



Leveraging Technology to Simplify CSIP, Improve Student Outcomes on MSIP 6 (A-F), and Increase Leadership Capacity



Dr. Bryan Copple
Dr. Chad Sutton





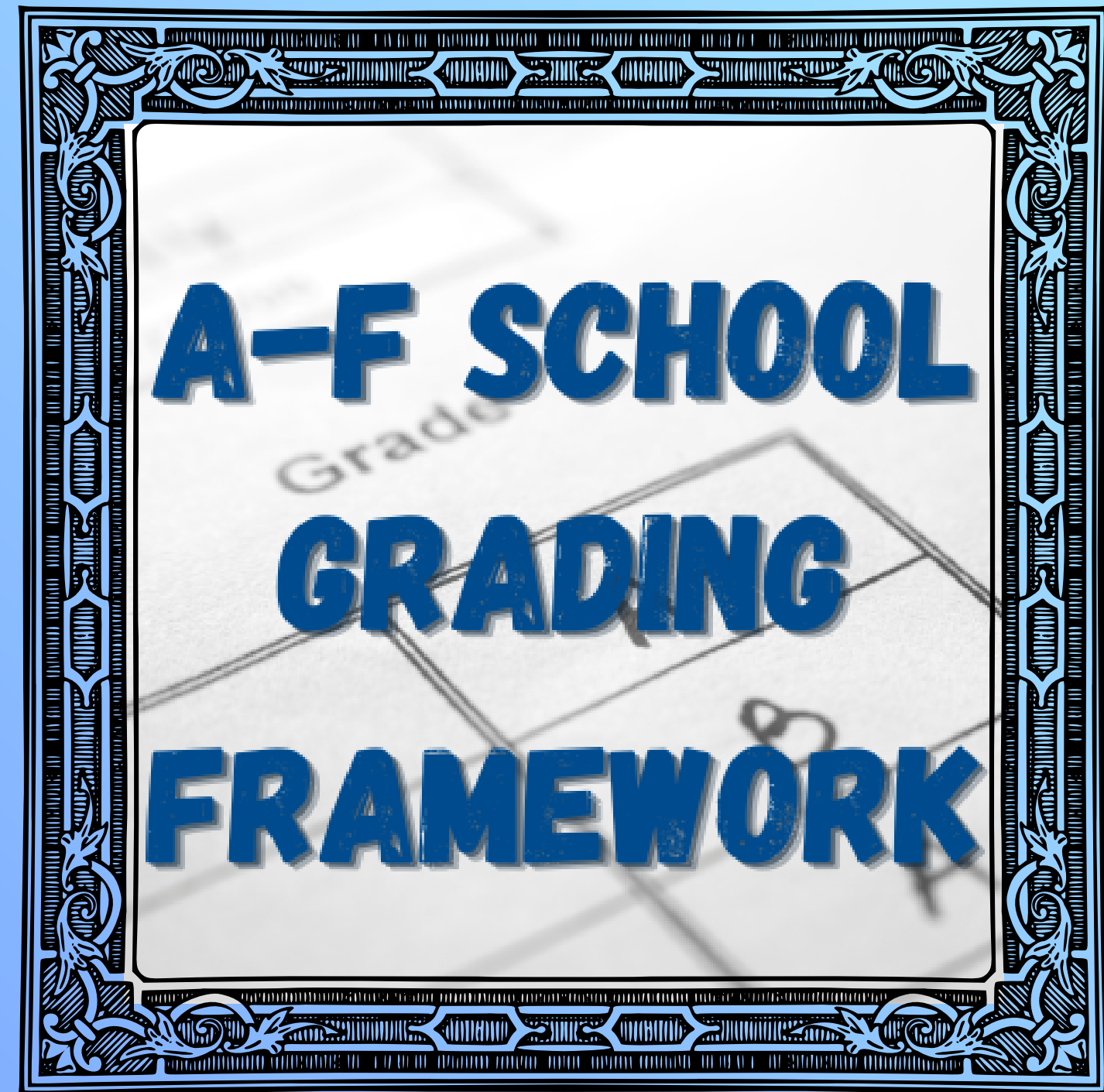
Big Ideas For Our Time Together

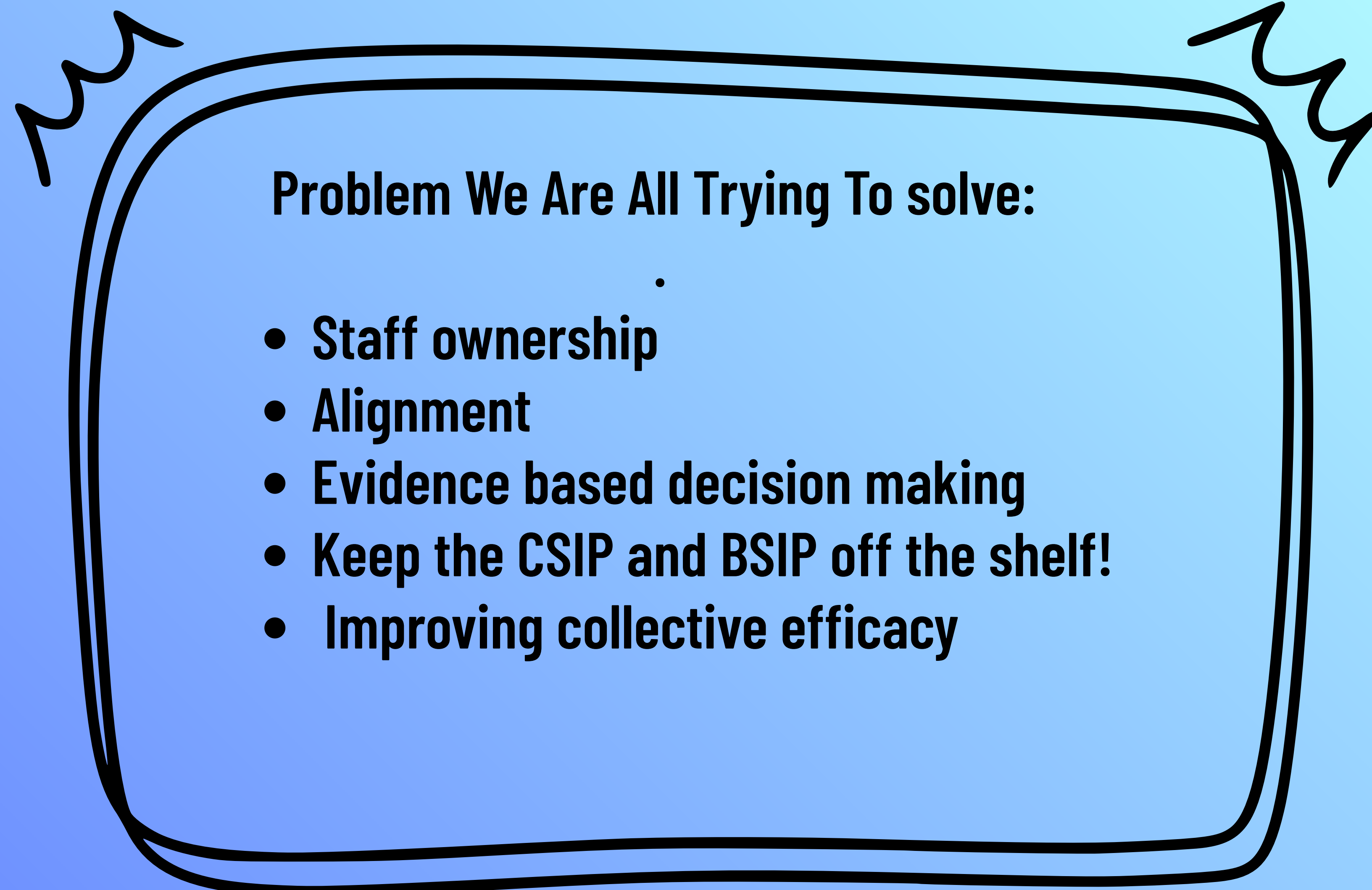
- Alignment
- Evidence based decision making
- Accountability and monitoring
- Leverage technology



**Technology won't improve student outcomes.
AI won't improve student outcomes. A CSIP
won't improve student outcomes. But leaders
who create clarity, align people around
common priorities, monitor implementation,
use evidence and adjust their actions can.**
***Technology simply gives us an opportunity to
do that work better, faster and with greater
coherence.***

The CSIP: Compliance or Committment?





Problem We Are All Trying To solve:

- **Staff ownership**
- **Alignment**
- **Evidence based decision making**
- **Keep the CSIP and BSIP off the shelf!**
- **Improving collective efficacy**



Could every educator in your district explain how their work supports a District CSIP goal, and believe, together, they can achieve it?



The Funnel of CSIP Attrition

95%

of employees don't understand their organizational strategy. Not because they haven't seen the plan, but because they don't see how their work connects to it. (Kaplan & Norton, 2005)

70-80%

of district initiatives never fully reach classroom practice due to a breakdown in alignment and implementation. (Elmore, 2004; Fullan, 2007)

Impact on Students

Two Types of School Districts

If organizational coherence matters this much, why do most improvement efforts live in separate documents, meetings, and spreadsheets?

The Fragmented District

- Goals live in static PDFs.
- Evidence is trapped in siloed spreadsheets.
- Meetings are disconnected from the strategic plan.

Result: The 70-80% Implementation Failure.

The Coherent District

- Specific, difficult goals (.80 effect).
- Collaborative, transparent evidence analysis.
- One unbroken chain of truth.

Result: The 1.57 Efficacy Multiplier.

The Ultimate Target: Collective Teacher Efficacy But How??

