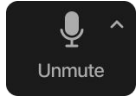
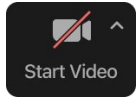


# Zoom Meeting Preparation



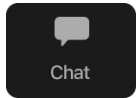
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Please make sure you have turned off your camera to save bandwidth and prevent any connectivity issues.

- To do this, hover over the bottom left-hand side of your screen and click “Stop Video.”



Please submit questions during the presentation in the “Chat” function located on the bottom of your screen.



# Launching Louisiana TPLS Framework: School Leaders

Guidance for school leaders making critical literacy decisions



March 27, 2025

# Presenter Information

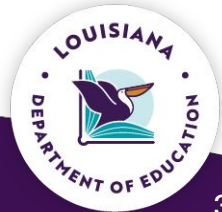
**Wendy Brooks**

K-5 Literacy Specialist

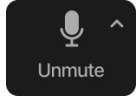
CLSD 2024 Project Director

Teaching and Learning / Literacy

Louisiana Department of Education

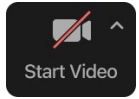


# Zoom Meeting Preparation



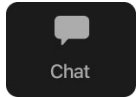
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- To do this, hover over the bottom left-hand side of your screen and click “Stop Video.”



Please submit questions during the presentation in the “Chat” function located on the bottom of your screen.



# Louisiana's Education Priorities

- ✓ **Early childhood** leading to kindergarten readiness
- ✓ **Literacy** instruction aligned to the Science of Reading
- ✓ **Math** instruction from foundational to advanced skills
- ✓ Opportunities ensuring a **meaningful high school experience**
- ✓ An effective **teacher for every student**
- ✓ Expand **educational choice** for students and families

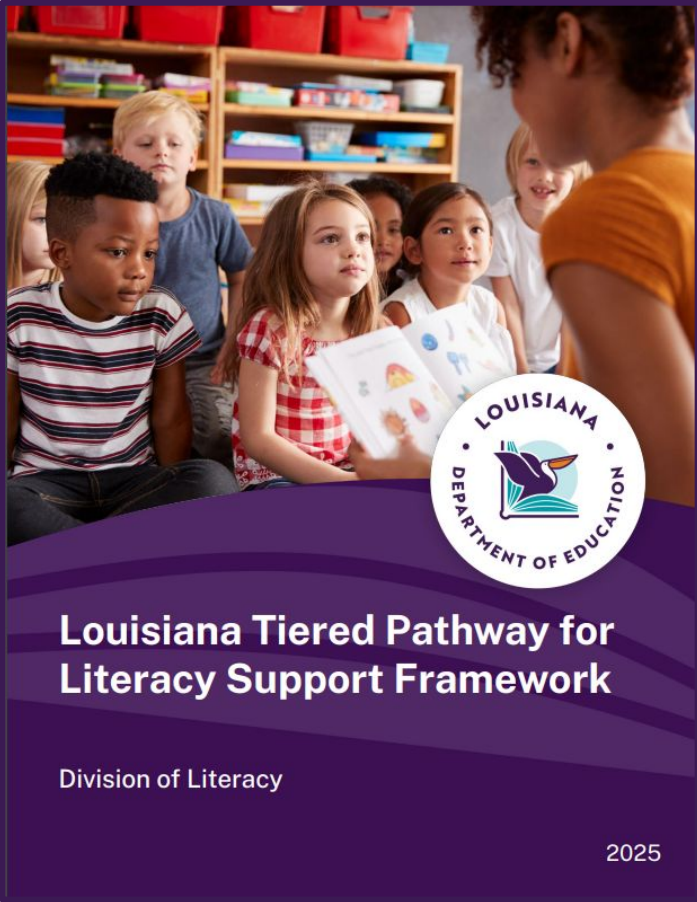
# Objectives

In this session, participants will:

- explore the framework and components of the Louisiana Tiered Pathways for Literacy Support (TPLS) through the lens of the school leader
- identify the school leader's role within the TPLS framework
- examine guiding questions to support the implementation of the TPLS framework at the school level
- identify next steps to strengthen the TPLS framework within the school or program site




# Louisiana TPLS Framework




# Literacy Library

## Literacy Resources

[Home](#) > [Educators](#) > [Instructional Support](#) > [Louisiana Literacy](#) > Literacy Resources



[Literacy Goals](#)




[Instruction, Intervention, and Extensions](#)



[Professional Growth](#)




[Families](#)



FIRE Scope and Sequence Documents ▾

Foundational Instruction for Reading Excellence (FIRE) Materials ▾

 Louisiana Literacy MTSS Framework 2025 ⬇

 LIFT (Literacy Interventions and Foundational Tools) Kit Resources ➔





# Note Catcher



Teaching & Learning: Literacy

March 27, 2025

## Launching the Louisiana Tiered Pathways for Literacy Support Framework: School Leaders

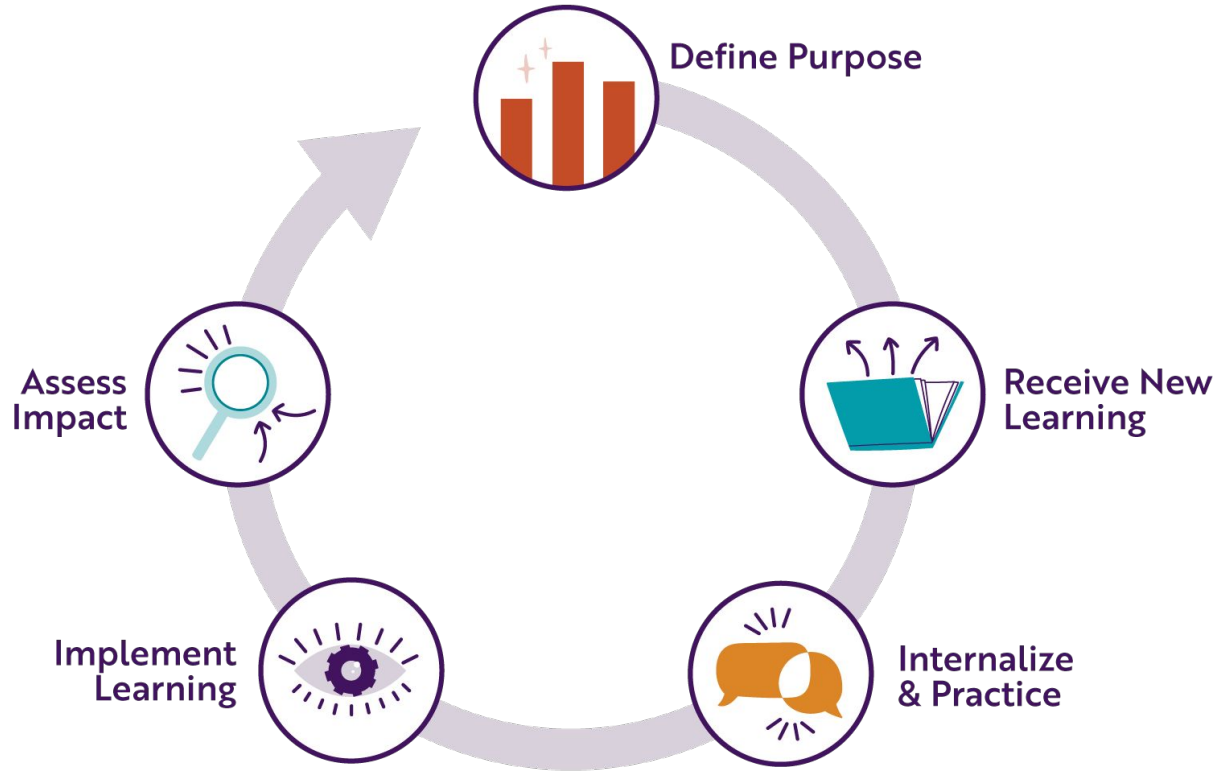
### Note Catcher:

Use this form to capture your new learning to assist with implementation and assessing impact.

