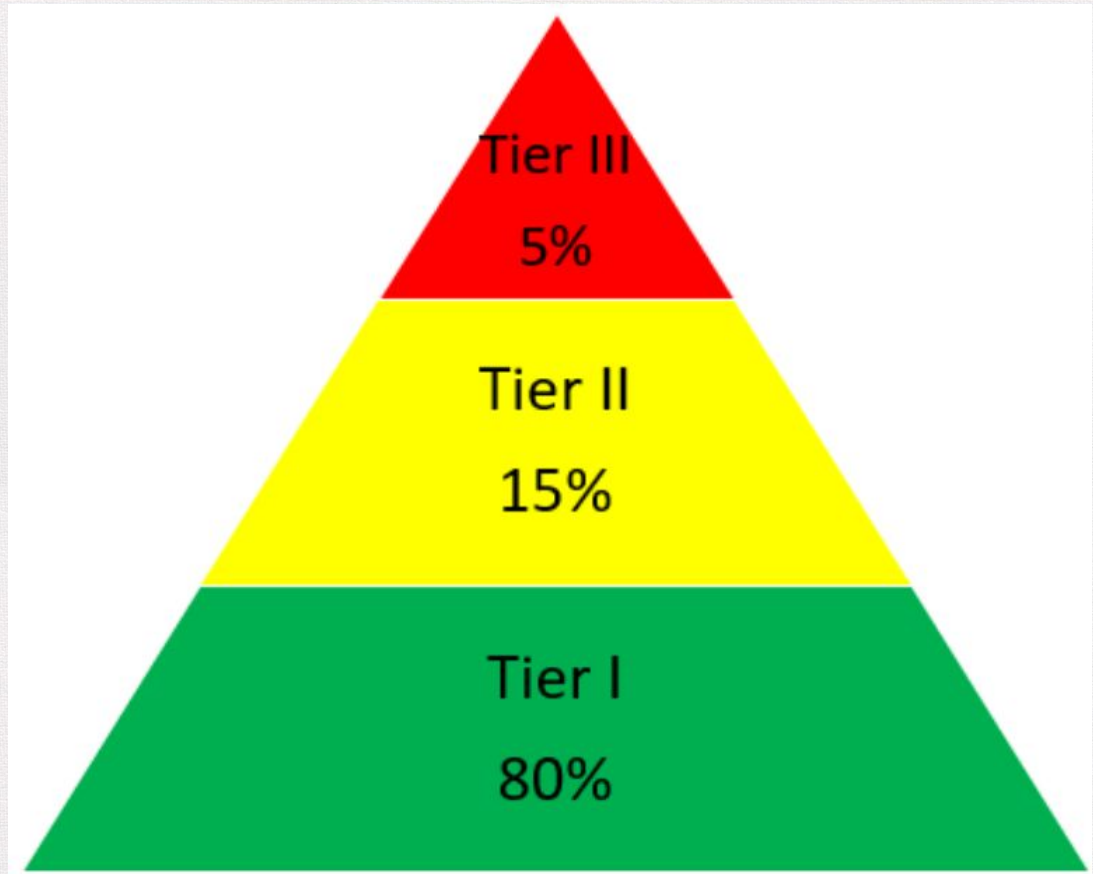
- [R.S. 17:24.10](#) requires reporting of results from Literacy Screeners to parents within 15 days of identifying students below grade level.
- [Act 520 of 2022 updated R.S. 17:24.10](#) to include involving parents in the creation of [Reading Improvement Plans](#) for students in grades K-3 identified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

Pyramid of Interventions

Tier I: All students - Core classroom instruction

Tier II: Targeted small-group instruction

Tier III: Intensive individual instruction



Active Implementation Formula



**EFFECTIVE
PRACTICES**

×



**EFFECTIVE
IMPLEMENTATION**

×



**ENABLING
CONTEXT**

=

Improved Student Outcomes



- Evidence Based
 - Act 108 training
 - [Developing Strong Literacy in 4th - 8th Grade Modules](#)
 - [Professional Growth Pillar](#)
- Teachable, Learnable, Doable, and Accessible in practice through High-Quality Instructional Materials
 - Core Instruction
 - Interventions
 - [Content Literacy Support Resources](#)



EFFECTIVE IMPLEMENTATION

- Planning through teacher collaboration
- Ongoing feedback of lesson implementation
- Literacy coaching
- Ongoing progress monitoring



- Common goals
- Improvement cycles driven by [literacy plan](#)
- Access and opportunities for teachers, students, and [families](#)

Active Implementation Formula



**EFFECTIVE
PRACTICES**

×



**EFFECTIVE
IMPLEMENTATION**

×



**ENABLING
CONTEXT**

=

Improved Student Outcomes



Action Steps

1. Inform families of their child's literacy proficiency and access to [Steve Carter Literacy Tutoring](#).
2. With your Instructional Leadership Team, consider the Active Implementation Formula, along with your school literacy plan, to determine some next steps to improving student outcomes.



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 January 8, 2024.
- For questions, reach out to
 - STEM@la.gov or
 - louisianaliteracy@la.gov.