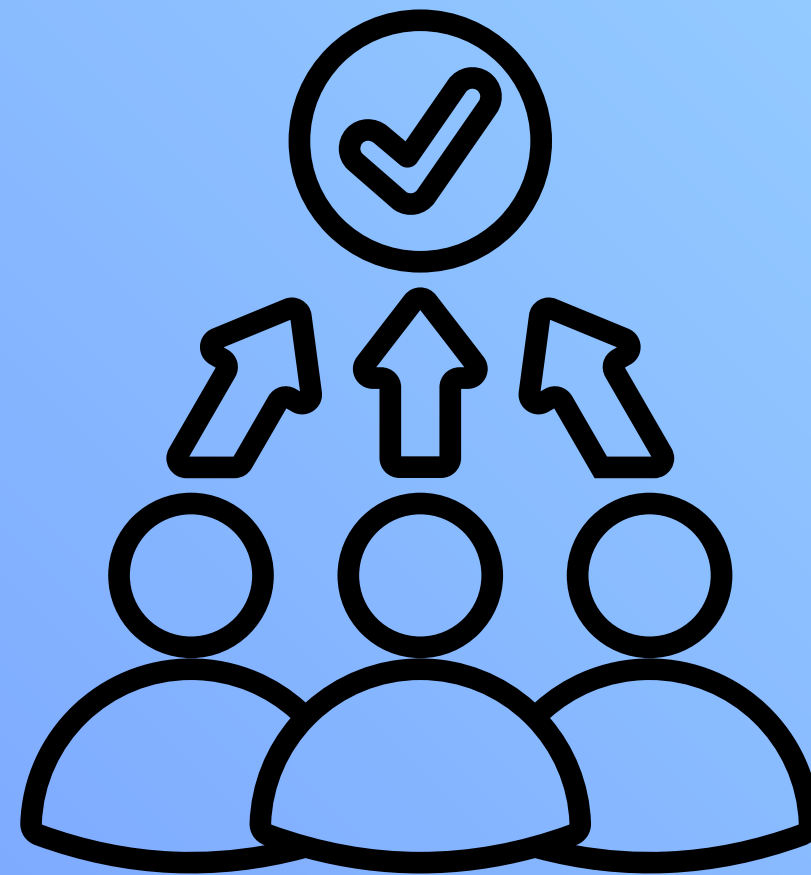
Typical Interventions

0.0–0.40

1.57 One the largest
influences on student
achievement identified
Effect Size in education research.
(Hattie, 2012 - Visible Learning)

When organizational coherence exists, teachers have the clarity, collaboration, and evidence they need to make a difference for students. But you cannot buy efficacy, you must engineer the conditions for it.

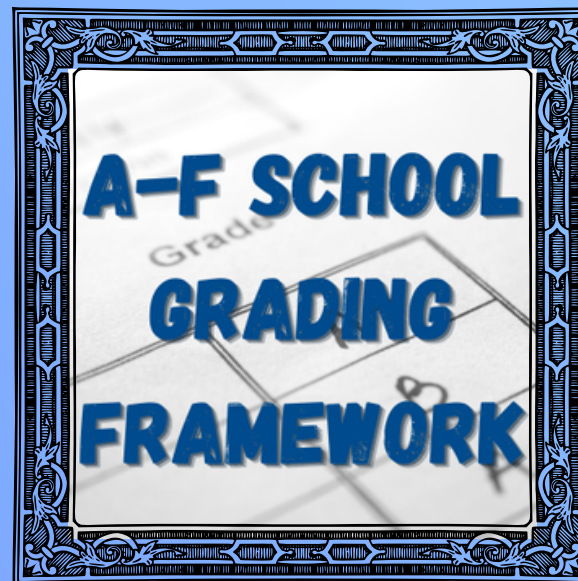
Alignment: Where It All Begins



What Does The Research Say?

“Sustained improvement occurs when district priorities, school leadership, and classroom practice operate as one coherent system.”

– The Learning Policy Institute’s Positive Outlier Districts Research





**If operating as one coherent
system matters so much,
then...**

How many clicks??

How many clicks to align?

The screenshot displays the Google Drive interface for a user named 'S'. The main view is the 'District Continuous Improvement' folder, which contains a grid of subfolders. Overlaid on this are several smaller windows showing the contents of specific subfolders: 'Northview Elementary' (under Building Plans), 'Student Achievement Data' (under Assessment Data), 'Professional Learning' (under Building Plans), and 'Quarterly Reports'. A mouse cursor is hovering over the 'PD Plan 2025-26 FINAL v2' file in the 'Professional Learning' window. At the bottom left, a progress bar indicates 'Uploading 12 files...' with '7 of 12' completed and '2 minutes left'. At the bottom right, a warning message states 'Multiple versions detected' with the text 'There are 6 files with similar names in this folder.' and a link to 'Review files'.

My Drive > District Continuous Improvement

- District CSIP (42 items)
- 2026-27 Continuous Improvement (28 items)
- Board Goals (14 items)
- Strategic Plan (37 items)
- Building Plans (56 items)
- School Improvement (23 items)
- Progress Monitoring (31 items)
- Evidence Uploads (124 items)
- Assessment Data (48 items)
- Student Achievement (62 items)
- Climate Data (28 items)
- Attendance Data (33 items)
- PLC Goals (27 items)
- Team Action Plans (39 items)
- Quarterly Reports (22 items)
- Principal Resources (51 items)
- Professional Learning (38 items)
- Data Dashboards (19 items)
- Northview Elementary (46 items)
- Maplewood Elementary (38 items)
- Riverside Elementary (31 items)
- Oak Grove Middle School (44 items)
- Central Middle School (37 items)
- North High School (52 items)
- South High School (49 items)
- Archived Plans (91 items)
- Templates (26 items)
- Meeting Notes (73 items)
- Surveys (18 items)
- Accountability Reports (34 items)

