

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: _____ **School Name:** _____

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: _____

Date of Plan Update: _____

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.

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.

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.

*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:	Indicator(s)	Data Source	Baseline SY 23-24	Target SY 24-25	Target SY 25-26
LEAP 2025 achievement-level data	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:					
Measure:	Indicator(s)	Data Source	Baseline SY 23-24	Target SY 24-25	Target SY 25-26
	1.				
	2.				
	3.				
Goal 2:					
Measure:	Indicator(s)	Data Source	Baseline SY 23-24	Target SY 24-25	Target SY 25-26
	1.				
	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.

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)?

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.

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

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?

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)?

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

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?

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

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

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

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.

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**?

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

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

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

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

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?

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

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)?

Approvals

School Approval

Approval Name: _____

Approver Title: _____

Signature: _____

Date: _____

LEA Approval

Approval Name: _____

Approver Title: _____

Signature: _____

Date: _____

LDOE Approval

Approval Name: _____

Approver Title: _____

Signature: _____

Date: _____