

Department of Elementary and Secondary Education

Proposed Missouri School Improvement Program Standards

Strategic Priorities and Continuous Improvement System

The primary goal of the Department of Elementary and Secondary Education's (DESE) Show-Me Success Plan is *all Missouri students will graduate ready for success*. There are three strategic priorities in the Show-Me Success Plan.

Access, Opportunity, Equity

Provide all students access to a broad range of high-quality educational opportunities from early learning into post-high school engagement.

Teachers and Leaders

Prepare, develop and support educators to ensure an effective teacher in every classroom and an effective leader in every school.

Efficiency and Effectiveness

Create an internal environment of continuous improvement, effective programming and efficient business operations.

DESE's Continuous Improvement System is committed to supporting educators in implementing effective, evidence based practices in Missouri's schools with the Theory of Action being *improved student learning for every student in every school*.

The standards for the Missouri School Improvement Program (MSIP) are organized in alignment with the five pillars of the Continuous Improvement System, Leadership; Effective Teaching and Learning; Collaborative Culture; Data-based Decision-Making; and Alignment of Standards, Curriculum and Assessment. In addition to those areas, a set of standards has been grouped around equity to ensure that each student has access to high-quality educational experiences.

Leadership (L)

Strong leaders set the vision and influence direction at every level of the organization to create and support a culture of teaching and learning for continuous improvement.

Effective Teaching and Learning (TL)

Effective academic, behavior and social skill practices, supported by research and meeting the needs of each student, lead to the highest levels of student learning.

Collaborative Culture and Climate (CC)

Shared values and common goals are the foundation of a collaborative climate and culture of systemic growth and improvement within an education system.

Data-Based Decision Making (DB)

Accurate, relevant measures across multiple points in time provide the basis for informing on progress, setting goals, and guiding decisions, leading to improved student learning.

Alignment of Standards, Curriculum and Assessment (AS)

Connection, clarity and coherence must exist among standards, curriculum and assessments in order to provide accurate and actionable information regarding student learning.

Equity and Access (EA)

Provide all students access to a broad range of high-quality educational experiences from early learning to post-high school engagement.

For the Reader:

Standards highlighted in yellow are leading indicators to be evaluated. Standards highlighted in blue are student performance standards to be evaluated.

Department of Elementary and Secondary Education—MSIP 6 Standards

Leadership (L)

1. (L) Continuous School Improvement Planning

The local board of education annually adopts and leadership implements a Comprehensive School Improvement Plan.

2. (L) Operations and Resource Management

School leadership manages school operations and resources to promote each student's academic success and well-being.

3. (L) Board of Education Leadership

The local board of education engages in role-specific continuous learning and self-evaluation.

4. (L) Shared Vision, Mission, Core Values

Leaders develop, advocate for and enact shared vision, mission and core values to promote high-quality education, academic success and well-being of each student.

5. (L) Academic Success and Well-Being for Each Student

Leaders cultivate an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.

6. (L) Ethics

The local board of education and staff act ethically to promote fairness and integrity.

7. (L) Board of Education Policy

The local board of education establishes policy that ensures legal compliance and provides a policy framework within which the school operates.

8. (L) Superintendent Roles and Responsibilities

The local board of education hires the superintendent to serve as chief administrative officer of the school system and annually evaluates the superintendent's job performance based on clear, written, and measurable targets aligned with school system goals.

9. (L) Cost-Effective Resource Management

The local board of education ensures that the school system's resources are managed in accordance with the system's priorities.

10. (L) Personnel and Program Evaluation

The school system ensures that effective systems of evaluation are in place for personnel and programs.

11. (L) Communication

The local board of education, leadership and staff communicate with all stakeholders.

Effective Teaching and Learning (TL)

1. (TL) Success-Ready Students

Students and identified student groups demonstrate on-track performance on multiple measures of success by meeting or exceeding the state standard and/or demonstrating the required improvement.