My Drive > Building Plans > Northview Elementary

Name	Last modified
School Improvement Plan FINAL	Mar 3, 2025
School Improvement Plan FINAL v2	Apr 14, 2025
School Improvement Plan Updated	Apr 28, 2025
Strategic Plan Alignment	Feb 10, 2025
Data	Mar 1, 2025
Evidence Uploads	May 6, 2025
Team Action Plans	Apr 22, 2025
Meeting Notes	May 5, 2025
Presentation Materials	Apr 18, 2025

My Drive > Assessment Data > Student Achievement Data

Name	Last modified	Size
Reading Assessment Results 2024-25.xlsx	Apr 21, 2025	1.2 MB
Math Assessment Results 2024-25.xlsx	Apr 21, 2025	1.1 MB
Student Growth Summary_FINAL.xlsx	Mar 3, 2025	980 KB
Student Growth Summary_FINAL v2.xlsx	Apr 2, 2025	1.1 MB
District Assessment Overview.pdf	Feb 14, 2025	2.4 MB
Benchmark Data - Fall 2024.xlsx	Jan 28, 2025	1.3 MB
Benchmark Data - Winter 2025.xlsx	Mar 12, 2025	1.3 MB
Benchmark Data - Spring 2025.xlsx	May 1, 2025	1.4 MB
Achievement Gaps Analysis.pdf	Apr 29, 2025	3.1 MB
Subgroup Results.xlsx	Apr 18, 2025	1.0 MB

My Drive > Professional Learning

- PD Plan 2025-26
- PD Plan 2025-26 FINAL
- PD Plan 2025-26 FINAL v2
- Professional Learning Calendar
- PLC Resources
- Coaching Materials
- Evaluation Tools
- PD Feedback Surveys
- PD Attendance Data
- PD Impact Reports

My Drive > Quarterly Reports

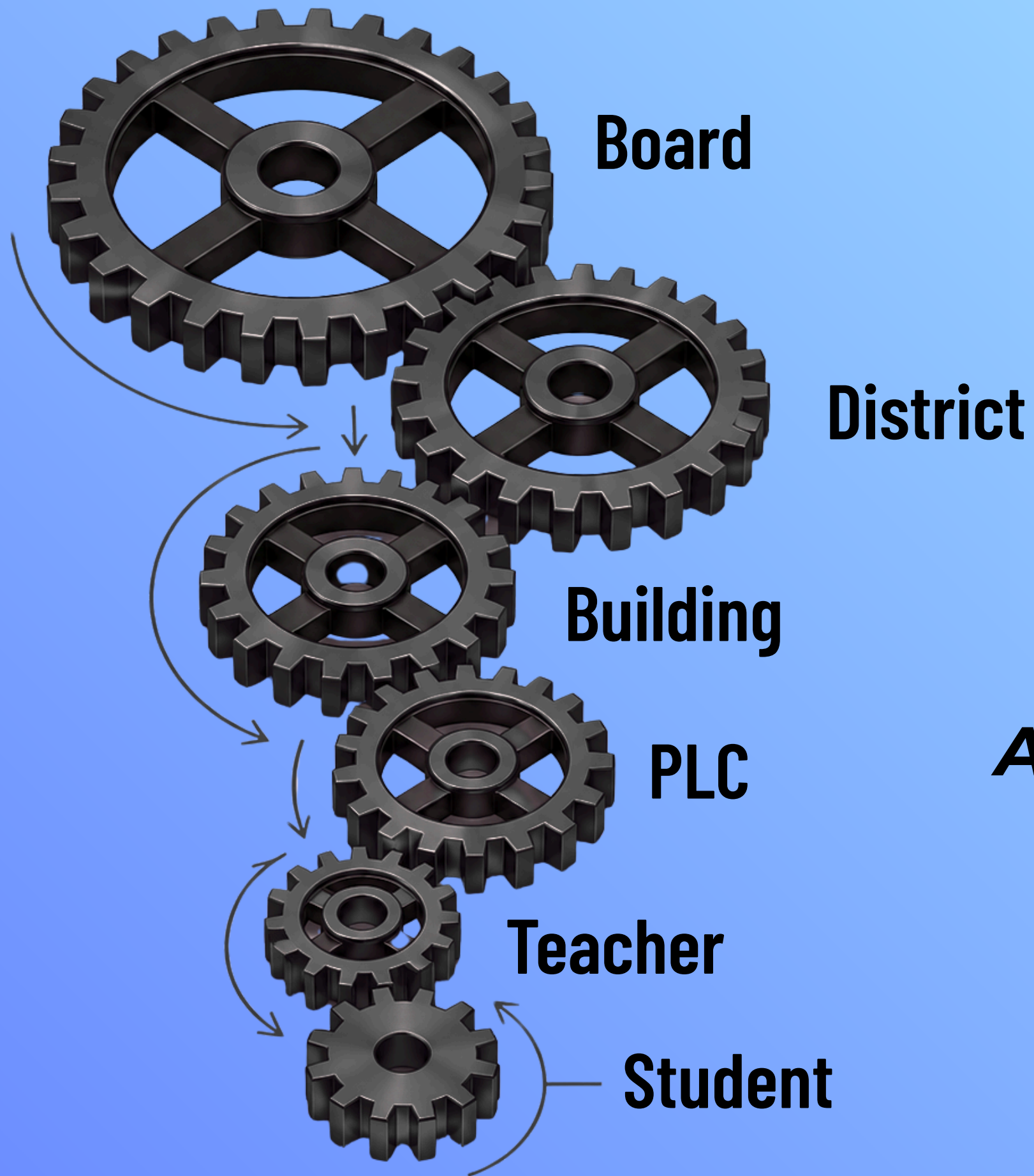
- Q1 Progress Report.pdf
- Q1 Progress Report FINAL.pdf
- Q1 Progress Report FINAL v2.pdf
- Q2 Progress Report.pdf
- Q2 Progress Report Updated.pdf
- Q3 Progress Report.pdf
- Q3 Progress Report FINAL.pdf
- Q4 Progress Report_Draft.pdf
- Annual Summary 2024-25.pdf

