

Rapides Parish School Board Cherokee Elementary School

2026-2027 School Improvement Plan

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Comprehensive Needs Assessment

Demographics

Summary

Cherokee Elementary School, located at 5700 Prescott Road in Alexandria, Louisiana, serves grades PK-5 within the Rapides Parish School System under the leadership of Principal Amber Spurgeon. Current enrollment stands at 548 students, a number that fluctuates weekly and sometimes daily given the mobility of the population served. Average class size ranges from 18 to 24 students, and the school maintains a student-teacher ratio of approximately 14:1, comparable to the Rapides Parish district average.

Cherokee serves an eclectic and diverse population, reflecting a wide range of cultures, ethnicities, socio-economic levels, and personalities. Key subgroups served include English as a Second Language (ESL) students, students with disabilities, migrant students, and homeless children, alongside a majority-minority student body. Cherokee is a Title I schoolwide school and operates under the Community Eligibility Provision (CEP), meaning all enrolled students receive breakfast and lunch at no cost regardless of household income; because CEP schools do not collect individual free/reduced-price lunch applications, economic need is better reflected through the community poverty data below than through a traditional FRPL percentage.

Cherokee maintains a positive school climate and a generally strong discipline record. Out-of-school suspensions totaled 27 in 2024-25 (compared to 18 in 2023-24 and 31 in 2022-23), and retentions remained low at 11 students in 2024-25 – two of which were ELL parent requests related to language acquisition and three of which were tied to Act 422 grade 3 literacy requirements. Teacher attendance was strong at 96.5% in 2024-25 (up from 96.3% the prior year), while student attendance stood at 94.25%.

On the most recent Louisiana School Performance Score, Cherokee earned a 69.3 (Letter Grade C) in 2024, following scores of 67 (C) in 2023 and 72 (C) in 2022. The school is currently identified for Comprehensive Intervention Required (CIR) status, and the Students with Disabilities subgroup has been identified for Urgent Intervention Required (UIR) - Academics, reflecting a significant decline in that subgroup's assessment index over the past three years.

At the district level, Cherokee is one of roughly 44 schools in the Rapides Parish School System, which serves approximately 22,500 students and employs roughly 2,773 full-time-equivalent staff members districtwide. The district posted its highest overall performance score under the current state accountability system in 2024-25 (85.1, Letter Grade B), with 71% of rated schools improving their scores year-over-year.

The Alexandria community from which Cherokee draws its families reflects significant economic need: the city's poverty rate is approximately 27%, more than double the national average, and is most concentrated among Black (33.5%) and Hispanic (38.4%) households. Median household income in Alexandria is approximately \$47,100, well below both the Louisiana and U.S. medians, and roughly 24% of adults hold a bachelor's degree or higher, below the national rate of 35%. This economic context underscores the importance of Cherokee's continued investment in family engagement, wraparound student supports, and community partnerships (including Trinity Health Clinic and the Healthy Behaviors Grant) as part of the schoolwide plan.

Strengths

- Racially/culturally diverse student body, reflecting varied backgrounds and experiences
- 100% of students receive free breakfast/lunch, removing food security as a daily barrier
- Manageable class sizes (18–24 students) support individualized attention
- Established community/health partnerships (Trinity Health Clinic, Healthy Behaviors Grant) already address social-emotional and wellness needs tied to poverty

Challenges/Weaknesses Identifying Demographics Needs

Challenge/Weakness	Root Cause
1★ Students with Disabilities subgroup has average score of 19.7. This subgroup has been flagged UIR-Academic.	Strong supports are not in place.
2 Growth is happening for some student cohorts even where overall proficiency isn't increasing.	Not teaching to mastery of the standard
3★ No documented RTI system specifically tied to DIBELS sub-skills in grades 1-3	Intervention exists, but isn't yet skill-targeted at that band. (DIBELS data)
4★ Inconsistent implementation of HQIM	The curriculum exists, but fidelity of use varies.
5★ Discipline and classroom disruption as an ongoing concern	Relational/restorative values and what's actually happening in classrooms day to day

★ = Priority

Student Learning

Summary

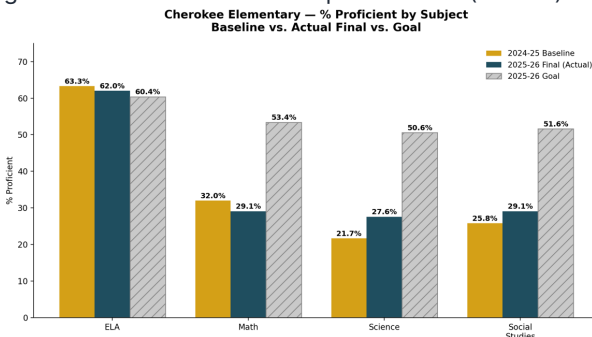
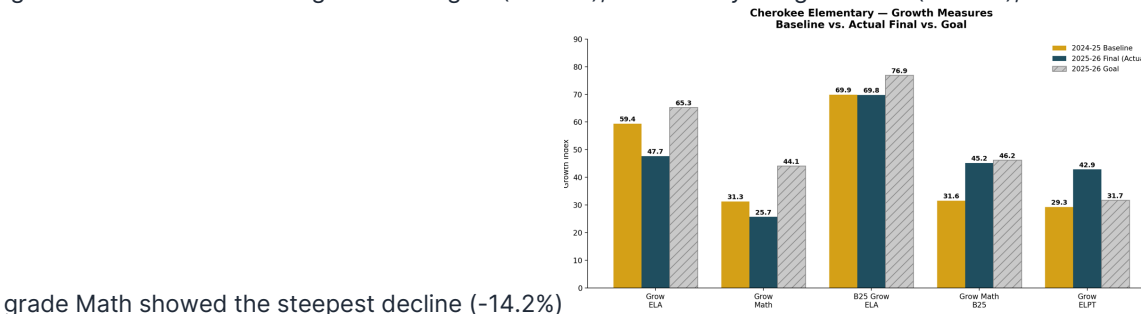
Cherokee Elementary serves a population, reflecting a wide range of cultures, ethnicities, socio-economic levels, and personalities. Our subgroups include ESL students, minority students, students with disabilities, migrant students, and homeless children. Current enrollment stands at 548 students, a number that fluctuates weekly and sometimes daily. Average class size is 18–24. Cherokee is a Title I school operating under the Community Eligibility Provision (CEP), so all students receive breakfast and lunch at no cost. Cherokee maintains a generally strong discipline record relative to enrollment, though out-of-school suspensions rose to 27 in 2024–25 (up from 18 in 2023–24). Retentions remained low at 11 students in 2024–25, two of which were ELL parent requests and three of which were tied to Act 422 grade 3 literacy requirements.

