Missouri School Improvement Program:

Support and Intervention

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION ™

SUPPORT FOR ALL SCHOOL DISTRICTS

The Missouri State Board of Education and the Department of Elementary and Secondary Education are dedicated to ensuring that all children have access to good schools that prepare them for college and career success.

The Missouri School Improvement Program: Support and Intervention Plan takes a differentiated approach to state support based on student needs and district performance. The following principles are central to the development of this plan:

- A focus on children and families
- High expectations for all students
- Access to high-quality schools for every child
- Solutions to meet the needs of each district and community
- Early intervention and prevention

Identifying trends in student performance allows for a data-driven, early-detection support system. A tiered system provides optional access to high-quality educational supports for all districts and targeted supports and interventions to districts most in need.[1] This approach maximizes the use of resources and is flexible enough to meet the many unique needs of the diverse districts in the state.

The Department of Elementary and Secondary Education, in partnership with regional education service agencies, can offer professional development, resources, and ongoing support to districts across the state to help them build the capacity to provide the highest quality learning opportunities for the children they serve.

The statewide system of support has six areas of focus, which are the same areas of focus under which Department's Top 10 by 20 strategic plan is organized.

- Leadership
- Collaborative Climate and Culture
- Effective Teaching and Learning
- Measurement and Assessment
- Data-Based Decision Making
- Parent and Community Engagement

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[1] Although public charter LEAs are not accredited through the Missouri School Improvement Program, charter sponsors have access to the online materials available to school districts. The Department will provide additional assistance and support if requested by the charter sponsor.

ACCREDITATION

The Missouri School Improvement Program, or MSIP, is the Department's process for distinguishing the performance of schools in valid, accurate and meaningful ways. The goal of the system is to promote continuous improvement in the public schools of the state. Missouri has a dual responsibility for the quality of education provided to its citizens. First, it must ensure that all schools meet certain minimum standards. Second, it has a responsibility to see that the schools continue to strive for excellence in preparing students for an increasingly competitive world. (See Appendix A.)

CONTINUOUS IMPROVEMENT

All school districts have access to the online resources that provide a framework to guide improvement.[2] Training modules and resources are designed and made available so that all districts may engage in a continuous cycle of self-evaluation and improvement. Regional education service agency partners, under the direction of the Department, work directly with districts with greater need for direct, intensive support. They will guide districts in the implementation of systems and practices to improve student achievement.
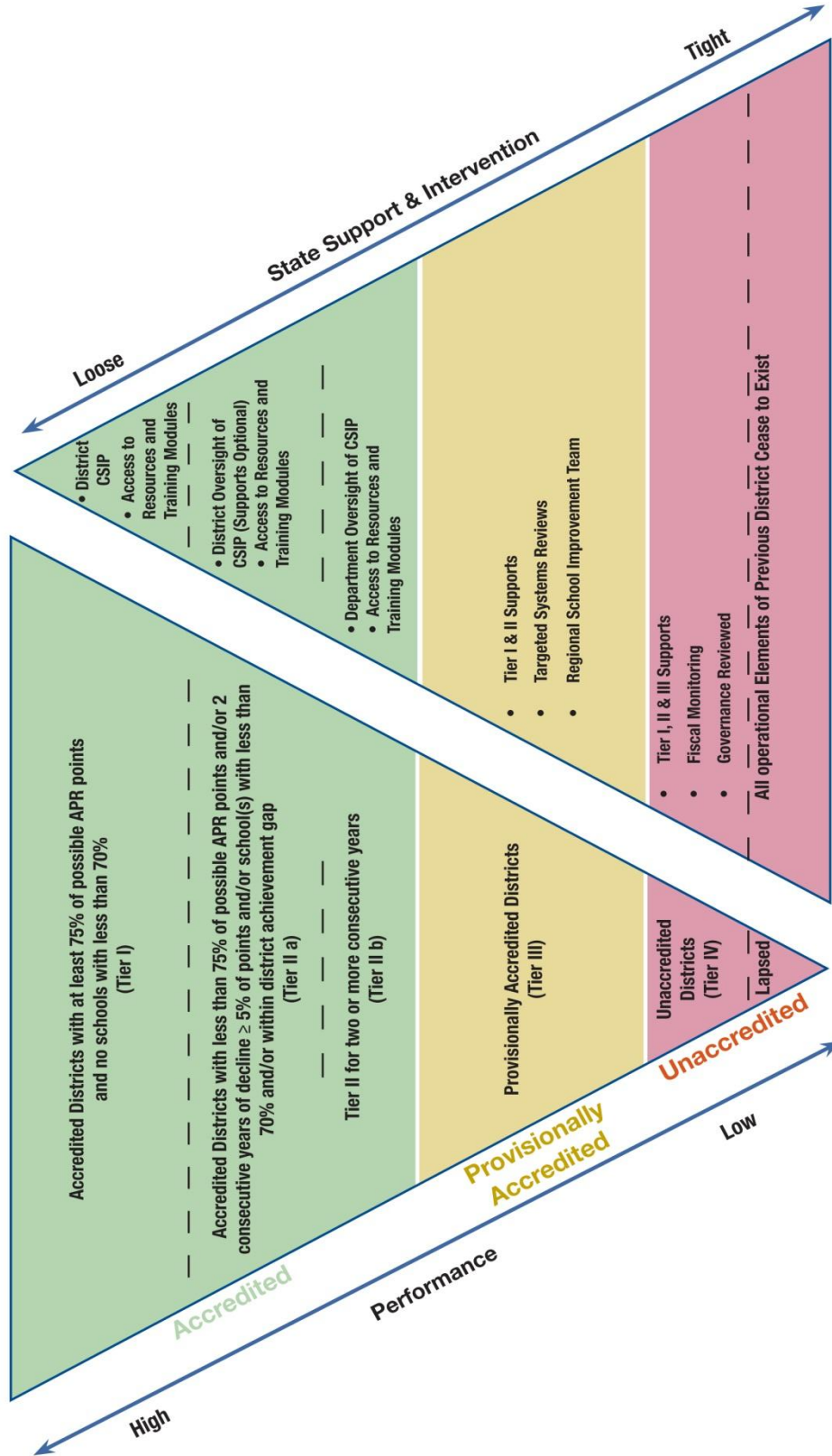
Examples of Training Modules and Resources in the Statewide System of Support	
Leadership	Collaborative Work-Instructional Leadership; Teacher Leadership Standards
Collaborative Climate and Culture	Professional Learning Communities; School-Wide Positive Behavior Support; Best Practices in Trauma-Informed Schools
Effective Teaching and Learning	Assessment Capable Learners; Providing Feedback; Student Learning Objectives
Measurement and Assessment	Formal and Informal Assessment; Formative Assessment Item Banks
Data-Based Decision Making	Standardizing Protocols for School-Level and Student-Level Data; Using Common Formative Assessments
Parent and Community Engagement	Parents as Teachers; 10 Ways to Prepare Your Teen for College and Work: A Guide for Families

