# Improving Outcomes for English Learners: Louisiana's Framework

LOUISIANA
DEPARTMENT OF EDUCATION

# Contents

*Louisiana's English Learner Framework is a statewide roadmap to support ELs through strong leadership, high-quality instruction, data-driven planning, and meaningful family partnerships. It's organized around five strategic pillars and includes tiered guidance for systems and schools based on EL population size, so every system, big or small, knows exactly how to support EL programming and instruction. The goal is simple: ensure every EL in Louisiana has the tools, instruction, and opportunities they need to thrive.*

# INTRODUCTION

The Louisiana Department of Education (LDOE) is committed to believing that English Learners (ELs) in Louisiana can achieve academic excellence. ELs in Louisiana deserve access to instruction that supports their language development and academic growth. Louisiana values the role of educators, leaders, families, and community partners in ensuring that every English learner can succeed within a high-quality teaching and learning environment. Together, we are responsible for supporting ELs in reaching their full potential as part of Louisiana's educational priorities.

Across Louisiana, educators and leaders have made significant progress in raising expectations and academic outcomes for all students. Yet, data reveal that many ELs are not consistently mastering grade-level content. Current instructional practices have contributed to gaps in achievement that require focused attention and improvement.

This framework highlights teaching and learning strategies proven effective for ELs and emphasizes the leadership and collaboration needed across departments and school systems to implement these practices. The following stakeholders are encouraged to engage with this framework: classroom teachers, instructional coaches, school and school system leaders, EL program coordinators, and other support staff working directly with ELs.

This framework provides a strategic vision for EL teaching and learning across Louisiana. Additional guidance, such as screening procedures, program transitions, and family engagement, is available in separate documents on the LDOE website. These companion resources provide detailed, step-by-step support that aligns with the priorities.

The following pages outline Louisiana's comprehensive support for ELs, organized around five strategic pillars to strengthen state, system, school, and classroom outcomes.
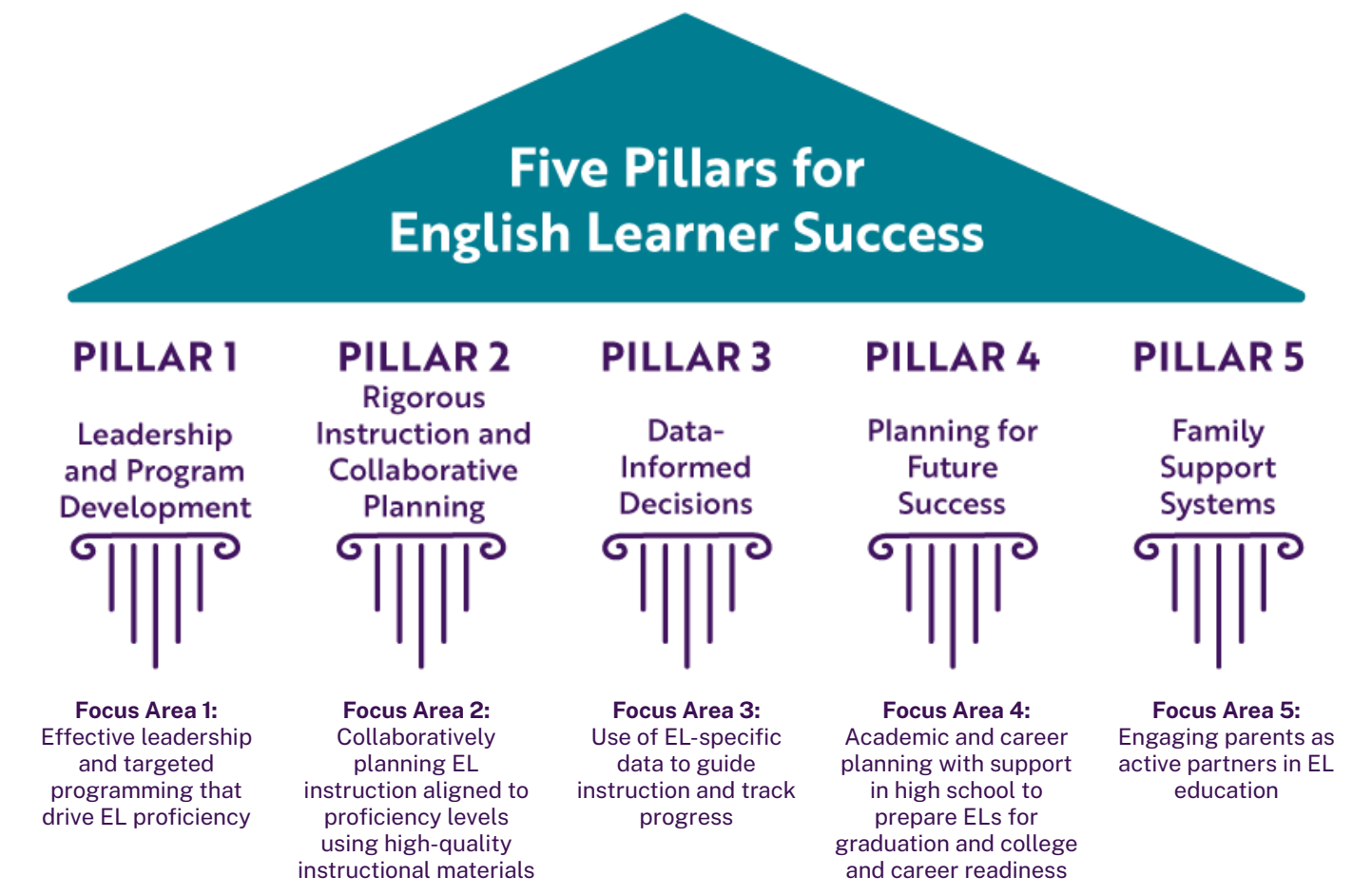
# BRIEF SUMMARY OF THE FIVE STRATEGIC PILLARS FOR ENGLISH LEARNERS

The Louisiana Department of Education has developed a comprehensive framework to support ELs' academic and linguistic growth across the state. This framework provides a clear structure for advancing EL education at every level — from state leadership and system oversight to school administration and classroom instruction. These pillars emphasize the importance of strong, informed leadership and thoughtfully designed programs that cater to the diverse needs of learners. They also emphasize the crucial role of well-planned, high-quality instruction that progressively builds essential skills while integrating language development with content mastery.

Ongoing analysis of student progress and data enables educators to make well-informed decisions that customize support and instruction for each learner. Furthermore, the framework acknowledges the necessity of preparing students for successful transitions beyond K-12 education by providing academic pathways that correspond with their goals and potential career opportunities. It is equally vital to promote open and consistent communication and collaboration with families to guarantee a joint commitment to the growth of students.

By aligning efforts across the system and focusing on these foundational elements, Louisiana is dedicated to creating environments where ELs receive the support, guidance, and opportunities necessary to achieve sustained success throughout their educational journey and beyond.

## Five Pillars for English Learner Success

**PILLAR 1**
Leadership and Program Development

**PILLAR 2**
Rigorous Instruction and Collaborative Planning

**PILLAR 3**
Data-Informed Decisions

**PILLAR 4**
Planning for Future Success

**PILLAR 5**
Family Support Systems

**Focus Area 1:**
Effective leadership and targeted programming that drive EL proficiency

**Focus Area 2:**
Collaboratively planning EL instruction aligned to proficiency levels using high-quality instructional materials

**Focus Area 3:**
Use of EL-specific data to guide instruction and track progress

**Focus Area 4:**
Academic and career planning with support in high school to prepare ELs for graduation and college and career readiness

**Focus Area 5:**
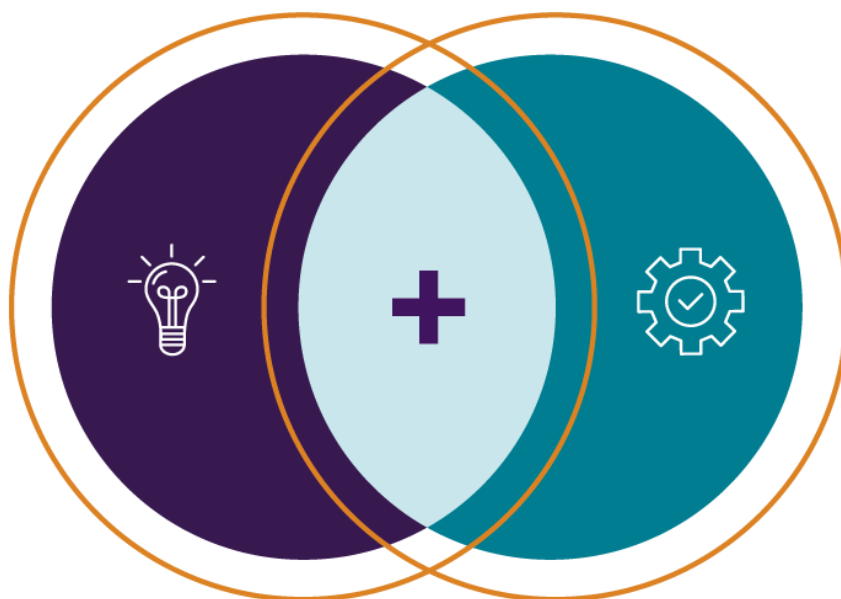Engaging parents as active partners in EL education

# BEST PRACTICES FOR ENGLISH LEARNERS

## Trained Content Teachers

Teachers must adjust instruction and track growth based on language levels.

Ensure all teachers—especially content strong teachers—are trained and supported to scaffold instruction for ELs.

## Integrated English Language Development

Els should learn language and content at the same time.

Integrate English language development into all core content instruction, every day.

**General educators must have the tools to differentiate based on proficiency levels — adjusting instruction and tracking growth toward both language and academic goals.** This begins with access to high-quality, standards-aligned instructional materials that offer built-in supports and opportunities for scaffolding. Teachers must also be trained to interpret and use data from multiple sources — including formative assessments, language proficiency scores, and classroom performance — to make informed instructional decisions. When educators have the right materials and data literacy skills, they can plan intentionally, adjust instruction in real time, and ensure ELs are progressing in both content mastery and language development.

