

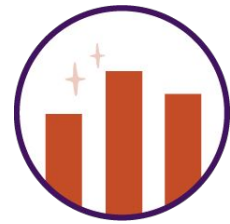
CSI/TSI Plans and Implementing Successful Strategies to Ensure School Improvement

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Please use this form to add any burning questions you already have about the CSI/TIS plan.



Session Objectives



Today we will

- understand the role of the CSI/TSI plans in strengthening system coherence.
- define the evidenced-based structures of instructional leadership teams and teacher collaboration.
- identify high-quality data sources and analysis processes for effective needs assessment.
- identify elements of school improvement goals that target identified needs and focus on student outcomes.

Why do we plan?



“Planning is bringing the future into the present so that you can do something about it now.”

– Alan Lakein
American Author

CSI/TSI Plan

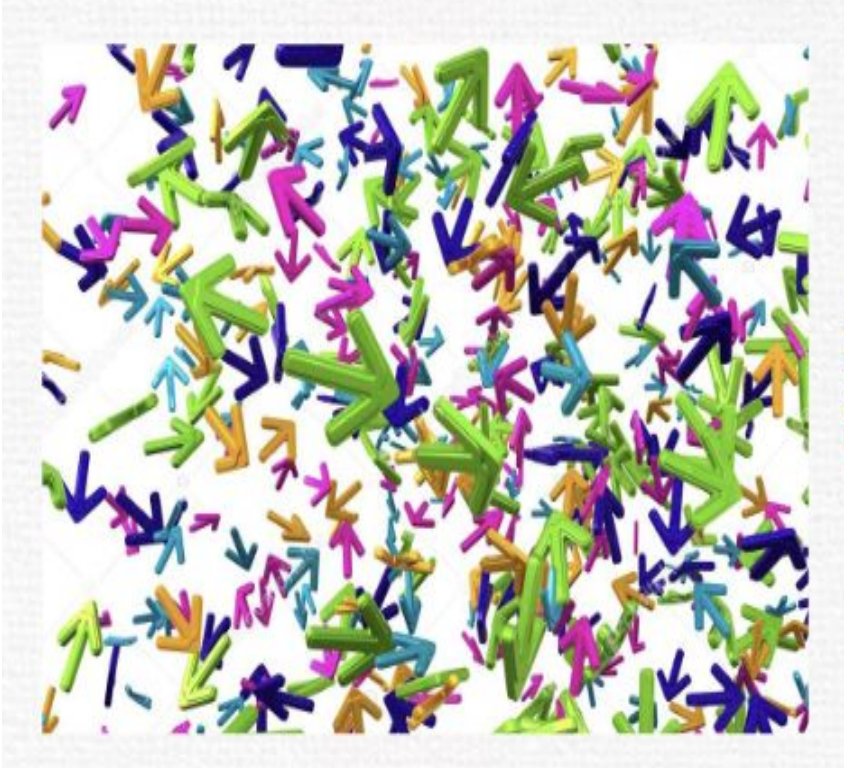


ESEA section 1111(d)(1)(B) requires LEAs, in partnership with stakeholders (including principals and other school leaders, teachers, parents, and, as applicable, Tribes), to develop and implement a plan for a school identified for CSI (CIR-A and UIR-A) to improve student outcomes.

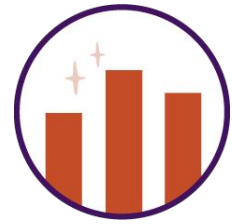
1. is informed by all indicators described in ESEA section 1111(c)(4)(B), including **student performance against State-determined long-term goals**;
2. includes **evidence-based interventions**;
3. is based on a **school-level needs assessment**;
4. identifies resource inequities, which may include 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.