Uploading 12 files...
7 of 12 | 2 minutes left

Multiple versions detected
There are 6 files with similar names in this folder.
[Review files](#)

What Happens When Leaves?

The CSIP Alignment Cascade creates system- wide clarity.



***A Single Misaligned Component Halts
The Entire Engine***



Richmond Results Through Goal Cascading

Enrollment: 1,543

Certified Staff: 119





Three-Year Cycle- APR

- The Performance Score measures student achievement, attendance, graduation rates, categorial growth, and career readiness at various points along the K-12 spectrum.
- **2022- 57.0**
- **2023- 64.1**
- **2024- 70.9**
- **2025- 78.2**

How many clicks to align?

Drive

New

Home

My Drive

Shared drives

Computers

Shared with me

Recent

Starred

Spam

Trash

Storage

15.2 GB of 100 GB used

Get more storage

Search in Drive

My Drive > District Continuous Improvement

District CSIP42 items

2026-27 Continuous...28 items

Board Goals14 items

Strategic Plan37 items

Building Plans56 items

School Improvement...23 items

Progress Monitoring31 items

Evidence Uploads124 items

Assessment Data48 items

Student Achievement...62 items

Climate Data28 items

Attendance Data33 items

PLC Goals27 items

Team Action Plans39 items

Quarterly Reports22 items

Principal Resources51 items

Professional Learning38 items

Data Dashboards19 items

Northview Elementary46 items

Maplewood Elementary38 items

Riverside Elementary31 items

Oak Grove Middle Sc...44 items

Central Middle School37 items

North High School52 items

South High School49 items

Archived Plans91 items

Templates26 items

Meeting Notes73 items

Surveys18 items

Accountability Reports34 items

Details

Activity

2026-27 Continuous Improvement

TypeFolder

LocationMy Drive > District Continu...

OwnerDistrict Team

ModifiedJan 12, 2025

Size28 items

DescriptionContinuous improvement planning and monitoring for 2026-27.

TagsCIPlanning2026-27

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Q2 Progress Report Updated.pdf
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Q4 Progress Report_Draft.pdf
Annual Summary 2024-25.pdf