Defining TPLS	Additional Notes
What is the Louisiana TPLS, and what is its purpose?	
What are some benefits of the TPLS framework?	
How are TPLS and RtI connected, and what sets them apart?	
Getting Started with TPLS	Additional Notes
What may be some common TPLS challenges?	
How is mindset important for a successful TPLS framework?	
With which component of an evidence-based framework do you believe your district is already operating with proficiency? Which component may be an area of refinement?	



# High-Quality Professional Learning Cycle

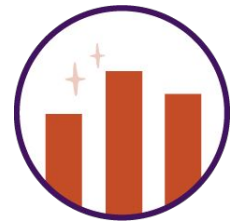


# Defining TPLS



March 27, 2025

# Purpose



The Louisiana Tiered Pathways for Literacy Support (TPLS) provides guidance for Louisiana school systems to make critical decisions in support of a shared vision and strategic literacy support for all students. Furthermore, the TPLS framework supports the initiatives outlined in the [Louisiana Comprehensive Literacy Plan](#), which specifies actions for implementation in programs from birth to 12th grade. The framework moves far beyond tiered interventions and represents the cohesive approach to ensure a high-quality education for every student.

guidance

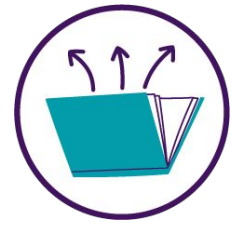
critical  
decisions

shared  
vision

strategic  
literacy support

coherent  
approach

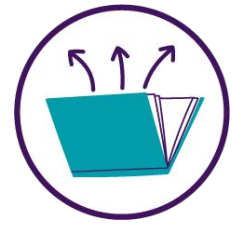
# What is TPLS?



The Louisiana Tiered Pathways for Literacy Support (TPLS) is a comprehensive framework that uses data-driven decision-making to deliver tiered instruction and interventions for all students. The tiered approach includes core instruction using high-quality instructional materials, universal interventions, targeted interventions for at-risk learners, and intensive interventions for students with specific needs. TPLS operates as a comprehensive structure designed to meet the needs of every student, ensuring schools maximize data-driven decision making, continuous progress monitoring, and the implementation of evidence-based support and strategies.

**What are some keywords that resonated with you as you read this definition?**

# Who benefits from TPLS?



The system of supports are for:

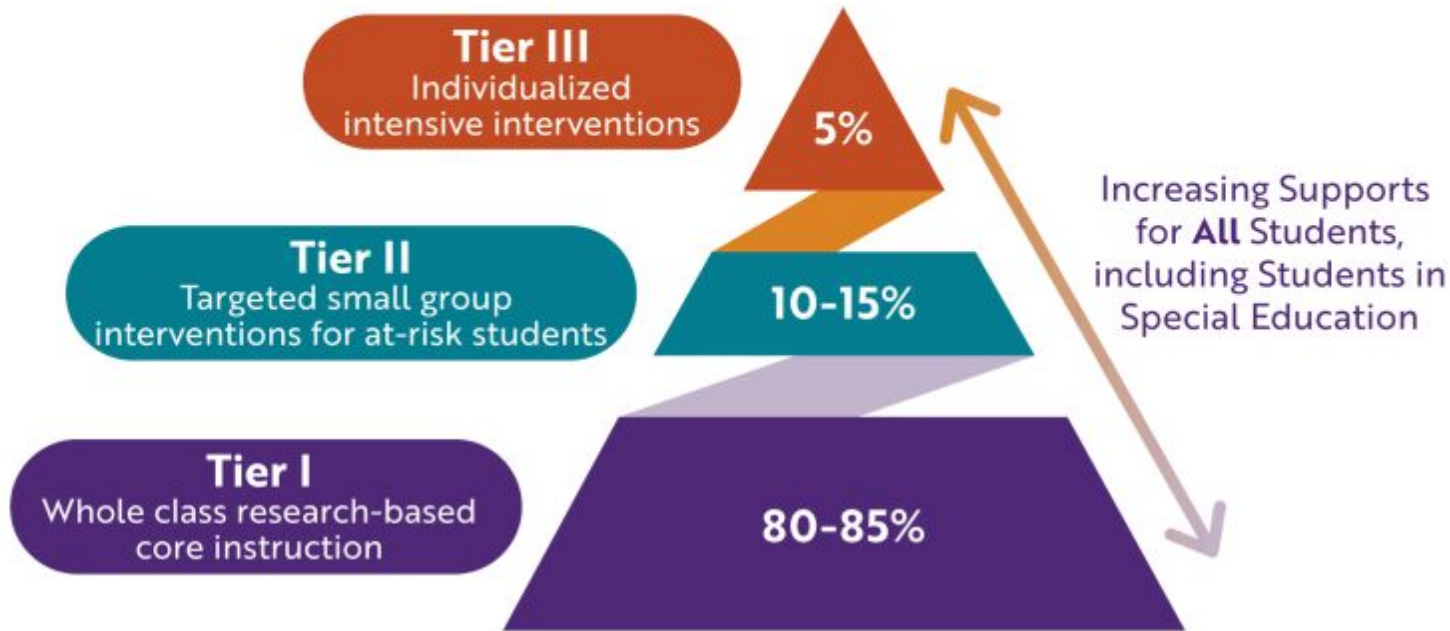
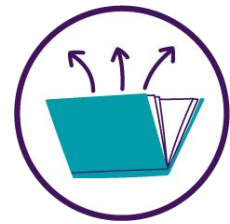
- Students receiving support in the classroom and intervention settings, so their outcomes are accelerated.
- Teachers and staff who need support in using the evidence-based practices, curriculum resources, and assessments.
- Teachers and staff who need support in using the processes and procedures that are established in the schools to flexibly meet the needs of the students.

# Key Considerations for TPLS



- High-quality core instruction is the foundation
- Effective literacy instruction is central to student success
- Developing students into proficient readers requires coordination
- Success requires multiple:
  - Years
  - Staff
  - Assessments
  - Instructional tools
  - Instructional decisions

# Tiered Pathways for Literacy Support





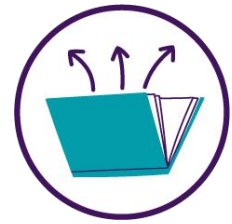
# TPLS vs. Rtl



Both TPLS and Rtl are problem-solving models that may be related and intertwined, but not interchangeable.

- Rtl is a **part** of the TPLS framework.
- TPLS starts with **all** students.
- TPLS supports **prevention**.

# Why TPLS is Important



**Core  
Literacy  
HQIM**

**Special  
Education**

**Reading  
Intervention**

**Screening**

**Schedule**

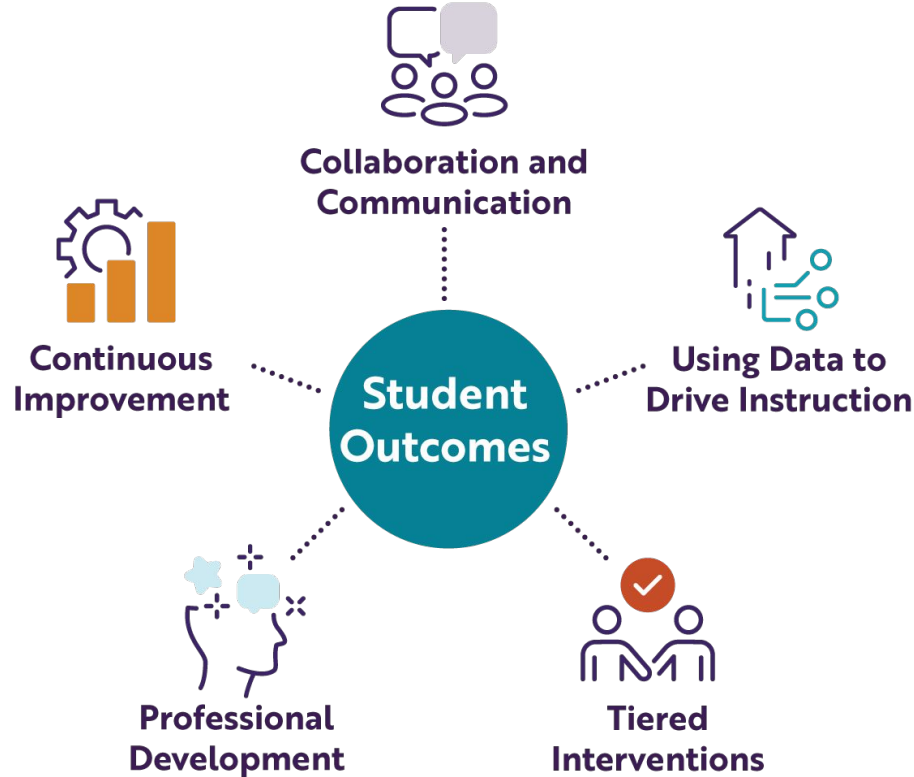
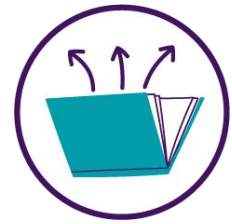
**English  
Language  
Support**

