

## **Comprehensive School Improvement Plan Systems Review (Audit)**

The local board of education adopts and district leadership implements a Comprehensive School Improvement Plan (CSIP) to ensure the achievement and success of all students (Governance-2).

**Essential Function #1: The local board of education and administration in collaboration with internal and external stakeholders, uses qualitative and quantitative data, to create a written board approved CSIP, which is utilized in making decisions throughout the district.**

Key Elements for Essential Function #1:

1. Written Plan Board of Education Approved
2. Internal and External Stakeholders Input
3. Use of Quantitative and Qualitative Data (Needs Assessment)
4. Measurable Goals Based on Root Cause Analysis
5. Goals Institutionalized—Used for Decision-making
6. School Improvement Plans and Program Plans Aligned with CSIP

Possible Evidence:

1. Board Agenda and Minutes
2. The Formal Plan (CSIP)
3. Needs Assessment/Data Analysis (qualitative and quantitative)
4. School Improvement Plans
5. Program Evaluations and Improvement Plans
6. District and Building Level Budgets
7. Professional Development Plan
8. Interviews
9. Regional School Improvement Team Minutes (if appropriate)

Possible Questions:

1. Is there a written, board of education approved, Comprehensive School Improvement Plan (CSIP) with clear statements of vision and mission?
2. Does the CSIP contain the following components: beliefs and vision, a mission statement, data analysis, measurable goals, strategies, action steps, funding, and a plan for implementing, monitoring, evaluating, and revising that includes parties accountable and timelines?
3. Is there a CSIP advisory committee that includes internal and external stakeholders?
4. What internal and external data /information (Needs Assessment) was used to determine the areas of focus?

5. Does the plan have clear goals and targets that define successful outcomes (goals) that are achievable, but also challenging?
6. Are school improvement plans aligned to the district's CSIP?
7. Are the CSIP goals used in making decisions for operations for the governance of the district?
8. Are daily activities performed by various personnel reflective of the CSIP goals?

Essential Function #1:	Exemplary Implementation:	Fully Implemented:	Partially implemented:	Little or No Implementation:
<p><b>The local board of education and administration in collaboration with the staff and community, use qualitative and quantitative data to create a written, board approved CSIP, which is utilized in making decisions throughout the district.</b></p>	<div style="text-align: center;"></div> <p><b>Evidence indicates the district uses the CSIP process in all operations of the governance of the district.</b></p>	<div style="text-align: center;"></div> <p><b>Evidence indicates the district uses the CSIP process in most operations of the governance of the district.</b></p>	<div style="text-align: center;"></div> <p><b>Evidence indicates the district is beginning to align all systems within the district to the CSIP.</b></p>	<div style="text-align: center;"></div> <p><b>There is little or no evidence the district is utilizing the CSIP to drive decision making in the district.</b></p>

**Comments/Concerns/Suggestions:**

**Essential Function #2: The local board of education utilizes the CSIP to monitor progress and continuous improvement of the district.**

Key Elements for Essential Function #2:

1. Process for Monitoring Goals Clearly Established
2. Individual(s) Responsible for Monitoring Goals Identified
3. Timelines for Monitoring Goals
4. Reporting to Board of Education—Scheduled Regularly
5. Process for Monitoring Strategies Clearly Established
6. Individual(s) Responsible for Monitoring Strategies identified
7. Timelines for Monitoring Strategies
8. Process for Making Adjustments/Changes in Strategies Identified

Possible Evidence:

1. Board Agenda and Minutes
2. RSIT/Focus Meeting Minutes (if appropriate)
3. The CSIP Formal Plan (monitoring dates, notes, etc.)
4. Interviews
5. Data Checks
6. Survey Results
7. Program Evaluations

Possible Questions:

1. Who is in charge of the implementation of each strategy to fidelity in the plan?
2. Who is monitoring the progress on each strategy in the plan and how often?
3. Are there formal tools used to manage progress on goals and timelines?
4. Who is monitoring and documenting the overall progress on each CSIP goal and how often?
5. Can the leaders who are monitoring determine how and why they are on/off track?
6. Are there systems for rewards or consequences for meeting or missing outcome targets?
7. Is progress on the CSIP goals reported to the Board of Education and if so how often?