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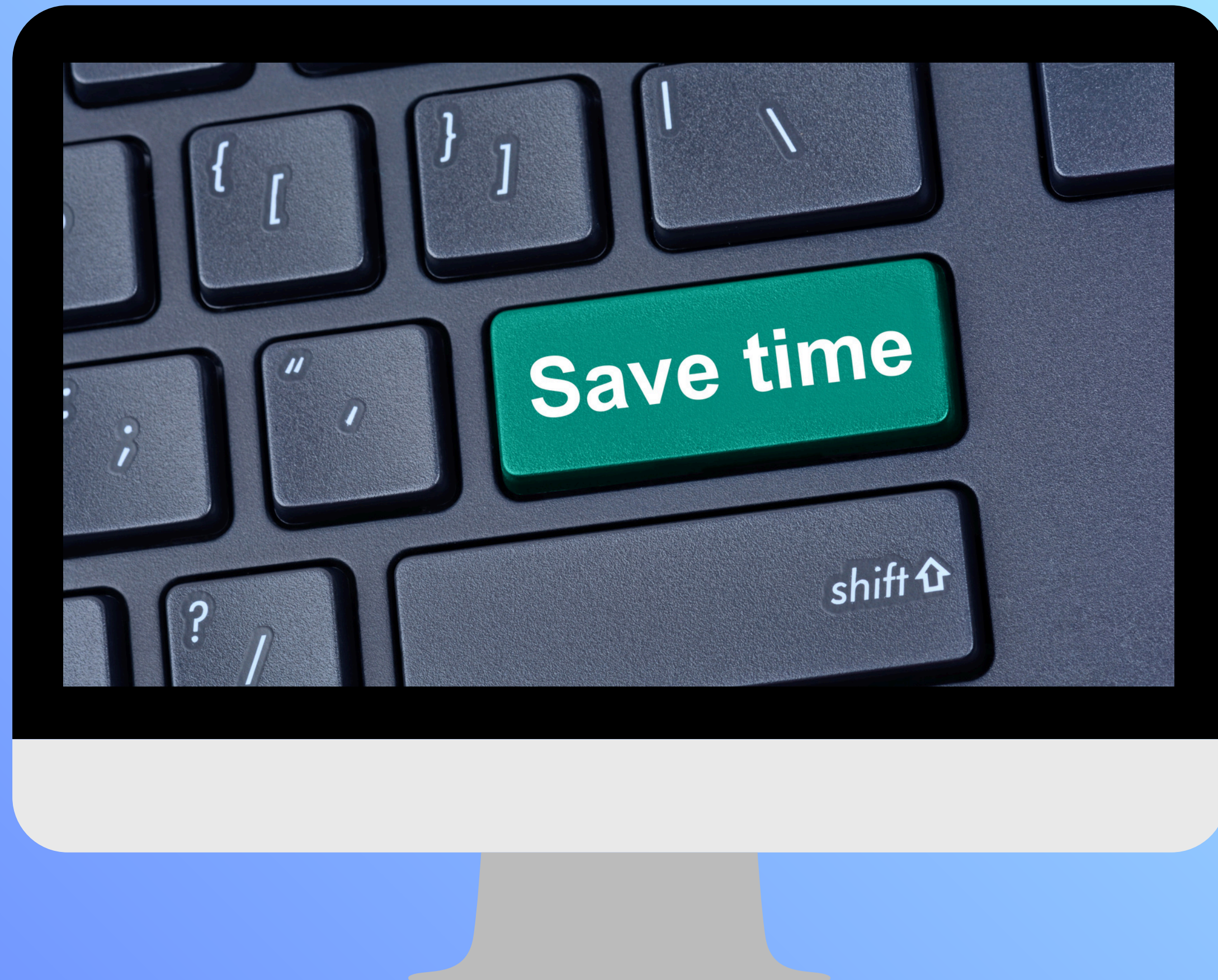
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Review files

My Drive > District Continuous Improvement > Building Plans > Northview Elementary > Team Action Plans > 2025-26 > FINAL v2

Leveraging Technology

**Improve
Outcomes**



**Simplify CSIP
and BSIP**



Good afternoon, **Chad**

Monday, September 21st



District Improvement Plan

Review your district's comprehensive improvement plan: pillars, strategies, and goals in one place.



Building Improvement Plans

Explore improvement plans and team goals for every building in your district.



POWERED BY DECISION INTELLIGENCE

ForeSightED.

Your decision intelligence reporting suite. Generate SWOT analyses, board summaries, progress reports, and advisor insights, in seconds.

[Explore](#) →



Continuous Improvement Resources

Guides, templates, and tools to support your improvement work.



MSIP6 Resources

Reporting links and resources from your state.



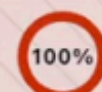
Surveys

Take surveys assigned to you and build your own to send out.

[Open Surveys](#) →



AT A GLANCE
2026-27



Building Goals
aligned to district



Team Goals
aligned to building

Leveraging AI To Save Time



 **Richmond R-XVI School District**

 2026-27 





ForeSightED.

Your decision intelligence reporting suite. Pick a report or tool below and let ForeSightED turn your improvement plan data into board-ready insight, in seconds.





SWOT Analysis

Generate a decision-intelligence-powered SWOT analysis of strengths, weaknesses, opportunities, and threats at the district, building, team, or personal level.

[View SWOT analysis →](#)



Alignment Analysis

See how well building improvement plans align with your district's strategic goals, with decision-intelligence-identified gaps and strengths.

[View alignment analysis →](#)



Board of Education Summary

An executive-ready decision intelligence summary of district improvement progress, formatted for your next board meeting.

[Open board summary →](#)



Meeting Companion

Plan agendas, capture live notes, and let decision intelligence generate a meeting summary, key takeaways, and action items.

[Open Meeting Companion →](#)



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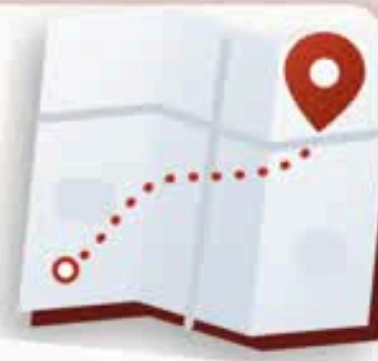
[Open Surveys](#) →





Good afternoon, **Chad**

Monday, September 21st



District Improvement Plan

Review your district's comprehensive improvement plan: pillars, strategies, and goals in one place.



Richmond High School Improvement Plan

Jump straight into your building's improvement plan, goals, and progress.



POWERED BY DECISION INTELLIGENCE



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[Explore](#) →



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[Open Surveys](#) →



Admin Panel - Richmond R-XVI

Board2Classroom

Board2Classroom

Ask Gemini

richmond.board2classroom.com

2026-27



Richmond R-XVI School District

Good afternoon, Chad

Monday, September 21st



District Improvement Plan

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Richmond High School Improvement Plan

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AT A GLANCE

2026-27

100%

Team Goals aligned to building

Clearly and Accurately Communicate Progress

GOAL 5

Student Learning, Success & Academic Achievement

OBJECTIVE

By October 2027 the percentage of students scoring Basic, Proficient, and Advanced will increase by 10% per year as measured by ELA and Math MAP and EOC scores.