Literacy and Numeracy by End of 3rd Grade (PK–3rd) - Critical Goal #1

According to DIBELS, the K–3 Overall Proficiency rate was 73.7% in 2025–2026. The percentage of students at/above benchmark grew from 52% (2024) to 65% (2025) at BOY, and from 62% to 81% at EOY — a 19-point overall gain, with growth in every grade level (Kindergarten up 22 points, 1st grade up 5, 2nd grade up 4). This growth reflects consistent progress monitoring and sub-skill-targeted RTI implemented through weekly TCMs. 3rd grade LEAP Mastery + Advanced rates were mixed: ELA held roughly steady (44.8% in 2025 vs. 52% in 2024), while Math showed a modest gain (28.1% vs. 24%). iReady Math showed students on/above grade level rising from 39% (2024) to 48% (2025) to 51% (2026), suggesting foundational numeracy is trending upward even where LEAP snapshot data is noisier.

Grades 4–8 Proficiency and Growth - Critical Goal #2

4th grade ELA proficiency declined notably, from 51% to 39%, coinciding with a mid-year teacher change and inconsistent HQIM implementation. 5th grade showed the strongest gains schoolwide: ELA rose from 52% to 53.5%, and Science from 31% to 34.1%. Comparing cohorts rather than single-year snapshots, 4th grade Math showed the largest cohort gain (+16.9%), followed by 5th grade ELA (+15.5%), while 5th



School Accountability Performance and Subgroup Gaps

Under the new accountability formula, Cherokee's average score was simulated at 37.8 (C) in 2022–23 and 40.1 (C) in 2023–24, with 2024–25 established as the new 40.5 (C) baseline year. Cherokee set a 2025–26 goal of 53.4 (B). In-year results were volatile: QDR 1 (16.2, F) and QDR 2 (23.9, F) both

reflected failing performance under the new scale, with QDR 3 holding roughly flat at 22.9. The 2025-26 school year closed with a final average score of 42.1 (C) — a modest 1.6-point gain over the 2024-25 baseline, but well short of the 53.4 (B) goal.

Results by subject were mixed rather than uniformly improving. Science (21.7% → 27.6%) and Social Studies (25.8% → 29.1%) both grew, while ELA (63.3% → 62.0%) and Math (32.0% → 29.1%) each declined slightly from baseline — meaning the school's strongest subject (ELA) lost ground and its weakest subject targeted for the largest gain (Math, goal of 53.4%) instead moved backward. None of the four subjects reached their 2025-26 proficiency goal. Growth measures told a similarly split story: Grow Math B25 (31.6 → 45.2) and Grow ELPT (29.3 → 42.9) both improved substantially, while Grow ELA (59.4 → 47.7) and Grow Math (31.3 → 25.7) declined from baseline - meaning growth gains and proficiency declines were not consistently aligned by subject, which is worth investigating further before assuming any single instructional cause.

The Students with Disabilities subgroup remains a significant concern separate from these schoolwide figures: SWD-specific assessment performance declined sharply over the three years prior to this new formula's adoption, and Cherokee has been flagged for Comprehensive Intervention Required (CIR) school-wide and Urgent Intervention Required (UIR) - Academics for the SWD subgroup specifically.

English Learners showed limited growth on ELPT (9 of 60 students advanced one proficiency level in Spring 2025; Grow ELPT baseline was 29.3 against a 2025-26 goal of 31.7), reflecting a significant influx of non-English-speaking students with little to no prior educational experience, which continues to slow language acquisition.

Attendance and Climate

Teacher attendance improved to 96.5% (2024-25) from 96.3% (2023-24). Student attendance stood at 94.25%. Stakeholder surveys indicated overall satisfaction with school-to-home communication, though some parents and students felt good behavior was not sufficiently rewarded, and staff surveys flagged discipline and classroom disruption as an ongoing concern despite positive perceptions of the TCM collaborative process and family engagement.

Strengths

- Social Studies and Science both grew year-over-year under the new accountability formula (Science 21.7% → 27.6%; Social Studies 25.8% → 29.1%)
- Grow ELPT (English Language Proficiency growth) improved substantially (29.3 → 42.9), the largest gain of any growth measure
- Grow Math B25 also improved notably (31.6 → 45.2) despite Math proficiency itself declining

Challenges/Weaknesses Identifying Student Learning Needs

Challenge/Weakness	Root Cause
1 Growth is happening for some student cohorts even where overall proficiency isn't increasing.	Not teaching to mastery of the standard
2 ★ Students with Disabilities subgroup has average score of 19.7. This subgroup has been flagged UIR-Academic.	Strong supports are not in place.
3 ★ No documented RTI system specifically tied to DIBELS sub-skills in grades 1-3	Intervention exists, but isn't yet skill-targeted at that band. (DIBELS data)
4 ★ Inconsistent implementation of HQIM	The curriculum exists, but fidelity of use varies.
5 ★ Discipline and classroom disruption as an ongoing concern	Relational/restorative values and what's actually happening in classrooms day to day

★ = Priority

School Processes & Programs

Summary

Instructional

- Daily 30-minute ELA and Math interventions delivered by a content-master teacher for all students
- Small-group Reading Interventionist support (1–2x/week) for below-level students, grades K–5
- RACES writing strategy used school-wide across all grade levels
- iReady Reading for diagnostic screening and individualized learning paths
- Student engagement protocols (Edu Protocols, Kagan structures) to drive intellectual engagement
- Backward-design assessment planning tied to depth-of-standard instruction

Curricular

- ELA: Imagine Learning (K–2), Louisiana Guidebooks (3–5)
- Math: Ready Math
- Science: Amplify
- Social Studies: Bayou Bridges
- Supplemental digital tools: Snorkl, Generation Genius
- Art integration curriculum upgrade (painting, sculpture, printmaking, design) for cross-curricular, well-rounded instruction

Personnel (Recruit/Support/Retain)

- Weekly TCM (Teacher Collaborative Meetings) focused on success criteria, standards depth, and instructional effectiveness
- Coaching support led by Hammond (ELA), Iles/Lord (Math), Katz/Lawrence (Science), D. Watts/Lord (Social Studies)
- District-embedded PD days (Aug 5–8, Sept 15, Oct 20, March 9) plus Teacher Leader Summit attendance in New Orleans
- Teacher attendance incentive program (quarterly rewards for perfect attendance) — a direct retention/support lever
- Conference redelivery model so PD knowledge cascades to full staff

Organizational

- Tribes system — used for both student mentorship and behavior support
- Welcome Committee (Gr. 2–5 student ambassadors) for new-student onboarding
- Master schedule built around daily RTI blocks and content-master teacher rotations
- MTSS behavior structure with Class Dojo as the communication backbone
- SBLC (School Building Level Committee) tracking for early identification/referral

Administrative

- Title I Chairperson (Crystal Rodgers) manages SWP updates, budget alignment, and compliance documentation
- OnCourse for parent-facing grade/progress tracking this year
- Title VI compliance — translation services and multilingual Dojo communication for LEP families
- Healthy Behaviors Grant partnership management (substance abuse/obesity prevention, policy-level work)
- Trinity Health Clinic partnership for on-site student mental health services

Strengths

Instructional

- Daily 30-minute content-master-teacher interventions in ELA and Math, plus targeted small-group reading support, give below-level students consistent, dedicated intervention time. (*Master schedule, RTI plans*)

Curricular

- Full Tier 1 curriculum adoption across all four core content areas (Imagine Learning/Guidebooks, Ready Math, Amplify,

Bayou Bridges) gives consistency and a state-aligned foundation.

