Comprehensive Support and Improvement (CSI) & Targeted Support and Improvement(TSI) Plan

ESEA section 1111(d)(1)(B) requires LEAs, in partnership with stakeholders (including principals and other school leaders, teachers, parents, and, as applicable, Tribes), to develop and implement a plan for a school identified for CSI (CIR-A and UIR-A) to improve student outcomes.

1. is informed by all indicators described in ESEA section 1111(c)(4)(B), including student performance against State-determined long-term goals;
2. includes evidence-based interventions;
3. is based on a school-level needs assessment;
4. identifies resource inequities, which may include a review of LEA and school-level budgeting, to be addressed through implementation of such comprehensive support and improvement plan;
5. is approved by the school, LEA, and State; and
6. upon approval and implementation, is monitored and periodically reviewed by the State.

LEAs must develop comprehensive support and improvement (CSI) and targeted support and improvement (TSI) plans based on labeled status under 1111(d)(1). LEAs will be required to submit a CSI/TSI plan to eGMS. The deadline to submit is May 2, 2025.

LEA Name: _Rapides_ **School Name:** _Cherokee Elementary_

Plan Type*: (CSI) Comprehensive Support and Improvement Plan
If your site is labeled as both CIR & UIR, submit a CSI plan.

Date of Plan Implementation: _8/11/2025_

Date of Plan Update: _6/10/2025_

Overall Vision and Goals

In this section, you will explain the coherent, aligned vision for your school, how you determined it, and how you will know if you are moving toward that vision.

1. Describe the data analysis and needs assessment process that was used to inform the school vision and goals.

Cherokee Elementary conducted a comprehensive review of student data including state assessments, DIBELS benchmarks, QDR walkthroughs, and subgroup performance. Teachers, leadership, and families helped identify gaps, especially in literacy and growth in upper grades. Input from staff and community surveys highlighted the need for consistent use of HQIM and intentional planning. Based on this, we set goals to raise our assessment index from 59.7 to 65, increase DIBELS proficiency from 73.7% to 75%, and ensure all K–3 students read on grade level and grades 4–5 meet growth targets.

2. Identify key stakeholders and describe their role in identifying needs, developing the vision, and determining goals aligned to the vision and needs.

Stakeholders should include, at minimum, the LEA; principals; other school leaders, including Title I administrator, teachers, and paraprofessionals; parents and members of the community; and as appropriate, specialized instructional support personnel, technical assistance providers, school staff, other individuals determined by the school and students.

Key stakeholders included district leaders, school administrators, Title I staff, teachers, paraprofessionals, families, and community members. Teachers and staff analyzed student data and helped shape instructional goals. Families gave feedback through surveys and meetings, emphasizing literacy and engagement. Specialized staff and technical partners supported planning for intervention and instructional quality. All voices helped shape a shared vision focused on student growth, equity, and rigorous instruction.

3. If applicable, provide a description of how the plan is coordinated with the school's Title I-A schoolwide program and the program's plans for other federal funds or local funds.

The CSI plan is fully aligned with our Title I school-wide plan. Title I funds support intervention staff, professional development for HQIM and planning, and family engagement. Title II supports coaching and teacher training. IDEA funds assist students with disabilities, and local funds provide instructional tools and technology. All resources are coordinated to support our school goals and vision for student success.

*You will provide additional detail in the sections that follow on how this overall vision is connected to your approaches to **workforce**, **instruction**, and **system supports**. We expect that many strategies will be crosscutting and not isolated to one of these categories to achieve the improvement goals.*

State the Goals

Identify specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) goals of the plan to achieve the vision described above. Plan goals must focus on student outcomes, not on adult actions. These should include annual targets tied to specific accountability framework metrics as well as other leading indicators (inputs and/or outputs). In the table below, list your school's goals and the metrics.

Example: By May 2026, increase the percentage of students scoring mastery or above on LEAP 2025 by 15 points.

Measure: LEAP 2025 achievement-level data	Indicator(s)	Data Source	Baseline SY 23-24	Target SY 24-25	Target SY 25-26
	1. Students' curriculum-embedded assessment performance	*Curriculum- embedded assessment data*	*23% of students scored mastery or above*	*30% of students will score mastery or above*	*38% of students will score mastery or above*
	2.				
	3.				

Goal 1: All students meet their growth target in grade 4 and 5.