ATTACHMENTS

+ Manage

FORESIGHTED

Advisor

FORESIGHTED

Achievement

Fall Semester Progress

Not Scored

Spring Semester Progress

Not Scored

✓ Update this Goal — Scoring

✕

Percentage Ranges

Ranges must cover 0-100% with no gaps. Edit the "To" value and the next range adjusts automatically.

+ Add Range

Not Yet

Emerging

Progressing

Met

Exceeds

0%

100%

From %

To %

Label

0

20

Not Yet

Description (what this range means for the district's data targets)

Little to no progress has been made; actions toward the goal are missing.

From %

To %

Label

21

40

Emerging

Description (what this range means for the district's data targets)

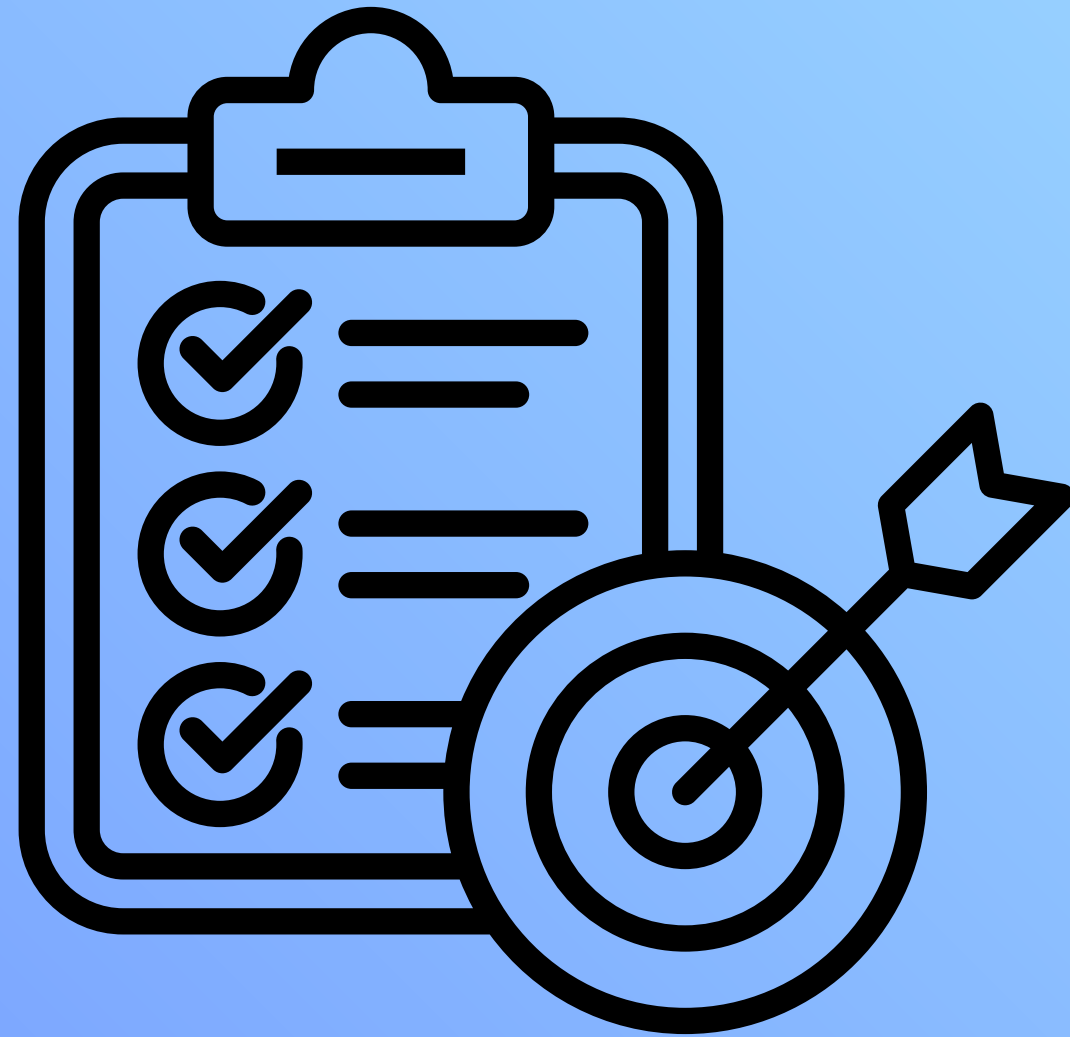
Initial steps have been taken; limited or inconsistent progress is evident.



Inform

If we're going to hold people accountable for strategic priorities, leaders need to prioritize high leverage actions, visibility into progress, and boards need clear communication about progress across the system.

How Are Action Steps Determined In Your School District Today?





Leverging Technology To Make Evidence Based Decisions

WHAT works × HOW WELL it is implemented = IMPACT

Selecting an evidence-based action step is only half of the equation. The strategy still has to be implemented with sufficient fidelity and quality to have a reasonable opportunity to produce the intended outcome.