Personnel (Recruit/Support/Retain)

- Strong, improving teacher attendance (96.5%, up from 96.3%) plus an active incentive program point to a stable, supported staff. (*Attendance data*)

Organizational

- The Tribes system does double duty as both a mentorship structure and a behavior-support tool, giving the school one coherent system rather than fragmented programs. (*Class Dojo, Student Success Committee minutes*)

Administrative

- Title I Chairperson role clearly owns SWP updates, budget alignment, and compliance — a single accountable owner rather than diffuse responsibility. (*SWP, meeting notes*)

Challenges/Weaknesses Identifying School Processes & Programs Needs

Challenge/Weakness	Root Cause
1★ No documented RTI system specifically tied to DIBELS sub-skills in grades 1-3	Intervention exists, but isn't yet skill-targeted at that band. (DIBELS data)
2★ Inconsistent implementation of HQIM	The curriculum exists, but fidelity of use varies.
3★ Students with Disabilities subgroup has average score of 19.7. This subgroup has been flagged UIR-Academic.	Strong supports are not in place.
4 Growth is happening for some student cohorts even where overall proficiency isn't increasing.	Not teaching to mastery of the standard
5★ Discipline and classroom disruption as an ongoing concern	Relational/restorative values and what's actually happening in classrooms day to day

★ = Priority

Perceptions

Summary

Stated Values (Vision/Mission)

- District values: Engage, Empower, Elevate
- School mission centers on compassion, strength, generosity, and courage, delivered through "diligent support from parents, teachers, and community"
- School vision emphasizes growing students "academically, emotionally, and socially" through "positive relationships and mutual respect for diversity and individuality"

How we do business Day-to-Day

- **Tribes system** — used simultaneously for student mentorship and behavior support, signaling a belief that behavior and belonging are linked, not handled as separate problems
- **Welcome Committee** (Gr. 2–5 student ambassadors) — students, not just staff, are given ownership of onboarding new peers, reflecting the "student ownership" language used elsewhere in the plan
- **School-wide Community Feedback Survey** (spring, annual) — culture is treated as something to measure, not assume
- **Parents seated on the SWP Leadership Team itself** (not just surveyed) — two parent members, including one specifically representing SPED families
- **SPED Family Night** with a dedicated Q&A — belief that advocacy skill-building for parents is the school's job, not just the family's
- **Multiple recognition/incentive structures** — Sunshine Week (attendance), quarterly behavior rewards, teacher attendance incentives — culture reinforced through celebration, not just correction
- **Translation/Title VI practices** — Dojo auto-translation plus ESL-teacher-translated communications, reflecting an inclusion-first communication stance

Strengths

- **Staff surveys:** positive about the TCM collaborative process and family engagement — a "we're in this together" professional culture
- **Parent/student surveys:** positive about school-to-home communication

Challenges/Weaknesses Identifying Perceptions Needs

Challenge/Weakness	Root Cause
1 ★ Discipline and classroom disruption as an ongoing concern	Relational/restorative values and what's actually happening in classrooms day to day
2 ★ Inconsistent implementation of HQIM	The curriculum exists, but fidelity of use varies.

★ = Priority



Priority Problem Statements

Challenge/Weakness

Root Cause

1
★

Students with Disabilities subgroup has average score of 19.7. This subgroup has been flagged UIR-Academic.

Strong supports are not in place.

2
★

Inconsistent implementation of HQIM

The curriculum exists, but fidelity of use varies.

3
★

No documented RTI system specifically tied to DIBELS sub-skills in grades 1-3

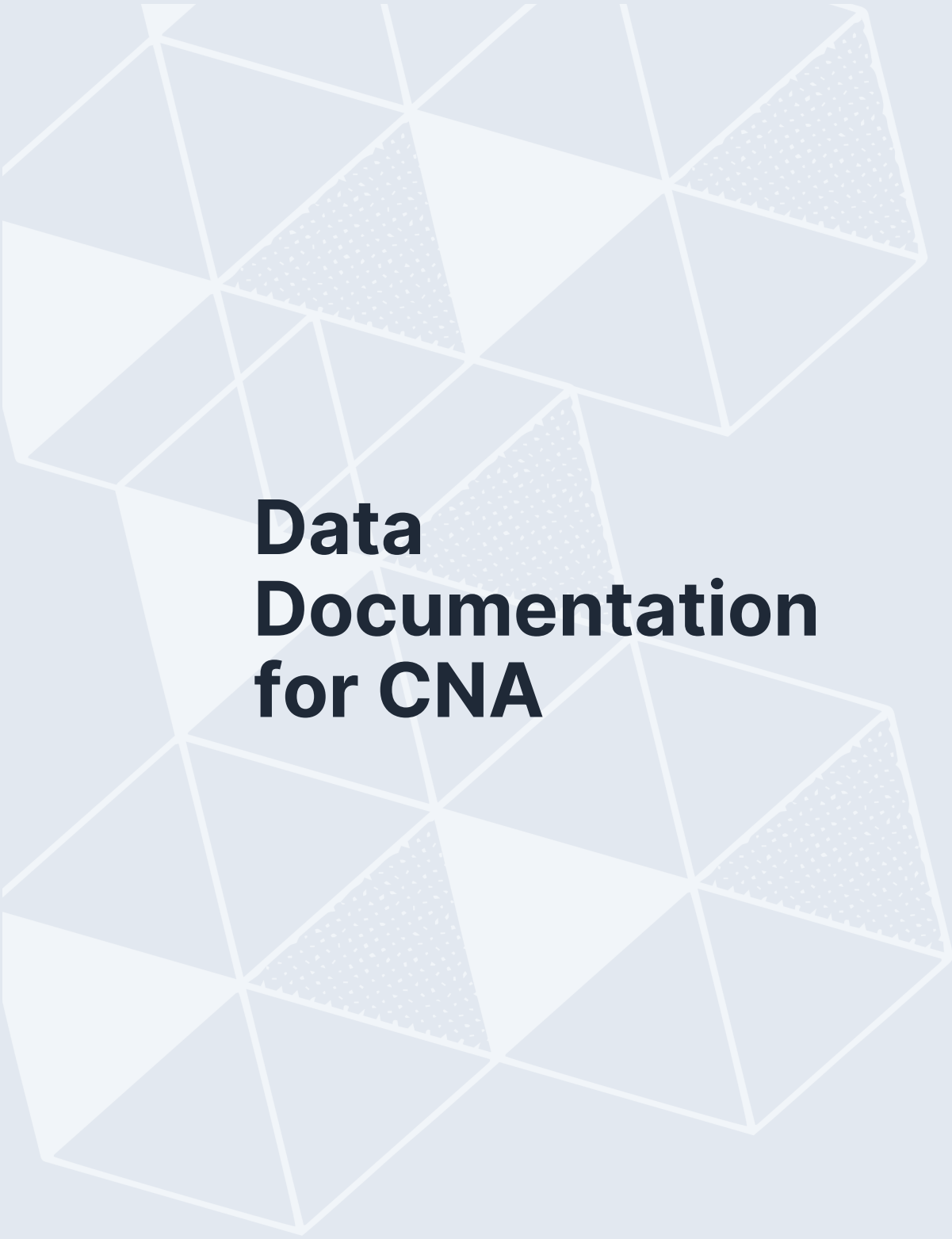
Intervention exists, but isn't yet skill-targeted at that band. (DIBELS data)

