



*Comprehensive School  
Improvement Plan*

**CSIP**

**Guidance Handbook**

2014

Missouri Department of Elementary and Secondary Education

## Top 10 by 20

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In 2010, the Missouri Department of Elementary and Secondary Education (Department) launched *Top 10 by 20*, a major improvement effort that aims for student achievement in Missouri to rank among the top 10 states by 2020. While past success can provide a foundation for future achievement, it is not a guarantee. The challenge to excel is ongoing and the demand for change and improvement never abates. The state is committed in supporting each district to bring about improvements in student achievement.

The quality of life in any community is dependent upon the performance of its public schools. When it comes to building and maintaining quality communities, schools come first. The key to our success in transforming education in Missouri will reside in our ability to focus on a few goals with a few strategies that are done with precision and fidelity. These few goals will focus on the vision of every child proficient and prepared for success. This vision will be measured by indicators of proficiency, growth and closing gaps among student groups. While visions are great, they have no meaning unless there are measures of progress and accountability for results. It is this work—and the commitment of all stakeholders—that will get Missouri to the Top 10 by 20.

The goal of being in the Top 10 by 20 rests on the state and each individual district. The Comprehensive School Improvement Plan (CSIP) is the tool districts utilize to prioritize improvement needs for students to be academically successful and college and career ready.

The Missouri education reform plan, Top 10 by 20, includes these strategic goals:

1. All Missouri students will graduate college and career ready.
2. All Missouri children will enter kindergarten prepared to be successful in school.
3. Missouri will prepare, develop and support effective educators.
4. The Missouri Department of Elementary and Secondary Education will improve departmental efficiency and operational effectiveness.

The fifth version of the Missouri School Improvement Program (MSIP 5) Performance standards and incremental targets were specifically set at a trajectory to put Missouri in the Top 10 by 20. Each district can utilize the Annual Performance Report (APR) outcomes for planning purposes and determining where the district stands in supporting Missouri's goal. The MSIP 5 Performance standards and targets will guide Missouri's continuing school-improvement efforts as we work together to reach our goal of improved student achievement!

# TABLE OF CONTENTS

<b>Concept of the CSIP .....</b>	<b>4</b>
<b>Developing a CSIP .....</b>	<b>5</b>
<b>RATIONALE FOR PLANNING.....</b>	<b>5</b>
<b>PLANNING .....</b>	<b>5</b>
<b>PROCESS .....</b>	<b>6</b>
<b>ORGANIZING A WRITTEN PLAN .....</b>	<b>6</b>
<b>PLAN COMPONENTS .....</b>	<b>6</b>
<b>Description of the Planning Process .....</b>	<b>7</b>
<b>Beliefs/Vision .....</b>	<b>7</b>
<b>Mission Statement .....</b>	<b>7</b>
<b>Data Analysis (Internal and External Factors).....</b>	<b>7</b>
<b>Measurable Objectives (Goals) .....</b>	<b>8</b>
<b>Strategies .....</b>	<b>8</b>
<b>Action Steps.....</b>	<b>8</b>
<b>Funding.....</b>	<b>8</b>
<b>Implement, Monitor, Evaluate and Revise.....</b>	<b>8</b>
<b>BUILDING LEVEL PLANNING.....</b>	<b>10</b>
<b>SUBMITTING THE PLAN .....</b>	<b>10</b>
<b>Conclusion .....</b>	<b>11</b>
<b>Example Forms.....</b>	<b>12</b>

*The purpose of this Comprehensive School Improvement Plan Guidance Handbook is to provide districts with guidance to develop a district CSIP that is focused and effective. The information provided in this document encourages a process and format which provides continuous improvement for students.*

## Concept of the CSIP

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The fifth version of the Missouri School Improvement Program 5 (MSIP 5), the state's accountability system for reviewing and accrediting public school districts, outlines the expectations for student achievement with the ultimate goal of each student graduating ready for success in college and careers. The MSIP accountability system was established in 1990 and has evolved with each version. The MSIP 5 rule approved in August 2011 outlines the expectation for an improvement plan.

