

Section 1B: Literacy Goals

Goal 2 (Teacher-Focused)	By May 2027, 100% of literacy teachers will participate in ongoing professional learning focused on HQIM implementation, including literacy instructional practices, assessment analysis, intervention delivery, and Science of Reading-aligned instruction. Measurement • Professional learning attendance records. • Walkthrough data. • Observation feedback cycles. • Teacher collaboration artifacts. • HQIM implementation rubrics. • Monitoring of student progress on HQIM assessments.
Goal 3 (Program-Focused)	90% of weekly ILT and TC meetings will utilize curriculum-based assessments from HQIM to evaluate the effectiveness of Tier I core instruction. 100% of literacy teachers will receive continued coaching and feedback around tier I instruction and small group support. Measurement • ILT/TC Agendas • Bullseye observation feedback cycles • Bullseye classroom walkthroughs • Intervention progress-monitoring reports.

Section 2: Explicit Instruction, Intervention and Extension

Louisiana's Tiered Pathways for Literacy Support (TPLS) Framework guides implementation of healthy Tier I core instruction and extension, as well as effective Tier II and Tier III interventions.

While acceleration, intervention, and special education services are essential, they cannot replace coherent literacy instruction using high-quality instructional materials (HQIM). Healthy Tier I instruction for all students is the best prevention measure against overloading the intervention system. This section is designed to support Tiers I, II, and III instruction.