Measure: LEAP 2025; Proficiency Exams	Indicator(s)	Data Source	Baseline SY 23-24	Target SY 24-25	Target SY 25-26
	1. Percentage of students scoring proficient on LEAP	LEAP, Prof. Exams	ELA: 47% Math: 29%	ELA: 53% Math: 34%	ELA: 57% Math: 38%
	2. Assessment Index	LEAP	59.2	62	65
	3.				

Goal 2: Students in K-3 will end the year reading on grade level.

Measure: DIBELS - assessment and Progress Monitoring	Indicator(s)	Data Source	Baseline SY 23-24	Target SY 24-25	Target SY 25-26
	1. Percentage of K-3 students scoring benchmark on EOY	DIBELS	52%	73.7%	75%
	2.				
	3.				

Goal 3:

Measure:	Indicator(s)	Data Source	Baseline SY 23-24	Target SY 24-25	Target SY 25-26
	1.				
	2.				
	3.				

Critical Categories

Note: LDOE funding and resources are designed to focus on the most effective interventions, thus the C&TSI Plan Template focuses on strategies and supports related to effective workforce, instruction, and system supports.

Effective Workforce

When schools are producing student outcomes that indicate low performance, adults in the building also need supports and interventions to institute change. Through attention to this area, schools will identify the strategies to raise the performance of educators that will be used to address gaps and meet the plan's goals.

1. What is the school's theory of action around effective workforce? Include a description of the strategies that will be utilized to strengthen educators' instructional practices. Additionally, include the role of the instructional leadership team and teacher collaborations within the theory of action.

Cherokee Elementary's theory of action is: If educators receive focused support to implement high-quality instructional materials (HQIM) with intentional planning tied to the conditions of the standards, then instructional practices will improve, leading to increased student ownership and academic growth.

To strengthen instructional practices, we will implement the following strategies:

Provide ongoing professional development focused on effective use of HQIM and planning for rigorous instruction.

Use walkthroughs to monitor and support standards-aligned instruction to assess daily rigor.

Offer job-embedded coaching and feedback cycles aligned to instructional goals.

The instructional leadership team (ILT) plays a key role by analyzing student and teacher data, modeling effective planning and instruction, and leading PD. The ILT meets regularly to adjust supports based on progress.

Teacher collaboration is embedded through TCMs, where teachers engage in data analysis, lesson planning, and reflection to align instruction and ensure students are mastering grade-level standards. These structures promote shared ownership for student outcomes and continuous professional growth.

2. What changes do you plan for your approach to talent building for leadership and educators to achieve the vision outlined above, and how are they informed by your analysis of qualitative and quantitative evidence in your needs assessment (if applicable)?

Based on our needs assessment, which highlighted gaps in instructional rigor and inconsistent use of HQIM, we plan to strengthen talent building by increasing targeted professional development and leadership coaching focused on standards-aligned instruction and student ownership.

For educators, we will expand job-embedded coaching and collaborative planning time, ensuring teachers have ongoing support to deepen their practice and implement HQIM effectively. We will also use data from QDR walkthroughs and student outcomes to tailor professional learning.

For leadership, we will provide focused training to enhance principals' and the instructional leadership team's skills in data analysis, coaching, and facilitating teacher collaboration. This will help build capacity for continuous improvement and instructional leadership.

These changes are directly informed by both qualitative input from teacher and family feedback about instructional support needs, and quantitative data showing current gaps in student growth and proficiency.

3. How is your school planning to ensure it will have effective leadership over the next 3 years? This includes the principal and any other key leadership roles and how it is building a pipeline of strong leadership.

To ensure strong leadership over the next three years, Cherokee Elementary is prioritizing the development and sustainability of a distributed leadership model. The principal and assistant principal are supported through district leadership coaching and ongoing professional development focused on instructional leadership, data-driven decision-making, and talent development.

We are building a leadership pipeline by identifying and developing teacher leaders through roles such as TCM facilitators, mentor teachers, and content leads. These staff receive targeted training in coaching, leading data conversations, and modeling instructional planning aligned to the standards.

The school's ILT meets regularly to monitor progress on school goals and lead implementation of the CSI plan. This shared leadership structure ensures continuity, builds internal capacity, and prepares future leaders to sustain improvement efforts, even through potential transitions.

4. How is your school planning to ensure retention of effective educators? Identify specific strategies and/or incentives in your response.