**ELs should learn language and content simultaneously — not in isolation.** Effective instruction integrates English language development into daily lessons across all core subjects, using rigorous materials that support vocabulary, discourse, and comprehension alongside academic content. This integration is most impactful when grounded in ongoing data analysis, allowing teachers to monitor how ELs are developing language within content contexts. This approach ensures ELs are active participants in grade-level learning, with language support embedded throughout instruction in meaningful, authentic ways.

# STATE-LEVEL SUPPORT FOR ENGLISH LEARNERS IN LOUISIANA

## Overview

The Louisiana Department of Education (LDOE) is committed to ensuring that ELs across the state have access to high-quality instruction, targeted support, and meaningful opportunities for academic success. Through a focused approach organized around five strategic pillars, the state provides guidance, resources, and collaborative learning opportunities to support local efforts in meeting the needs of ELs. These pillars are designed to strengthen leadership, instruction, data utilization, planning for the future, and family engagement. Each pillar reflects Louisiana's emphasis on standards-based English instruction and ongoing progress monitoring, which is foundational to improving EL outcomes across the state.

## Pillar 1: Leadership and Program Development

**Focus:** Strengthening leadership and designing effective EL programs.
**State Role:** The LDOE builds system capacity by providing leaders with professional learning, strategic planning tools, and opportunities for collaboration. Through these efforts, the LDOE ensures that every system, regardless of size, is equipped to design and implement effective programs that align with state expectations.

- Yearlong EL Institutes and monthly EL Impact Calls for leaders to collaborate, share practices, and address implementation challenges
- Model program templates, scheduling guidance, and staffing strategies tailored to system size and EL incidence
- Technical assistance on building, evaluating, and improving program models aligned with student needs and state policy

## Pillar 2: Rigorous Instruction and Collaborative Planning

**Focus:** Aligning instruction to EL proficiency levels using high-quality instructional materials (HQIM).
**State Role:** The LDOE develops resources that connect English language development with academic standards to support rigorous instruction. Educators are guided in adapting curricula to meet the needs of ELs across proficiency levels.

- Content-specific planning tools that embed language objectives into standards-aligned instruction
- Regional learning communities for co-developing lesson plans and instructional units
- Guidance on selecting and adapting HQIM
- Support on scaffolding, grouping strategies, and integrated language/content planning

# Pillar 3: Data-Informed Decisions

**Focus:** Using data to track progress and guide EL instruction.
**State Role:** The LDOE empowers systems to use EL-specific data for progress monitoring and instructional decision-making. Training and tools help educators identify trends, adjust their practices, and meet the individual needs of learners.

- Data analysis tools focused on ELPT scores, years in the program, and subgroup performance.
- Training on interpreting data to guide instruction and target interventions
- Protocols and templates for regular EL data reviews and action planning
- Support for integrating language development monitoring with broader accountability systems

# Pillar 4: Planning for Future Success

**Focus:** Preparing ELs for high school graduation and postsecondary pathways.
**State Role:** The LDOE promotes postsecondary planning for ELs by aligning academic guidance with language proficiency timelines. Counselors and educators receive support to ensure ELs have access to the same opportunities as their peers.

- Tools for developing individualized graduation plans that include English language development benchmarks
- Guidance on accessing advanced coursework, dual enrollment, and career pathways
- Technical assistance for serving students with limited or interrupted formal education (SLIFE)
- Partnerships with workforce organizations to expand opportunities

# Pillar 5: Family Support Systems

**Focus:** Engaging families as partners in EL education.
**State Role:** The LDOE assists systems in developing sustainable family engagement systems that promote communication and shared responsibility for student success. Resources and models are designed to support EL school-family relationships.

- Translated materials and resources for parents
- Templates and toolkits for launching family engagement events
- Monitoring tools to evaluate family engagement strategies and outcomes

# Tiered State Support for English Learners

The LDOE recognizes that systems vary widely in their EL populations, program complexity, and infrastructure. To meet these needs, differentiated supports are provided at three tiers. This approach ensures that all systems — from small to large — receive tailored guidance and resources aligned to the five strategic pillars of EL success, consistently focusing on standards-based English instruction and ongoing progress monitoring.

Tier 3: 1,000+ ELs: Systemwide Integration

Tier 2: 101 - 999 ELs: Focused Expansion

Tier 1: 1 - 100 ELs: Foundational Guidance
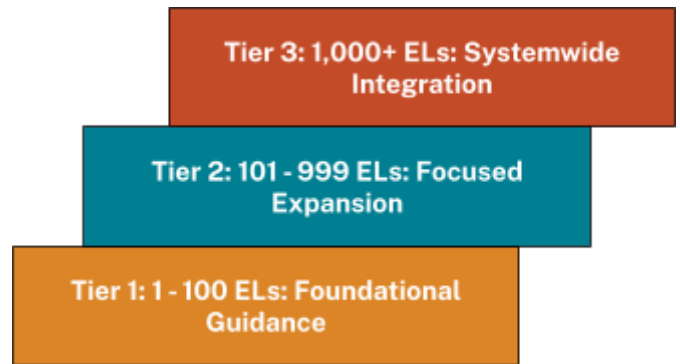
The LDOE provides tailored support to school systems based on the size of their EL populations. While all systems participate in statewide EL Institutes and receive regular, tier-specific EL Impact Calls, the level and type of support vary to meet each system's unique needs. This approach ensures that every system, regardless of size, receives the guidance and resources most relevant to its context.

| Pillar | Tier 1 (1–100 ELs) | Tier 2 (101–999 ELs) | Tier 3 (1,000+ ELs) |
|---|---|---|---|
| **Leadership and Program Development** | Direct technical assistance to build **foundational** EL programs; one-on-one coaching on scheduling, staffing models, and compliance. Support focuses on guiding leaders with limited experience in EL programming. | Support to **refine and maintain existing programs**; coaching EL coordinators to lead effectively; guidance on staff supervision and improving program consistency across schools. | Strategic advising on aligning EL leadership with system priorities; support for building leadership pipelines, and integrating EL into **system-level systems planning.** |
| **Rigorous Instruction and Collaborative Planning** | Hands-on **training for general educators** unfamiliar with ELs; model lesson templates; virtual support on embedding EL strategies into core instruction. | Professional learning communities for EL and general education teachers; **coaching to support instructional planning** and lesson delivery across content areas. | Support to refine system-wide instructional frameworks; **co-analysis of curriculum alignment**; collaboration on instructional systems for ELs at scale. |
| **Data-Informed Decisions** | Step-by-step **coaching on collecting and interpreting basic EL data**; simplified tools for monitoring language progress and identifying gaps. | Training on regular data review cycles; **coaching to help educators** connect EL data with instructional decisions and interventions. | Advanced analytics support; co-development of dashboards and tools; **advising on system-level EL data analysis** and continuous improvement planning. |
| **Planning for Future Success** | **Guidance** for counselors on **aligning EL proficiency goals with graduation pathways**, basic planning tools, and virtual support for early college awareness. | **Trainings for counselors and CTE staff** to expand access to postsecondary opportunities; coaching on aligning EL services with graduation planning. | For newcomers and SLIFE, advising on funding and cross-departmental s**upport in designing EL-specific high school pathways, and** scheduling to expand dual enrollment and workforce access. |
| **Family Support Systems** | **Templates and guided support** to launch first-time family engagement efforts; support with translation tools. | **Training for family engagement staff and liaisons**; coaching to build more sustained and collaborative engagement systems. | Support for **embedding family engagement into system planning**; tools to develop leadership roles for EL families, and gather ongoing program feedback. |

# Pillar 1: Leadership and Program Development

- **Tier 1 (1–100 ELs):** The LDOE provides foundational, hands-on support to smaller systems that may lack dedicated EL personnel or infrastructure. To build capacity, the state delivers virtual technical assistance, shares model EL program templates and compliance checklists, and facilitates one-on-one consults with system leaders. These systems are invited to statewide EL Institutes to build baseline program knowledge and participate in tier-specific EL Impact Calls four times a year. During these calls, the LDOE addresses common low-incidence system challenges such as identifying EL points of contact, integrating EL services into general education settings, and meeting basic compliance and scheduling needs.

- **Tier 2 (101–999 ELs):** The LDOE provides Tier 2 systems with targeted support to refine existing programs and strengthen EL leadership capacity. Through participation in statewide EL Institutes, system leaders engage in sessions designed to deepen understanding of program design, accountability, and staffing strategies. In addition, the LDOE facilitates tier-specific EL Impact Calls, which focus on mid-scale challenges like building EL supervisory roles, implementing system-wide program monitoring tools, and scaling best practices across schools. The LDOE also offers strategic planning tools and leadership coaching, helping systems move from compliance to sustainable program implementation.

- **Tier 3 (1,000+ ELs):** The LDOE engages Tier 3 systems in strategic planning partnerships that go beyond foundational program development, focusing on scaling effective practices and aligning EL leadership with system-wide priorities. Support includes co-developing EL leadership pipelines, providing guidance on succession planning, and facilitating targeted coaching for EL directors and their teams. The LDOE works closely with systems to ensure EL priorities are reflected in core planning areas such as curriculum adoption, staffing structures, and professional development systems. These supports help large systems embed EL program goals across departments without forming new governance structures.

# Pillar 2: Rigorous Instruction and Collaborative Planning

- **Tier 1 (1–100 ELs):** The LDOE supports small systems in integrating EL strategies into core instruction by providing model lesson units, planning templates, and virtual coaching sessions focused on scaffolding within standards-aligned materials. The LDOE also offers office hours and foundational trainings for general education teachers who serve ELs without dedicated ESL staff. These systems attend statewide EL Institutes and participate in tier-specific EL Impact Calls where the LDOE addresses challenges like embedding language objectives into daily lessons and accessing adapted materials with limited personnel.