4
★

Discipline and classroom disruption as an ongoing concern

Relational/restorative values and what's actually happening in classrooms day to day

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- ☒ District goals
- ☒ School goals
- ☒ Early childhood literacy and math goals
- ☒ Prior year improvement plans - Needs Assessment
- ☒ Prior year improvement plans - Performance objectives (SMART goals)
- ☒ Prior year improvement plans - Actions and strategies
- ☒ Prior year improvement plans - Expenditures
- ☒ Prior year improvement plans - Formative and summative reviews
- ☒ Planning and decision-making committee minutes
- ☒ State and federal planning requirements

Accountability Data

- ☒ State assessment performance report

LEAP, Dibels
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ English Language Proficiency Assessment System results
- ☒ Early reading assessment results
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local diagnostic math assessment data
- ☒ Local benchmark or common assessments data

Student Data: Student Groups

- ☒ Race and ethnicity
- ☒ Special programs
- ☒ Economically disadvantaged
- ☒ Male/Female
- ☒ Special education
- ☒ Migrant
- ☒ At-risk
- ☒ EL
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Foster
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Multi-Tiered System of Supports (MTSS) or Response to Intervention (Rtl)

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Social Emotional Learning
- ☒ Discipline records
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback

- ☒ Teacher/Student Ratio
- ☒ School leadership data
- ☒ School department and/or faculty meeting discussions and data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ Teacher retention
- ☒ Teacher evaluation
- ☒ Administrator evaluation

Parent/Family/Community Data

- ☒ Parent/family surveys and/or other feedback
- ☒ Parent/family engagement, opportunities, attendance, and participation
- ☒ Community surveys and/or other feedback
- ☒ Volunteer opportunities, attendance, and participation

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Master schedule
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Capacity building resources data
- ☒ Budgets/entitlements and expenditures data
- ☒ Study of best practices
- ☒ Action research results



Goals

Goal 1 All students will perform on grade level in literacy and numeracy by the end of 3rd grade. (PK-3rd).

Objective 1

By the end of the 2026-27 school year, Cherokee Elementary will increase the percentage of PK-3rd grade students performing on grade level in literacy and numeracy, as measured by the DIBELS K-3 Composite from 73.7% to 81.1% at/above benchmark and 3rd grade LEAP Mastery + Advanced in ELA from 44.8% to 49.3% and Math from 28.1% to 30.9% through consistent sub-skill-targeted RTI and fidelity-monitored Tier 1 HQIM implementation

LDOE Commitments : Access to Quality Early Childhood Education, Academic Alignment in Early School and Classroom, Teacher Leader Preparation

Evaluation Data Source: Dibels

Strategy 1

1. Instructional methods that strengthen the academic program - Teachers will implement Tier 1 curriculum (Imagine Learning K- 2, Louisiana Guidebooks 3-5 for ELA; Ready Math for numeracy) with fidelity monitored through weekly TCMs, focused specifically on depth-of-standard instruction in PK-3 literacy and numeracy. Backward-design assessment planning will be used to ensure formative checks accurately capture progress toward DIBELS and LEAP benchmarks throughout the year, not just at BOY/MOY/EOY testing windows.

2. Increasing the amount and quality of learning time - A formalized RTI system tied directly to DIBELS sub-skill data will be implemented in grades K-3, closing a gap the CNA identified as currently missing. Below-level students in grades K-3 will continue receiving 1-2x weekly small-group support from Reading Interventionists, and all PK-3 students will receive daily Math intervention time protected with the same consistency as ELA intervention -- addressing the CNA finding that Math may not currently receive equivalent instructional priority.

3. Enriched curriculum supporting literacy/numeracy foundations - iReady Math and IL and Dibels for Literacy will continue to be used for diagnostic screening and individualized learning paths, allowing enrichment for students already on grade level while ensuring intervention time is targeted efficiently for those who are not.

4. Interventions for underperforming subgroups - Progress toward this goal will be disaggregated by subgroup (SWD, EL, economically disadvantaged) at each DIBELS benchmarking window, ensuring the sub-skill-targeted RTI system reaches the students the CNA identified as furthest from grade level, rather than only tracking schoolwide averages.

5. Provide access to grade level and on level text through MyOn to enhance student access to digital text at home and school.

Desired Outcomes: All reportable categories increase 10%

Person Responsible: Admin, Teachers, Lead Teacher, Literacy Coach

ESSA Tiers of Evidence: Strong Evidence

Challenges/Weaknesses: Demographics 1, 3 - Student Learning 2, 3 - School Processes & Programs 1, 3

Funding Sources: MyOn Subscription, Equipping ELLs Title I, \$10,000, Supplies for parental involvement communication and activities Title I, \$2,525, Instructional supplies Title I, \$19,769.66

Title I Schoolwide Component: 1.3, 1.4, 1.5, 1.6, 1.8

Louisiana Education Priorities: Early childhood leading to kindergarten readiness, Literacy instruction aligned to the Science of Reading, Math instruction from foundational to advanced skills

Urgent Intervention Required - Academics (UIR-A): Students with Disabilities, All Students

Comprehensive Intervention Required (CIR): Students with Disabilities, All Students

Urgent Intervention Needed (UIN): Students with Disabilities, All Students

Formative Reviews

OctoberJanuaryMarchMay

Strategy 2

The use of technology to enhance learn opportunities for students by purchasing technology for students and teachers

Desired Outcomes: Replace current devices to ensure students and teachers have the resources needed to increase literacy and numeracy scores by 10%

Person Responsible: Crystal Rodgers, Admin, Teachers

Challenges/Weaknesses: Demographics 1, 3 - Student Learning 2, 3 - School Processes & Programs 1, 3

Funding Sources: Technology Title I, \$30,000

Title I Schoolwide Component: 1.5

Louisiana Education Priorities: Literacy instruction aligned to the Science of Reading, Math instruction from foundational to advanced skills, Expand educational choice for students and families

Formative Reviews

OctoberJanuaryMarchMay

Objective 1 Challenges/Weaknesses Identifying Demographics

Challenge/Weakness	Root Cause
1Students with Disabilities subgroup has average score of 19.7. This subgroup has been flagged UIR-Academic.	Strong supports are not in place.