### **5 CSR 20-100.105(4) Missouri School Improvement Program - 5**

*As a condition of receiving a classification designation other than unaccredited, each school district reviewed under the MSIP must maintain a current school improvement plan in a format approved by the department. Districts identified through the MSIP as needing improvement must submit a school improvement plan for approval by the department.*

The transition to MSIP 5 included revising the Resource, Process and Performance Standards for Missouri school districts. The Performance Standards are designed to recognize the achievement and continuous growth of ALL students as they prepare for a global economy. MSIP 5 Resource and Process Standards are designed to promote continuous improvement and innovation within each district. The Process Standards are often qualitative in nature. The MSIP 5 Resource and Process Standards were adopted in September 2012 by the State Board of Education. The Process Standards outline the expectation of an improvement plan through the CSIP.

### **Governance-2—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.**

1. The local board of education and district leadership, in collaboration with the community, use qualitative data, quantitative data, and evaluation results to create a written, board-approved CSIP which drives improvement in student learning and guides the overall improvement of its educational programs and services.
2. The school district maintains a current CSIP that includes all of the required components.
3. There is a written evaluation process for the CSIP and the CSIP is regularly evaluated and updated.
4. The local board of education utilizes the CSIP to monitor progress and continuous improvement of programs and services.

The CSIP serves as a long-range planning tool for addressing student performance and describes a specific set of actions to be undertaken relative to these issues. It is not a document that simply identifies “what” the measurable objectives/goals for improvement will be; it is a document that details “how” the district intends to make the desired improvements. The CSIP is a means of determining how districts are ensuring that all students are college and career ready.

The expectation of the Department is all districts have a CSIP. Those districts who have been identified as needing a “Department approved” CSIP will receive specific criteria and guidance regarding the components of the plan. Those districts will work directly with the Department’s Area Supervisor from their region on plan development. Once approved by the Area Supervisor, the plan will be submitted by the district to the Department.

The state is interested in continuous effort being made by each district to bring about improvements in student achievement. The CSIP is the means through which this improvement is most likely to occur. Many districts have developed their own format and processes for the CSIP plan. A district’s CSIP plan will only be reviewed for MSIP purposes when determined by the Department. The Department will annually review student achievement data which could generate a need for a “Department approved” CSIP.

# Developing a CSIP

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## **RATIONALE FOR PLANNING**

The CSIP should detail the district’s plan to mobilize resources, redefine effective practices, and incorporate effective strategies and services identified to produce higher student performance as measured by the MSIP 5 performance indicators. A CSIP may also incorporate existing programs and services which are effective in producing high student performance. A CSIP is created by a district to serve as a “road map” for the long-range improvement the district hopes to realize over a three to five year period. The CSIP plan should be driven by data and designed to increase student performance.

No one plan fits all districts. The Department will outline components expected in a plan; however, each district will format and design its plan in a way that will be most effective for their district. Before developing or revising a CSIP, the district should consider how it will organize two key parts of its effort: the planning process and the written document or product of planning. The following guidance will assist districts engaged in the creation or revision of a CSIP in developing a better understanding of both the process and the product or plan document.

## **PLANNING**

It is important to remember that creating a CSIP charts the course for improved student performance. Having broad input into the plan for change is important to ensure all stakeholders are informed and held accountable to the plan. Planning should be focused on three to five key goals with a few strategies that are implemented with precision and fidelity to improve student achievement. The planning process is an opportunity to form a collaborative and effective culture with shared commitment and responsibility.

Districts should identify individuals who will assume leadership responsibilities in the process and those who will be a part of the collaborative team. The CSIP team should include all key stakeholders; the community, members of the district’s staff, and the board of education. To implement a highly effective plan, everyone in the district must understand the goals, expected outcomes, have vital roles of interdependency and share the same vision. It is essential that the team reflect a cross-section of the community if the plan is to be accepted by the community at large and those who must later implement the plan.

The planning process is a step-by-step set of actions that lead to the development of focused goals for improved student achievement. The document describes how the district will accomplish these goals and articulate the procedures and actions the district will take to accomplish them.

Beyond the collaborative planning and leadership team, a broader base of participation can be accomplished by establishing subcommittees to develop the action steps/activities for one or several of the strategies identified by the planning team. The planning team should approve the work of these subcommittees to ensure the work is consistent with the vision for improvement that was previously established by the planning team.