2. (TL) Teacher/Leader Standards

The school system adopts and implements teacher and leader standards, aligned to state standards, to ensure effective instructional staff for each student.

3. (TL) Effective Instructional Practices

Instructional staff routinely provide effective instruction designed to meet the needs of each learner.

4. (TL) Multi-Tiered System of Support

Students are provided with a comprehensive multi-tiered system of support that addresses the academic, emotional, behavioral, social and physical needs of each student.

5. (TL) Professional Learning

Professional learning supports effective instructional practices.

6. (TL) Use of Technology to Improve Instruction

The school ensures that technology effectively supports teaching and learning.

Collaborative Climate and Culture (CC)

1. (CC) Culture of High Academic and Behavioral Expectations

The school establishes a culture focused on learning, characterized by high academic and behavioral expectations for each student.

2. (CC) Safe, Orderly and Caring Environment

The school provides a safe, orderly and caring environment in which all stakeholders are treated with respect and have a sense of ownership of their work and learning.

3. (CC) Collaborative Partnerships

Collaborative opportunities and relationships mobilize community resources, improve the quality of education and maximize resources.

4. (CC) Parent/Guardian Involvement

The school is intentional in providing opportunities for parents/guardians to learn about the intellectual and developmental needs of their children, at all ages, and to participate constructively in their children's education.

5. (CC) Community Collaboration

The school community collaborates to demonstrate shared vision, mission, values and goals for promoting high expectations, enhancing and sustaining a positive school environment.

Data-Based Decision Making (DB)

1. (DB) Data Submission

The school system submits data required by DESE in an accurate and timely manner.

2. (DB) Improvement of Curriculum, Instruction and Assessment

School leaders improve instruction through the development of the professional staff capacity to implement rigorous and coherent systems of curriculum, instruction and assessment.

3. (DB) Continuous and Innovative Improvement

School leaders are intentional agents of continuous and innovative improvement to provide relevant learning experiences that promote academic success.

4. (DB) Climate and Culture Data

Leaders gather school climate and culture data from all stakeholder groups, analyze and shares the results, and implement strategies for improvement.

Alignment of Standards, Curriculum and Assessment (AS)

1. (AS) Viable Curriculum Aligned to Missouri Learning Standards

Staff implement a comprehensive, rigorous, guaranteed, and viable board-approved curriculum, aligned to the Missouri Learning Standards where applicable, for all instructional courses and programs.

2. (AS) Assessments Aligned to Missouri Learning Standards

Staff implement a comprehensive assessment program, including state required and locally selected assessments.

3. (AS) High-Quality Early Learning

Leaders ensure that the birth through prekindergarten population has access to high-quality early learning experiences.

4. (AS) High-Quality Career Technical Education

The school is intentional in providing relevant, high-quality career and technical education based on students' Individual Career and Academic Plans.

5. (AS) Interpersonal Skills

The school prepares students through the development of essential interpersonal skills.

6. (AS) Comprehensive School Counseling Integrated as Part of the Instructional Program

The Comprehensive School Counseling Program is an integral to academic and personal support for students.

7. (AS) Library Media Services

Library Media Services (LMS) support instruction.

Equity and Access (EA)

1. (EA) Academic Achievement

The school administers a comprehensive and balanced assessment program, including those required by the Missouri Assessment Program (MAP), to measure academic achievement and demonstrate improvement in the performance of each student over time.

2. (EA) Graduation Rate

The school ensures all students successfully complete high school.

3. (EA) Follow-up Rate of Graduates

The success of student preparation for postsecondary work and education is monitored by collecting and responding to follow-up data on their graduates.

4. (EA) Equity of Educational Experiences

Leaders ensure the equity of educational experiences for all students.

5. (EA) Appropriate Certification and Licensure

Students are provided equitable access to effective educators.

6. (EA) Class Size and Assigned Enrollments

The local board of education ensures enrollments are consistent with both class-size and program standards (including federal program requirements) and total enrollment requirements.

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