3

No documented RTI system specifically tied to DIBELS sub-skills in grades 1-3

Intervention exists, but isn't yet skill-targeted at that band. (DIBELS data)

Objective 1 Challenges/Weaknesses Identifying Student Learning

Challenge/Weakness

Root Cause

2

Students with Disabilities subgroup has average score of 19.7. This subgroup has been flagged UIR-Academic.

Strong supports are not in place.

3

No documented RTI system specifically tied to DIBELS sub-skills in grades 1-3

Intervention exists, but isn't yet skill-targeted at that band. (DIBELS data)

Objective 1 Challenges/Weaknesses Identifying School Processes & Programs

Challenge/Weakness

Root Cause

1

No documented RTI system specifically tied to DIBELS sub-skills in grades 1-3

Intervention exists, but isn't yet skill-targeted at that band. (DIBELS data)

3

Students with Disabilities subgroup has average score of 19.7. This subgroup has been flagged UIR-Academic.

Strong supports are not in place.

Goal 2

Students in grades 4-5 will be proficient on LEAP in all core content areas, will meet individual growth targets in ELA and Math, and make connections with high school and career opportunities.

Objective 1

By the end of the 2026-27 school year, Cherokee Elementary's 4th and 5th grade students will increase LEAP Mastery + Advanced proficiency by 10 percent in all core content areas, meet individual growth targets in ELA and Math, and continue building connections to secondary opportunities through transition programming with Brame Jr. High.

Grade Subject 2025 Baseline 10% Increase Target

4th ELA	44.8% to 49.3%
4th Math	28.1% to 30.9%
4th Science	13.5% to 14.9%
4th Social Studies	22.1% to 24.3%
5th ELA	53.5% to 58.9%
5th Math	27.8% to 30.6%
5th Science	34.1% to 37.5%
5th Social Studies	34.7% to 38.2%

LDOE Commitments : Access to Quality Early Childhood Education, Academic Alignment in Early School and Classroom, Teacher Leader Preparation

Evaluation Data Source: LEAP data Spring 2027

Strategy 1

1. Instructional methods that strengthen the academic program: Teachers in grades 4-5 will implement Tier 1 curriculum (Louisiana Guidebooks for ELA, Ready Math, Amplify for Science, Bayou Bridges for Social Studies) with fidelity monitored through weekly TCMs, focused on depth-of-standard instruction. Given that 4th grade ELA proficiency declined from 51% to 39% alongside a mid-year teacher change and inconsistent HQIM implementation, TCMs will place specific emphasis on continuity of instruction and fidelity checks in 4th grade ELA, and on replicating the practices behind 5th grade's strongest schoolwide gains (ELA +15.5% cohort growth, Science 31%-34.1%) in other grade/subject combinations.
2. Increasing the amount and quality of learning time: All 4th-5th grade students will continue to receive 30 minutes of daily content-master-teacher intervention in ELA and Math. Given that 5th grade Math showed the steepest decline of any grade/subject (-14.2%) while 4th grade Math posted the largest cohort gain (+16.9%), Math intervention time and grouping will be reviewed specifically at the 5th grade level to determine what changed between these two cohorts.
3. Enriched curriculum supporting proficiency and growth: iReady Math and iReady Reading will continue to be used for diagnostic screening and individualized learning paths in grades 4-5, allowing targeted enrichment for students already on grade level while directing intervention time efficiently to those who are not.
4. Interventions for underperforming subgroups: Progress toward this goal will be disaggregated by subgroup (SWD, EL, economically disadvantaged) at each benchmarking window in grades 4-5, ensuring subgroup-specific gaps -- particularly the Students with Disabilities subgroup's UIR-Academic status -- are addressed directly rather than masked by schoolwide averages.

5. Provide opportunities for families and students to engage in activities and extracurricular activities.

6. Discipline has been an issue. This year, expectations were presented to students with consequences for repeated offenses. The new behavior encouragement system was implemented in August 2026.

Desired Outcomes: Increase all reportable categories by 10%

Person Responsible: Admin, Teachers, Lead Teacher, Literacy Coach

ESSA Tiers of Evidence: Strong Evidence

Challenges/Weaknesses: Demographics 1, 4, 5 - Student Learning 2, 4, 5 - School Processes & Programs 2, 3, 5 - Perceptions 1, 2

Funding Sources: Headphones and Technology Title I, \$2,800

Title I Schoolwide Component: 1.3, 1.4, 1.6, 1.7

Louisiana Education Priorities: Early childhood leading to kindergarten readiness, Literacy instruction aligned to the Science of Reading, Math instruction from foundational to advanced skills

Urgent Intervention Required - Academics (UIR-A): Students with Disabilities, All Students

Comprehensive Intervention Required (CIR): Students with Disabilities, All Students

Urgent Intervention Needed (UIN): Students with Disabilities, All Students

Formative Reviews

October

January

March

May

Objective 1 Challenges/Weaknesses Identifying Demographics

	Challenge/Weakness	Root Cause
1	Students with Disabilities subgroup has average score of 19.7. This subgroup has been flagged UIR-Academic.	Strong supports are not in place.
4	Inconsistent implementation of HQIM	The curriculum exists, but fidelity of use varies.
5	Discipline and classroom disruption as an ongoing concern	Relational/restorative values and what's actually happening in classrooms day to day

Objective 1 Challenges/Weaknesses Identifying Student Learning

Challenge/Weakness	Root Cause
2 Students with Disabilities subgroup has average score of 19.7. This subgroup has been flagged UIR-Academic.	Strong supports are not in place.
4 Inconsistent implementation of HQIM	The curriculum exists, but fidelity of use varies.
5 Discipline and classroom disruption as an ongoing concern	Relational/restorative values and what's actually happening in classrooms day to day

Objective 1 Challenges/Weaknesses Identifying School Processes & Programs

Challenge/Weakness	Root Cause
2 Inconsistent implementation of HQIM	The curriculum exists, but fidelity of use varies.
3 Students with Disabilities subgroup has average score of 19.7. This subgroup has been flagged UIR-Academic.	Strong supports are not in place.
5 Discipline and classroom disruption as an ongoing concern	Relational/restorative values and what's actually happening in classrooms day to day

Objective 1 Challenges/Weaknesses Identifying Perceptions

Challenge/Weakness	Root Cause
1 Discipline and classroom disruption as an ongoing concern	Relational/restorative values and what's actually happening in classrooms day to day
2 Inconsistent implementation of HQIM	The curriculum exists, but fidelity of use varies.

Goal 3

Students in grades K-5 will strengthening written responses across content.