Supports and interventions intensify if districts demonstrate a lack of improvement or a decline in performance. An increasing level of support is provided with each tier. The Department offers more supervision, assistance and, if necessary, intervention to districts that are in Tier IIb, provisionally accredited or unaccredited and working to regain accreditation.

Some districts may require targeted systems reviews that will provide direct feedback on how to strengthen instruction, programs, and processes. (See Appendix B.) Systems reviews are aligned to best practices outlined in the Missouri School Improvement Program Resource and Process Standards. (See Appendix C.)

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[2] Current online resources are available at http://moedu-sail.org/. All materials will be available no later than July 2016.

Missouri School Improvement Program: Support and Intervention

State Support & Intervention

Tight
Loose

Accredited

- District CSIP
- Access to Resources and Training Modules

- District Oversight of CSIP (Supports Optional)
- Access to Resources and Training Modules

- Department Oversight of CSIP
- Access to Resources and Training Modules

Provisionally Accredited

- Tier I & II Supports
- Targeted Systems Reviews
- Regional School Improvement Team

Unaccredited

- Tier I, II & III Supports
- Fiscal Monitoring
- Governance Reviewed

All operational Elements of Previous District Cease to Exist

Accredited Districts with at least 75% of possible APR points and no schools with less than 70%
(Tier I)

Accredited Districts with less than 75% of possible APR points and/or 2 consecutive years of decline ≥ 5% of points and/or school(s) with less than 70% and/or within district achievement gap
(Tier II a)

Tier II for two or more consecutive years
(Tier II b)

Provisionally Accredited Districts
(Tier III)

Unaccredited Districts
(Tier IV)

Lapsed

Performance

High
Low

Accredited
Provisionally Accredited
Unaccredited

INTENSIVE SUPPORT

Provisionally Accredited Districts

In addition to the supports available to all districts, a provisionally accredited district receives a more intensive level of intervention and monitoring. Focus is placed on district-level systems and on individual schools with less than 70 percent of the possible points on the Annual Performance Report.

Under the leadership of the Area Supervisor, provisionally accredited districts also work with a Regional School Improvement Team (RSIT). The RSIT starts the intervention process with a review of all relevant data. The RSIT is comprised of the district superintendent, school board member(s), building personnel as determined by the superintendent, local project manager, the Department's Area Supervisor, regional education service agency staff, and other key stakeholders. (See Appendix D.)

Appropriate systems reviews will be directed by the RSIT, if not previously completed, and the results will be used to develop the revised district Comprehensive School Improvement Plan (CSIP) and appropriate School-Level Improvement Plan (SIP).

The modified CSIP/SIP outlines how and when the district and/or school shall meet the goals outlined in the plan. The RSIT will hold the district accountable for implementing its improvement plan and will assist in removing barriers that are counter to improvement.

Unaccredited Districts

Districts that are classified as unaccredited continue to build on the supports that are available to all districts and the interventions provided to provisionally accredited districts.

The State Board of Education is authorized to review district governance as provided by the authority in Section 162.081, RSMo., which states that whenever any school district is classified unaccredited, the State Board of Education will:

- Review the governance of the district to establish the conditions under which the existing school board shall continue to govern; or
- Determine the date the district shall lapse and determine an alternative governing structure for the district.

While the Department has the authority to take immediate action in districts that have been classified as unaccredited, there will be a transition period from the interventions in Tier III to those in Tier IV. To assist the State Board of Education in its review of district governance, a Transition Task Force is appointed by the Commissioner to advise the Department. The transition plan should provide recommendations for:

- Organization and school oversight with a detailed description of the governance structure and responsibilities at each level.
- Advisory committees.
- Community partnerships.
- Recruiting and identifying high-quality educators to teach and lead in the schools.
- Other recommendations for serving the educational needs of the students residing in the unaccredited district.

The State Board of Education determines whether to maintain the current governance structure (locally-elected school board), lapse the district's corporate organization and appoint a special administrative board, or lapse the district and attach the territory of the lapsed district to one or more districts or divide the district into multiple school districts within the territory of the lapsed district. The State Board of Education in its sole authority can take any option at any time. The decision is based on such factors as the size of the school district, district financial status, classification of neighboring school districts, and geographic proximity of other adequately performing districts. The intention of this plan is to provide interventions to assist local districts in maintaining or, when necessary, regaining full accreditation and local autonomy. (See Appendix E.)

The Department is committed to the success of all children and stands ready to assist educators and school leaders in developing and sustaining strong school districts. Missouri's children deserve high-quality educational opportunities that will prepare them for a successful future.

Appendices

Appendix A
The Missouri School Improvement Program

Begun in 1990, this evaluation system has evolved to include a wide range of assessments, career and college readiness measures, graduation rates, attendance rates and subgroup achievement scores. These measures are then calculated and reflected in school- and district-level Annual Performance Reports (APRs). Each year, the Department reviews the APRs and follows a four-step process in making recommendations to the State Board of Education.

Step 1 - The Department releases district Annual Performance Reports. The percent of overall points earned on the APR defines the *APR Status* that year, using one of the following classification categories. Multiple APRs are used to determine district classification; one year of APR status does not represent a district's classification by the State Board of Education.