**Gifted  
Learners**

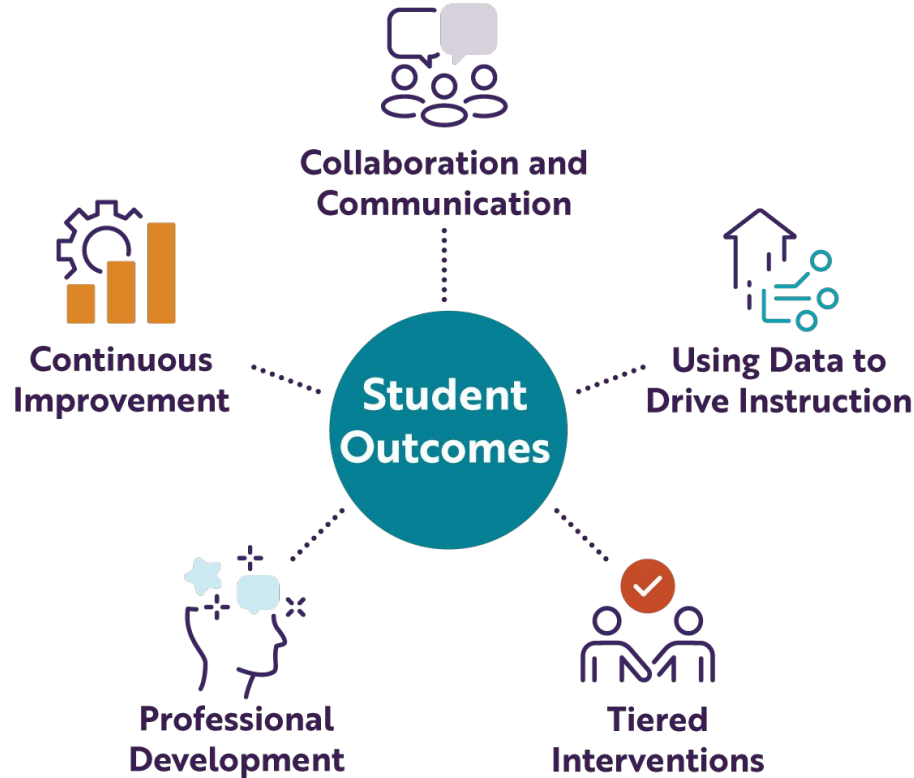
**Progress  
Monitoring**

**Data Teams**

# Components of an Evidence-Based TPLS



# Components of an Evidence-Based TPLS

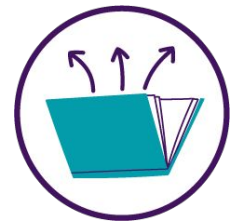


# Getting Started with TPLS



March 27, 2025

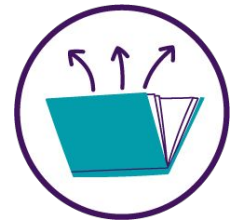
# Common TPLS Challenges



- Seen as “another thing to do” instead of an organizing framework
- Trying to do too much too quickly
- Mixed messaging from different departments or staff
- School or site does not have staff to develop and deliver professional learning in the literacy components of a tiered literacy support framework
- Unintentional siloing



# Mindset for TPLS



All students can learn, given the right support

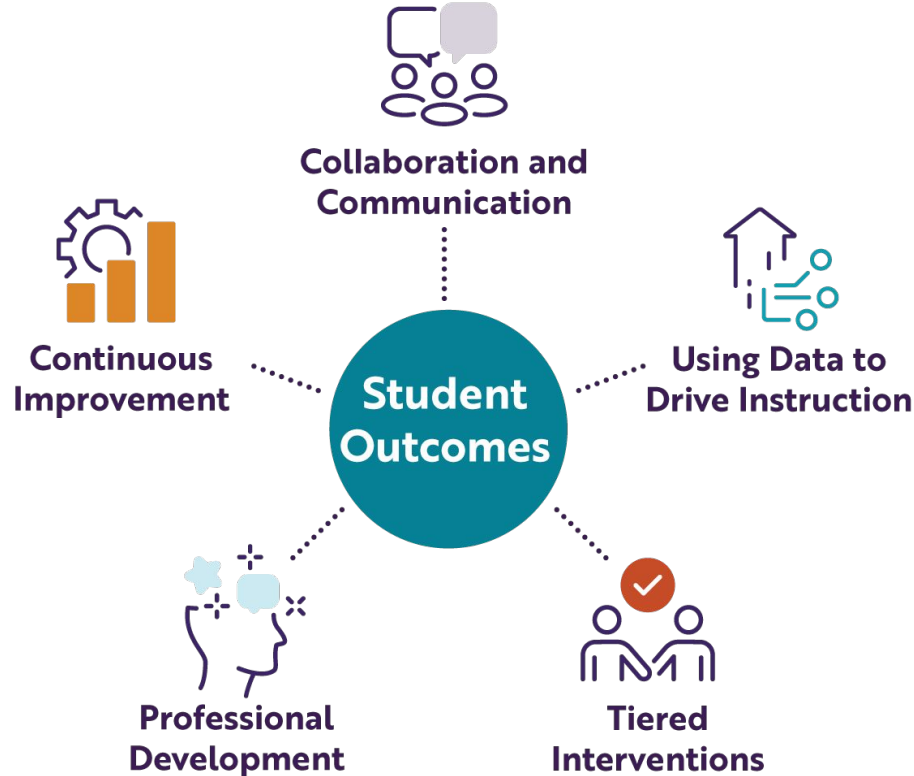
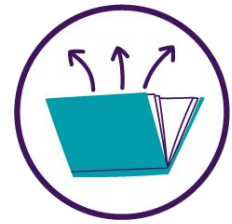
Assessment is a critical and necessary instructional tool