Reflection



System Coherence



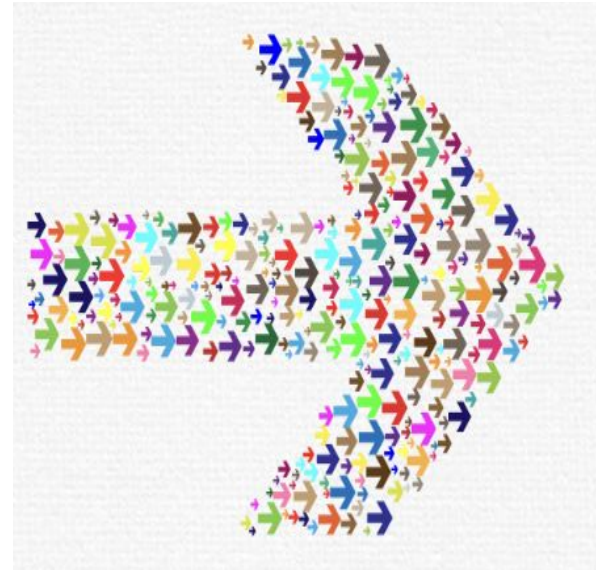
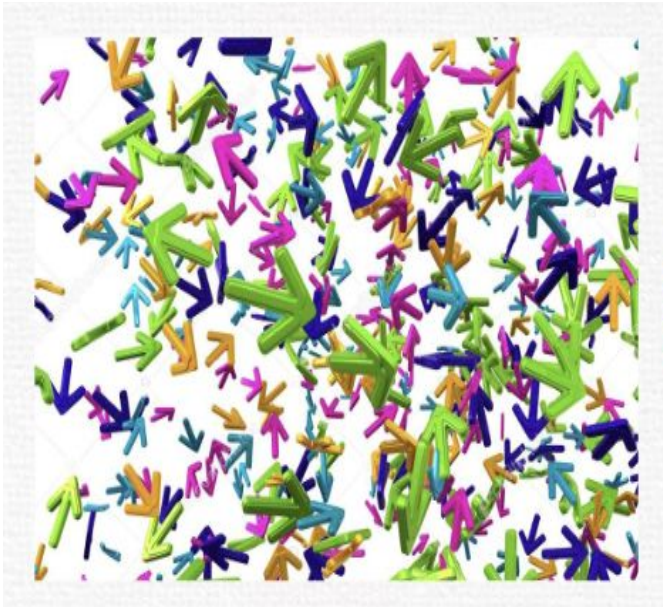
System coherence is what is in the minds and actions of people individually and collectively around “the work”. Coherence can be achieved through purposeful action and interaction, working on capacity, clarity, precision of practice, transparency, monitoring of progress, and continuous correction.

What Research Tells Us



- “More coherent instructional systems supported teacher confidence while incoherence evoked frustration and anxiety” (RAND Study - March 28, 2024)
- Over 20 years of research, coherence is what distinguished the most effective school systems from others. (Fullen & Quinn, 2020)
- “Most districts seemed to work on vision, alignment, and aspirations for all students but did not have a systematic way of going about making it happen.” (Fullen & Quinn, 2020)
- Over five years, Peters Elementary School System in Garden Grove, California, made significant gains with double-digit increases in literacy. Coherence was the focus. Goals were clearly articulated along with establishing strategies, defined roles, and progress monitoring processes (AASA - June 2016)

**Clear Vision and Priorities
+ Aligned Action Steps
= System Coherence (Improved Student Learning)**

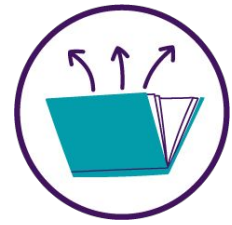


Evidenced-Based Structures

Instructional Leadership Teams
Teacher Collaboration



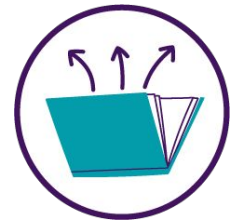
Professional Learning to Achieve Goals



High-Quality Professional Learning (HQPL) is led by a knowledgeable facilitator using a cycle of learning over a period of time and includes ongoing collaboration and coaching, and transfer into classrooms. HQPL begins with student and teacher academic needs and supports the implementation of high-quality instructional materials, leading to increased student outcomes.