Accreditation Levels	Percent of Points Earned
Accredited	The district earned 70% or more of the APR points possible.
Provisionally Accredited	The district earned 50% or more of the APR points possible.
Unaccredited	The district earned less than 50% of the APR points possible.

Step 2 - The Department reviews each district's accreditation status and the APR supporting data for the three most recent APRs to identify trends and status in performance outcomes. This information is used to determine support and, if necessary, interventions in districts.

Step 3 - The Department reviews each school's accreditation status and the APR supporting data for the three most recent APRs to identify trends and status in performance outcomes. This information is used to determine support and, if necessary, interventions in schools with coordination at the district level.

Step 4 - The Department uses the data review process described in "Step 2" to make district accreditation classification recommendations to the State Board of Education. Recommendations are made based on APR status and APR trends and may include other factors as appropriate, e.g., Comprehensive School Improvement Plan (CSIP) goals, previous systems review reports, financial status, and/or leadership stability.

More information about MSIP accreditation criteria and methodology is available at: http://dese.mo.gov/qs/documents/MSIP-5-comprehensive-guide-3-13.pdf.

Appendix B
Targeted Systems Reviews

When additional state supports and/or interventions are deemed necessary, targeted systems reviews – specific to the needs of the district – are conducted. They are guided by MSIP standards and the six areas of focus for school improvement, which are the same areas of focus that guide the Department's Top 10 by 20 strategic plan. Results of the systems review(s) are used to inform school improvement efforts in the district. A sample menu of systems reviews is listed below. The relevant MSIP resource and process standards are noted parenthetically. Those standards are found in Appendix C.

LEADERSHIP

Comprehensive School Improvement Plan
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).

Focus of systems review, including but not limited to:
- Board-approved Comprehensive School Improvement Plan
- Revised Processes and Procedures
- Required CSIP Components
- Level of Implementation
- Program evaluation

Educator Effect Systems Review
The district develops and implements teacher/leader standards designed to ensure effective instructional staff for all students (Teacher/Leader-1).

Focus of systems review, including but not limited to:
- Policies and procedures that inform and support the local evaluation process
- Implementation data that provide insight on the application of evaluation policies and procedures
  - Frequency and quality of feedback
  - Perceptual data

COLLABORATIVE CULTURE

Climate and Culture review
The district establishes a culture focused on learning, characterized by high academic and behavioral expectations for all students (Instruction-7). The district provides a safe and orderly environment for all students and staff (Instruction-8). The local board of education and district leadership manage organizational systems and resources for a safe, high-performing learning environment.

Focus of systems review, including but not limited to:
- Mission and vision of district
- Policies and procedures
- Perceptual data
- Climate checklists (if onsite)
- Curricular choices, course offerings and extracurricular opportunities
- Faculty and student handbooks
- Classroom management strategies

EFFECTIVE TEACHING AND LEARNING

Professional Learning Systems review
Professional learning drives and supports instructional practices in the district and leads to improved student learning (Teacher/Leader-2).

Focus of systems review, including but not limited to:
- District Learning Plan
- Professional learning committee
- Allocation of professional development funding/spending per school
- Time commitment to professional learning and support during the school day
- Role of teacher evaluation in decisions made around professional learning
- Evidence that professional learning is ongoing, sustained over-time, research-based, and supported by collaborative teams.

Educator Effect Systems Review
The district develops and implements teacher/leader standards designed to ensure effective instructional staff for all students (Teacher/Leader-1).

Focus of systems review, including but not limited to:
- Policies and procedures that inform and support the local evaluation process
- Implementation data that provide insight on the application of evaluation policies and procedures
  - Frequency and quality of feedback
  - Perceptual data

MEASUREMENT AND ASSESSMENT

Curriculum and Assessment Systems review
The local board of education adopts and district staff implement, review, and revise a rigorous, guaranteed, and viable curriculum for all instructional courses and programs (Instruction-5). Instructional staff use effective assessment practices to monitor student learning and to adjust instruction (Instruction-2).

Focus of systems review, including but not limited to:
- All written curriculum materials for each grade, content area and high school course
- Examples of local formative assessments
- Examples of non-identifiable student work that demonstrate rigor
- Perceptual data

DATA-BASED DECISION MAKING

Data Systems Review
The district administers state-required tests and other assessments and uses disaggregated and longitudinal data to inform and adjust systems, curriculum, and instructional practices (Instruction-4). The local board of education and district leadership collect qualitative and/or quantitative data to guide and monitor the development and implementation of a shared mission and vision with systemic goals that ensure high expectations for every student (Governance-3).

Focus of systems review, including but not limited to:
- Core Data
- Missouri Student Information System (MOSIS) data
- Policies and procedures used for collecting, reporting and using data
- Findings found from the required local systems review, "Schedule of Selected Statistics"

PARENT AND COMMUNITY ENGAGEMENT

Parent Involvement Systems review

The local board of education, district leadership, and staff collaborate with families and community members who represent diverse interests and needs to mobilize community resources that improve teaching and learning (Governance-9).

The district provides 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 (Governance-11).

Focus of systems review, including but not limited to:
- Communication with and feedback from parents
- Procedures used to involve parents in educational activities
  - Parent awareness and understanding of district policies and procedures
  - Parent education opportunities
  - Parent perceptual data

Community Involvement Systems review
The local board of education, district leadership, and staff collaborate with families and community members who represent diverse interests and needs to mobilize community resources that improve teaching and learning (Governance-9).

Focus of systems review, including but not limited to:
- Communication with and feedback from the community
- Procedures used to involve community members in educational activities
  - Relationships with the business community, other civic groups and nonprofit organizations
  - Cooperative projects with other governmental bodies, educational institutions, community or business organizations, local and/or national foundations

Other systems reviews on the overall functionality of the district may address the financial stability and board-level governance.

Finance Systems Review
The district complies with all provisions, regulations, and administrative rules applicable to each state and/or federal program implemented (Governance-5).

The board may consider changing a district's classification designation upon its determination that the district has experienced significant change in the scope or effectiveness of the programs, services, or financial integrity upon which the original classification designation was based (MSIP-5 Rule (5)(d)).