- **Tier 2 (101–999 ELs):** The LDOE partners with Tier 2 systems to deepen instructional quality by facilitating professional development that connects language development with content instruction. Through statewide EL Institutes and tier-specific EL Impact Calls, the LDOE helps system teams build collaborative planning systems, train instructional coaches to support EL teachers, and align instructional practices with students' English proficiency levels. Customized support includes curriculum review tools, co-teaching frameworks, and collaborative planning protocols.

- **Tier 3 (1,000+ ELs):** For systems with large EL populations and varied learner profiles, the LDOE provides technical assistance to co-develop cross-departmental instructional systems that integrate ELs across general education, special education, and advanced coursework. Tier 3 systems participate in EL Institutes and tier-specific EL Impact Calls focused on instructional systems leadership, curriculum customization at scale, and strategies for ELs with interrupted education. Additional support includes content-specific walkthrough tools, differentiated scaffolding models, and sustained instructional coaching structures. Large systems co-design structures that enable sustained collaboration across ESL, general education, and special education departments. Curricula are adapted and differentiated at scale to meet ELs' varied linguistic and academic needs.

## Pillar 3: Data-Informed Decisions

- **Tier 1 (1–100 ELs):** The LDOE equips small systems with user-friendly data tools to track EL progress, including visualizations of ELPT performance, time-in-program, and subgroup growth. The LDOE offers individual coaching to help administrators understand data trends and use them to guide instruction and support. EL Impact Calls for Tier 1 provide guided practice with data interpretation protocols and offer solutions for everyday challenges, such as identifying appropriate language goals and tracking interventions in systems without robust data infrastructure.

- **Tier 2 (101–999 ELs)**: The LDOE supports Tier 2 systems in creating regular EL data review cycles across schools. Through training, protocols, and templates, the state helps teams analyze EL progress toward proficiency, integrate language goals, and align EL monitoring with broader accountability systems. In EL Institutes and tier-specific EL Impact Calls, systems receive support in using formative data to adjust instruction, identify subgroup trends, and evaluate intervention effectiveness.

- **Tier 3 (1,000+ ELs)**: The LDOE works closely with large systems to enhance EL-specific data infrastructure. This includes co-developing dashboards, predictive analytics, and multi-year cohort tracking systems for ELs, Long-Term ELs, and newcomers. Through EL Institutes and tier-specific EL Impact Calls, the state supports continuous improvement planning, training data leads, and embedding EL progress measures into system-wide systems. The LDOE also offers coaching on integrating language development metrics into school improvement plans and educator evaluation systems.

# Pillar 4: Planning for Future Success

- **Tier 1 (1–100 ELs):** The LDOE provides counselors and school leaders with basic tools and training to ensure that ELs are included in high school and postsecondary planning. Among these [resources](#) are guidance documents, checklists, and templates that align English language proficiency timelines with graduation goals. During tier-specific EL Impact Calls, the LDOE helps systems address low-incidence issues like how to support newcomer students with limited transcripts or how to document EL accommodations in postsecondary planning.

- **Tier 2 (101–999 ELs):** The LDOE offers regional professional development and planning support to help Tier 2 systems align EL programming with college and career readiness. Support includes access to pathway planning tools, credit recovery options, and dual enrollment guidance tailored to ELs. In tier-specific EL Impact Calls, the LDOE provides coaching on integrating ELs into workforce development initiatives and expanding access to postsecondary transition supports.

- **Tier 3 (1,000+ ELs):** The LDOE collaborates with Tier 3 systems to design comprehensive postsecondary pathways for ELs, including students with limited or interrupted formal education (SLIFE) or recent arrivals, providing technical assistance in building early college models, expanding Career and Technical Education (CTE) access, and aligning graduation planning with EL services. Through EL Institutes and tier-specific EL Impact Calls, the LDOE facilitates planning for cross-agency partnerships and credentialing pathways that match EL students' academic and linguistic profiles.

# Pillar 5: Family Support Systems

- **Tier 1 (1–100 ELs):** The LDOE provides foundational tools to help systems launch and sustain family engagement efforts. These tools include EL communication templates, translated materials, and implementation guides for hosting advisory groups or EL family nights. In tier-specific EL Impact Calls, the LDOE walks systems through strategies for starting small, like text-based outreach, in-person info sessions, and community partnerships.

- **Tier 2 (101–999 ELs):** The LDOE supports Tier 2 systems in designing sustainable family engagement systems, including EL platforms, outreach schedules, and staff training. Systems receive guidance on creating parent liaison roles and feedback systems to support planning. EL Impact Calls focus on integrating family voice into programming decisions and providing training on two-way communication practices.

- **Tier 3 (1,000+ ELs):** The LDOE partners with Tier 3 systems to embed family engagement into system-wide planning and evaluation systems. Support includes guidance on developing EL leadership pathways, integrating family engagement into school improvement plans, and collecting ongoing feedback. In tier-specific EL Impact Calls, systems share models for empowering families as decision-makers and evaluating engagement efforts.

# SYSTEM SUPPORT FOR ENGLISH LEARNERS IN LOUISIANA

## Overview

Systems play a central role in ensuring that schools have the tools, training, and systems needed to meet the needs of ELs. Strong system leadership establishes a shared vision and creates the operational conditions for effective EL programming across instructional quality, data use, and family partnership. Leaders help build sustainable, standards-aligned programs that promote language development and academic achievement by aligning system-level systems to ELs' unique academic and linguistic needs.

## Pillar 1: Leadership and Program Development

**Focus:** Empowering system leaders to drive strong EL programming.
**System Role:** Smaller systems typically focus on building the foundational elements of an EL program. Leadership may involve a single point of contact, often serving multiple roles. These systems emphasize setting up core processes, such as identification, scheduling, and service delivery, while ensuring alignment with state requirements. Leaders often work closely with schools to provide hands-on guidance and troubleshoot implementation.

## Pillar 2: Rigorous Instruction and Collaborative Planning

**Focus:** Building systems to support high-quality instruction for ELs.
**System Role:** Systems are crucial in supporting schools in providing instruction that integrates English language development with grade-level content, utilizing standards-aligned materials. They guide schools in selecting high-quality curricula with scaffolds and embedded language supports for ELs at varying proficiency levels. Systems also lead the creation of structures for interdisciplinary planning, bringing together EL teachers, content-area educators, and instructional coaches to co-develop lessons that align with the Louisiana Student Standards. To ensure educators have the skills to adjust instruction appropriately, systems provide:

- Ongoing professional learning on scaffolded instruction and language objectives
- Access to planning protocols and lesson templates aligned to ELPA 21 standards
- Coaching cycles that model how to differentiate instruction based on proficiency levels

# Pillar 3: Data-Informed Decisions

**Focus:** Using EL-specific data to guide instructional improvements.

**System Role:** Systems build and maintain data systems that track EL progress in English language development (via ELPT) and academic achievement over time. They train school teams to analyze and respond to this data during regular review cycles, ensuring that instruction is adjusted to address gaps in language acquisition or content mastery. Data protocols help school staff collect EL subgroup data, including proficiency level, years in program, and home language, to tailor supports effectively. Systems also utilize longitudinal data to identify patterns across schools, evaluate program effectiveness, and inform decisions regarding resource allocation and staffing.

# Pillar 4: Planning for Future Success

**Focus:** Ensuring ELs are supported in high school and beyond.

**System Role:** Systems help ensure ELs are fully included in college and career readiness initiatives. They provide tools and protocols to incorporate English proficiency trajectories into academic planning, particularly for students with interrupted education or who are new to the U.S. Systems also work with counselors to ensure ELs have access to graduation planning, CTE programs, and dual enrollment. Strategic partnerships with postsecondary institutions and workforce programs expand options for EL students and ensure schools can guide families through complex decisions about future pathways.

# Pillar 5: Family Support Systems

**Focus:** Strengthening school-family partnerships for EL success.

**System Role:** Systems provide foundational infrastructure to support meaningful engagement with EL families. To achieve this, systems establish systems for translation and interpretation, offer parent liaisons, and develop communication policies that prioritize accessibility. Additionally, feedback is actively gathered from families through surveys or community forums. This input shapes program design, school improvement efforts, and broader system planning.

# Tiered System Support for English Learners

Louisiana school systems are essential partners in the development and continuous improvement of EL programming. Systems are encouraged to implement targeted procedures and build internal capacity aligned with the five strategic pillars of the state's EL framework. While rooted in a shared vision, these actions are shaped by system size, EL population, and available infrastructure. The tiered guidance below outlines how systems can operationalize key components of EL support in practical and scalable ways.