Once the CSIP is developed, it will serve as the guiding plan for the entire district. The CSIP will be used to guide and align building level plans and the building level plans guide the classroom/grade level plans or goals. At each level, the planning process aligned with the district’s CSIP becomes its focus.

Regular review and evaluation of the plan is essential for effective implementation. The review will provide feedback to school boards, stakeholders and implementers of the plan supported with data benchmarks. Assisting a collaborative team through the planning process requires a leader with special skills in group dynamics and group processes. The facilitator is responsible for moving the team through the process and not for developing the plan. The team should assume responsibility for developing the plan.

## PROCESS

The planning process will provide needed structures and processes to support continued growth to ensure that every school in the district is a high performing school. Research supports a process for planning. The process will include, but will not be limited to, eight (8) steps as illustrated below. The Department acknowledges there are multitudes of effective planning practices. Should a district choose to use other effective planning practices, the plan must identify how the district used both processes and data to identify goals for academic improvement. Additionally, the planning process must identify how the plan will be implemented, by whom and how it will be monitored and modified based upon student results.

### Example Steps for the Planning Process:

Steps	Description
Orientation and Readiness	Build a common understanding and ownership for the school system improvement process.
Collect, Sort and Select Data for Review	Gather information from multiple indicators (achievement, demographic, perception, and contextual) and decide what data is most pertinent to the process.
Clarify the Root Causes and Prioritize Needs	Make data-driven decisions about areas of focus to achieve a desired and preferred future.
Study and Select Research Based Best Practices	Conduct extensive research to find strategies and rationale for its use to improve learning in each goal area.
Set Goals and Create Action Plans for Each Goal	Identify most critical goals for student achievement based on identified challenges (specific, measurable, achievable, relevant and timely).
Implement the Plan	A planned procedure to launch a specific action which will focus on achieving a prompt measured success to build momentum for future actions.
Monitor	Track progress of planned activities and tasks to see if desired outcomes are being accomplished within given timelines.
Review the Impact on Student Achievement and Revise Needs	A routine system to determine the effectiveness of the improvement plan with opportunities to celebrate successes and to address areas of continued concern.

## ORGANIZING A WRITTEN PLAN

Many planning models could be used for the development of a CSIP. However, a district should include programs that rely on the CSIP for compliance such as vocational education, special education and the federal program application process. Districts should develop improvement plans that include the requirements from these programs.

Districts may elect to create action steps/activities as a part of the initial development of the CSIP or may elect to develop action steps/activities each year. Specific terminology describing the process steps varies among the many planning models.

The district's CSIP should be a detailed "road map" of actions a district will take during the next three to five years to improve student performance as evidenced by the MSIP 5 performance indicators. It provides a detailed outline for planned, organized, systematic change including how a district will apply its financial and personnel resources to support the district goals and measurable improvement outcomes.

## PLAN COMPONENTS

The following are typical components of a district's CSIP.

1. Description of the Planning Process
2. Beliefs/Vision
3. Mission Statement
4. Data Analysis (Internal and External Factors)

5. Measurable Objectives /S.M.A.R.T. Goals
6. Strategies
7. Action Steps
8. Funding
9. Implement, Monitor, Evaluate and Revise

### **Description of the Planning Process**

The district should describe how the planning process was organized, people involved in the planning, and the person(s) providing leadership.

### **Beliefs/Vision**

The district should create a list of beliefs regarding students and student learning. These beliefs will describe, in brief statement form, the fundamental values of the district. These beliefs are a constant focus and guide of the CSIP. This component is important because it clarifies what the district values. These belief and vision statements will be used later in determining whether proposed objectives, strategies and actions are important and consistent with the district's beliefs.

If a district has previously created a list of beliefs or vision, then it might choose to review and revise such statements to assure these beliefs are still relevant.

### **Mission Statement**

A mission statement is a precise statement regarding the purpose or function of the school district. It should define and clarify the basic business of the district. It might be helpful for the district to answer the following in creating a mission statement: "Who are we? What do we do? How do we do it?" For the general public, a mission statement makes clear what they can expect the school to do for their children. It helps employees see how their jobs relate to the district's business and whether the daily decisions made by employees are in harmony with the mission. The planning team should identify objectives, strategies, and actions that are in harmony with the mission and beliefs.