Focus of systems review, including but not limited to:
- Most recent financial systems review
- Projected revenue for current year to date
- Projected expenditures for current year to date
- Documentation of state and federal compliance

Governance Systems Review
The local board of education understands the role and responsibilities of the local board and acts accordingly (Governance-7).

Focus of systems review, including but not limited to:
- Board policymaking function and role in implementation
- Board involvement in the development and implementation of the CSIP focused on high expectations for every student
- District's annual financial systems review
- Board minutes
- Board training
- Perceptual data

Resource and Process Standards for Missouri Public School Districts

R-1—Elementary (typically self-contained)—Each elementary student receives regular instruction in English language arts, mathematics, science, social studies, comprehensive health, art, music, and physical education. In K-8 elementary schools, students will have access to a total of four (4) exploratory classes.

1. Each elementary student will receive regular instruction in English language arts, mathematics, science, social studies, comprehensive health, and career awareness education. Instruction in each of the core areas will reflect the current version of Missouri's academic standards.

2. Each elementary student will receive instruction in art, music, and physical education for a minimum of fifty (50) minutes in each area each week (twenty-five (25) minutes in each area for half-day kindergarten classes). These classes shall be taught by teachers with appropriate certification.

3. If the district is a K-7 or K-8 elementary district, the following must also be addressed:

   a. Beginning no later than seventh grade, regular instruction in the United States and Missouri Constitutions and American History and Institutions will be provided (as required by section 170.011, RSMo).

   b. Students in grades 7-8 will have access to a total of four (4) exploratory classes (e.g., speech, agriculture, family and consumer sciences, industrial technology, world languages, and computer literacy). Each class is taught for a minimum of one thousand two hundred (1,200) minutes each year.

4. Elementary school students shall have a minimum of one (1) recess period of twenty (20) minutes per day, which may be incorporated into the lunch period (as required by section 167.720, RSMo).

5. The school district ensures that students in elementary schools participate in moderate physical activity for the entire school year for an average of one hundred fifty (150) minutes per week, or thirty (30) minutes per day. Students with disabilities must participate to the extent appropriate (as required by section 167.720, RSMo).

6. School districts may offer virtual instruction (e.g., intranet and Internet methods) that may take place outside of the regular school district facility (as described by section 162.1250, RSMo).

7. School districts may offer department-approved gifted education services (as described by sections 167.675, RSMo, 162.720, RSMo, and 163.031.4(7)(c), RSMo).

R-2—Junior High/Middle School (typically departmentalized)—Each junior high/middle school student will receive regular instruction in English language arts, mathematics, science, social studies, career education, health, and physical education and will have access to art and music plus four (4) exploratory classes. Students in grades 7-8 will have regular instruction in United States and Missouri Constitutions and American History and Institutions.

1. English language arts, mathematics, science, and social studies are scheduled and taught to all students for at least nine hundred (900) minutes each week in the aggregate (or one thousand eight hundred (1,800) minutes every two (2) weeks).

2. Physical education is scheduled and taught to all students for a minimum of three thousand (3,000) minutes each year and comprehensive health and safety education is scheduled and taught to all students for a minimum of one thousand five hundred (1,500) minutes each year.

3. Art and music are scheduled and taught so that all students have access to each for a minimum of one thousand five hundred (1,500) minutes each year.

4. Students in grades 7-8 will have access to a total of four (4) exploratory classes (e.g., speech, agriculture, family and consumer sciences, industrial technology, world languages, and computer literacy). Each class is taught for a minimum of one thousand five hundred (1,500) minutes each year.

5. Beginning no later than seventh grade, regular instruction in the United States and Missouri Constitutions and American History and Institutions will be provided (as required by section 170.011, RSMo).

6. School districts may offer virtual instruction (e.g., intranet and Internet methods) that may take place outside of the regular school district facility (as described by section 162.1250, RSMo).

7. School districts may offer department-approved gifted education services (as described by sections 167.675, RSMo, 162.720, RSMo, and 163.031.4(7)(c), RSMo).

R-3—High School—Each high school provides all students in grades 9-12 sufficient access to content required to meet the minimum graduation credit requirements and meets the specific needs of students and communities. Content areas must include: English language arts, mathematics, science, department-approved career education (e.g., agriculture education), social studies, world languages, fine arts (art and music), physical education, health, practical arts, and personal finance, as appropriate for each high school.

1. School districts may offer virtual instruction (e.g., intranet and Internet methods) that may take place outside of the regular school district facility (as described by section 162.1250, RSMo).

2. Students will have access to postsecondary preparation (e.g., Advanced Courses, Advanced Placement, International Baccalaureate, Technical Skills Attainment, Dual Enrollment, and Dual Credit).

3. School districts may offer department-approved gifted education services (as described by sections 167.675, RSMo, 162.720, RSMo, and 163.031.4(7)(c), RSMo).

R-4—Class Size and Assigned Enrollments—Enrollments will be consistent with both class-size and program standards and total enrollment requirements.

1. Student enrollment in individual classes will be consistent with the following guidelines:

GRADES	STANDARD	DESIRABLE STANDARD
K-2	25	17
3-4	27	20
5-6	30	22
7-12	33	25

2. Full-time elementary art, music, and physical education shall serve no more than seven hundred fifty (750) students per week.

Options:

1. Student enrollment in a classroom may increase by as many as ten (10) students for any period that a paraprofessional assists the classroom teacher full time, or by as many as five (5) students when a paraprofessional assists the teacher half time. (Paraprofessionals paid for with Title I and special education funds cannot be used to increase class size. See the Consolidated Federal Programs Administrative Manual for guidelines on compliance and the use of paraprofessionals for Title I purposes).

2. Elementary school classes may enroll students from two (2) consecutive grade levels. Total enrollment in such classes shall not exceed the class-size standards listed above for the lowest grade included in the combination.

3. High schools can combine sections of a same subject in beginning and advanced levels (e.g., Spanish I and Spanish II or Spanish III and Spanish IV). Total combined enrollment in such classes shall not exceed twenty-five (25) students.