This table outlines how Louisiana school systems and the state work together to support ELs across five strategic pillars. Supports are differentiated by tier to reflect variations in system size, EL population, and infrastructure. Each row details what the system is expected to implement and how the state provides support at that tier.

| Pillar | Tier 1 (1–100 ELs) | Tier 2 (101–999 ELs) | Tier 3 (1,000+ ELs) |
|---|---|---|---|
| **Leadership and Program Development** | The system establishes an EL program lead, **develops a system EL plan outlining program goals** and compliance procedures, **conducts site visits** with principals, and **provides foundational training** to school-based staff. | The system creates a dedicated EL team with defined roles, **develops a multi-year strategic EL plan** that includes staffing and budgeting components, and **implements monitoring tools** such as walk-through rubrics and self-assessments. | The system operates a centralized EL department, **coordinates annual data reviews** and needs assessments, and **develops a system-wide professional learning plan** to build capacity and ensure sustainability. |
| **Rigorous Instruction and Collaborative Planning** | The system provides core content teachers with **adapted lesson exemplars** and sentence frames, implements **co-planning tools,** assigns a lead **teacher or coach, and schedules follow-up observations** to support instruction. | The system facilitates **monthly interdisciplinary planning sessions**, develops content-specific **scaffolding guides**, assigns instructional modeling roles, and **tracks teacher participation** in EL-specific professional development. | The system designs a comprehensive **EL instructional framework**, implements a **tiered coaching model** with EL and content-area coaches, and **monitors lesson plans and walkthrough** data to ensure consistent instructional quality. |
| **Data-Informed Decisions** | The system creates **student data profiles** that include ELPT scores and formative assessments, schedules **data meetings** with school teams, and maintains logs of delivered language support services. | The system builds a **centralized EL data dashboard**, **trains school-based data teams** to conduct quarterly reviews, and uses data trends to adjust service delivery models and interventions. | The system **conducts system-wide data reviews**, analyzes achievement and language growth trends by subgroup, and uses these insights to inform interventions and shape programming priorities. |
| **Planning for Future Success** | The system develops individualized graduation plans incorporating English language development timelines, **provides counselors with checklists** aligned to diploma pathways, and hosts at least one annual college awareness event for EL families. | The system **tracks EL access to dual enrollment**, internships, and CTE pathways, **trains counselors** to include EL accommodations in academic planning, and **monitors course schedules** for appropriate placement. | The system **designs EL-specific college and career readiness pathways**, creates **early warning systems** to identify at-risk students, and **partners with colleges and workforce agencies** to provide enrollment and credentialing opportunities for ELs. |
| **Family Support Systems** | The system creates a **family engagement calendar** with EL-specific events, distributes translated welcome packets with school contact information, and collects feedback using a basic survey tool after events. | The system **designates or hires a family liaison**, maintains a **repository of translated documents** for schools, trains staff on interpretation services, and **launches a family feedback committee** to guide engagement efforts. | The system implements a **system-wide family engagement framework**, offers language development opportunities for EL families, and uses engagement metrics to **evaluate the quality of its engagement efforts** and participation trends. |

# Pillar 1: Leadership and Program Development

- **Tier 1 (1–100 ELs):** In smaller systems, initial steps should focus on building foundational leadership structures for EL programming. Systems establish an EL program lead responsible for coordinating identification and service delivery processes. They develop a system-level EL plan that outlines program goals, identification procedures, parent notification templates, and entry/exit protocols. Site visits with principals are conducted to verify EL schedules, maintain required documentation, and provide school-based staff with foundational training on state compliance.

- **Tier 2 (101–999 ELs):** For mid-sized systems, the focus shifts to strengthening and formalizing EL leadership practices across schools. Systems create a dedicated EL team with clearly defined roles and responsibilities. They develop a multi-year strategic plan incorporating staffing models, budget alignment, and program evaluation cycles. Quarterly leadership meetings are scheduled with school-based teams to review implementation fidelity and address barriers. Tools for monitoring program quality, including walk-through rubrics and annual self-assessments, are developed and used.

- **Tier 3 (1000+ ELs):** In large systems, leadership procedures must scale to support complex system needs. Systems operate a centralized EL department staffed with program supervisors, compliance specialists, and instructional leads. They coordinate annual data reviews and needs assessments across schools to inform strategic planning. A system-wide professional learning plan is developed to support school leaders in EL policy, instructional leadership, and family engagement.

# Pillar 2: Rigorous Instruction and Collaborative Planning

- **Tier 1 (1–100 ELs):** Smaller systems begin by equipping general education staff with the tools and strategies necessary to support ELs in the classroom. Systems provide core content teachers with adapted lesson exemplars and sentence frames aligned to English proficiency levels. They implement co-planning tools and assign a lead teacher or coach to facilitate collaborative planning. Follow-up observations are scheduled to support instructional adjustments based on student needs.

- **Tier 2 (101–999 ELs):** For mid-sized systems, systems for collaboration and coaching become more structured. Systems facilitate monthly interdisciplinary planning sessions that include EL staff, instructional coaches, and core teachers. They develop content-specific scaffolding guides and assign roles for lesson modeling. Teacher participation in EL-specific professional development is tracked, and coaching feedback cycles are implemented to support instructional planning and delivery.

- **Tier 3 (1000+ ELs):** Larger systems prioritize designing and maintaining consistent instructional systems across multiple schools. Systems design a comprehensive EL instructional framework articulating expectations for integrating English language development into curriculum units. They implement a tiered coaching model with designated ESL and content-area coaches. A system is

developed to monitor lesson plans and walkthrough data and ensure consistent instructional quality across schools.

## Pillar 3: Data-Informed Decisions

- **Tier 1 (1–100 ELs):** Smaller systems start by creating fundamentally effective systems for collecting and using EL data. Systems create student data profiles that include ELPT scores, formative assessments, and years in the program. They schedule biannual meetings with school teams to review data profiles and adjust instructional groupings or supports as needed. Logs of language support services delivered are maintained for tracking and improvement.

- **Tier 2 (101–999 ELs):** Mid-sized systems expand their use of data through more formalized review cycles and cross-school analyses. Systems build a centralized EL data dashboard with indicators such as language proficiency growth, core content achievement, and attendance. They train school-based data teams to conduct quarterly reviews and submit action steps aligned to data trends. Data findings are used to inform intervention placements and service delivery.

- **Tier 3 (1000+ ELs):** Large systems integrate EL data into broader systems to inform high-level decision-making. They conduct system-wide trend analyses to identify schools with gaps in growth or achievement. Predictive analytics are used to monitor risk indicators for long-term EL status and to create targeted intervention plans.

## Pillar 4: Planning for Future Success

- **Tier 1 (1–100 ELs):** Smaller systems lay the foundation for postsecondary readiness through basic planning tools and counselor training. Systems develop individualized graduation plans for ELs, including English language development timelines and credit recovery options. Counselors are provided with checklists for diploma pathways and college eligibility requirements tailored to EL needs.

- **Tier 2 (101–999 ELs):** Mid-sized systems enhance college and career readiness through expanded tracking systems and access pathways. Systems establish a system for tracking EL access to dual enrollment, internships, and career pathways. Counselors are trained to include EL accommodations in postsecondary planning meetings. Course schedules are monitored to ensure appropriate placement based on students' language proficiency and academic history.

- **Tier 3 (1000+ ELs):** Larger systems develop specialized pathways and partnerships to ensure ELs are well-prepared for life after graduation. Systems design comprehensive college and career readiness pathways for ELs and SLIFE populations. Early warning systems are developed to flag students at risk of not graduating.

# Pillar 5: Family Support Systems

- **Tier 1 (1–100 ELs):** In smaller systems, family engagement often starts with foundational outreach efforts. Systems develop a family engagement calendar featuring EL-specific events, information sessions, and check-in calls. Translated welcome packets containing school contacts and program information are distributed. A survey tool collects family input following engagement activities.

- **Tier 2 (101–999 ELs):** Mid-sized systems work to formalize and expand engagement through dedicated personnel and consistent feedback loops. Systems hire or designate a family liaison to coordinate outreach efforts. They maintain a repository of translated documents for schools and train staff on the use of interpretation services. A family feedback committee is launched to gather input on programming and communication on a quarterly basis.

- **Tier 3 (1000+ ELs):** Large systems develop comprehensive systems to embed family engagement in all aspects of system planning. Systems implement a system-wide engagement framework aligned with family engagement evaluation tools. Metrics are designed to evaluate the quality of engagement efforts, response time, and participation trends.

# SCHOOL SUPPORT FOR ENGLISH LEARNERS IN LOUISIANA

## Overview

Louisiana schools are central to delivering high-quality instruction and ensuring access to opportunities for ELs. School leaders and educators create the conditions for student success by embedding EL support into the fabric of daily practice — from leadership decisions to classroom instruction. The strategies below reflect how schools can effectively implement the five strategic pillars.

## Pillar 1: Leadership and Program Development

**Focus:** Embedding EL goals into schoolwide systems and priorities.
**School role:** School leaders establish EL achievement and language development as schoolwide priorities by setting measurable goals, monitoring implementation, and fostering shared ownership across staff. This includes aligning school improvement plans with EL program needs, integrating EL considerations into all leadership decisions, and actively involving EL and general education staff in decision-making. Leaders promote a culture of continuous improvement through regular coaching, walk-throughs focused on language support strategies, and professional learning tied to English language development proficiency standards and student performance data.

## Pillar 2: Rigorous Instruction and Collaborative Planning

**Focus:** Ensuring instruction is aligned to standards and adapted for language proficiency levels.
**School role:** Schools create systems enabling collaborative planning across content and language specialists, ensuring instruction addresses grade-level standards and language development needs. Instructional teams use tools such as proficiency-aligned lesson templates and scaffolded unit plans to provide access to core content while promoting English acquisition. School leaders protect time for co-planning and use instructional rounds or Instructional Leadership Teams (ILT) to refine strategies that support ELs at all levels. Professional development is targeted to help teachers differentiate instruction based on EL progress data and provide consistent opportunities for structured language use in reading, writing, speaking, and listening.

## Pillar 3: Data-Informed Decisions

**Focus:** Using student progress data to inform instruction and intervention.
**School role:** School teams regularly review EL-specific data — including ELPT scores, English proficiency growth, and formative academic assessments — to track progress and drive instructional decisions. Educators use this information to adjust groupings, provide targeted supports, and refine instructional strategies. Leadership teams ensure that data review cycles include attention to long-term ELs, newcomers, and students who are dually identified for special education. Schools foster environments where data is used proactively to celebrate growth, identify gaps, and implement interventions grounded in clear, observable evidence of learning.

# Pillar 4: Planning for Future Success

**Focus**: Supporting ELs in navigating high school and postsecondary pathways.
**School role:** Schools initiate early and individualized academic planning for ELs to ensure they remain on track for graduation and future opportunities. This includes identifying appropriate course sequences, aligning with proficiency levels and educational goals, and ensuring access to core content and advanced coursework. Counselors work closely with EL students and families to understand college and career pathways, provide information on financial aid, and identify programs such as dual enrollment or industry-based credentials that match student interests and strengths.