Co-ownership of student achievement

TPLS is a preventative and proactive framework

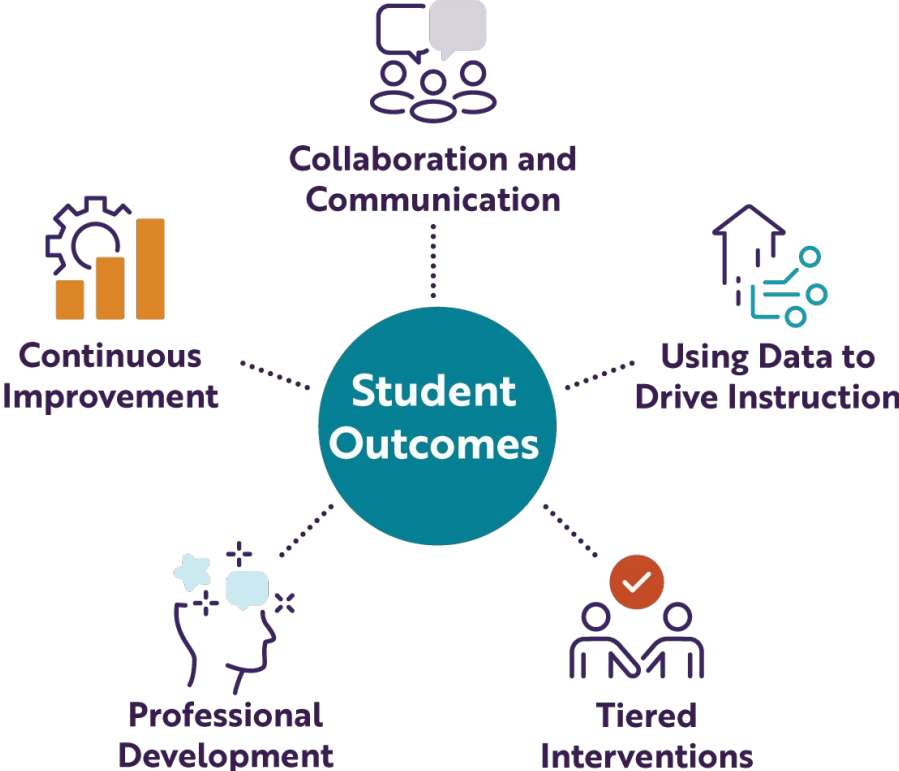


# Components of an Evidence-Based TPLS

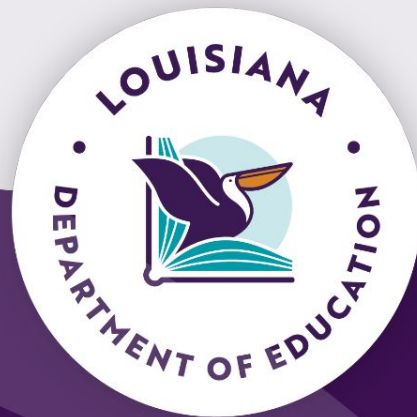




# Components of an Evidence-Based TPLS

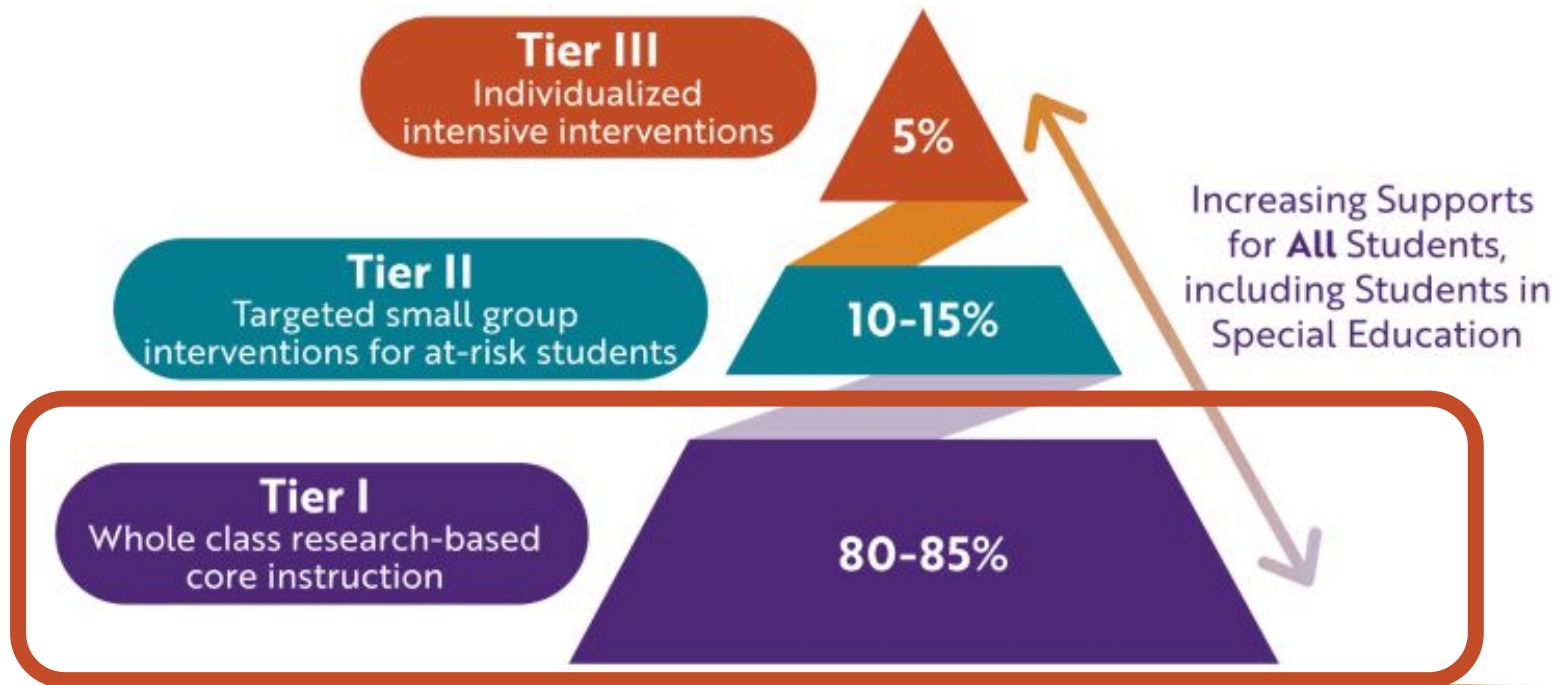


# Tiered Pathways

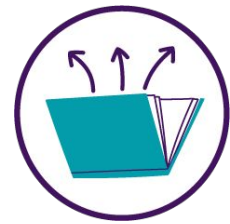


March 27, 2025

# Tiered Pathways for Literacy Support

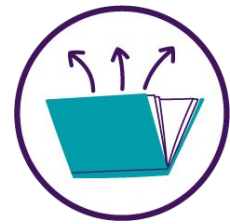


# Tier I: Core Instruction and Supports



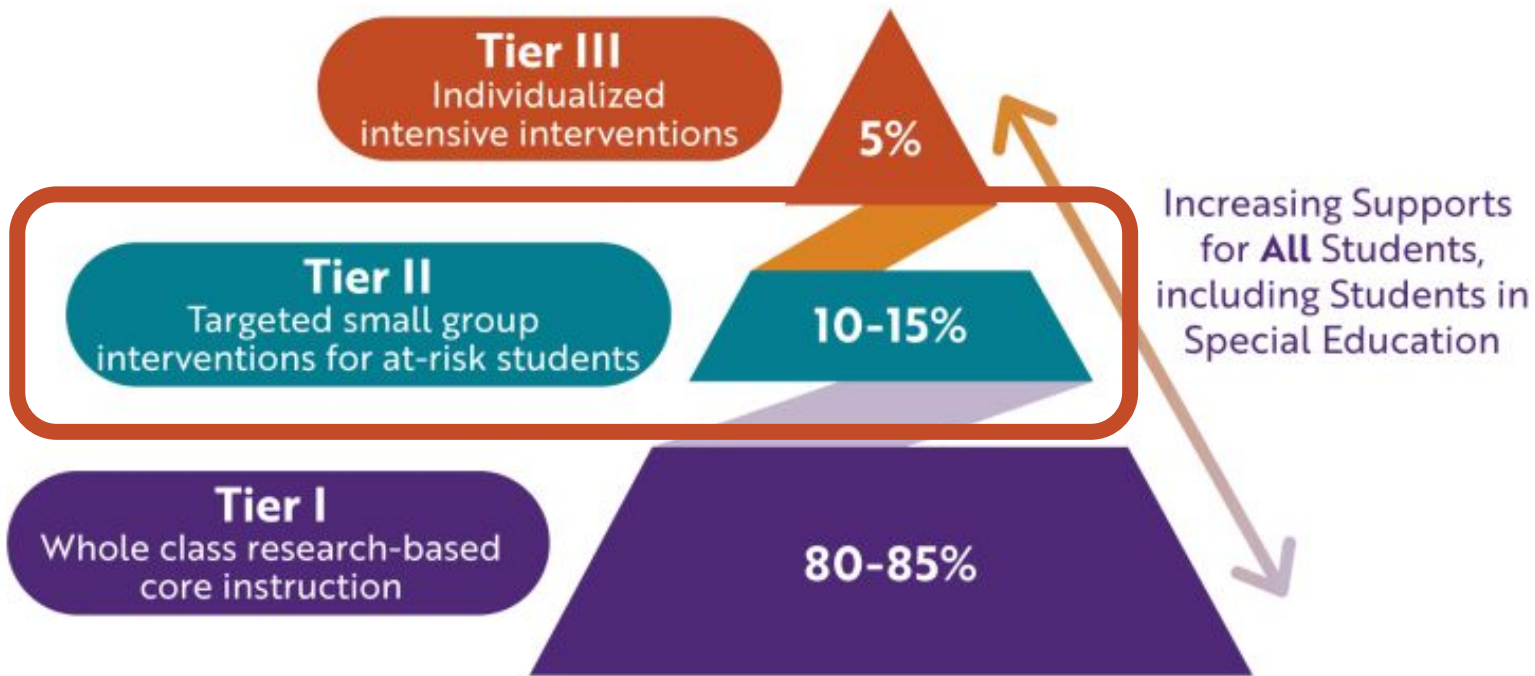
- Delivered by a content-strong literacy teacher
- Provides high-quality core instruction for **all** students—including small group instruction
- Utilizes effective teaching practices and high-quality instructional materials
- Prioritizes learning targets to address learning gaps
- Meets the unique needs of **all** students