4. Enrollment in performing arts classes may exceed regular class-size limits if adequate supervision and facilities are provided.

5. High school physical education classes may enroll up to forty-five (45) students if appropriate supervision and facilities are provided.

R-5—Library Media Staff—Certificated librarians and/or library media specialists are assigned consistent with the following ratios, based on the student enrollment at each building.

STANDARD		DESIRABLE STANDARD	
Students	FTE	Students	FTE
1-200	.20	1-150	.20
201-400	.40	151-300	.40
401-600	.60	301-450	.60
601-800	.80	451-600	.80
801-1000	1.00	601-750	1.00
1001-1200	1.20	751-900	1.20
1201-1400	1.40	901-1050	1.40
1401-1600	1.60	1051-1200	1.60
1601-1800	1.80	1201-1350	1.80
1801-2000	2.00, etc.	1351-1500	2.00, etc.

R-6—Guidance and Counseling Staff—Certificated counselors are assigned consistent with the following ratios, based on the student enrollment at each building.

STANDARD			DESIRABLE STANDARD	
Students	FTE		Students	FTE
1-100	.20		1-50	.20
101-200	.40		51-100	.40
201-300	.60		101-150	.60
301-400	.80		151-200	.80
401-500	1.00		201-250	1.00
501-600	1.20		251-300	1.20
601-700	1.40		301-350	1.40
701-800	1.60		351-400	1.60
801-900	1.80		401-450	1.80
901-1000	2.00, etc.		451-500	2.00, etc.

R-7—Superintendent—A certificated superintendent is assigned to serve full-time as the district's chief administrative officer.

Options:

1. For a period of one (1) year, any two (2) adjacent districts, that are classified "accredited," may upon prior approval from the Department of Elementary and Secondary Education (department) share a superintendent who possesses a valid Missouri superintendent's certificate. Any two (2) such districts which wish to share a superintendent for more than one (1) year shall obtain prior approval from the State Board of Education (board).

2. A superintendent of schools in a district which employs twenty-five (25) certificated Full Time Equivalent (FTE) or fewer must hold a valid Missouri superintendent's certificate and may serve as the elementary or secondary principal, regardless of principal certification type.

3. Elementary districts (K-8) with over twenty-five (25) certificated FTE must employ a certificated superintendent as chief administrative officer. Elementary districts with twenty-five (25) certificated FTE or fewer may employ either a certificated superintendent or certificated elementary principal as chief administrative officer.

R-8—Associates/Assistants to the Superintendent—Associates/assistants to the superintendent in the areas of curriculum and instruction must have, as a minimum, a master's degree and a valid Missouri teaching certificate. All other associates/assistants to the superintendent should have appropriate training in their field.

STANDARD Certificated Staff Members (FTE)	Assistants to Superintendent (FTE)
1-100	0
101-200	1
201-300	2
301-400	3
401-500	4
501-600	5
601-700	6
701-800, etc.	7, etc.

Assistant superintendents must have a master's degree and a valid Missouri teaching certificate if their primary responsibilities involve curriculum and instruction. Other assistant superintendents should have training in their field (e.g., Masters in Business Administration might be appropriate for an assistant superintendent of finance). Please note that there is no reference to title in this requirement. Districts may elect to call these positions associate superintendents, deputy superintendents, assistant superintendents, assistants to the superintendent, coordinators, or directors.

R-9—Principals/Building Administrators—Certificated principals, career education directors, and assistant administrators are employed and assigned consistent with the MSIP-5 staff ratios.

STANDARD		*DESIRABLE STANDARD*	
Students	FTE	Students	FTE
1-400	1.00	1-300	1.00
401-600	1.50	301-450	1.50
601-800	2.00	451-600	2.00
801-1000	2.50	601-750	2.50
1001-1200	3.00	751-900	3.00
1201-1400	3.50	901-1050	3.50
1401-1600	4.00	1051-1200	4.00
1601-1800	4.50	1201-1350	4.50
1801-2000	5.00	1351-1500	5.00
2001-2200	5.50	1501-1650	5.50
2201-2400	6.00	1651-1800	6.00

R-10—Certification and Licensure—All personnel must hold a valid certificate or license appropriate for each assignment.

R-11—Planning Time—Each full-time classroom teacher, including kindergarten teachers, shall have a minimum of two hundred fifty (250) minutes of scheduled planning time each school week. It is desirable to have fifty (50) minutes of planning time each day. Planning time is calculated between the official start and close of the school day and does not include travel time, lunch time, or time before or after school. (Planning time is not required for administrators, counselors, or librarians.)

Teacher/Leader

TL-1—The district develops and implements teacher/leader standards designed to ensure effective instructional staff for all students.

1. The district adopts and implements an educator evaluation system that is aligned to the essential principles of effective evaluation, adopted by the state board of education, designed to ensure effective teachers and leaders.

2. The district develops and implements professional teacher standards as required by section 160.045, RSMo.

3. The district develops and implements professional leader standards.

4. Teachers and leaders apply professional judgment and use the teacher/leader standards developed by the district to inform and improve practice.

TL-2—Professional learning drives and supports instructional practices in the district and leads to improved student learning.

1. All staff participate in regularly scheduled, ongoing professional learning focused on student performance goals as outlined in the Comprehensive School Improvement Plan (CSIP).

2. Professional learning is an ongoing process that occurs in the context of all instructional staff positions and promotes the use of evidence-based instructional practices.

3. District leaders monitor teachers for consistent implementation of effective practices, as designed by routinely observing, monitoring, and supervising classroom instruction.

4. Effective practices are monitored for fidelity of implementation through observation and supervision of classroom practices.

5. The district regularly monitors instructional employees to determine whether professional learning is implemented in classroom instruction and demonstrates positive impact on student learning.

6. School-based collaborative teams are in place and focus on data informed decision-making, reflective practices, collaborative lesson design, examination of student work and student assessment, curriculum development, positive classroom learning environments, utilization of case studies, and action research.

7. The district has a written procedural plan for professional learning that includes the required components.

8. The district provides time and resources for the professional learning of each staff member.

Instruction

I-1—Instructional staff routinely provide effective instruction designed to meet the needs of all learners.