# Pillar 5: Family Support Systems

**Focus:** Building partnerships with EL families.
**School role:** Schools create environments where families of ELs are engaged as essential partners in the educational process. Administrators ensure that communication is accessible and that interpretation and translation services are consistently available. Schools host family events that inform and empower, including sessions on academic expectations, language development, and strategies for supporting learning at home.

# Tiered School Support for English Learners

Schools across Louisiana serve ELs in various contexts, ranging from small, rural campuses with only a few EL students to large urban schools with robust EL programs and specialized staff. To ensure that every school is equipped to support EL success, the LDOE provides differentiated guidance based on the size and needs of each school's EL population. Supports are tiered to address five essential areas: strong school-level leadership and program development, rigorous standards-based instruction aligned to English language proficiency levels, effective use of data to guide instruction, strategic planning for postsecondary success, and meaningful family engagement. This targeted approach allows schools to build the conditions necessary for ELs to thrive academically and linguistically.

This chart outlines how schools across Louisiana can implement support for ELs based on the size of their EL populations. While all schools work toward the same strategic goals, the specific procedures and structures will vary depending on staffing, student needs, and capacity. The guidance below provides clear expectations for how schools in each tier can align leadership, instruction, data use, postsecondary planning, and family engagement to promote EL success.

| Pillar | Tier 1 (1–100 ELs) | Tier 2 (101–999 ELs) | Tier 3 (1,000+ ELs) |
|---|---|---|---|
| **Leadership and Program Development** | Schools **assign a school-based EL lead** who coordinates student identification, support delivery, and documentation. Schedules are aligned with EL needs, and leaders conduct walkthroughs to monitor implementation. | Schools **define specific leadership roles** for EL staff, **integrate EL goals** into the school improvement plan, and **conduct monthly leadership meetings** to review program implementation and progress. | Schools **establish a school-based EL leadership team** that aligns EL strategies with broader school improvement priorities. They **coordinate professional development** and serve as model sites for peer learning. |
| **Rigorous Instruction and Collaborative Planning** | Schools **organize planning time** for general educators and **use scaffolded lesson templates** to support instruction. Coaching is provided to help teachers embed language supports into their lessons. | Schools **establish interdisciplinary planning teams**, hold weekly **co-planning sessions**, implement **feedback cycles**, and track both professional learning participation and instructional adjustments. | Schools embed EL instruction into a schoolwide instructional framework. They **schedule co-teaching and collaborative content planning**, and use lesson plan reviews and walkthrough tools to ensure consistent instructional alignment. |
| **Data-Informed Decisions** | Schools **develop individual student data profiles** that include ELPT scores and formative assessments. They **review progress** at least twice yearly to adjust groupings and instructional supports as needed. | Schools **conduct quarterly EL data reviews** using established protocols to identify trends and make instructional adjustments. Findings are incorporated into school-level action plans and targeted interventions. | Schools operate advanced data systems that **disaggregate information by EL subgroup**. They conduct **monthly data reviews** and use results to inform staffing decisions, plan interventions, and monitor student progress. |
| **Planning for Future Success** | Schools create **individualized EL graduation plans** that align language proficiency goals with credit benchmarks. Schools **host** at least one college and career event each year for EL families. | Schools **track EL participation in dual enrollment and CTE programs**. Counselors receive **training on language-aligned advising**, and schools meet regularly with families to update academic plans. | Schools **design specialized postsecondary pathways** for ELs and SLIFE students. Schedules and advising processes are aligned with early college and workforce development goals, and schools collaborate with families to update plans regularly. |

| Pillar | Tier 1 (1–100 ELs) | Tier 2 (101–999 ELs) | Tier 3 (1,000+ ELs) |
|---|---|---|---|
| **Family Support Systems** | Schools **distribute translated welcome packets** and **host EL family events** to ensure accessible communication. They use translated materials and personal outreach to engage families effectively. | Schools **designate a family engagement coordinator**, schedule regular EL family events, and **gather structured feedback** to inform programming. | Schools facilitate **EL family advisory groups** and **train staff** in two-way communication. They **use engagement metrics** to evaluate effectiveness and guide future planning. |

# Pillar 1: Leadership and Program Development

- **Tier 1 (1–100 ELs):** In schools serving a small number of ELs, administrators designate an EL lead — often a counselor, assistant principal, or instructional coach — responsible for coordinating identification, placement, and service delivery processes. School leaders implement a basic EL program structure using system templates and ensure that state-mandated procedures such as parent notification, entry/exit protocols, and schedule documentation are completed with fidelity. Site administrators meet with teachers to review student needs, identify instructional adjustments, and monitor EL progress. Foundational training is incorporated into school-based professional development plans to build staff understanding of EL programming requirements and support general educators in serving ELs effectively.

- **Tier 2 (101–999 ELs):** Tier 2 schools assign defined leadership roles to EL teachers and coaches, integrating EL goals into the school improvement plan. Leadership teams facilitate monthly meetings focused on progress monitoring and program implementation. Walkthroughs, feedback protocols, and data reviews are used to evaluate EL services and identify adjustments to staffing or scheduling. Administrators coordinate with system EL staff to ensure alignment and consistency across grade levels and content areas, and they provide professional learning opportunities that build the capacity of both EL and general education staff.

- **Tier 3 (1000+ ELs):** Schools in Tier 3 operate as EL program hubs, with schoolwide systems designed to manage complex staffing, scheduling, and instructional needs. A school-based EL leadership team meets weekly to align services across departments, evaluate program data, and coordinate professional development. School administrators serve as implementation leaders, ensuring EL priorities are embedded into schoolwide continuous improvement efforts. These schools also contribute models and promising practices to support other sites within the system and serve as hosts for learning walks and system-led training.

# Pillar 2: Rigorous Instruction and Collaborative Planning

- **Tier 1:** In small schools, general education teachers often provide most instruction to ELs. Schools organize protected planning time and use lesson templates to help teachers embed language supports into core instruction. Instructional leads support teachers with scaffolded exemplars and co-planning tools aligned to English proficiency levels. Classroom observations focus on strategies such as sentence frames, structured speaking routines, and vocabulary development, ensuring ELs engage meaningfully with academic content.

- **Tier 2:** Tier 2 schools create interdisciplinary planning teams that include EL teachers, interventionists, and general educators. Weekly co-planning sessions focus on aligning grade-level instruction to proficiency levels and adapting curriculum units for varying levels of English development. Instructional coaches support implementation through modeling, observation, and feedback cycles. Schools track professional development participation and use standard planning protocols to apply EL strategies across content areas consistently.

- **Tier 3:** In Tier 3 schools, EL instruction is embedded into a schoolwide instructional framework. Co-teaching, content-area planning, and EL-specific coaching are integrated into master schedules, allowing for sustained collaboration. Planning teams use EL subgroup data — such as newcomers and long-term ELs — to design differentiated supports and track instructional impact. Schools implement walkthrough tools and lesson plan review protocols to maintain consistency and rigor across classrooms, ensuring that language and content development are fully integrated.

## Pillar 3: Data-Informed Decisions

- **Tier 1:** Schools build student profiles for each EL, including ELPT scores, program years, and classroom assessment data. Teachers meet twice a year to review progress and adjust supports. Data is used to refine instructional groupings, select appropriate scaffolds, and monitor whether language development needs are being met. Administrators provide feedback to teachers on how to align instruction with observed language trends and ensure that basic service logs are maintained.

- **Tier 2:** Tier 2 schools conduct quarterly EL data reviews that include multiple stakeholders — teachers, instructional coaches, and specialists. Data protocols help teams identify trends in proficiency growth and academic performance. Data from formative assessments, classroom work, and state tests are used to adjust instruction, select interventions, and inform resource allocation. Administrators lead reflection sessions and ensure follow-up actions are tracked for implementation.

- **Tier 3:** Schools in Tier 3 operate robust data systems that disaggregate EL performance by subgroup, grade level, and instructional setting. Instructional teams conduct monthly data reviews and apply findings to instructional planning, staffing decisions, and professional learning. EL data is integrated into schoolwide dashboards used by leadership teams to monitor progress, identify persistent gaps, and evaluate the effectiveness of strategies. Longitudinal data support early identification of at-risk students for long-term EL status or academic disengagement.

## Pillar 4: Planning for Future Success

- **Tier 1:** School counselors work with EL students to develop individualized academic plans, including English language development benchmarks and credit recovery options. EL students are included in annual college and career awareness activities, and information is provided to families in their home language. Counselors maintain checklists to ensure ELs are placed in appropriate courses and receive guidance aligned to their language proficiency levels.

- **Tier 2:** Tier 2 schools establish systems to track EL participation in dual enrollment, internships, and CTE programs. Academic advisors receive targeted training on aligning student course schedules with educational and language goals. Counselors meet regularly with EL students and families to adjust graduation plans, explain credentialing options, and provide support with financial aid and application processes.

- **Tier 3:** Schools in Tier 3 design pathways tailored to EL students, including flexible scheduling and access to early college or workforce development programs. These pathways account for students' entry points, prior schooling, and language proficiency. Academic teams meet with families to update graduation plans, and administrators collaborate with external partners to expand opportunities. Special attention is given to supporting students with limited or interrupted formal education (SLIFE).

## Pillar 5: Family Support Systems

- **Tier 1:** Schools initiate foundational family engagement efforts by distributing translated welcome packets, hosting annual EL family events, and offering individual outreach to caregivers. Communication is streamlined using tools such as translated handouts, call logs, and text alerts. Families are invited to share input through surveys or one-on-one conversations.

- **Tier 2:** Tier 2 schools designate staff to coordinate family engagement activities and ensure all materials are available in families' preferred languages. Events are scheduled regularly to share academic progress, EL program updates, and postsecondary planning information. Schools gather feedback through structured conversations and begin to integrate family input into school planning efforts.