Objective 1

By the end of the 2026-27 school year, Cherokee Elementary's students in grades 3-5 will increase writing across all content by 10%

LDOE Commitments : Access to Quality Early Childhood Education, Academic Alignment in Early School and Classroom, Teacher Leader Preparation

Evaluation Data Source: LEAP written response data Spring 2027

Strategy 1

Increase the volume and quality of student writing across all grade levels through explicit genre instruction, daily writing practice, and structured teacher feedback cycles by:

- 1. Provide PD
- 2. Implement daily quick-writes in all K-5 classrooms
- 3. Conduct monthly TCM writing sample reviews
- 4. Embed writing accommodations for SWD students in Tier 1 instruction.

Desired Outcomes: Increase student writing performance through daily reading and writing

Person Responsible: Teachers, Admin, Lead Teacher, Literacy coach

Challenges/Weaknesses: Demographics 1, 4 - Student Learning 2, 4 - School Processes & Programs 2, 3 - Perceptions 2

Funding Sources: Library books to increase the volume of reading and writing Title I, \$2,000

Title I Schoolwide Component: 1.3, 1.7

Louisiana Education Priorities: Early childhood leading to kindergarten readiness, Literacy instruction aligned to the Science of Reading, Math instruction from foundational to advanced skills

Urgent Intervention Required - Academics (UIR-A): Students with Disabilities, All Students

Comprehensive Intervention Required (CIR): Students with Disabilities, All Students

Urgent Intervention Needed (UIN): Students with Disabilities, All Students

Formative Reviews

October

January

March

May

Strategy 2 Urgent Intervention Required - Discipline (UIR-D)

Increase parental involvement in student writing development through take-home literacy materials and family engagement events such as:

- 1. Host quarterly Family Writing Nights
- 2. Provide take-home writing kits (labeled folders/journals) reinforcing skills taught in class
- 3. Send home parent guides on supporting writing at home.

Desired Outcomes: Increase student writing scores by 10%

Person Responsible: Teachers, Admin, Leader Teacher

Challenges/Weaknesses: Demographics 1, 3 - Student Learning 2, 3 - School Processes & Programs 1, 3

Funding Sources: Paper, labels, folders, printing for take-home materials and event signage Title I, \$2,525, Postage Title I, \$850.34

Title I Schoolwide Component: 1.3, 1.7

Louisiana Education Priorities: Early childhood leading to kindergarten readiness, Literacy instruction aligned to the Science of Reading, Math instruction from foundational to advanced skills

Urgent Intervention Required - Academics (UIR-A): Students with Disabilities, All Students

Comprehensive Intervention Required (CIR): Students with Disabilities, All Students

Urgent Intervention Needed (UIN): Students with Disabilities, All Students

Formative Reviews

OctoberJanuaryMarchMay

Objective 1 Challenges/Weaknesses Identifying Demographics

	Challenge/Weakness	Root Cause
1	Students with Disabilities subgroup has average score of 19.7. This subgroup has been flagged UIR-Academic.	Strong supports are not in place.
3	No documented RTI system specifically tied to DIBELS sub-skills in grades 1-3	Intervention exists, but isn't yet skill-targeted at that band. (DIBELS data)
4	Inconsistent implementation of HQIM	The curriculum exists, but fidelity of use varies.

Objective 1 Challenges/Weaknesses Identifying Student Learning

Challenge/Weakness	Root Cause
2 Students with Disabilities subgroup has average score of 19.7. This subgroup has been flagged UIR-Academic.	Strong supports are not in place.
3 No documented RTI system specifically tied to DIBELS sub-skills in grades 1-3	Intervention exists, but isn't yet skill-targeted at that band. (DIBELS data)
4 Inconsistent implementation of HQIM	The curriculum exists, but fidelity of use varies.

Objective 1 Challenges/Weaknesses Identifying School Processes & Programs

Challenge/Weakness	Root Cause
1 No documented RTI system specifically tied to DIBELS sub-skills in grades 1-3	Intervention exists, but isn't yet skill-targeted at that band. (DIBELS data)
2 Inconsistent implementation of HQIM	The curriculum exists, but fidelity of use varies.
3 Students with Disabilities subgroup has average score of 19.7. This subgroup has been flagged UIR-Academic.	Strong supports are not in place.

Objective 1 Challenges/Weaknesses Identifying Perceptions

Challenge/Weakness	Root Cause
2 Inconsistent implementation of HQIM	The curriculum exists, but fidelity of use varies.



Title I Schoolwide Component Summary

Title I Schoolwide Components

1.1 Family and Stakeholder Engagement

Cherokee Elementary intentionally builds parent voice into the SWP process at multiple points, rather than gathering feedback only after the plan is finalized:

- Parents serve directly on the Schoolwide Planning Leadership Team, not just as survey respondents. Shannon Ducote represents the general parent population, and Josie Williams represents families of students with disabilities specifically, ensuring the SPED parent perspective is present at the table during the plan's initial development (August 2025) and both review checkpoints (January and May).
- All families complete the school-wide Community Feedback Survey each spring, which gathers input before the following year's plan is drafted.
- SPED Family Night gives families of students with disabilities a dedicated space to learn about their child's services and available supports, including a Q&A session specifically designed to build parents' capacity to advocate for their child — functioning as informal training on understanding assessments and services tied to their child's IEP.
- Open House at the start of the year presents the SWP directly to families and gathers real-time feedback, with an additional survey issued once the plan is finalized in August.
- For English Learner families, ESL teachers translate major school communications into families' native languages, and Class Dojo notifications support translation, ensuring EL parents can meaningfully engage with data and plan content rather than being limited by a language barrier.
- Reading and math nights to allow families opportunities to engage with students and provide resources for families.

Provide examples of changes made to the schoolwide plan based on input from families/parents.

Feedback from last year's Community Feedback Survey directly shaped this year's plan. Families indicated a need for more consistent, focused academic support and stronger visibility into their children's day-to-day progress. In response, Cherokee added:

- More intentional and focused tutoring/RTI, replacing a less-targeted intervention approach
- "Manners Mondays," a new addition addressing the social-emotional needs families flagged in survey feedback
- Grade-level meetings in August, giving parents earlier and clearer guidance on expectations for the year
- Expanded use of class communication logs/platforms and reading logs, directly responding to parent requests for better visibility into daily academic activity.

1.2 Comprehensive Needs Assessment

Cherokee Elementary serves an eclectic population, reflecting a wide range of cultures, ethnicities, socio-economic levels, and personalities. Our subgroups include ESL students, minority students, students with disabilities, migrant students, and homeless children. Current enrollment stands at 548 students, a number that fluctuates weekly and sometimes daily. Average class size is 18–24. Cherokee is a Title I school operating under the Community Eligibility Provision (CEP), so all students receive breakfast and lunch at no cost. Cherokee maintains a generally strong discipline record relative to enrollment, though out-of-school suspensions rose to 27 in 2024-25 (up from 18 in 2023-24). Retentions remained low at 11 students in 2024-25, two of which were ELL parent requests and three of which were tied to Act 422 grade 3 literacy requirements.