1. Instructional staff routinely collaborate and use student data to provide appropriate interventions to address a range of student instructional and behavioral needs.

2. Instruction is routinely differentiated to address the needs of all students.

3. Instructional staff use evidence-based instructional practices to meet the learning needs of all students.

4. Comprehensive K-12 literacy instruction is provided. When Prekindergarten (PK) is offered by the district, comprehensive literacy instruction is provided.

5. All staff are an integral part of the instructional practices in every building.

6. All staff demonstrate effective use of available instructional time.

7. Instructional staff design and use appropriate, meaningful, and rigorous learning tasks for all students.

8. Building leaders demonstrate that supervision of instruction is a priority.

9. The district requires instructional staff to consistently utilize evidenced-based instructional practices as they were designed to be implemented and routinely monitors instructional staff for implementation of these practices.

I-2—Instructional staff use effective assessment practices to monitor student learning and adjust instruction.

1. Instructional staff use both formative and summative assessments to monitor student learning and adjust instruction.

2. Instructional staff regularly and systematically uses assessment results and other student work to make adjustments to curriculum, instruction, and intervention strategies to assist students in meeting state achievement standards.

3. Classroom assessments include the use of higher order thinking and problem-solving skills, as well as complex reasoning skills.

4. Timely, descriptive, and constructive feedback from assessments is provided to students and parents.

I-3—The district identifies and provides effective differentiated learning and behavioral support systems for all students.

1. A written process is in place for the early identification and implementation of differentiated learning and behavioral supports for all students.

2. Learning and behavioral supports are identified and coordinated at the classroom, building, and district level.

3. The district uses a variety of student and program data to monitor, evaluate, and inform decision-

making to identify and implement successful learning and behavioral supports.

4. The district collaborates with community partners to provide information and resources to students and parents to address barriers impacting student success, including but not limited to academic, physical, and mental health needs.

5. The district requires instructional staff to consistently implement learning and behavior supports as they were designed. District leaders routinely monitor the implementation of these practices by instructional staff through observation and supervision of classroom instruction.

I-4—The district administers state-required tests and other assessments and uses disaggregated and longitudinal data to inform and adjust systems, curriculum, and instructional practices.

1. The district has a written assessment plan that includes the required components.

2. The district uses a variety of data (e.g., longitudinal, demographic, diagnostic, and perceptual) to support and inform district-wide decisions.

3. The local board of education annually reviews performance data disaggregated for any subgroup of five (5) or more students per assessment in order to effectively monitor student academic achievement and persistence to graduation rates.

4. The district uses disaggregated data to adjust instruction for subgroups and has criteria for evaluating the effectiveness of these adjustments.

I-5—The local board of education adopts and district staff implement, review, and revise a rigorous, guaranteed, and viable curriculum for all instructional courses and programs.

1. The district has a rigorous, written curriculum that includes the required components and is aligned to the most recent version of Missouri's academic standards and the English language development standards.

2. Essential content and skills that all students should know and be able to do have been identified.

3. Adequate instructional time is available to implement the written curriculum.

4. The written, taught, and assessed curriculums are the same.

5. Written procedures are in place and administrators ensure that the written curriculum is implemented and is a part of the district's program evaluation plan.

6. The district's written curriculum development and revision processes include K-12 vertical teams of instructional staff and administrators (including teachers of all student populations) who meet regularly to ensure articulation and vertical alignment. When Prekindergarten (PK) is offered by the district, instructional staff shall be included in the curriculum and development revision processes.

I-6—Guidance and counseling is an essential and fully integrated part of the instructional program.

1. A district-wide guidance and counseling program has been developed and is fully implemented in every building consistent with the Missouri Comprehensive Guidance and Counseling Program framework.

2. The K-12 guidance curriculum is in place, integrated into the regular curriculum where appropriate, and is regularly reviewed and revised as part of the district's evaluation plan.

3. All students, beginning no later than seventh grade, participate in an individual planning process designed to assist in a successful transition to college, technical school, the military, or the workforce.

4. All students have access to responsive services that assist them in addressing issues and concerns that may affect their academic, career, and personal/social needs.

5. System support and management activities are in place to ensure full implementation, evaluation, and continued improvement of the district's comprehensive guidance program.

I-7—The district establishes a culture focused on learning, characterized by high academic and behavioral expectations for all students.

1. A systemic process for establishing and maintaining a positive learning climate is evident in each building.

2. Responsibility for the success of all students is evident in the shared mission and vision of the district.

3. Staff, administrators, and students all share in the accountability for academic achievement by being actively engaged in learning and demonstrating appropriate standards of behavior.

4. Curricular choices and course offerings reflect an increasing and ongoing dedication toward future success of all students.

5. A well-balanced, comprehensive co-curricular and extracurricular activities program is in place and aligned to the mission and vision of the district.

I-8—The district provides a safe and orderly environment for all students and staff.

1. Students and staff indicate that they feel safe at school.

2. The district provides staff, teachers, parents, and students access to the district's written code of conduct, which specifies unacceptable student behavior and consequences for that behavior. The code of conduct is enforced during school, on school property, on district-provided transportation, and during school-sponsored events, regardless of whether the events occur on or off of school property.

3. Standards of conduct are consistently and equitably enforced by all staff.

4. Violence-prevention instruction, including information on preventing and responding to illegal harassment and bullying, has been provided for all students and staff.

5. Data are gathered on student violence, substance abuse, and bullying and are used to modify programs and strategies to ensure safe and orderly schools.

6. Written procedures are in place to proactively identify and prevent potential disruptions to a safe and orderly school climate.

I-9—High-quality, fully integrated career education is available to all secondary students.

1. The district has implemented programs of study for each department-approved career education program offered which sequences academics and career education content, leading students to attain a postsecondary degree, an industry-recognized certificate or credential, or entry into the workplace with a skill set conducive toward career advancement.

2. The career education program has a written curriculum for each course with a balance among classroom/laboratory instruction, leadership, and personal learning.