### **Data Analysis (Internal and External Factors)**

Identifying the areas for improvement is the next step in the process. For this to happen, the district must first assess its present status. Internal and external factors should be examined to help the planning committee identify improvement issues.

**Internal Analysis** might include the following: MSIP 5 Performance Standards for the District, School Annual Performance Reports (APR), Federal Annual Measurable Objectives (AMOs) and district surveys. The information gathered from this analysis should be considered in making data driven decisions for focused and targeted objectives.

**External Analysis** deals with issues that are outside the district's direct control, but should be recognized in the district's planning and might include the following: population shift studies; changing demographic studies; advances in technology; changes in legal requirements; state and federal program requirements; census reports; national standards/studies and Missouri Learning Standards.

From the internal and external analysis, the district may discover that a gap exists between "what is" and the district's vision of "what ought to be." Based on identified concerns, a district planning committee should be able to select strategic or critical issues that the district must address in order to realize its mission. A listing of these issues offers a list of potential improvement areas that can be considered for inclusion in the CSIP; these should be district-wide issues and not narrow, special or single interest issues. In order to impact improvement in student performance and to meet the expectations of MSIP, districts are strongly advised to focus on performance data analysis in establishing focused and targeted goals.

### **Measurable Objectives (Goals)**

Once the district has concluded the assessment phase and identified strategic or critical issues, it should select the ones that will be incorporated into the CSIP. For example, some issues may be better addressed in a building level school improvement plan while others rise to the level of a district CSIP issue. An objective should be written for each critical issue and detail what the district hopes to achieve in three to five years relative to that issue. The objectives must primarily focus on improving student performance as determined by MSIP 5 Performance Standards. For clarity, “objective” here means a statement of what the district will work toward or the endeavor it aims to accomplish. These objectives should be written specific to the improvement issue, and should be **measurable** in order to create a plan document that is focused on results and accountability, i.e., *specific, measurable, attainable, realistic and timely* (S.M.A.R.T.) goals. The number of objectives should be kept between three and five. Too many objectives create an overwhelming plan making it difficult to achieve the desired improvements. A district may have other issues in mind to include in future versions of the CSIP or utilize within a separate plan such as a building level plan, facilities or board plan.

School districts should consider S.M.A.R.T. goals or objectives which focus on the MSIP 5 Performance Standards. Those standards encompass academic achievement, subgroup achievement, career and college readiness, attendance and educational persistence towards graduation.

### **Strategies**

While an objective defines “what” the district wants to do, strategies tell “how” the district will accomplish the objective. Several strategies should be identified for each objective. Strategies should be written in a measurable form. The identification of several strategies should begin to break the objective down into a set of major action steps.

### **Action Steps**

For additional clarity, districts should break strategies into action steps or activities. Describing this level of detail adds specificity to the planning effort. The time for completing this step will vary from district to district. Districts applying for federal funds under Consolidated Federal Programs must develop action steps which are clearly connected to the CSIP strategies and the MSIP Standards, and which identify the source(s) of federal funds.

### **Funding**

For the purposes of applying for state and federal funding, districts will want to cross-reference applicable standards/indicators showing sources of approvable funding under those programs. For the purposes of securing potential funding, the district must use MSIP 5 Performance Standards and Indicators in establishing their action steps.

### **Implement, Monitor, Evaluate and Revise**

The district should assign a person, or possibly the improvement team, to ensure the various components of the plan are implemented in a timely manner and with fidelity. In addition, the district should identify methods it will use to monitor the progress made in implementing the planned strategies and/or action steps by the dates specified in the plan. The district should evaluate, at least annually, the progress in meeting the improvement objectives, goals and strategies. The Area Supervisor will annually review student performance data to determine that the district is either making adequate progress or is maintaining performance at a high level.

Other state or federal programs may request sections of the CSIP be submitted to the Department. The Area Supervisor will work with each district to review progress on district compliance plans as necessary. If performance data suggests a lack of progress, the Department may request a review and update of the CSIP and/or initiate a review of the district. The plan becomes the guide for improvement of student performance and the Department reviews whether districts have developed a CSIP that promotes student improvement and review outcomes. Federal and State Program sections may monitor student performance, as well. In order to report annual progress to the state board of education, the public and, if

necessary, the Department, the district should keep a summary of the completed work and the results of all implemented strategies and evaluations. Districts may also update their CSIP as additional information is gathered, but updates need not be shared with the Area Supervisor.