# Assessing the Health of Core

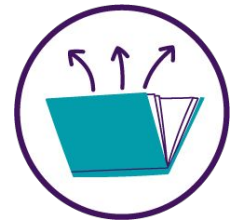


- Are Tier I instruction and small group support consistently delivered by a classroom teacher trained in the effective implementation of approved HQIM?
- Are curriculum-based assessments from HQIM used consistently to evaluate the effectiveness of Tier I core instruction?
- Note: Assessment data should demonstrate at least 80% student mastery.
- [Research](#) has shown that teachers receive only 0.8-1.4 days of professional development tailored to the curriculum they were using.

# Tiered Pathways for Literacy Support

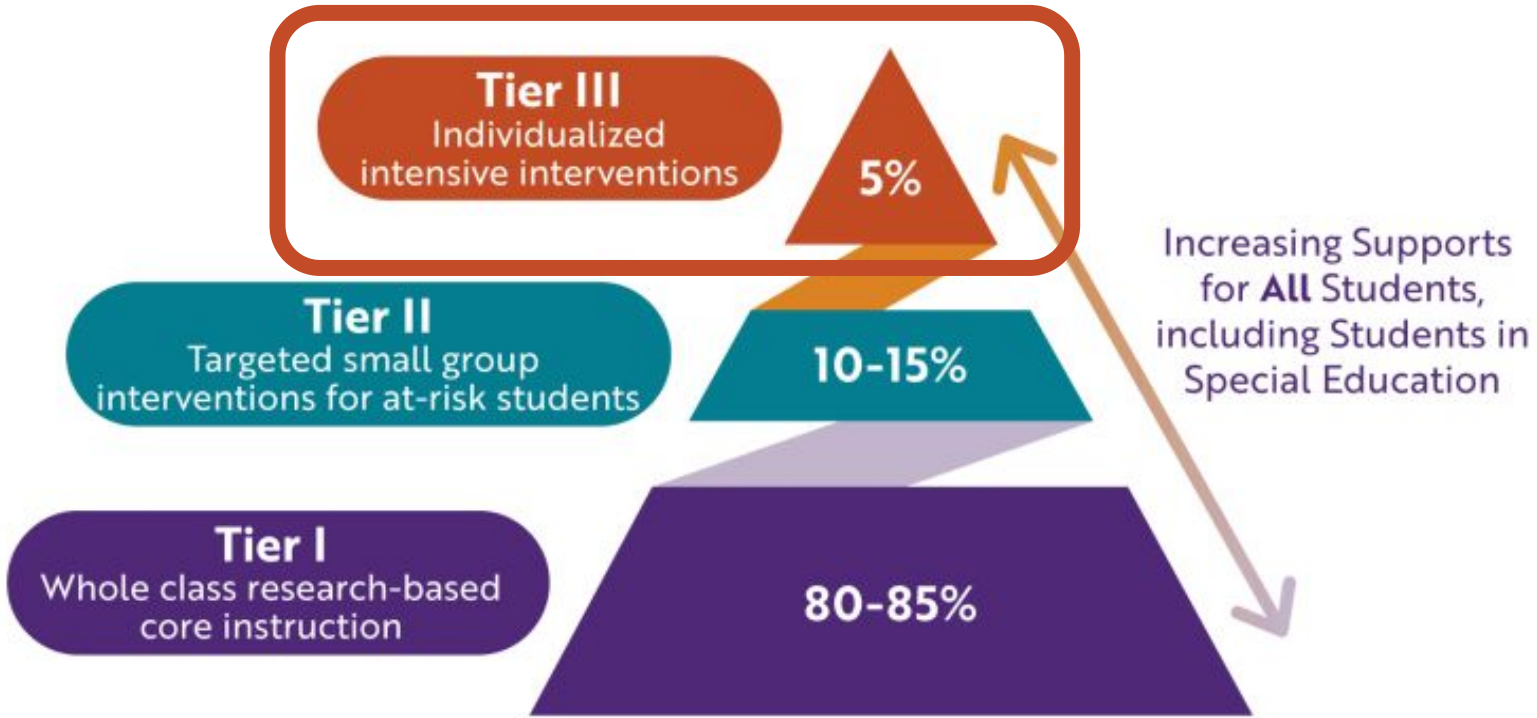


# Tier II



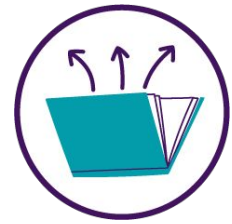
- Delivered by a content-strong literacy teacher
- Provides a second layer of targeted instruction and supports through HQIM with additional modeling, guided practice, and immediate academic feedback
- Provides increased opportunities for explicit modeling, interactions, guided practice, and academic feedback
- Incorporates flexible grouping 3-5 times per week for approximately 20-40 minutes (can include HDT structure)
- Focused on priority learning targets in intervention for students who have not demonstrated adequate progress in response to Tier I support according to assessment data (see decision tree)

# Tiered Pathways for Literacy Support





# Tier III



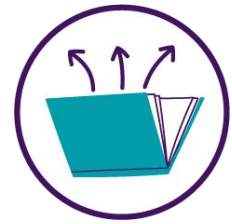
- Delivered by a content-strong literacy teacher
- Target deficient sub-skills that have been identified through the analysis of assessment data
- Provide support above and beyond what other students are receiving
- Incorporate flexible grouping **daily** for a minimum of 30 minutes
- Leverage high levels of intensity, time, and support
- Focus on priority learning targets for intervention and extension for students who have not demonstrated adequate progress in response to Tier II supports according to assessment data

# Staffing and Scheduling



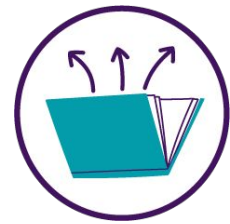
March 27, 2025

# Personnel Guidance



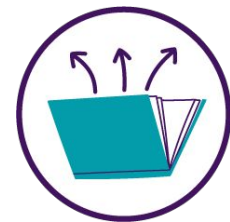
- Develop content-strong teachers, tutors, and interventionists
- Consult personnel necessary for supporting all Tiers
- Maximize staff who are already in place
- Increase instructional coherence
- Examine data to determine needs within each Tier of support
- Provide strategic, ongoing professional learning

# Scheduling Guidance



- Daily literacy block schedules should be organized according to the following recommendations:
  - **Grades K-2:** approximately 60 minutes of foundational reading skills instruction, 60 minutes of knowledge-building reading instruction, and 30 minutes of extra time learning and extension
  - **Grades 3-5:** approximately 60 minutes of knowledge-building reading instruction plus 30 minutes of extra time learning and extension
  - **Grades 6-8 and 9-12:** approximately 60 minutes of core instruction plus 30 minutes of extra time learning and extension

# Scheduling Guidance



- Refer to the staffing and scheduling guidance from LDOE.
  - [Elementary School](#)
  - [Middle School](#)
  - [High School](#)

## 3.4 Sample Best Practice Schedules

School systems can access a catalog of best practice high school schedules using the [LDOE high school schedule catalog](#). No schedule model is “perfect”; the purpose of this catalog, instead, is to provide school systems with sample schedules that align to the guidance outlined throughout this document and reflect the needs and context of students and staff in Louisiana generally. Schools and school systems can adapt the schedule models to system-specific circumstances.