Cherokee Elementary is committed to retaining effective educators by creating a supportive, growth-focused environment where teachers feel valued, developed, and empowered. Our retention strategies include:

- Job-embedded professional development aligned to HQIM and teacher-identified needs
- Regular coaching and actionable feedback through instructional walkthroughs and planning support
- Leadership opportunities such as TCM leads, mentor roles, and participation in the Instructional Leadership Team
- Recognition and celebration of teacher impact, including shout-outs, leadership acknowledgments, and student/family feedback in weekly memo and other ways
- Teacher voice in decision-making, particularly in curriculum, planning, and school-wide strategies

These strategies are informed by teacher feedback and are designed to increase satisfaction, professional growth, and investment in the school's long-term success.

5. How is your school developing and helping educators who need support to improve? For example, how will you leverage high-quality professional learning (teacher collaboration) and observation and feedback cycles?

Cherokee Elementary supports educators through targeted professional learning, weekly PLCs focused on HQIM planning, and regular observation and feedback cycles. We use the Louisiana Educator Rubric and QDR data to identify areas for growth and guide coaching. Teachers receive support through modeling, co-planning, and feedback. For those needing more help, we create individualized support plans with clear goals and progress monitoring.

6. How is your school selecting strong, moderate, or promising evidence-based strategies for educators and determining strategies based on the conclusions of the needs assessment (if applicable)?

Cherokee Elementary selects evidence-based strategies and curricula that directly address needs identified in our assessment, including gaps in reading proficiency, student growth, and instructional consistency. We prioritize resources with strong or moderate ESSA evidence, such as:
- • i-Ready Math for student - led mathematics instruction
- • Bayou Bridges for comprehensive, standards-aligned social studies instruction.
- • Louisiana Guidebooks and Imagine Learning for high-quality ELA instruction
- • Amplify Science for inquiry-based, standards-aligned science instruction

These strategies are supported by job-embedded coaching, data-driven TCMs, and intentional planning aligned to the conditions of the standards. Selection is based on performance data, walkthrough trends, and teacher feedback to ensure instructional relevance and effectiveness.

7. How is your school identifying and creating key positions to support school improvement and academic achievement?

Cherokee Elementary has strategically created key support positions to drive school improvement and increase academic achievement. We employ a reading interventionist to provide targeted literacy support and use high-dosage tutors to deliver small-group instruction focused on foundational skills and growth goals. Our special education teachers work closely with general education teachers to co-plan, co-teach, and provide accommodations that help close achievement gaps. These roles were identified based on student performance data and are aligned to our school-wide goals and needs.

Instruction

We must ensure all students are prepared for success in college and careers. By investing in resources aligned to school needs, building educator capacity, and using evidence-based instructional strategies, we believe schools can meet this goal.

1. What is the school's theory of action in ensuring that adults are effective instructional leaders and students are receiving and demonstrating evidence of high-quality instruction?

Cherokee Elementary's theory of action is: *If we invest in high-quality instructional materials, build educator capacity through ongoing professional learning and coaching, and ensure strong instructional leadership, then students will receive rigorous, standards-aligned instruction and demonstrate measurable academic growth.* We focus on making all adults instructional leaders by strengthening our Instructional Leadership Team, supporting data-driven TCMs, and using the Louisiana Educator Rubric to guide feedback and development. Teachers are supported through job-embedded coaching, walkthroughs, and intentional planning using HQIM. As a result, students engage in lessons aligned to grade-level standards and show evidence of learning through student work, assessments, and classroom tasks that reflect mastery or progress toward mastery.

2. What strategies and interventions do you plan to implement and how are they related to your school's identified needs?

Based on our needs assessment, Cherokee Elementary is implementing targeted strategies to close achievement gaps and support student growth. We conduct daily RTI with focused, differentiated small groups based on student data. A reading interventionist provides additional support for students below grade level in literacy, and SPED teachers work closely with classroom teachers to co-plan and deliver support aligned to IEP goals and grade-level standards.

These interventions address identified needs in early literacy, student growth in upper grades, and gaps in proficiency for students with disabilities. All supports are aligned to our school goals and monitored through ongoing progress checks and collaboration in TCMs.

3. How is your school identifying capacity to ensure instructional approaches can be implemented timely and effectively?

Cherokee Elementary identifies capacity by assessing staff roles, schedules, and resource alignment to ensure our instructional strategies can be implemented effectively. We have designated roles such as a reading interventionist, high-dosage tutors, and SPED teachers to provide targeted academic support.

We protect time for daily RTI and weekly Teacher Collaboration Meetings (TCMs) for intentional planning using HQIM. Our Instructional Leadership Team monitors progress through data reviews and QDR walkthroughs, allowing us to adjust supports in real time. This structure ensures we have the personnel, planning time, and leadership capacity to implement strategies with fidelity.