Example plan templates can be found at the Department’s webpage and at the end of this document.

**Example Process and Component Alignment:**

Example Process	Description	Example CSIP Content Areas
Orientation and Readiness	Build a common understanding and ownership for the school system improvement process. Develop a clear picture of what it will take to progress through the improvement process. The appropriate structures and supports for this to occur will be in place (i.e., planning team, district buy-in, shared vision).	Description of the Planning Process  Beliefs and Vision Statement  Mission Statement
Gather and Organize Data	Gather information from multiple indicators (achievement, demographic, perception, and contextual) and decide what data is most pertinent to the process. Select data to collect in five (5) categories: perception, achievement, behavior, contextual and demographics. Conduct a self-evaluation by each school district. Data is prepared to facilitate analysis using a data carousel activity by the leadership team.	Analyze Internal and External Factors
Analyze Data	Make data decisions about what areas to focus on to achieve a desired and preferred future. Identify root causes of the issue. Completion of this stage will result in an analysis of data based on narratives, charts and graphs displaying the current status of the school and/or district system. A prioritized list of challenges will be generated and used in subsequent stages to develop S.M.A.R.T. goals and improvement plans.	Continued Analysis of Internal and External Factors: Identify Strengths/Weakness
Prioritize and Set Goals	Determine priorities for local needs based on school/district strengths and challenges identified by data analysis. Challenges/concerns are grouped into themes. Clear, measurable and time-bound S.M.A.R.T. goals are written and prioritized.	Objectives (goals)
Research and Identify Effective Strategies/ Practices	Identify Effective Research-based practices, strategies, programs, and/or interventions that address the state goals and root causes to provide the basis of improvement plans through additional research and analysis of data, identification of best practices, and site-visits. District will encourage individual schools to deal with issues systemically.	Improvement Strategies
Develop and Implement Plan(s)	Focus specific improvement plans on prioritized area, describing the specific activities, timelines, persons responsible and outcome measures for each strategy, intervention, and/or program created. Implementation means putting the plan into practice fully by carrying out the tasks identified.	Action Steps  Board Approval
Monitor Implementation and Progress	Monitor implementation of the action plan, identified strategies/practices and student progress to ensure continuous progress toward achieving school/district goals. Formative and summative measures and Implementation Coach Reports are used to see if progress is occurring toward each S.M.A.R.T. goal. Based on this information, plans are revised as necessary.	Implement, Review and Monitor
Review and Revise	Analyze formative and summative measures specified in the improvement plans to determine if student needs have been met. Data on system changes (structural goals) and student achievement (core goals) should be considered.	Evaluate and Revise

## **Revision Considerations**

The CSIP is a long-range plan to improve student performance. The CSIP should only be rewritten every three to five years. However, the CSIP should be evaluated and reviewed annually for updates and modifications. Other reasons the CSIP may require modification include:

1. The Missouri School Improvement Program identified specific concerns which the district is required to address in its CSIP.
2. Career education standards require that districts evaluate the effectiveness of programs and create plans to improve those programs. In addition, districts that are receiving Federal Perkins funds and do not meet the state adjusted levels of performance must develop an accountability improvement plan separate from program improvement. Both of these plans should be reflected into the CSIP.
3. The Office of Special Education must report on identified performance objectives for students with disabilities. This office also has a number of improvement initiatives for students with disabilities identified in a five-year State Improvement Grant (SIG). Special education monitoring at the district level may generate long-range improvement concerns regarding provision of services and/or performance of students with disabilities. These concerns can be planned for by incorporating them into the CSIP. Local districts receiving Local Improvement Grants (LIG) will document the LIG objectives and strategies in their CSIP.
4. Federal Programs requires improvement of student performance. A lack of improvement of student performance requires a district to incorporate stronger strategies into its CSIP to better serve disadvantaged students.
5. Demographic changes or catastrophe or financial or transfer student or decreasing population.
6. Certain state and federal programs require that districts demonstrate adequate improvement in student performance. Failure to demonstrate adequate progress in meeting the performance objectives set out by such programs may also necessitate an update to the CSIP to increase the likelihood that these performance objectives are met. This update may consist of a team coming to the district to assist in revising the district's CSIP.