# Sample 9-12 Schedule



## Sample 9-12 Full School Schedule (7hr. Day)

**Overview:** The following visuals show eight sample full school schedules for a 9-12 school.

### Key Components and Benefits of Schedules

- The below visuals do not include time for transitions - if transition time is needed, school systems can choose to allocate time from the "school system choice" or academic periods
- Schedules 1-3 include time for three non-core periods, schedules 4-6 include time for two non-core periods daily, and schedules 7-8 include time for four non-core periods. Non-core periods can be used for electives or extra time learning
- Where "school system choice" is indicated (with the exception of schedule #4), schools might choose to use this time for transitions, homeroom, longer class lengths, additional time for math or ELA, etc.
- Each schedule has additional individual components and benefits noted below
- 90-minute blocks in a 4x4 schedule comes to 45 minutes per day, which is less than the recommended 50 minutes daily. If using a 4x4 schedule, prepare teachers and students to use the time well and go deeper into learning than 50

**Schedule 1: Sample 9-12 Schedule with 7 50-minute academic periods (3 non-core), somewhat staggered 50-minute lunch, and additional 20-minute school system choice (7hr.)**

**Schedule 2: Sample 9-12 Schedule with 7 50-minute academic periods (3 non-core), aligned 30-minute lunch, and additional 40-minute school system choice (7hr.)**

Time	9th Grade	10th Grade	11th Grade	12th Grade
8:00-8:10	ELA	Non-Core/Intervention Period <i>Students take either Elective or extra time learning (intervention or tutoring)</i>	Non-Core/Intervention Period <i>Students take either Elective or extra time learning (intervention or tutoring)</i>	Math
8:10-8:20				
8:20-8:30				
8:30-8:40				
8:40-8:50	Non-Core/Intervention Period <i>Students take either Elective or extra time learning (intervention or tutoring)</i>	Social Studies	Math	Non-Core/Intervention Period <i>Students take either Elective or extra time learning (intervention or tutoring)</i>
8:50-9:00				
9:00-9:10				
9:10-9:20				
9:20-9:30	Non-Core/Intervention Period <i>Students take either Elective or extra time learning (intervention or tutoring)</i>	Social Studies	Math	Non-Core/Intervention Period <i>Students take either Elective or extra time learning (intervention or tutoring)</i>
9:30-9:40				

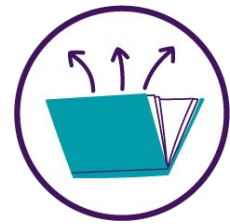


Time	9th Grade	10th Grade	11th Grade	12th Grade
8:00-8:10	ELA	Non-Core/Intervention Period <i>Students take either Elective or extra time learning (intervention or tutoring)</i>	Non-Core/Intervention Period <i>Students take either Elective or extra time learning (intervention or tutoring)</i>	Math
8:10-8:20				
8:20-8:30				
8:30-8:40				
8:40-8:50	Non-Core/Intervention Period <i>Students take either Elective or extra time learning (intervention or tutoring)</i>	Social Studies	Math	Non-Core/Intervention Period <i>Students take either Elective or extra time learning (intervention or tutoring)</i>
8:50-9:00				
9:00-9:10				
9:10-9:20				
9:20-9:30	Non-Core/Intervention Period <i>Students take either Elective or extra time learning (intervention or tutoring)</i>	Social Studies	Math	Non-Core/Intervention Period <i>Students take either Elective or extra time learning (intervention or tutoring)</i>
9:30-9:40				

☰ 00. Schedules Included ▾ 01. Sample 9-12 Schedules (7hr. Day) ▾ 02. Sample 9-12 Schedules (7.5hr. Day) ▾



# Sample 9-12 Schedule



**Schedule 4: Sample 9-12 Schedule with 6 60-minute academic periods (2 non-core) and staggered 30-minute lunch paired with a 30-minute school system choice period (7hr.)**

Time	9th Grade	10th Grade	11th Grade	12th Grade
8:00-8:15	ELA	Non-Core Period <i>Students take elective or extra time learning (e.g. math or ELA intervention course)</i>	Non-Core Period <i>Students take elective or extra time learning (e.g. math or ELA intervention course)</i>	Math
8:15-8:30				
8:30-8:45				
8:45-9:00	Non-Core/Intervention Period <i>Students take either Elective or extra time learning (intervention or tutoring)</i>	ELA	Math	Science
9:00-9:15				
9:15-9:30				
9:30-9:45				
9:45-10:00	Social Studies	Science	ELA	Non-Core/Intervention Period <i>Students take either Elective or extra time learning (intervention or tutoring)</i>
10:00-10:15				
10:15-10:30				
10:30-10:45	Lunch	School System Choice*	Non-Core/Intervention Period <i>Students take either Elective or extra time learning (intervention or tutoring)</i>	Non-Core/Intervention Period <i>Students take either Elective or extra time learning (intervention or tutoring)</i>
10:45-11:00				
11:00-11:15	School System Choice*	Lunch	Non-Core/Intervention Period <i>Students take either Elective or extra time learning (intervention or tutoring)</i>	Non-Core/Intervention Period <i>Students take either Elective or extra time learning (intervention or tutoring)</i>
11:15-11:30				
11:30-11:45	Non-Core/Intervention Period <i>Students take either Elective or extra time learning (intervention or tutoring)</i>	Social Studies	Lunch	School System Choice*
11:45-12:00				
12:00-12:15			School System Choice*	Lunch
12:15-12:30				
12:30-12:45	Science	Math	Social Studies	ELA
12:45-1:00				
1:00-1:15	Math	Non-Core/Intervention Period <i>Students take either Elective or extra time learning (intervention or tutoring)</i>	Science	Social Studies
1:15-1:30				
1:30-1:45				
1:45-2:00				
2:00-2:15	Math	Non-Core/Intervention Period <i>Students take either Elective or extra time learning (intervention or tutoring)</i>	Science	Social Studies
2:15-2:30				
2:30-2:45				
2:45-3:00				

# Staff



Take a few minutes to collaborate with your colleagues.

- Does each site within your district or program have the necessary personnel to serve students across the Tiers of support?
- Do the current structures within your district allow for adequate instructional time within all settings (Tier I, Tier II, and Tier III)?
- What adjustments could be made to your current structures that would help to maximize the personnel and instructional time across all Tiers?

Use your note catcher to capture your thinking.



# Materials



March 27, 2025

# Materials to Support TPLS



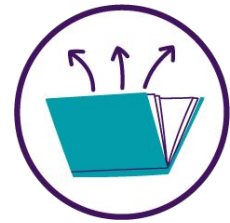
- Approved Tier I HQIM
- Comprehensive assessment system
- Leveraging instructional materials across the Tiers of support
- Approved interventions from the [Tier III Foundations of Reading intensive intervention](#) list (Grades 3-12)

# Professional Learning



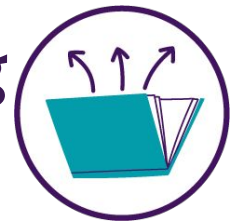
March 27, 2025

# Professional Learning



- Using data to drive instruction
- Implementation of curriculum at all Tiers
- Collaboration and communication
- Transfer and practical implications of instruction grounded in the Science of Reading

# Structures to Support Professional Learning



- Instructional Leadership Teams
- Teacher Collaboration
- Curriculum training from approved PL [providers](#)
- Classroom learning walks / walk-throughs with feedback loops

# Using Data to Drive Instruction



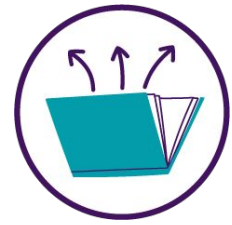
March 27, 2025

# Data-Based Decision Making



- Provide Tier I high-quality core instruction for all students, including small group instruction
- Strategic decisions based upon individual student performance and assessment data are necessary
- Perform site and classroom walkthroughs to identify trends at the district level
- Provide professional development and support with implementing Tier I core instruction using the HQIM **and** making data-based decisions for **all** staff and support staff