4. How is your school planning for the instructional approach to be scaled across the school for maximum impact and sustained over time?

Cherokee Elementary plans to scale our instructional approach by building capacity through ongoing professional learning and coaching focused on HQIM and standards-aligned planning. The Instructional Leadership Team leads this work by modeling best practices, analyzing data, and supporting teacher development across all grade levels.

We use Teacher Collaboration Meetings (TCMs) as a platform for sharing strategies, analyzing student work, and refining instruction collectively. Successes and lessons learned are documented and shared to ensure consistency.

By embedding coaching cycles, data-driven decision-making, and collaborative planning into the school culture, we ensure the approach is sustained and continuously improved for lasting impact on student achievement.

5. How is your school selecting strong, moderate, or promising evidence-based strategies; and determining strategies based on conclusions of the needs assessment, if applicable.

Cherokee Elementary selects evidence-based strategies based on conclusions from our needs assessment, which identified gaps in literacy, math achievement, and student growth. We prioritize programs with strong or moderate evidence under ESSA:

- i-Ready for math instruction and intervention
- Imagine Learning and Louisiana Guidebooks for ELA
- Bayou Bridges for social studies
- Amplify for science

These resources are implemented with support from job-embedded coaching and collaboration during TCMs. During TCMs, teachers analyze student data, plan instruction using HQIM, and make adjustments to meet student needs. Strategy selection is guided by student performance data, walkthrough trends, and staff input to ensure alignment and effectiveness.

System Supports

Improving our lowest performing schools requires dramatic change. By investing in bold commitments to empower decision-making, structural configuration, and management, we believe schools can accelerate improvement.

1. What is the school's theory of action around structural configuration and how will it reinforce and facilitate the work you are doing in **effective workforce** and **instruction**?

Cherokee Elementary's theory of action is: *If we design our school structures—schedules, staffing, and collaboration time—to prioritize instructional quality and support for teachers, then we will build a stronger workforce and improve student outcomes.*

Our structural configuration includes:
- Protected time for daily RTI and targeted small-group instruction
- Dedicated TCMs for planning with HQIM and analyzing student data
- Strategic use of staff, including a reading interventionist, high-dosage tutors, and SPED teachers, to provide layered academic support
- A functioning Instructional Leadership Team that leads coaching, walkthroughs, and teacher development

These structures reinforce our focus on effective instruction by ensuring teachers have the time, support, and resources needed to plan, teach, and reflect collaboratively.

2. What supports and interventions do you plan to implement and how are they related to your school's identified needs?

Cherokee Elementary is implementing targeted supports and interventions aligned to our needs assessment, which identified gaps in early literacy, student growth in upper grades, and performance among students with disabilities.

Key interventions include:
- Daily RTI with small, differentiated groups based on student data
- A reading interventionist providing additional literacy support for struggling readers
- High-dosage tutoring focused on foundational skills and skill recovery
- SPED teachers co-planning and co-teaching with general education staff to close achievement gaps

These supports are monitored through data reviews and Teacher Collaboration Meetings (TCMs) to ensure effectiveness and alignment with instructional goals.

3. How is your school selecting strong, moderate, or promising evidence-based strategies?

Cherokee Elementary selects evidence-based strategies by aligning them with our identified needs and ensuring they meet ESSA levels of evidence (strong, moderate, or promising). We use programs backed by research and aligned with state guidance, including:
- i-Ready for math instruction and intervention (strong/moderate)
- Imagine Learning and Louisiana Guidebooks for ELA (moderate/strong)
- Bayou Bridges for social studies (promising)
- Amplify Science for science instruction (moderate)

Strategy selection is guided by student data, walkthroughs, and teacher input to ensure we're addressing real instructional gaps with proven tools.

4. How is your school determining strategies based on themes from the needs assessment, if applicable, to meet projected short- and long-term goals.

Cherokee Elementary uses themes from our needs assessment—such as gaps in early literacy, inconsistent student growth, and uneven implementation of HQIM—to guide our strategy selection.

To meet our short-term goals (e.g., improving DIBELS proficiency and student growth in grades 4–5), we implement daily RTI, targeted interventions from our reading interventionist, and support from SPED staff.

For our long-term goals (e.g., increasing the assessment index and closing achievement gaps), we focus on building teacher capacity through high-quality professional development, Teacher Collaboration Meetings (TCMs), and instructional coaching centered on standards-aligned planning and effective use of HQIM.