- **Tier 3:** Schools with large EL populations embed family partnership into core leadership practices. EL family advisory groups are formed and meet regularly to inform school decisions. Engagement metrics — such as participation rates and satisfaction surveys — are reviewed by school leadership teams to evaluate effectiveness. School staff receive training on facilitating two-way communication and involving families in student learning and school improvement.

# CLASSROOM SUPPORT FOR ENGLISH LEARNERS IN LOUISIANA

## Overview

Educators bring Louisiana's EL strategy to life at the classroom level through purposeful instruction and daily interactions that support academic success and English language development. Teachers are pivotal in delivering standards-based instruction that reflects students' English proficiency levels and is grounded in HQIM. Through data-informed planning, collaborative practices, and meaningful partnerships with families, educators create classroom environments where EL students are empowered to meet ambitious language and content learning goals.

## Pillar 1: Leadership and Program Development

**Focus:** Effective leadership and targeted programming that drive EL proficiency.
**Teacher Role:** Teachers implement instructional practices that reflect both English language proficiency levels and academic content standards, ensuring alignment with the school's overall EL program vision. They contribute to program development by sharing insights from the classroom and helping identify areas where additional support or resources are needed. Teachers also engage in professional learning and coaching that deepens their understanding of EL pedagogy and helps them lead instructional shifts in their grade level or department. As partners in schoolwide efforts, they contribute to a culture where language development is embedded in every content area.

## Pillar 2: Rigorous Instruction and Collaborative Planning

**Focus:** Planning EL instruction aligned to proficiency levels using HQIM.
**Teacher Role:** Classroom educators use HQIM as the foundation for planning lessons that integrate content and language development. These materials are intentionally adapted and scaffolded to ensure ELs can access grade-level expectations while receiving the necessary language support. Teachers collaborate across content areas and with EL staff to develop and refine lessons that reflect both Louisiana's academic standards and English language proficiency benchmarks. Through consistent progress monitoring and instructional adjustments, teachers ensure ELs actively engage in rigorous, standards-based instruction that promotes academic and linguistic growth.

## Pillar 3: Data-Informed Decisions

**Focus:** Using EL-specific data to guide instruction and track progress.
**Teacher Role:** Teachers utilize EL-specific data, including English proficiency levels, formative assessments, and classroom performance, to inform instructional decisions and address individual student needs. Instructional materials are selected and adapted based on data, ensuring they are challenging and accessible for ELs at varying proficiency levels. Teachers work collaboratively to analyze student progress, determine appropriate scaffolds, and group students strategically for targeted

instruction. Ongoing progress analysis helps educators ensure that language acquisition and academic achievement remain on track.

## Pillar 4: Planning for Future Success

**Focus:** Preparing ELs for graduation and postsecondary success.
**Teacher Role:** Teachers contribute to long-term student success by integrating college — and career-readiness skills into daily instruction and ensuring students have the academic language and content knowledge necessary for postsecondary pathways. Instructional planning emphasizes building vocabulary, writing skills, and critical thinking, using HQIM that exposes students to complex texts and tasks. Teachers work closely with counselors and families to help students stay on track for graduation, supporting course selection, enrichment opportunities, and goal setting that align with students' strengths, interests, and language needs.

## Pillar 5: Family Support Systems

**Focus:** Engaging parents as active partners in EL education.
**Teacher Role:** Teachers maintain consistent, two-way communication with families of ELs to ensure they are well-informed about their child's language development and academic achievement progress. Regular updates — through progress reports, conferences, or digital platforms — help families understand how their child is performing and what skills are being developed in the classroom. Teachers also share practical strategies that families can use at home to support the development of reading, writing, and math skills. These may include structured reading time, discussing texts in the home language, reviewing key vocabulary and concepts, or practicing number fluency with everyday activities. Teachers coordinate with school staff to provide translated materials or interpretation services when needed, ensuring that communication is accessible and practical. Teachers help build a shared commitment to each student's success by keeping families informed and involved.

# Tiered Classroom Support for English Learners

Classrooms are the primary setting where ELs engage with academic content, develop language proficiency, and build the skills needed for success in school and beyond. Given the variety of EL populations across classrooms — from isolated ELs in general education settings to entire sections of ELs — Louisiana provides tiered support to ensure all educators are equipped to meet students' linguistic and academic needs. These supports emphasize core instructional practices, collaborative planning, effective data use, future-oriented academic preparation, and family engagement. By differentiating resources and professional learning based on EL incidence and need, the LDOE empowers classroom teachers to create high-impact learning environments for every EL.

This chart outlines how classroom-level supports for ELs vary based on the number of ELs served. Tiered guidance reflects how educators across Louisiana adapt instruction, planning, data use, and family engagement based on EL population size to ensure all students receive high-quality instruction.

| Pillar | Tier 1 (1–100 ELs) | Tier 2 (101–999 ELs) | Tier 3 (1,000+ ELs) |
|---|---|---|---|
| Leadership and Program Development | Teachers **integrate foundational EL strategies** into instruction and provide input on school-based EL supports. They **use checklists and templates** to meet basic compliance and help ensure classroom routines support language development. | Teachers **participate in professional learning** and **collaborate with EL staff** to align instruction with proficiency levels. They help lead instructional shifts within their grade level or department. | Teachers **lead model classrooms and professional learning communities** focused on EL success. They **co-develop routines** for newcomers and long-term ELs and support schoolwide strategic planning. |
| Rigorous Instruction and Collaborative Planning | Teachers **use sample scaffolds and receive training** on aligning instruction to language proficiency levels. Collaboration is supported virtually or through simplified co-planning tools. | Teachers **participate in interdisciplinary planning** and **use formative data to adjust** pacing and scaffolding. They align content with language development goals. | Teachers **integrate language objectives** across all content areas and participate in peer observations and coaching cycles. They **co-design lessons** for newcomers and long-term ELs using advanced planning tools. |
| Data-Informed Decisions | Teachers use ELPT scores and formative assessments to **adjust instruction.** They **monitor progress** with grouping tools and checklists. | Teachers **analyze data trends** with EL staff and adjust instruction accordingly. They **participate in data meetings** and **identify supports** based on growth trajectories. | Teachers **use dashboards and disaggregated data** to design targeted interventions. They **collaborate with school teams** to monitor and support student progress. |
| Planning for Future Success | Teachers **embed academic readiness skills** into daily instruction and collaborate with counselors on graduation pathways. They ensure ELs meet academic milestones while building English proficiency. | Teachers **coordinate with counselors** to align instruction with postsecondary planning. They help ELs access advanced coursework and career opportunities. | Teachers guide students into dual enrollment and credentialing programs. They **align instruction with college and career goals**, especially for SLIFE and newcomers. |

| Pillar | Tier 1 (1–100 ELs) | Tier 2 (101–999 ELs) | Tier 3 (1,000+ ELs) |
|---|---|---|---|
| **Leadership and Program Development** | Teachers **integrate foundational EL strategies** into instruction and provide input on school-based EL supports. They **use checklists and templates** to meet basic compliance and help ensure classroom routines support language development. | Teachers **participate in professional learning** and **collaborate with EL staff** to align instruction with proficiency levels. They help lead instructional shifts within their grade level or department. | Teachers **lead model classrooms and professional learning communities** focused on EL success. They **co-develop routines** for newcomers and long-term ELs and support schoolwide strategic planning. |
| **Rigorous Instruction and Collaborative Planning** | Teachers **use sample scaffolds and receive training** on aligning instruction to language proficiency levels. Collaboration is supported virtually or through simplified co-planning tools. | Teachers **participate in interdisciplinary planning** and **use formative data to adjust** pacing and scaffolding. They align content with language development goals. | Teachers **integrate language objectives** across all content areas and participate in peer observations and coaching cycles. They **co-design lessons** for newcomers and long-term ELs using advanced planning tools. |
| **Family Support Systems** | Teachers **initiate basic communication routines and share strategies** for supporting learning at home. They use translated materials and maintain communication logs. | Teachers **implement two-way communication** and host conferences in families' preferred languages. They share learning goals and strategies with caregivers. | Teachers lead classroom-based family engagement initiatives and contribute to schoolwide planning. They **co-facilitate workshops** and ensure families have leadership opportunities. |

## Pillar 1: Leadership and Program Development

- **Tier 1 (1–100 ELs):** Teachers in low-incidence settings often work without dedicated EL specialists. These educators integrate basic English language development strategies into content instruction, using state-provided checklists, model templates, and guidance on language supports. Teachers contribute to schoolwide planning by identifying EL needs and offering insight on how instructional time, grouping, and classroom routines can better support language development, even within general education structures.

- **Tier 2 (101–999 ELs):** Teachers in Tier 2 settings engage in more structured professional learning focused on aligning instructional strategies to proficiency levels and school program goals. They collaborate with EL staff to review and implement instructional routines, participate in coaching cycles to refine classroom strategies, and contribute to grade-level or departmental planning that reflects EL priorities. Many serve as instructional leads within their teams, helping to model effective integration of language development and content instruction.

- **Tier 3 (1000+ ELs):** In classrooms with high concentrations of ELs, teachers participate in advanced training and co-develop specialized routines for serving newcomers, students with interrupted education, and long-term ELs. These educators often lead professional learning communities or model classrooms focused on EL success. They partner with ILTs to align schoolwide practices and contribute to strategic conversations about curriculum, assessment, and instructional design for ELs.

## Pillar 2: Rigorous Instruction and Collaborative Planning

- **Tier 1:** Teachers receive foundational training on how to incorporate English language proficiency levels into daily instruction. They are provided with adapted lesson templates and example scaffolds aligned to HQIM. When EL-certified staff are not available on-site, virtual collaboration or shared planning tools support educators in embedding fundamental language objectives and routines into general instruction.

- **Tier 2:** Teachers in Tier 2 settings participate in interdisciplinary planning sessions that bring together EL specialists, content-area teachers, and interventionists. They receive coaching to co-design language-rich lessons and incorporate structured listening, speaking, reading, and writing opportunities. Instruction is differentiated based on real-time data and adjusted through frequent feedback from planning teams and instructional coaches.

