

CSIP Pre-Planning Guide

Please provide a brief response to the following questions. If this information is contained in the CSIP, please indicate the page number.

LEA Name CENTERVILLE SCHOOL DATE December 19, 2022

STANDARD L3

The local board adopts, monitors, and annually reviews the implementation and outcomes of the Continuous School Improvement Plan (CSIP) that focuses on district performance and improvement.

Descriptor A. The CSIP, developed in meaningful collaboration with internal and external stakeholders, is the product of and based upon, a data based needs assessment.

1. Does the LEA currently have a written and board approved Continuous School Improvement Plan? Yes
2. Date of last board review: 19 Dec 2022
3. In developing the current CSIP, did the LEA seek input from internal and external stakeholders?

Check all that apply.

- ☒ Board Members
- ☒ Teachers
- ☒ Support Staff
- ☒ Parents/Guardians
- ☒ Representatives of local business/industry
- ☒ Charitable, non-profit, or cultural organizations
- ☒ Other community members

Please specify

4. (L3-A) Describe how the CSIP utilizes input from key internal and external stakeholders and how the stakeholders are continually engaged (or expected to be) in ongoing CSIP progress monitoring and/or development. Internal and external stakeholders are invited to attend and to provide input at district CSIP meetings, as well as, other district meetings, such as, Title program planning and review meetings, Safety and Wellness meetings, and Parents as teachers program planning, on an ongoing basis. The input gathered from key stakeholders is used to create goals for the CSIP, which in turn, guides other local plans. The district also uses surveys from faculty and staff, students, parents, business owners, and other community to gather input.
5. Was a climate/culture survey used to determine needs outlined in the CSIP? Yes

☐ Locally developed survey that contained the three essential survey indicators

☐ Purchased survey contains the three essential survey indicators Name of survey “Character Plus survey”

6. (L3-A) What data sources (i.e. quantitative and qualitative data, internal and external data, and needs assessment) were used to determine the goal areas? What processes were utilized in collecting and analyzing the data when developing CSIP goals? Student results from state assessments (MAP and EOC), along with local diagnostic results, (Terra Nova, STAR reading and math, I-Ready reading and math, and dyslexia screening) are used, As well as, teacher needs assessment surveys and model student and parent surveys from DESE

****Other MSIP 6 standards and indicators may be reflected in the development of a CSIP plan: Climate & Culture CC2A, CC3A, CC3B, CC4A and Data Based Decision Making DB2A, DB3C.**

Descriptor B. The local board ensures that the CSIP focuses on the academic preparation and well-being of each student.

1. (L3-B) How is the local board engaged in the CSIP process? The board reviews student academic data and student progress throughout the year, as well as teacher performance. They are informed on professional development activities and some members attend district meetings such as Title program meetings, PTA, and safety and wellness meetings and are part of the CSIP planning process.
2. (L3-B) How does the local board ensure that the CSIP focuses on academic preparation of students? The board ensures that district curriculum is aligned to state standards and professional development is aligned to needs assessments results as well as teacher and student performance. The board also assures that academic interventions, such as after school tutoring, is tied to student need through periodic reports from committee chairs.
3. (L3-B) Explain how the local board is engaged with monitoring of academic performance data. The board reviews MAP and EOC results annually and inquire about at-risk student progress throughout the year. The board also receives local diagnostic reports three times a year, as well as MAP practice results at least once a year.
4. (L3-B) How does the CSIP address the well-being of each student? The district works in cooperation with the local behavioral group FCC, to provide social, emotional, and mental health supports for our students and staff. The district staff have engaged in various types of professional development to ensure the well-being of each student. In the dLACE program teachers learn to use character education essentials as part of school improvement practices districtwide to ensure a comprehensive, intentional, and proactive approach to student development. This includes learning the skills to implement, lead and sustain a character education process throughout their district that, when done with efficacy, positively impact academic performance, school culture and climate, referral rates, and teacher job satisfaction. The Virtual Teacher Academy in Character Education (vTACE) has two fundamental purposes. The first is to inspire a personal commitment to character values as a teacher. The second is to equip teachers with character development best practices and evidence-based methods for building positive character skills in students. Other benefits to this program include increasing academic