Literacy and Numeracy by End of 3rd Grade (PK-3rd) — Critical Goal #1

According to DIBELS, the K-3 Overall Proficiency rate was 73.7% in 2025. The percentage of students at/above benchmark grew from 52% (2024) to 65% (2025) at BOY, and from 62% to 81% at EOY — a 19-point overall gain, with growth in every grade level (Kindergarten up 22 points, 1st grade up 5, 2nd grade up 4). This growth reflects consistent progress monitoring and sub-skill-targeted RTI implemented through weekly TCMs. 3rd grade LEAP Mastery + Advanced rates were mixed: ELA held roughly steady (44.8% in 2025 vs. 52% in 2024), while Math showed a modest gain (28.1%

vs. 24%). iReady Math showed students on/above grade level rising from 39% (2023) to 48% (2024) to 51% (2025), suggesting foundational numeracy is trending upward even where LEAP snapshot data is noisier.

Grades 4-8 Proficiency and Growth — Critical Goal #2

4th grade ELA proficiency declined notably, from 51% to 39%, coinciding with a mid-year teacher change and inconsistent HQIM implementation. 5th grade showed the strongest gains schoolwide: ELA rose from 52% to 53.5%, and Science from 31% to 34.1%. Comparing cohorts rather than single-year snapshots, 4th grade Math showed the largest cohort gain (+16.9%), followed by 5th grade ELA (+15.5%), while 5th grade Math showed the steepest decline (-14.2%).

School Accountability Performance and Subgroup Gaps

Under the new accountability formula, Cherokee's average score was simulated at 37.8 (C) in 2022-23 and 40.1 (C) in 2023-24, with 2024-25 established as the new 40.5 (C) baseline year. Cherokee set a 2025-26 goal of 53.4 (B). In-year results were volatile: QDR 1 (16.2, F) and QDR 2 (23.9, F) both reflected failing performance under the new scale, with QDR 3 holding roughly flat at 22.9. The 2025-26 school year closed with a final average score of 42.1 (C) — a modest 1.6-point gain over the 2024-25 baseline, but well short of the 53.4 (B) goal.

Results by subject were mixed rather than uniformly improving. Science (21.7% → 27.6%) and Social Studies (25.8% → 29.1%) both grew, while ELA (63.3% → 62.0%) and Math (32.0% → 29.1%) each declined slightly from baseline — meaning the school's strongest subject (ELA) lost ground and its weakest subject targeted for the largest gain (Math, goal of 53.4%) instead moved backward. None of the four subjects reached their 2025-26 proficiency goal. Growth measures told a similarly split story: Grow Math B25 (31.6 → 45.2) and Grow ELPT (29.3 → 42.9) both improved substantially, while Grow ELA (59.4 → 47.7) and Grow Math (31.3 → 25.7) declined from baseline — meaning growth gains and proficiency declines were not consistently aligned by subject, which is worth investigating further before assuming any single instructional cause.

The Students with Disabilities subgroup remains a significant concern separate from these schoolwide figures: SWD-specific assessment performance declined sharply over the three years prior to this new formula's adoption, and Cherokee has been flagged for Comprehensive Intervention Required (CIR) school-wide and Urgent Intervention Required (UIR) - Academics for the SWD subgroup specifically. This gap has not yet been root-caused through data triangulation and remains a priority for investigation (see SWD Contributing Factors template).

English Learners showed limited growth on ELPT (9 of 60 students advanced one proficiency level in Spring 2025; Grow ELPT baseline was 29.3 against a 2025-26 goal of 31.7), reflecting a significant influx of non-English-speaking students with little to no prior educational experience, which continues to slow language acquisition.

Attendance and Climate

Teacher attendance improved to 96.5% (2024-25) from 96.3% (2023-24). Student attendance stood at 94.25%. Stakeholder surveys indicated overall satisfaction with school-to-home communication, though some parents and students felt good behavior was not sufficiently rewarded, and staff surveys flagged discipline and classroom disruption as an ongoing concern despite positive perceptions of the TCM collaborative process and family engagement.

Learning Strengths

Despite the mixed proficiency results above, several clear strengths emerged from the data. K-2 foundational literacy skills improved sharply, with the DIBELS K-3 Composite rising from 62% to 81% EOY and every grade level (K, 1st, 2nd) gaining. 5th grade produced the strongest cohort gains schoolwide (ELA +15.5%, Science 31% → 34.1%), and 4th grade Math posted the single largest cohort gain of any grade/subject (+16.9%). iReady Math shows a steady, multi-year upward trend in students on/above grade level (39% → 48% → 51%, 2023-2025). Under the new accountability formula, Science and Social Studies both grew year-over-year (21.7% → 27.6% and 25.8% → 29.1% respectively), and Grow ELPT improved substantially (29.3 → 42.9) — the largest gain of any growth measure — alongside Grow Math B25 (31.6 → 45.2), suggesting meaningful growth is occurring for some student cohorts even in subjects where overall proficiency has not yet caught up.

School Priorities Based on This Needs Assessment

1. Reverse the Math proficiency decline (32.0% → 29.1%), which moved in the opposite direction of its 2025-26 goal (53.4%) and represents the largest unmet gap school-wide
2. Investigate the ELA proficiency decline (63.3% → 62.0%) despite ELA being the school's traditionally strongest subject, to confirm whether this reflects instructional fidelity, cohort composition, or another factor
3. Close the Students with Disabilities achievement gap through root-cause investigation and targeted intervention (UIR-Academic priority)
4. Build a formalized, DIBELS-sub-skill-driven RTI system for grades 2-3 to sustain K-3 literacy gains

5. Strengthen K-2 math foundations to stabilize numeracy proficiency heading into 3rd grade
6. Ensure consistent, fidelity-monitored HQIM implementation, particularly in grade 4 ELA
7. Sustain the Grow Math B25 and Grow ELPT gains while addressing the Grow ELA and Grow Math declines — since growth and proficiency did not move together by subject, both should be investigated as distinct issues rather than assumed to share one cause
8. Address rising out-of-school suspensions through strengthened MTSS/behavior tiering

1.3 Strategies for Improvement

Action Plan	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation
Tier 1 curriculum implementation with TCM fidelity checks	Lesson plans, TCM agendas, walkthrough data	Title I / District Funds	TCM agendas, sign-in sheets
Daily 30-min ELA/Math intervention (content-master teacher) + small-group reading support	Master schedule, RTI plans, student data folders	Title I	RTI folders, master schedule
Formalized DIBELS-sub-skill RTI system, grades 2-3	DIBELS progress-monitoring data	Title I	Student data trackers
SWD root-cause data triangulation (caseload, co-teaching, IEP progress, accommodations fidelity)	Completed triangulation findings, contributing-factor narrative	Title I / Title II	SBLC tracker, walkthrough data
EL instructional support review against Grow ELPT gains	ELPT growth data, ESL program review notes	Title I / Title III (if applicable)	ESL program documentation
Art integration and extracurricular enrichment programs	Rosters, projects, participation data	School Funds / Title IV Art Funds	Art rosters, extracurricular rosters

1.4 Student Support Services

Cherokee Elementary's comprehensive needs assessment identified two well-being-related concerns that directly affect academic outcomes: out-of-school suspensions rose to 27 in 2024-25 (up from 18 the prior year), and staff surveys flagged discipline and classroom disruption as an ongoing concern despite overall positive perceptions of family engagement and the TCM collaborative process. Parent and student surveys also indicated that good behavior "wasn't rewarded enough" to incentivize virtuous choices — a gap between the school's stated relational values and what students and families are experiencing day to day. In parallel, the Students with Disabilities subgroup remains flagged for Urgent Intervention Required (UIR) - Academics, meaning specialized instructional support is a well-being and an achievement priority this year.

Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation
Trinity Health Clinic on-site mental health services	Referral logs, SBLC tracker	District Funds	SBLC tracker, Healthy Behaviors Grant documentation
Tribes mentorship and behavior-support system	Class Dojo data, Student Success Committee minutes	Title I	RTI folders, student data trackers
Welcome Committee (student ambassadors, Gr. 2-5)	New-student transition feedback	District Funds	Open House packet materials
High-quality screeners for early SWD identification + SBLC referral pipeline	SBLC tracker, referral timeliness data	District Funds	SBLC tracker
Healthy Behaviors Grant (policy, social norms, environment)	Grant reporting metrics	District/Grant Funds	Monthly newsletter snippet, grant documentation

Strengthened positive-reinforcement behavior structure (in response to survey feedback)

OSS trend, stakeholder survey follow-up

Title I

Behavior incentive documentation, PS discipline reports

1.5 Student Opportunities

Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation
Extracurricular activities (Cheer, Basketball, Archery, 4-H, Art Clubs, etc.)	Sign-in sheets, extracurricular rosters	Title I Special Programs	Family engagement sign-in sheets, rosters
Art integration curriculum upgrade	Art rosters, projects, displays	School Funds / Title IV Art Funds	Art rosters, project documentation
5th grade transition activities with Brame Jr. High and local junior high visits	Walkthrough data, student registration outcomes	School Funds	Sign-in sheets, meeting notes
Bi-grade-level transition meetings	Percentage of family attendance	School Funds	Agendas, sign-in sheets

1.6 Multi-Tiered Systems of Support for Behavior

Narrative	Evidence of Effectiveness	Item(s), Funding Source(s) and Cost	Documentation
Tribes system (Tier 1 relationship-building and behavior expectations)	Class Dojo data, Student Success Committee minutes	Title I	RTI folders, student data trackers
Class Dojo behavior communication to parents	Parent engagement/response data	Behavior Incentives budget	Class Dojo reports
Quarterly behavior recognition events	Participation data, OSS trend	Title I	OnCourse discipline reports
Ripple Effects (Tier 2, OSS alternative)	OSS trend, referral/completion data	Title I	Special Programs report, master schedule
SBLC referral and screening (Tier 3)	SBLC tracker, referral timeliness	District Funds	SBLC tracker

1.7 Professional Development

Cherokee Elementary's comprehensive needs assessment identified teacher content-area expertise as a central factor in recent performance trends: 75% of grade 3-5 teachers were new to teaching and/or their grade/content over the past three years, contributing to both the prior School Performance Score decline and this year's Math and ELA proficiency declines. Professional development this year is designed to close that expertise gap directly, alongside continued support for the K-2 literacy and EL growth already underway.

Instructional Professional Development Teachers engage in weekly Teacher Collaborative Meetings (TCMs) focused on using success criteria and learning targets to evaluate student work and instructional effectiveness. Given this year's Math and ELA declines, TCMs will place specific emphasis on depth-of-standard planning and HQIM fidelity in those two content areas rather than general curriculum pacing. Teachers collaborate to plan lessons using Louisiana's Tier 1 curriculum to better meet the condition of the standards during each unit, and attend professional development conferences to build capacity in instructional strategies, materials, and curriculum, redelivering that learning to the full staff through conference redelivery agendas.

District-Embedded PD Rapides Parish School Board embeds professional development days in the school calendar, with district-led PD opportunities for teachers and administrators. Teachers also participate in content, leadership, and enrichment training at the annual Teacher Leader Summit in New Orleans.

Data-Driven Instruction Assessment data (LEAP, DIBELS, iReady, ELPT, and the new school accountability tracker) is reviewed regularly in TCMs to inform instructional decisions, identify students needing intervention, and monitor progress toward this year's identified priorities — particularly the Math proficiency reversal and the Students with Disabilities subgroup gap, both of which require close progress monitoring throughout the year rather than only at year-end.

Recruiting High-Quality Certified Teachers to a High-Needs School Cherokee recruits certified teachers through [district job fairs / stipend or incentive programs for Title I placement / grow-your-own or teacher residency partnerships / targeted recruitment for high-need certification areas such as Special Education and ESL — confirm which of these, if any, apply]. Given that the CNA identified new-to-grade/content staffing as a contributing factor in recent performance declines, particular attention will be given to recruiting teachers with demonstrated content expertise in grades 3-5 Math and ELA, and to recruiting or developing certified Special Education staff given the SWD subgroup's UIR-Academic status.

Retaining Effective Teachers Cherokee retains staff through consistent instructional coaching via weekly TCMs, conference redelivery that builds internal instructional capacity, and a positive, relationship-centered school culture (Tribes, family engagement, staff survey feedback indicating satisfaction with the collaborative TCM process). Teacher attendance — a proxy for staff engagement and stability — improved to 96.5% in 2024-25 (up from 96.3% the prior year), supported by a quarterly attendance incentive program that rewards perfect attendance each quarter.

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1.8 Student Transition

Cherokee Elementary serves grades PK-5, so transition strategies below focus on preschool-to- kindergarten and elementary-to-middle-school transitions; middle-to-high-school transition is not applicable at this grade span.

Preschool to Kindergarten Cherokee hosts an Open House before the school year begins, giving incoming families - including those transitioning from preschool - the opportunity to meet teachers, learn routines and schedules, and explore school-based involvement opportunities before the first day. [Additional PK-to-K specific strategies and supports are PK classroom visits to kindergarten and joint PK/K teacher TCM meeting weekly.

Elementary to Middle School 5th grade students participate in transition activities with Brame Jr. High, and are visited by local junior high representatives who discuss the different program and pathway options available to them as they move into secondary school to help students find the best fit for their interests and needs. Grade levels also participate in 2-3 bi-grade-level meetings annually, designed to support students' social and academic transition from one grade to the next, building continuity in expectations and routines as students move up through the school and eventually out to middle school.

School-wide Transition Support The Open House held before the start of the school year serves all incoming and returning families, giving parents, families, and students the chance to meet teachers and explore school-based involvement opportunities regardless of which transition point they're navigating. Community events are hosted quarterly for the Ash feeder system which allows students to interact at all level of the system they should move up in.