- **Tier 3:** Teachers in high-incidence EL classrooms implement robust instructional systems that integrate language objectives across all content areas. With support from coaches and department leads, they develop unit plans that differentiate for newcomers, long-term ELs, and students at varying proficiency levels. Peer observations and collaborative walkthroughs help refine instructional practices that are both standards-aligned and linguistically appropriate.

## Pillar 3: Data-Informed Decisions

- **Tier 1:** Teachers are trained to use basic EL data, such as ELPT scores and formative assessments, to adjust instruction and monitor language development. Grouping tools, checklists, and observational records help teachers identify trends and adapt pacing, scaffolding, and feedback for individual students.

- **Tier 2:** Teachers analyze multiple sources of EL-specific data in collaboration with EL staff and instructional teams. Data reviews focus on student growth trajectories and guide the design of small-group instruction, targeted interventions, and lesson modifications. Teachers contribute to school-level data meetings and use trend data to refine planning and support decisions. Classroom teachers receive coaching on analyzing trends in EL performance data and modifying instruction accordingly. Teachers collaborate with ESL staff to review multiple data points and identify supports needed for different groups of ELs based on growth trajectories.

- **Tier 3:** Teachers in Tier 3 settings participate in structured data cycles using dashboards and disaggregated data tools. They regularly analyze subgroup data (e.g., SLIFE, newcomers, long-term ELs) and coordinate with counselors, interventionists, and specialists to adjust services. Instructional decisions are driven by both real-time classroom data and system-level trends, supporting highly targeted instruction at scale.

# Pillar 4: Planning for Future Success

- **Tier 1:** Teachers support students' awareness of graduation requirements and postsecondary opportunities through classroom discussions, embedded college-readiness vocabulary, and assignments that build academic skills. They work with school counselors to ensure ELs receive appropriate course scheduling and intervention services as needed.

- **Tier 2:** Teachers actively participate in the development of individualized graduation plans for ELs, using student goals and academic history to guide instructional choices. They incorporate project-based learning, real-world application tasks, and enrichment opportunities aligned with students' aspirations. Teachers coordinate with families and counselors to identify dual enrollment and CTE opportunities suited to ELs' language and academic profiles.

- **Tier 3:** Teachers in Tier 3 systems lead classroom-based efforts to integrate college and career readiness into daily instruction, including support for credit recovery, industry credentialing, and early college coursework. They differentiate planning for unique student populations and collaborate with cross-functional teams to align instruction with long-term transition goals. Their role includes identifying gaps in access and helping shape school pathways.

# Pillar 5: Family Support Systems

- **Tier 1:** Teachers initiate basic communication routines such as sending translated progress updates, sharing learning goals with families, and checking in via phone or messaging apps. They are provided with family-friendly strategies to share with caregivers, including home-based activities that support literacy and numeracy development.

- **Tier 2:** Teachers implement consistent two-way communication practices, including structured goal-setting meetings and family conferences. Teachers also work with school staff to ensure families are invited to participate in planning and engagement events.

- **Tier 3:** Teachers in Tier 3 schools play an active role in family leadership and engagement initiatives. They facilitate family feedback sessions, co-lead classroom-based workshops, and support families in navigating academic pathways. These educators contribute to engagement practices that foster sustained partnerships between schools and families.

# Moving Forward Together

Louisiana's commitment to English Learners is grounded in the belief that language should never be a barrier to opportunity. This framework outlines a clear, actionable path for school systems, schools, and educators to support EL success through leadership, instruction, data use, postsecondary planning, and family engagement.

By differentiating support based on EL population size, the framework ensures that every system, regardless of capacity, has the tools and guidance necessary to deliver high-quality services to ELs. While the strategies may vary across tiers, the goal remains to build environments where ELs are supported, challenged, and prepared to meet their full potential.

As this work continues, the LDOE remains a committed partner, providing ongoing professional development, technical assistance, and opportunities for collaboration. Together, we can create a system where ELs are supported and empowered to thrive.

For questions or additional support, contact the Louisiana Department of Education's Diverse Learner Support team at diverselearnersupport@la.gov.

# APPENDICES

# Appendix A: Glossary of Terms

**Co-teaching -** An instructional model where EL and general educators collaboratively plan and deliver instruction.

**Collaborative Planning -** A structured process where educators work together — often across roles and content areas — to design lessons, analyze student data, and align instruction to EL needs.

**EL (English Learner) -** A student learning English in addition to their native language.

**EL Institutes -** Annual statewide training events designed to build school and system capacity around EL instruction, leadership, data, and program design.

**ELP (English Language Proficiency) -** A student's proficiency level in listening, speaking, reading, and writing in English.

**ELPT -** English Language Proficiency Test, used to assess language growth in ELs.

**HQIM (High-Quality Instructional Materials) -** Curricula and resources aligned to academic standards and designed to support content and language development.

**ILT (Instructional Leadership Team) -** A school-based team of leaders responsible for guiding teaching and learning practices, including those that impact English Learners.

**Impact Calls -** Quarterly, tier-specific virtual meetings hosted by the LDOE to provide guidance, address challenges, and support implementation of EL strategies based on system size.

**Language Objectives -** Specific, measurable goals that describe how students will use language to access and engage with academic content during a lesson.

**Long-Term EL -** A student classified as an English Learner for six or more years has not yet met reclassification criteria.

**Newcomer -** An English Learner who has recently entered a U.S. school system and may require intensive, targeted support to adjust to academic and linguistic expectations.

**SLIFE -** Students with Limited or Interrupted Formal Education.

**Scaffolding -** Instructional supports, such as sentence frames, visuals, or graphic organizers, used to make grade-level content accessible to ELs.

**Walkthrough -** A short, focused classroom observation by school or system leaders to monitor instructional practices and implementation of EL supports

# Appendix B: Five Strategic Pillars of EL Support

**The Five Strategic Pillars for English Learner Success**

**Pillar 1: Leadership and Program Development**

Focuses on establishing effective school and system leadership structures that prioritize EL programming. This includes setting measurable goals, aligning improvement plans, and fostering shared ownership for EL success across teams.

**Pillar 2: Rigorous Instruction and Collaborative Planning**

Emphasizes the integration of English language proficiency within core academic instruction. Collaboration between general educators, EL specialists, and instructional leaders ensures lessons are standards-aligned and language-accessible.

**Pillar 3: Data-Informed Decisions**

Calls for using EL-specific data — including ELPT scores, classroom assessments, and progress indicators — to guide instruction, track student growth, and inform programming. Systems must regularly review data and adjust support accordingly.

**Pillar 4: Planning for Future Success**

Focuses on equipping ELs with the tools to navigate graduation pathways and postsecondary options successfully. This includes individualized planning, access to advanced coursework, and alignment with college and career readiness goals.

**Pillar 5: Family Support Systems**

Stresses the importance of intentional, meaningful engagement with EL families — strong communication practices to ensure shared decision-making and strengthen student outcomes.

# Appendix C: Tier Descriptions

Tier 1 (1–100 ELs): These systems or schools typically have few ELs and often lack dedicated EL staff. Supports in this tier focus on foundational program setup, compliance, and building awareness among general educators.

Tier 2 (101–999 ELs): These systems often have moderate infrastructure in place with some dedicated staff. Supports emphasize instructional quality, EL coaching, and implementation of consistent planning and data routines.

Tier 3 (1,000+ ELs): These systems serve large numbers of ELs and typically operate whole EL departments. Supports focus on strategic planning, leadership development, cross-department coordination, and system-level data analysis.

# Appendix D: Tiered Framework Charts

The following charts summarize key actions and differentiated expectations by tier for each system level (State, System, School, and Classroom).

## State Tiered Support

| Pillar | Tier 1 (1–100 ELs) | Tier 2 (101–999 ELs) | Tier 3 (1,000+ ELs) |
|---|---|---|---|
| **Leadership and Program Development** | Direct technical assistance to build **foundational** EL programs; one-on-one coaching on scheduling, staffing models, and compliance. Support focuses on guiding leaders with limited experience in EL programming. | Support to **refine and maintain existing programs**; coaching EL coordinators to lead effectively; guidance on staff supervision and improving program consistency across schools. | Strategic advising on aligning EL leadership with system priorities; support for building leadership pipelines, and integrating EL into **system-level planning.** |
| **Rigorous Instruction and Collaborative Planning** | Hands-on **training for general educators** unfamiliar with ELs; model lesson templates; virtual support on embedding EL strategies into core instruction. | Professional learning communities for EL and general education teachers; **coaching to support instructional planning** and lesson delivery across content areas. | Support to refine system-wide instructional frameworks; **co-analysis of curriculum alignment**; collaboration on instructional systems for ELs at scale. |
| **Data-Informed Decisions** | Step-by-step **coaching on collecting and interpreting basic EL data**; simplified tools for monitoring language progress and identifying gaps. | Training on regular data review cycles; **coaching to help educators** connect EL data with instructional decisions and interventions. | Advanced analytics support; co-development of dashboards and tools; **advising on system-level EL data analysis** and continuous improvement planning. |
| **Planning for Future Success** | **Guidance** for counselors on **aligning EL proficiency goals with graduation pathways**, basic planning tools, and virtual support for early college awareness. | **Trainings for counselors and CTE staff** to expand access to postsecondary opportunities; coaching on aligning EL services with graduation planning. | For newcomers and SLIFE, advising on funding and cross-departmental s**upport in designing EL-specific high school pathways, and** scheduling to expand dual enrollment and workforce access. |
| **Family Support Systems** | **Templates and guided support** to launch first-time family engagement efforts; support with translation tools. | **Training for family engagement staff and liaisons**; coaching to build more sustained and collaborative engagement systems. | Support for **embedding family engagement into system planning**; tools to develop leadership roles for EL families, and gather ongoing program feedback. |