success in the classrooms, decreasing student referrals, lowering teacher turnover, and increasing job satisfaction. The district is also taking part in an eMINTS project, Prosocial and Active Learning (PAL) Classrooms. This project focuses on supporting the social-emotional learning (SEL) of students in 5th-grade classrooms through prosocial education. To give students an opportunity to practice good social skills, teachers will also learn how to develop and implement effective problem-based learning experiences that support the current curriculum.

5. L3-B) How does the CSIP drive leaders and teachers in the development and implementation of academic instruction for each student? CSIP goals for improvement in math and communication arts are the focuses of the districts after school tutoring program in which local diagnostics and classroom performance guide instruction in a one on one, or small group setting up to three days a week. These areas are also a focus for professional development.

****Other MSIP 6 standards and indicators may be reflected in the development of a CSIP plan:
Data Based Decision Making DB2A, DB4A, DB4C, DB4D and Alignment of Standards,
Curriculum and Assessment AS2C, AS2D, AS2H.**

Descriptor C. The CSIP contains:

1. (L3-C) Does the LEA's CSIP have a clear mission and vision? What process was used to create the vision and mission statements? Yes, all stakeholders were invited to participate in the development of the district's vision and mission statement.
2. (L3-C) What procedures are used to develop and manage progress on goals and objectives, evidence-based strategies, and timelines? Quarterly CSIP committee meeting with reports from other district committee chairs, will be used to develop and manage progress on goals and objectives, evidence-based strategies and timelines.
3. (L3-C) How do the LEA's budget development and funding sources support the CSIP goals and evidence-based strategies? The 1% allocation for professional development and Title II funds are used for professional development and curriculum development. Title I, Title IV, and REAP funds are used to support the district's digital infrastructure, on-line diagnostic assessments, tutoring, and parental involvement. ESSER funds are used to support a safe and healthy school environment and a summer school program.

****Other MSIP 6 standards and indicators may be reflected in the development of a CSIP plan:
Leadership L1A, L1D and Equity and Access EA4.**

Descriptor D: The Local Board regularly monitors the implementation and outcomes of the CSIP.

(L3-D) Describe how the local board monitors the implementation and outcomes of the CSIP. Who is involved and how often are updates shared with the local board? [Click or tap here to enter text.](#)

1. (L3-D) How does the LEA use plan goals to guide in decision-making for operations, governance, and budgeting? The board will monitor the implementation and outcomes of the CSIP through quarterly reviews, monthly reports from the superintendent and through reports from district committee chairs, at least twice a year

****Other MSIP 6 standards and indicators may be reflected in the development of a CSIP plan:
Data Based Decision Making DB2B.**

Descriptor E: The CSIP guides the development and implementation of other plans (Building Improvement Plan, Professional Development Plan, Facilities Plan, etc.

1. (L3-E) How is the CSIP used to guide the development, implementation and monitoring of other required LEA plans (i.e. building level plans, assessment plan, ESSA plan, professional development plan, technology plan)? District committees will use the related goals set in the CSIP to guide the development, implementation, and monitoring of their plan development.
2. (L3-E) Please list other LEA plans that are aligned to your LEAs CSIP. How does the LEA ensure alignment of all plans? ESSA Plan, Professional Development Plan, Technology Plan, Assessment Plan, Wellness Plan, American Rescue Plan, Safe Return to School and Continuity of Service Plan, and PAT Plan.
3. (L3-E) What procedures are in place to monitor the fidelity of all plans? The board will review the CSIP Quarterly and district committees will meet quarterly and report implementation progress to the superintendent. The committee chairs will report directly to the Board at least twice a year.