Other circumstances may arise that require incorporation of additional strategies or action steps to address unique concerns. In all the above cases it is not recommended that the entire plan be rewritten; only the areas identified as concerns should be amended. Since the focus of the CSIP is student performance, most goals and objectives will fall under one of the MSIP 5 Performance Standards and Indicators. Amendments may be as simple as adding an appropriate strategy connected to an improvement objective or by adding an activity or action step to a strategy in the plan that already addresses the objective. For improvement to occur as a result of these amendments, the CSIP must contain all the needed strategies, activities, and action steps necessary to cause change in the system designed to produce improved student performance as measured by the MSIP 5 Performance Standards Indicators.

## **BUILDING LEVEL PLANNING**

While districts are required to create a CSIP which describes improvement efforts, this plan alone may not be sufficient to bring about meaningful improvement. Therefore, each school should create a building-level school improvement plan that includes strategies and action steps which will help the district realize its improvement objectives.

## **SUBMITTING THE PLAN**

Below are steps to follow for those districts who must submit a Department approved CSIP.

1. Go to the Department web applications: <https://k12apps.dese.mo.gov/webLogin/login.aspx>
2. Log in
3. Compliance Plans (State and Federal)
4. In the planning document drop down, click on CSIP
5. Upload the CSIP

## Conclusion

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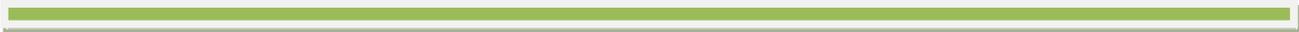
The state is focused on continuous efforts being made by each district to ensure improvements in student achievement. The CSIP is the foundational planning tool through which improvement is most likely to occur. School improvement plans, with the kind of substantive processes and goals described in this handbook, are essential to accomplish sustainable change. The plan should establish and outline an effective, focused, data-driven and measureable plan with intermittent checks with clear identifiers of responsibility.

Although the Department is not endorsing a particular CSIP format, it is important to note that districts identified as needing a “Department approved” CSIP will receive direct guidance regarding expected components of the plan. Many districts have developed their own format for the CSIP plan, and a district’s CSIP plan will only be under review when there is a decline in student performance. Typically, a district’s CSIP plan is located on the school website. The Department encourages districts to collaboratively utilize colleagues and research-based resources to support the development of the CSIP.

As best practices, research and future policy or legislative action occurs, the Department will revise the document accordingly.

For additional resources and tools please go to the Department’s webpage in MSIP 5.

# Example Forms



(Per information in the guidance document, these are example forms only.)

# Comprehensive School Improvement Plan (CSIP)

<b>Date:</b>	
<input type="checkbox"/> District Plan	District Name: _____ County/District Code: _____
<i>or</i>	
<input type="checkbox"/> School Plan	Building Name: _____ Building Code: _____ Grades Served: _____
<b>Regional School Improvement Team</b>	
<i>See guidance for all individuals who need to be included in the regional school improvement team.</i>	
<b>Name</b>	<b>Position</b>
1.	Area Supervisor
2.	Superintendent
3.	Regional Representative
4.	District Board Member
5.	Principal
6.	Building Personnel
7.	
8.	
9.	
<b><i>Description of the planning process and how staff and stakeholders will be informed and engaged in the accountability plan.</i></b>	
<b><i>Beliefs/Vision/Mission Statement</i></b>	
<b><i>Key issues identified from annual performance data and local assessments.</i></b>	

<i>Key issues identified from internal and external factors.</i>	
<i>Prioritized Needs for the Building.</i>	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>

### *Core Elements for Student Achievement*

#### **Leadership**

An effective leader is a competent instructional leader and manager who continuously acquires new knowledge and skills and is constantly seeking to improve their leadership practice to provide for high academic achievement for all students.

**SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):**

**Rationale (name the existing conditions/data points to support the selection of the objective/goal):**

**Research Based Strategy(ies) for Implementation:**

**Funding Source(s):**  
**MSIP Standard(s):**

**Measurable Adult Behaviors:**

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
<b>30 Days:</b> 1. 2. 3.				<input type="checkbox"/>
<b>60 Days:</b> 1. 2. 3.				<input type="checkbox"/>
<b>90 Days:</b> 1. 2. 3.				<input type="checkbox"/>
<b>Long Range:</b> 1. 2. 3.				<input type="checkbox"/>

## Collaborative Cultures

Building and sustaining collaborative cultures that result in high levels of learning for all and increased student achievement.

**SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):**

**Rationale (name the existing conditions/data points to support the selection of the objective/goal):**

**Research Based Strategy(ies) for Implementation:**

**Funding Source(s):**  
**MSIP Standard(s):**

**Measurable Adult Behaviors:**

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
<b>30 Days:</b> 1. 2. 3.				<input type="checkbox"/>
<b>60 Days:</b> 1. 2. 3.				<input type="checkbox"/>
<b>90 Days:</b> 1. 2. 3.				<input type="checkbox"/>
<b>Long Range:</b> 1. 2. 3.				<input type="checkbox"/>

## Curriculum and Assessment

Curriculum and assessments are comprehensive and aligned with the core academic standards.

**SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):**

**Rationale (name the existing conditions/data points to support the selection of the objective/goal):**

**Research Based Strategy(ies) for Implementation:**

**Funding Source(s):**  
**MSIP Standard(s):**

**Measurable Adult Behaviors:**

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
<b>30 Days:</b> 1. 2. 3.				<input type="checkbox"/>
<b>60 Days:</b> 1. 2. 3.				<input type="checkbox"/>
<b>90 Days:</b> 1. 2. 3.				<input type="checkbox"/>
<b>Long Range:</b> 1. 2. 3.				<input type="checkbox"/>

## Effective Instruction

Effective teachers are caring, reflective practitioners and life-long learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice to provide high academic achievement for all students.

**SMART Goal (Specific, Measurable, Achievable, Relevant and Timely):**

**Rationale (name the existing conditions/data points to support the selection of the objective/goal):**

**Research Based Strategy(ies) for Implementation:**

**Funding Source(s):**  
**MSIP Standard(s):**

**Measurable Adult Behaviors:**

Action Steps	Start Date	Person Responsible	Resources	Complete / Date
<b>30 Days:</b> 1. 2. 3.				<input type="checkbox"/>
<b>60 Days:</b> 1. 2. 3.				<input type="checkbox"/>
<b>90 Days:</b> 1. 2. 3.				<input type="checkbox"/>
<b>Long Range:</b> 1. 2. 3.				<input type="checkbox"/>

**STRATEGY FORM**

**Objective # \_\_\_\_\_**

Measurable objective \_\_\_\_\_  
\_\_\_\_\_

How objective will be measured \_\_\_\_\_  
\_\_\_\_\_

Standard/ Indicator	Strategy Number	Strategy	Person Responsible	Start Date	Funding Sources	Date Completed

**ACTION STEPS/ACTIVITIES FORM**

**Objective #** \_\_\_\_\_  
**Strategy #** \_\_\_\_\_

Title \_\_\_\_\_  
\_\_\_\_\_

Specific objective \_\_\_\_\_  
\_\_\_\_\_

Standard/ Indicator	Strategy Number	Strategy	Person Responsible	Start Date	Funding Sources	Date Completed

The Department thanks the following CSIP committee members for their time, expertise and dedication to the development of this document.

Jerry Hobbs, Superintendent, Cole Co. R-I School District  
Craig Hounsom, Assistant Superintendent, Rolla 31 School District  
Jim Jones, Superintendent, Cole Co. R-II School District  
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Julie Reuschel, School Improvement Coordinator, Kirksville R-III School District  
Mary Beth Scherer, Superintendent, Concordia R-II School District  
Jeremy Tucker, Superintendent, Logan-Rogersville R-VIII School District  
Ron Tucker, Superintendent, Bayless School District  
Shelly Aubuchon, Area Supervisor, School Improvement  
Dennis Cooper, Assistant Commissioner, Office of Quality Schools  
Melissa Hensley, Director, School Improvement  
Jay Reese, Area Supervisor, School Improvement  
Tim Ricker, Area Supervisor, School Improvement  
Catherine Rust, Supervisor, School Improvement  
Jocelyn Strand, Coordinator, School Improvement