# System Tiered Support

| Pillar | Tier 1 (1–100 ELs) | Tier 2 (101–999 ELs) | Tier 3 (1,000+ ELs) |
|---|---|---|---|
| **Leadership and Program Development** | The system establishes an EL program lead, **develops a system EL plan outlining program goals** and compliance procedures, **conducts site visits** with principals, and **provides foundational training** to school-based staff. | The system creates a dedicated EL team with defined roles, **develops a multi-year strategic EL plan** that includes staffing and budgeting components, and **implements monitoring tools** such as walk-through rubrics and self-assessments. | The system operates a centralized EL department, **coordinates annual data reviews** and needs assessments, and **develops a system-wide professional learning plan** to build capacity and ensure sustainability. |
| **Rigorous Instruction and Collaborative Planning** | The system provides core content teachers with **adapted lesson exemplars** and sentence frames, implements **co-planning tools, assigns a lead teacher or coach, and schedules follow-up observations** to support instruction. | The system facilitates **monthly interdisciplinary planning sessions**, develops content-specific **scaffolding guides**, assigns instructional modeling roles, and **tracks teacher participation** in EL-specific professional development. | The system designs a comprehensive **EL instructional framework**, implements a **tiered coaching model** with EL and content-area coaches, and **monitors lesson plans and walkthrough** data to ensure consistent instructional quality. |
| **Data-Informed Decisions** | The system creates **student data profiles** that include ELPT scores and formative assessments, schedules **data meetings** with school teams, and maintains logs of delivered language support services. | The system builds a **centralized EL data dashboard**, **trains school-based data teams** to conduct quarterly reviews, and uses data trends to adjust service delivery models and interventions. | The system **conducts system-wide data reviews**, analyzes achievement and language growth trends by subgroup, and uses these insights to inform interventions and shape programming priorities. |
| **Planning for Future Success** | The system develops individualized graduation plans incorporating English language development timelines, **provides counselors with checklists** aligned to diploma pathways, and hosts at least one annual college awareness event for EL families. | The system **tracks EL access to dual enrollment**, internships, and CTE pathways, **trains counselors** to include EL accommodations in academic planning, and **monitors course schedules** for appropriate placement. | The system **designs EL-specific college and career readiness pathways**, creates **early warning systems** to identify at-risk students, and **partners with colleges and workforce agencies** to provide enrollment and credentialing opportunities for ELs. |
| **Family Support Systems** | The system creates a **family engagement calendar** with EL-specific events, distributes translated welcome packets with school contact information, and collects feedback using a basic survey tool after events. | The system **designates or hires a family liaison**, maintains a **repository of translated documents** for schools, trains staff on interpretation services, and **launches a family feedback committee** to guide engagement efforts. | The system implements a **system-wide family engagement framework**, offers language development opportunities for EL families, and uses engagement metrics to **evaluate the quality of its engagement efforts** and participation trends. |

# School Tiered Support

| Pillar | Tier 1 (1–100 ELs) | Tier 2 (101–999 ELs) | Tier 3 (1,000+ ELs) |
|---|---|---|---|
| **Leadership and Program Development** | Schools **assign a school-based EL lead** who coordinates student identification, support delivery, and documentation. Schedules are aligned with EL needs, and leaders conduct walkthroughs to monitor implementation. | Schools **define specific leadership roles** for EL staff, **integrate EL goals** into the school improvement plan, and **conduct monthly leadership meetings** to review program implementation and progress. | Schools **establish a school-based EL leadership team** that aligns EL strategies with broader school improvement priorities. They **coordinate professional development** and serve as model sites for peer learning. |
| **Rigorous Instruction and Collaborative Planning** | Schools **organize planning time** for general educators and **use scaffolded lesson templates** to support instruction. Coaching is provided to help teachers embed language supports into their lessons. | Schools **establish interdisciplinary planning teams**, hold weekly **co-planning sessions**, implement **feedback cycles**, and track both professional learning participation and instructional adjustments. | Schools embed EL instruction into a schoolwide instructional framework. They **schedule co-teaching and collaborative content planning**, and use lesson plan reviews and walkthrough tools to ensure consistent instructional alignment. |
| **Data-Informed Decisions** | Schools **develop individual student data profiles** that include ELPT scores and formative assessments. They **review progress** at least twice yearly to adjust groupings and instructional supports as needed. | Schools **conduct quarterly EL data reviews** using established protocols to identify trends and make instructional adjustments. Findings are incorporated into school-level action plans and targeted interventions. | Schools operate advanced data systems that **disaggregate information by EL subgroup**. They conduct **monthly data reviews** and use results to inform staffing decisions, plan interventions, and monitor student progress. |
| **Planning for Future Success** | Schools create **individualized EL graduation plans** that align language proficiency goals with credit benchmarks. Schools **host** at least one college and career event each year for EL families. | Schools **track EL participation in dual enrollment and CTE programs**. Counselors receive **training on language-aligned advising**, and schools meet regularly with families to update academic plans. | Schools **design specialized postsecondary pathway**s for ELs and SLIFE students. Schedules and advising processes are aligned with early college and workforce development goals, and schools collaborate with families to update plans regularly. |
| **Family Support Systems** | Schools **distribute translated welcome packets** and **host EL family events** to ensure accessible communication. They use translated materials and personal outreach to engage families effectively. | Schools **designate a family engagement coordinator**, schedule regular EL family events, and **gather structured feedback** to inform programming. | Schools facilitate **EL family advisory groups** and **train staff** in two-way communication. They **use engagement metrics** to evaluate effectiveness and guide future planning. |

# Classroom Teacher Tiered Support

| Pillar | Tier 1 (1–100 ELs) | Tier 2 (101–999 ELs) | Tier 3 (1,000+ ELs) |
|---|---|---|---|
| **Leadership and Program Development** | Teachers **integrate foundational EL strategies** into instruction and provide input on school-based EL supports. They **use checklists and templates** to meet basic compliance and help ensure classroom routines support language development. | Teachers **participate in professional learning** and **collaborate with EL staff** to align instruction with proficiency levels. They help lead instructional shifts within their grade level or department. | Teachers **lead model classrooms and professional learning communities** focused on EL success. They **co-develop routines** for newcomers and long-term ELs and support schoolwide strategic planning. |
| **Rigorous Instruction and Collaborative Planning** | Teachers **use sample scaffolds and receive training** on aligning instruction to language proficiency levels. Collaboration is supported virtually or through simplified co-planning tools. | Teachers **participate in interdisciplinary planning** and **use formative data to adjust** pacing and scaffolding. They align content with language development goals. | Teachers **integrate language objectives** across all content areas and participate in peer observations and coaching cycles. They **co-design lessons** for newcomers and long-term ELs using advanced planning tools. |
| **Data-Informed Decisions** | Teachers use ELPT scores and formative assessments to **adjust instruction.** They **monitor progress** with grouping tools and checklists. | Teachers **analyze data trends** with EL staff and adjust instruction accordingly. They **participate in data meetings** and **identify supports** based on growth trajectories. | Teachers **use dashboards and disaggregated data** to design targeted interventions. They **collaborate with school teams** to monitor and support student progress. |
| **Planning for Future Success** | Teachers **embed academic readiness skills** into daily instruction and collaborate with counselors on graduation pathways. They ensure ELs meet academic milestones while building English proficiency. | Teachers **coordinate with counselors** to align instruction with postsecondary planning. They help ELs access advanced coursework and career opportunities. | Teachers guide students into dual enrollment and credentialing programs. They **align instruction with college and career goals**, especially for SLIFE and newcomers. |
| **Family Support Systems** | Teachers **initiate basic communication routines and share strategies** for supporting learning at home. They use translated materials and maintain communication logs. | Teachers **implement two-way communication** and host conferences in families' preferred languages. They share learning goals and strategies with caregivers. | Teachers lead classroom-based family engagement initiatives and contribute to schoolwide planning. They **co-facilitate workshops** and ensure families have leadership opportunities. |

# Appendix EL: 2025–2026 English Learner Professional Development Calendar

## English Learner Institute for EL Directors and Coordinators

The **English Learner Institute** is a professional development event designed specifically for English Learner (EL) Directors and Coordinators across Louisiana. This institute offers a comprehensive series of sessions that provide essential updates, effective strategies, and a deep understanding of state-level resources aimed at improving the quality of EL programs. Participants will benefit from expert-led workshops that focus on strengthening leadership capabilities, advancing instructional practices, and ensuring the successful implementation of EL programs. The event will also facilitate networking and collaboration, allowing EL leaders to exchange ideas and solutions for overcoming challenges in EL education.

| EL Institute | | |
|---|---|---|
| Date | Session Registration | Session Highlights |
| August 25, 2025 | Session 1 | English Learner Program Handbook Update |
| January 26, 2026 | Session 2 | Accountability and the ELPT |
| March 16, 2026 | Session 3 | Summer Planning and Professional Learning |
| May 13, 2026 | Session 4 | 26-27 Strategic Planning |

## English Learner Impact Call for Tiered Support

The **EL Impact** quarterly Zoom calls are specifically designed to refine and support EL initiatives across Louisiana's school systems. These calls are organized according to a tiered support model, offering customized, scalable guidance for each system based on the size of its EL population. The goal is to provide ongoing, targeted support to help school systems build and strengthen their EL programs, ensuring that instructional strategies are aligned with best practices and that all systems are fully equipped to meet the needs of their ELs.

| EL Impact Calls | | |
|---|---|---|
| Tiers | Time | Dates and Zoom Links |
| Tier 1 (1–100 ELs) | 1 p.m. - 2 p.m. | October 16, 2025<br>February 12, 2026<br>June 11, 2026 |
| Tier 2 (101–999 ELs) | 1 p.m. - 2 p.m. | October 23, 2025<br>February 19, 2026<br>June 18, 2026 |
| Tier 3 (1000+ ELs) | 1 p.m. - 2 p.m. | October 30, 2025<br>February 26, 2026<br>June 25, 2026 |