Essential Function #2:	Exemplary Implementation:	Fully Implemented:	Partially Implemented:	Little or No Implementation:
<p>The local board of education utilizes the CSIP to monitor progress and continuous improvement of the district.</p>	<div style="text-align: center;"></div> <p>The board of education reviews progress toward the goals of the CSIP at least quarterly. All board of education decisions are consistent with the CSIP.</p>	<div style="text-align: center;"></div> <p>The board of education reviews progress toward the goals of the CSIP at least twice yearly. All board of education decisions are consistent with the CSIP.</p>	<div style="text-align: center;"></div> <p>The board of education annually considers the CSIP for planning purposes. The budget and other processes within the district are not consistently coordinated with the CSIP.</p>	<div style="text-align: center;"></div> <p>There is little or no evidence that the board of education uses the CSIP to drive continuous improvement in the school district.</p>

Comments/Concerns/Suggestions:

Essential Function #3: The building/school leadership team and instructional staff utilize their CSIP-aligned building/school improvement plan to monitor progress and continuous improvement:

Key Elements for Essential Function #3:

1. Each School has an Improvement Plan
2. School Improvement Plan(s) are Aligned with District CSIP
3. Progress Monitored and Adjusted as Needed

Possible Evidence:

1. The Formal School Improvement Plan
2. Data Team Agendas and Meeting Minutes
3. Leadership Team Meeting Minutes
4. Building Budget and Expenditures
5. PLC Documentation
6. Professional Development Plan
7. Data Checks
8. Program Evaluations
9. Focus School Meeting Notes (if applicable)
10. Interviews

Possible Interview Questions:

1. Is the school improvement plan aligned with the district's CSIP plan? If so, how?
2. How were the school's goals determined?
3. Who was involved with determining the school's goals?
4. Are building decisions made based on the school improvement plan? Please share an example.
5. Are building expenditures based on the school improvement plan?
6. Who is monitoring each of the goals in the school improvement plan? How often?
7. Who is in charge of implementing each strategy in the plan and how often are they monitored?

Essential Function #3:	Exemplary Implementation:	Fully Implemented:	Partially Implemented:	Little or No Implementation:
<p>The school leadership team and instructional staff utilize their CSIP-aligned school improvement plan to monitor progress and continuous improvement.</p>	 <p>The school leadership team and instructional staff review progress of the CSIP-aligned school improvement plan at least quarterly. All instructional decisions are consistent with the school improvement plan and monitored through the leadership team.</p>	 <p>The school leadership team and instructional staff review progress of the CSIP-aligned building improvement plan at least twice yearly. All instructional decisions are consistent with the building improvement plan and monitored through the leadership team.</p>	 <p>The school leadership team and instructional staff annually consider the CSIP-aligned school improvement plan.</p>	 <p>There is little or no evidence that the building leadership team and instructional staff team uses the CSIP-aligned school improvement plan to drive continuous improvement.</p>

Comments/Concerns/Suggestions:

Other Reflective Questions:

1. What are some of the obstacles that the district had to overcome through the development, implementation, monitoring, and evaluation of the CSIP?
2. As you reflect on the CSIP process, what are some of the positive things that have occurred?
3. What additional supports could the Department of Elementary and Secondary Education assist your district with, as you endeavor to graduate every student prepared for success via a continuous improvement cycle?
4. Did you engage an outside entity in the CSIP development? If so, how did that work? What did you learn?
5. How will your CSIP look different in the next 2-5 years? What have you learned that will help you?

CSIP Audit Process:

- All districts/schools are encouraged to utilize this rubric for self-monitoring.
- A district may request a formal CSIP Systems Review Audit by contacting his/her area supervisor.

- If the Department of Elementary and Secondary Education requires a CSIP Systems Review Audit, the Department will notify the district in writing. This letter will include a schedule and the items that must be submitted to the Department in advance of the onsite review. The district will submit the CSIP to the Department no later than two weeks prior to the on-site review.
- The Department will review the submitted CSIP focusing on the following areas:
  - Does the CSIP address the issues of concern that have been identified by the APR and the needs assessment?
  - Does the CSIP include the individual(s) responsible for the implementation and who is held accountable?
  - Does the plan incorporate other federal and/or state required content, such as Career Technical Education?
  - Does the plan crosswalk to other district plans, such as the professional learning plan, technology plan, etc. so that a consistent message is being delivered?
- The Department will host a one to two day on-site review utilizing the CSIP guidance document as a reference. This onsite review should include an orientation by the Superintendent to explain the CSIP and current status. The on-site review will include interviews of randomly selected staff members.
- Upon the completion of the on-site review the district will receive a summary of the initial finds of the review.
- A final report with recommendations will be sent to the district Board of Education, the Superintendent, and the RSIT (if appropriate) within two to four weeks.

For additional questions and/or comments, please feel free to contact the Missouri School Improvement Section of the Missouri Department of Elementary and Secondary Education at 573-751-4426.