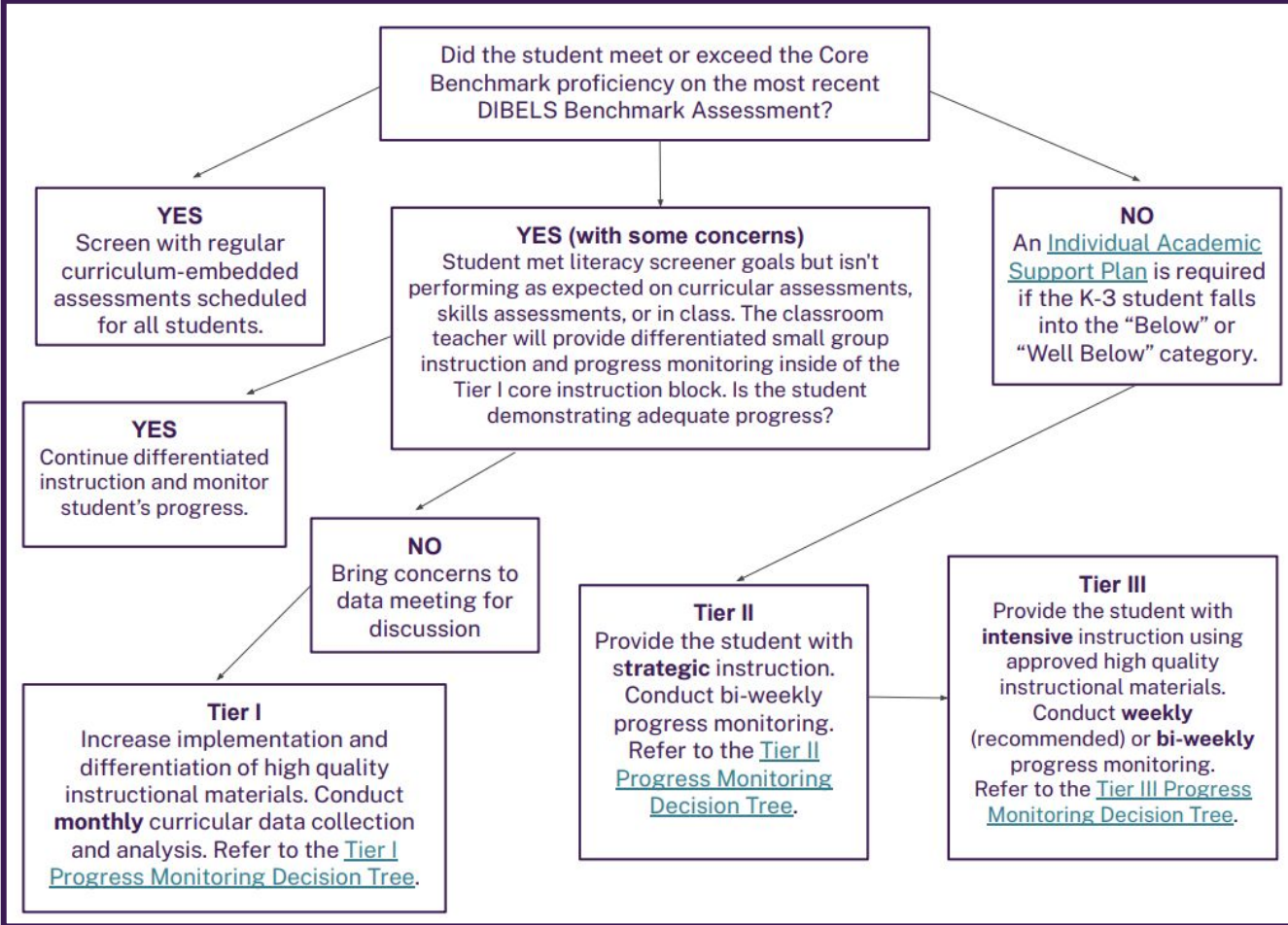
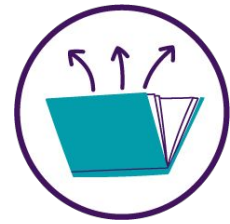
# Louisiana TPLS Decision Tree



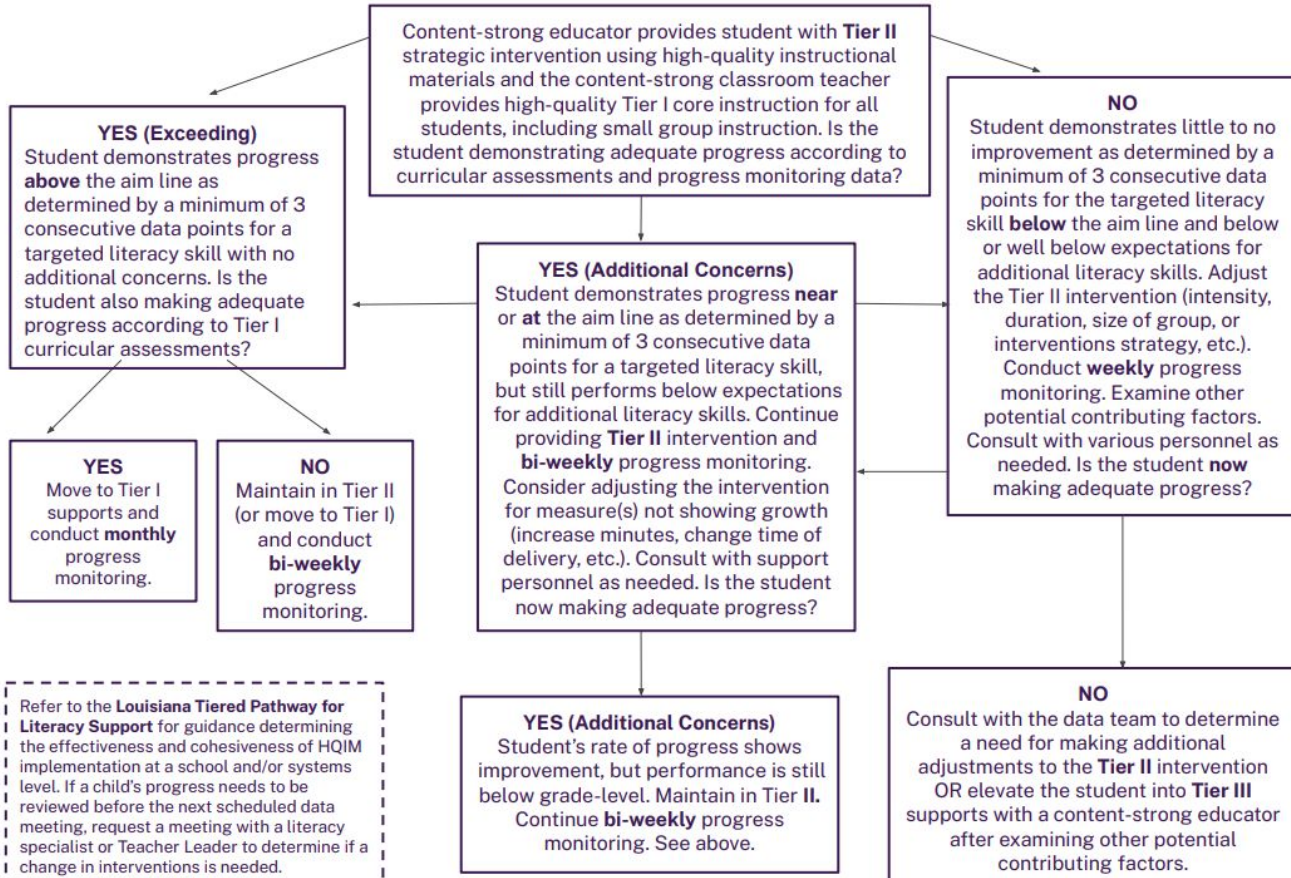
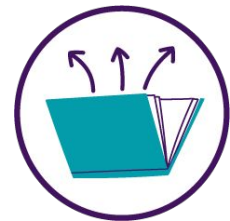
- Visually represents a map of strategic data-based decisions and student outcomes
- Helps educators evaluate the results of decisions, identify optimal paths, assess risks, and analyze data to deliver individualized academic and non-academic interventions
- Supports evaluation of assessment data and other contributing factors to determine the most appropriate and effective path of intervention and support