All strategies are monitored and adjusted based on student data and QDR walkthrough trends to ensure ongoing progress toward our goals.

Critical Categories

In a narrative, explain the routines for how the school will determine whether the C&TSI plan is achieving its intended outcomes, including self-monitoring and continuous stakeholder engagement.

1. How is your school establishing or continuing internal routines?

Cherokee Elementary has established clear internal routines to regularly monitor the effectiveness of our C&TSI plan and ensure progress toward intended outcomes. These routines are anchored in data review, instructional monitoring, and continuous stakeholder collaboration.

The Instructional Leadership Team (ILT) meets biweekly to review key performance indicators, including assessment data (DIBELS, i-Ready, interim benchmarks), QDR walkthrough trends, and progress on RTI interventions. These meetings are used to identify patterns, adjust supports, and ensure that instructional strategies are being implemented with fidelity.

Teacher Collaboration Meetings (TCMs) are held weekly and serve as a structured time for teachers to analyze student work, plan using HQIM, and reflect on instructional practices aligned to the C&TSI goals. During TCMs, teachers use formative data and student outcomes to make real-time instructional adjustments.

To ensure continuous stakeholder engagement, the school hosts regular data nights, parent conferences, and stakeholder meetings to review progress and gather input. Feedback from staff, families, and students is used to inform adjustments to the plan.

Additionally, the principal conducts regular progress monitoring check-ins with instructional staff and communicates updates to district leaders to maintain alignment and support. This cycle of planning, implementation, review, and refinement ensures that the C&TSI plan remains focused, effective, and responsive to student needs.

2. How is your school establishing or continuing routines with stakeholders?

Cherokee Elementary establishes and continues routines with stakeholders through regular, transparent communication and collaborative meetings. We hold data nights, parent-teacher conferences, and community meetings to share progress on school goals and gather feedback.

Staff, families, and community members are engaged through surveys and advisory groups to ensure their voices inform school improvement efforts. Additionally, the Instructional Leadership Team includes parent representatives to foster ongoing collaboration.

These routines build trust, encourage shared ownership of the school's vision, and ensure stakeholders are active partners in monitoring and supporting our C&TSI plan.

3. How is your school making the CSI and/or TSI plan available to the school, parents and the public in a form that is understandable and uniform, to the extent practicable and/or required by Louisiana law, provided in a language that the parents understand?

Cherokee Elementary ensures the CSI/TSI plan is shared with the school community, parents, and the public in a clear, uniform, and accessible format. The plan will be posted on the school's website and distributed parent handbook and Open House materials.

To meet the needs of all families, the plan is provided in English, Spanish, and other languages spoken by our families, using simple, jargon-free language. We also share key highlights during parent meetings, data nights, and community forums to ensure understanding and engagement.

These efforts comply with Louisiana law and promote transparency and shared responsibility for school improvement.

4. How is your school conducting an annual process of reviewing, sharing progress publicly, and as necessary, revising its CSI and/or TSI plan?

Cherokee Elementary conducts an annual review of the CSI/TSI plan by analyzing the year's student performance data, walkthrough findings, and feedback from staff, families, and community members.

Progress is shared publicly through school board reports, community meetings, and updates on the school website. Based on this review and stakeholder input, the plan is revised as needed to better address emerging needs and improve student outcomes.

This ongoing cycle ensures the plan remains responsive, transparent, and focused on continuous improvement.

5. How is your school structured for sustainability, including how the school will coordinate and integrate the activities outlined in this plan with other federal, state and local services, resources and programs (e.g., other federal grant programs, health and nutrition programs, culture/climate programs, career and technical education programs)?

Cherokee Elementary is structured for sustainability by intentionally coordinating and integrating the activities in this plan with other federal, state, and local programs. We align our CSI initiatives with Title I funds, school funds, and special education services to maximize impact and avoid duplication.

Additionally, we collaborate with health and nutrition programs, culture and climate initiatives, and career and technical education to support the whole child. This coordination ensures efficient use of resources and reinforces our academic and social-emotional goals.

Our Instructional Leadership Team oversees this integration, regularly reviewing program alignment and resource allocation to sustain progress beyond the grant period.

Approvals

School Approval

Approval Name: __Kim Lord__

Approver Title: __Principal__

Signature: _Kim Lord_

Date: __June 12, 2025__

LEA Approval

Approval Name: _____

Approver Title: _____

Signature: _____

Date: _____

LDOE Approval

Approval Name: _____

Approver Title: _____

Signature: _____

Date: _____