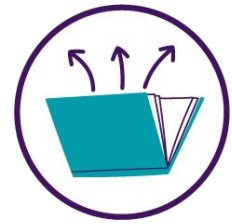
Source: [LDOE 2024 Professional Learning Roadmap](#)

Instructional Leadership Teams



- Focus on **building capacity** and **making decisions**
- Consist of **leaders who serve in various capacities** across the school or school system
- Members **consistently** engage in collaborative actions to identify and meet student, teacher, and leader needs
- Established ILTs meet regularly to discuss:
 - improving educational outcomes through **analysis of student, teacher, and leader data**
 - incorporating best practices for **high-impact strategies to support implementation of high-quality instructional materials**
 - providing school and school system level leaders with **regular, high-quality feedback** and support through an observation/coaching cycle

Teacher Collaboration



Teacher collaboration is **job-embedded, professional learning** led by a skilled facilitator and brings together like groups of teachers to build expertise in

- the **implementation of high-quality instructional materials**;
- the **needs of students and teachers** using both student and teacher data and work samples; and
- how to best meet students' needs during **core instruction, tutoring, and intervention time**.

Teacher collaboration is transferred into classroom practice by **ongoing coaching and support** following each meeting.

Ideally, teacher collaboration sessions occur **weekly**.

Making Connections to CSI Plan



Critical Category: Effective Workforce

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.
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**?

Instructional Needs Assessment

What should needs assessment look like?
What data should be included?



System & School-Level Planning

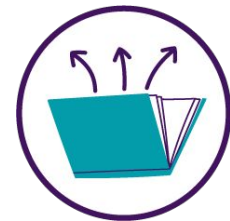


Prior to implementing strategies for improvement, leaders must first:

- Review student and teacher data to determine strengths and needs.
- Set instructional goals connected to the implementation of high-quality instructional materials (HQIM).
- Identify which instructional stakeholders could best be leveraged to reach those outcomes.

Source: [LDOE 2024 Professional Learning Roadmap](#)

Examples of High-Quality Data Sources



- LEAP
- Screener
 - DIBELS
- Curriculum-embedded assessments, such as:
 - Math end-of-module assessments
 - ELA culminating writing tasks
 - Scientific argument writing task
 - Social studies performance task
- Student work samples from daily HQIM activities/assignments
 - Independent student work
 - Exit tickets
- Classroom observations

Making Connections to CSI Plan



Overall Vision & Goals

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

Critical Category: Effective Workforce

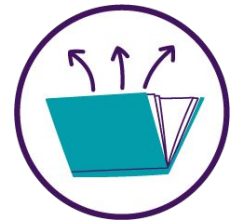
2. What changes do you plan for your approach to talent building for leadership and educators to achieve the vision outlined above, and how are they informed by your analysis of qualitative and quantitative evidence in your needs assessment (if applicable)?

Instructional Goals for Improvement

What are critical elements of strong goals?
What should be considered when creating goals?



Establishing Goals

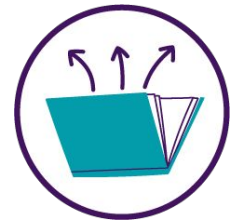


Critical Elements for Instructional Goals:

- Reflect on specific student and/or educator needs
- Measurable in terms of student achievement and indicate specific growth
- Based on most current quantitative data and the implementation of HQIM
- Contain a specific window of goal attainment

Source: [LDOE 2024 Professional Learning Roadmap](#)

Example Goal from CSI Plan Template



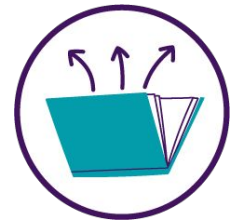
State the Goals

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

Sample Instructional Goals Aligned to CSI Goal



By May 2025, the percent of students scoring mastery-level on curriculum-embedded assessments will increase from 38% to 75%.

By May 2025, the overall reading proficiency of K-2 students will increase from ___% to ___% as measured by DIBELS assessments.

By May 2025, diverse learners will....

Making Connections to CSI Plan

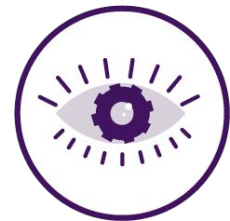


Critical Category: Instruction

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?

Critical Category: System Supports

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



Implement Learning

Consider how today's learning can:

- inform school-level support you provide to school leaders.
- inform questions you may pose to school leaders as you guide the CSI development process.
- guide your internal CSI plan review process.

What is a next step you plan to take?

Thank you!

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Please contact SchoolImprovementDivision@la.gov with questions