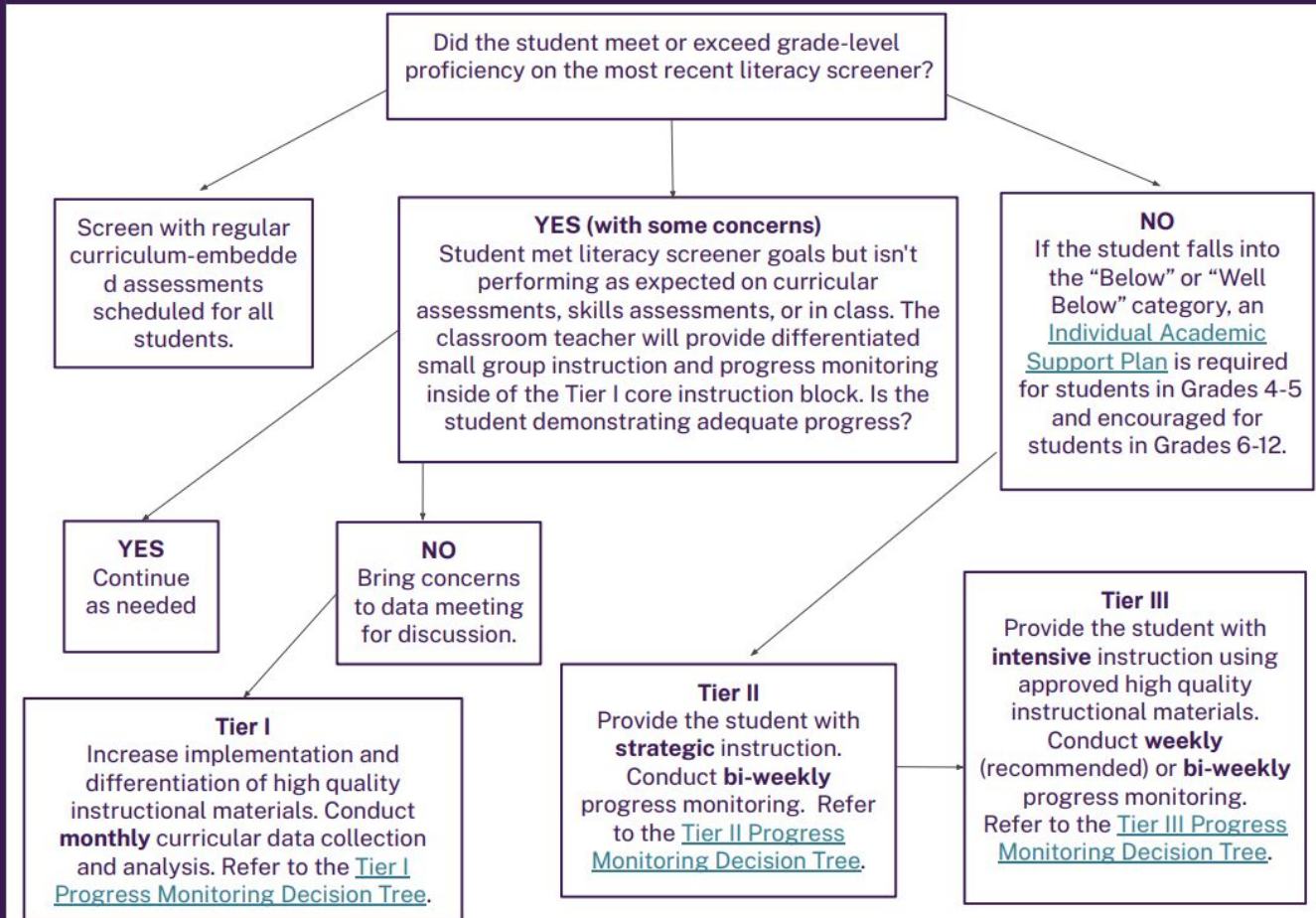
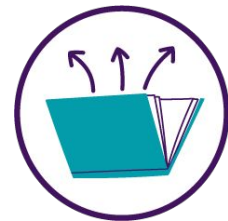
# Louisiana K-3 Tiered Pathway for Literacy Support Decision Tree



# Tier II Progress Monitoring Decision Tree (K-3)



# Louisiana 4-12 Tiered Pathway for Literacy Support Decision Tree



# Closing and Next Steps

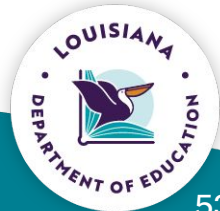


March 27, 2025

# Closing

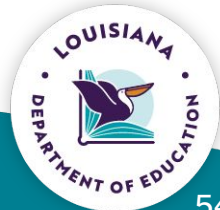
How can school leaders support the implementation and refinement of an TPLS system of supports?

- What is one step you plan to take in preparing to implement and refine the TPLS Framework within your district or program site?
- How can your school system use the Louisiana TPLS Framework as guidance for making critical decisions?
- How can you leverage the Louisiana TPLS Framework in support of a shared vision and strategic literacy support for all students?
- What strategies and resources will you use to support the implementation and refinement of the TPLS Framework?

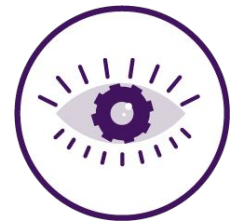


# Next Steps

- Continue to explore and internalize the framework of the Louisiana TPLS Framework through the lens of the school leader.
- Codify your within your local context and the TPLS framework.
- Establish clear goals and objectives for implementing and refining the framework.
- Identify next steps to strengthen the framework within your school's local context
- Explore and USE your resources to support the framework.



# Next Steps



Use the next steps and guiding questions to support the implementation and refinement of the Louisiana TPLS Framework.

Component	Next Steps	Guiding Questions
Communication and Collaboration	Establish communication protocols that define the format and frequency of updates.  Determine communication channels and specify their purpose for different types of communication.	Can key components of TPLS and RTI in your district be clearly described?  Can we describe successful literacy interventions that have been implemented and led to positive student outcomes?  Are all stakeholders clear on the differences between TPLS and RTI?  Where are beliefs about student interventions aligned within your system?  Where might misalignments be creating obstacles to student progress?

# Teacher Leader Summit

- Registration is open
- June 10-12, 2025
- TPLS Sessions
  - Guidance for **System Leaders** Implementing the Louisiana Tiered Pathways for Literacy Support
  - Guidance for **School Leaders** Implementing the Louisiana Tiered Pathways for Literacy Support
  - Guidance for **Teachers** Implementing the Louisiana Louisiana Tiered Pathways for Literacy Support





# Reading Intervention in Secondary Schools Webinar Series

- Reading Intervention in Secondary Schools: Session 4

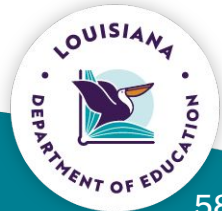
[April 30](#)

10:00-11:30 a.m



# Resources

- Local Literacy Plan
- [Louisiana Comprehensive Literacy Plan](#)
- [Louisiana Professional Learning \(PL\) Roadmap](#)
- [Louisiana Professional Learning Platform](#)
- [Adolescent Literacy: Addressing the Needs of Students in Grades 4-12](#)
- [Secondary Micro COP Session](#)
- [The Reading League: "Primary Considerations for Adolescent Literacy"](#)
- [Guiding Literacy Interventions Through Tiered Assessment](#)



# Q&A



March 27, 2025

# Contact Information

**Wendy Brooks**

K-5 Literacy Specialist

CLSD 2024 Project Director

Teaching and Learning / Literacy

wendy.brooks@la.gov



# THANK YOU



March 27, 2025