3. Written curriculum drives classroom instruction and assessment of technical skill attainment.

4. The appropriate Career and Technical Student Organization (CTSO) is affiliated with the state and national organization and is an intra-curricular element of the program.

5. A system of data collection and evaluation provides the information necessary for program review and development so that students are prepared for postsecondary success leading to quality employment opportunities.

I-10—Library Media Centers (LMC) are an essential and fully integrated part of the instructional program.

1. The library media center and its resources support, enhance, and enrich the curriculum.

2. The library media staff collaborate with instructional staff to integrate LMC resources and services into the instructional program.

3. Students have access to a full range of information, digital access, and reading resources and services in the LMC.

4. The LMC program is evaluated annually.

I-11—The district advances excellence in teaching and learning through innovative and effective uses of technology.

1. The district has a systemic plan aligned with a shared vision for school effectiveness and student learning through the infusion of information and communication technology (ICT) and digital learning resources.

2. The district provides consistent, adequate, and ongoing support of technology infrastructure, personnel, and digital resources.

3. The district provides equitable and reliable access to current and emerging technologies and digital resources, with connectivity for all students, teachers, staff, and school leaders.

4. The district provides access to ongoing professional learning in technology and opportunities for dedicated time to practice and share ideas.

5. The district evaluates the impact of information and communication technology on teaching and learning.

6. The district maintains technology that supports current assessment practices.

Governance

G-1—The local board of education, district leadership, and staff contribute to the success of every student by being ethical and acting with fairness and integrity.

1. The local board of education has adopted and the district leadership enforces a professional code of ethics for all employees.

2. The local board of education has adopted and adheres to its own code of ethics.

3. District policies, procedures, and practices demonstrate respect for students, employees, and others.

G-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.

G-3—The local board of education and district leadership collect qualitative and/or quantitative data to guide and monitor the development and implementation of a shared mission and vision with systemic goals that ensure high expectations for every student.

1. The local board of education and district leadership, with input from all stakeholders, guide the development of a district-wide, learning-focused mission and vision that are reviewed annually and revised as needed.

2. The local board of education and district leadership hold all staff accountable for continuous school improvement and increased student learning.

G-4—The local board of education and district leadership promote the achievement and success of all students by monitoring and continuously improving all programs and services that support the mission and vision of the district.

1. The board of education regularly reviews, no less than once every two (2) years, the goals, objectives, and effectiveness of all programs and services that support the mission and vision of the district based on data provided by district leadership.

2. The local board of education adopts and the district implements an evaluation plan that analyzes the effectiveness of all programs and services.

3. The district collects perceptual data from students and uses that information to make informed decisions about its programs and services.

4. Patrons, parents, staff, and students have opportunities to serve on committees, including those required by state or federal regulations, to study specific issues and provide feedback on district programs and services.

5. The district reviews and analyzes postsecondary success rates to make informed decisions.

G-5—The district complies with all provisions, regulations, and administrative rules applicable to each state and/or federal program implemented.

G-6—The local board of education and district leadership facilitate collaboration with state and local agencies, non-profit organizations, and other community groups that promote the success, health, safety, and welfare of students.

1. The district identifies programs that promote equitable learning opportunities and success for all students, regardless of socio-economic background, ethnicity, gender, disability, or other individual characteristics.

2. The district collaborates with community leaders to collect, describe, and analyze data on economic, social, and other emerging issues that impact district and school planning, programs, and organization.

3. The district collects and accurately communicates data about educational performance in a clear and timely way to improve policies and inform community decisions.

4. District leadership implements processes to facilitate regular collaboration with other agencies/organizations to respond to student needs in a timely manner.

G-7—The local board of education understands the role and responsibilities of the local board and acts accordingly.

1. Policymaking functions are carried out by the local board of education, while administrative functions are carried out by the superintendent and the staff. All formal contact between the local board of education and the staff is channeled through the superintendent.

2. The local board of education has established policies and written procedures are in place to guide district decision-making and to meet federal and/or state requirements. Policies and procedures are reviewed on a regular basis and reflect current legal requirements.

3. The local board of education meets regularly in accordance with applicable statutes, keeps accurate and complete records of its decisions, and makes the records available as required by law.

4. Members of the local board of education receive training as required by law.

5. Local board of education members participate in continued training and professional learning.

G-8—The local board of education and district leadership manage organizational systems and resources for a safe, high-performing learning environment.

1. The local board of education and the district leadership regularly communicate with district employees and the community regarding the district's vision and mission.

2. District staff use documented evidence (e.g., observations, walkthroughs, collaborative teams, and mentoring) to develop professional growth plans.

3. The community, through the local board of education, provides sufficient financial resources to ensure an educational program of quality.

4. The local board of education has adopted and enforces policies requiring effective fiscal management and accountability and the district leadership implements procedures to support the board's policies.

5. The local board of education and district leadership employ appropriate procedures to ensure the accurate and timely reporting of required data to state and federal agencies.

6. The local board of education and district leadership provide facilities that are healthful, adequate in size, clean, well-maintained, and appropriate to house the educational programs of the district.

7. The local board of education and district leadership ensure all facilities are safe.

8. The district leadership has developed and implemented a coordinated approach to school health services.

9. The district ensures a school nutrition program is available which provides at least one (1) nutritionally balanced meal available to all students each day in accordance with Federal and State Child Nutrition Program regulations and guidelines.

10. The district ensures safe and efficient transportation to and from school is provided in compliance with Missouri statutes, regulations, and local board of education policy.

G-9—The local board of education, district leadership, and staff collaborate with families and community members who represent diverse interests and needs to mobilize community resources that improve teaching and learning.

1. The local board of education, district leadership, and staff systematically and frequently provide information to the public about school programs.

2. The district has procedures to involve family and community members in educational activities.

3. District leadership identifies preschool opportunities available to children and informs family and community members about the importance of early childhood education.

G-10—The district's birth-through-prekindergarten population will have access to high-quality early learning experiences that will prepare them to succeed in school.

G-11—The district provides 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.

1. Parent education activities are provided as required by the Early Childhood Development Act (ECDA).

2. The district actively cooperates with other agencies and parent and community groups (e.g., parent teacher organizations and Title I) to provide information related to child development and/or parenting skills.

3. Formal strategies are in place to include parents/guardians in the educational process.

Appendix D
Role and Responsibilities of the Regional School Improvement Team (RSIT)

The Regional School Improvement Team's role is to provide the expertise and guidance necessary in the modification of the district's CSIP and the school improvement plan (SIP).

- The introductory meeting of the RSIT should:
    - Discuss leading indicators and lagging indicators.
    - Determine the deliverables and responsibilities of all partners.
    - Develop an accountability calendar for the year.
    - Align project oversight.
    - Assess the district's/school(s) capacity for implementation of the plan.
    - Determine structures to support professional learning.
    - Determine what resources are essential components of the professional learning plan.
    - Address all other outstanding issues related to implementation.
    - Determine how to communicate and engage students, parents and communities in school improvement.
    - Review of the district's Resource Report based on the MSIP Resource Standards.

- The primary work of the RSIT is to:
    - Facilitate the design, development, implementation and evaluation of improvement efforts.
    - Provide coaching to district/school teams in teaching and student learning.
    - Identify and assist in removing barriers that prevent districts/schools from effectively implementing the improvement plan.
    - Facilitate technical assistance and professional learning sessions that support the improvement plan.
    - Assist districts/schools in analyzing school data from a variety of sources.
    - Conduct regular visits (at a minimum monthly) to assigned district/schools to monitor the fidelity to and effectiveness of plan implementation.
    - Monitor the district/schools leading indicator data.
    - Measure, analyze and report district/school progress toward meeting the terms of the performance contract.

Districts identified as provisionally accredited will utilize the following and be prepared to update the RSIT monthly on the following:

- Monthly Progress Report: This report captures the work the district/school is conducting to address the improvement targets identified in its CSIP and/or performance contract. The tool helps to examine and assess what has been completed and what still needs to be done. It is updated on a monthly basis or as required by the RSIT.
- 30 Day Leadership Plan: The plan causes the principal to give special attention to the opening of the school year.
- The principal identifies the key early wins and identifies/clarifies the adult and student related behaviors that need to improve immediately. This is submitted to the RSIT and reviewed prior to the opening of school. The goal is to produce a very successful and results-oriented opening month of school.
- Mapping Chart for Instructional Support: The mapping chart is a coaching tool designed for principals to "map" the abilities of each staff member in key, critical instructional areas. The principal assesses the needs of each staff member, provides strategies for designing personalized support for individuals or groups of teachers and the intensity of the support that is necessary.
- Action Research Project: Each principal is charged with a project that establishes practices to

intervene at the student level to improve student performance. These practices should be replicable. This project engages the principal in direct ownership and responsibility for these students. The principal does whatever it takes to meet the needs of these students.

- Data Dashboard: The data dashboard is used to monitor and report on the leading indicators. The dashboard is designed to display critical data that is examined and reviewed at a glance and to streamline the need for multiple reports.

Appendix E
State Board Options for Unaccredited Districts

A detailed outline of each the State Board of Education's options for unaccredited districts follows, along with a description of the exiting conditions leading to increased local autonomy.

Option A:
- Allow continued governance by the existing school district board of education under terms and conditions established by the State Board of Education
  - Extends for a maximum of three (3) additional years the performance contract signed by the elected board and State Board of Education at the provisionally accredited level of intervention.
  - Retains transfers eligibility for students to an accredited school district in the same or adjoining county.
  - Maintains employee contracts.
  - Permits lapsing of district and further determination of governance by State Board of Education pending annual review of student performance.

Option A EXIT CONDITIONS:
- If the district meets specific established performance standards, the Department will recommend to the State Board of Education that the district be reclassified as provisionally accredited and that the provisionally accredited level of intervention be continued.
- If the district does not improve sufficiently to meet provisionally accredited criteria, the State Board of Education may lapse the district and select from Options B – D of this plan.

Option B:
- Lapse the Corporate Organization of the District
  - Replaces the elected board with a special administrative board (SAB) that operates autonomous of the State Board of Education and Department.
  - Maintains district's historical student performance data and accreditation classification.
  - Retains transfers eligibility for students to an accredited school district in the same or adjoining county.
  - Authorizes SAB to determine future contracts and contract provisions.
  - Maintains Department support and assistance.

Option B EXIT CONDITIONS:
- The SAB remains responsible for the operation of the district until the district is classified by the State Board of Education as provisionally accredited for at least two successive academic years, after which time the state board of education may provide for a transition as outlined in section 162.083;
- If the district does not improve sufficiently to meet provisionally accredited criteria, the State Board of Education may select from Option C of this plan.

Option C:
- Lapse the district and attach the territory of the lapsed district to one or more districts or divide the district into multiple school districts within the territory of the lapsed district.
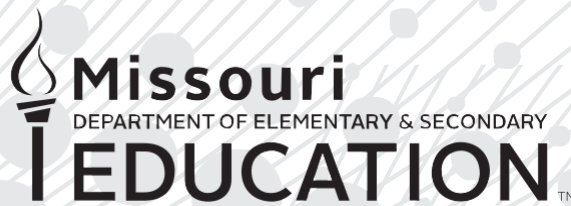
The State Board of Education may:
- Assign students of the lapsed district to one or more accredited districts.
- Restructure the lapsed district into multiple school districts, with elected school boards, within the

territory of the lapsed district.

- Assign students of the lapsed district to one of the newly established school districts within the territory of the lapsed district.
- Direct the Department to: 1) work with district(s) to which all or parts of a lapsed district are attached or the newly established districts to ensure the proper transfer of assets and plans for dealing with pending liabilities; 2) work with local taxing entities to assure that properties are appropriately assigned to the new taxing jurisdictions; 3) work with local taxing entities to assure a process is in place to collect annual revenues to satisfy interest and principal for any outstanding general obligation bonds; 4) notify the general assembly of new taxing jurisdictions to take effect sixty days after the adjournment of the regular session of the general assembly next following the State Board's decision.

Option C EXIT:
There is no exit strategy for Option C, as the district has formally dissolved.