**Consistent execution of aligned actions is what turns plans
into progress**

Decision Intelligence

The screenshot shows a web browser window with two tabs: 'Admin Panel - Richmond R-XVI' and 'Board2Classroom'. The address bar shows the URL 'richmond.board2classroom.com/foresighted/advisor-report/3/district'. The page header includes the Richmond R-XVI School District logo, a date selector set to '2026-27', and a user profile icon. The main content area is titled 'Advisor Analysis' with a green header bar and a timestamp 'Generated: 09/24/2026 2:25 PM'. The report is divided into two sections: 'Advisor Summary' and 'Understanding Effect Sizes'.

Advisor Analysis

Generated: 09/24/2026 2:25 PM

Advisor Summary

The goal establishes a clear academic focus on improving student performance on standardized and state assessments. Its objective appropriately emphasizes proven instructional techniques, data-based learning objectives, and meaningful feedback, while the action step identifies ACT preparation and relevant instructional resources as immediate levers.

To strengthen alignment and impact, the plan should: (1) define the intended ACT participation increase and connect participation to specific assessment-performance outcomes; (2) structure ACT preparation around explicit instruction, practice testing, and timely feedback; and (3) establish recurring data-review points that translate assessment evidence into individualized learning objectives and instructional adjustments.

Understanding Effect Sizes

Effect sizes describe the expected magnitude of an intervention's relationship to learning outcomes:

- 0.20–0.39 = Small impact
- 0.40–0.59 = Moderate impact ($\approx$ one year of expected growth)
- 0.60–0.79 = High impact (accelerated learning)
- 0.80+ = Very high impact (transformational when implemented with fidelity)
- Operational/systems: "Indirect" or "Multiplier"

Effect sizes are evidence-informed estimates, not guarantees. The strength of implementation, fit with students' needs, instructional quality, and consistency of use influence results.

Predictive Intelligence

The screenshot shows a web browser window with two tabs: 'Admin Panel - Richmond R-XVI' and 'Board2Classroom'. The address bar shows the URL 'richmond.board2classroom.com/foresighted/achievement-report/3/district'. The page header includes the Richmond R-XVI School District logo, a date selector set to '2026-27', a notification bell with a red '2', and a user profile icon. The main content area is titled 'Forecast Analysis' with a green header bar and a timestamp 'Generated: 09/24/2026 2:28 PM'.

Forecast Analysis

Generated: 09/24/2026 2:28 PM

Goal Forecast Summary

Likelihood: Moderate-Low. The goal could be partially attainable if ACT preparation is implemented consistently and reaches a substantial proportion of students, but the current plan provides only one narrowly focused action step for a broad goal involving both standardized and state assessments. Research alignment is limited to test-taking and coaching effects, which Hattie reports at approximately 0.30, below the approximately 0.40 hinge point for average annual growth. Because the plan does not specify measurable learning objectives, assessment targets, feedback cycles, instructional practices, or evidence of implementation, the likelihood of meeting the broader goal would remain moderate-low unless ACT preparation is closely connected to identified student needs and the targeted assessments.

Strengths

- The action step focuses on ACT preparation courses, including released items and old tests. This aligns with Hattie's "teaching test taking and coaching" influence (effect size ≈ 0.30), suggesting a small-to-moderate potential contribution when preparation includes explicit practice with assessment formats, item types, pacing, and response strategies.
- Identifying an instructor, classroom setting, and ACT-specific resources provides basic implementation conditions. These resources may support structured practice rather than relying solely on general encouragement to prepare.
- The objective references data-based learning objectives and meaningful feedback, which are conceptually consistent with research on formative assessment and feedback. However, these elements are not yet translated into specific activities, measures, or fidelity expectations within the action step.

Risks

How Do You Collect Evidence of Progress?



So That We Can Summarize It Like This...

District Progress Overview

Across district, building, and team levels, plans are aligned to five district goals with consistent activity underway in academics, attendance, climate, and student support/discipline. Building and team action plans commonly emphasize Tier 1 instruction, common formative assessments (CFAs), student progress tracking on priority standards, daily/weekly intervention cycles, attendance communications and incentives, and schoolwide restorative practices (including CARE teams, Conscious Discipline, and increased supervision). This cross-level alignment suggests the conditions for improvement are being established, contingent on sustained training time, data systems, and implementation fidelity.

At the district level, the only formal mid-year status reported is for the culture/climate goal (Semester 1 self-evaluation at 50%—Emerging). For other goals, buildings and teams have documented action steps but have not reported outcome metrics in the provided materials. Implementation appears more mature where concrete routines are specified (e.g., weekly attendance communications, CFA calendars, CARE team reviews). Variability exists where plans list general intentions or placeholders without measurable steps, indicating uneven readiness.

Progress toward the May 2024 attendance goal and the 2025 suspension-reduction and fund balance goals will depend on timely data collection and consistent building/team reporting. Attachments at all levels indicate active planning; moving to routine, comparable progress monitoring across buildings and teams will be critical for validating outcomes and informing resource decisions aligned to MSIP 6 requirements.

District Goal Snapshots

District Goal	Overall Progress	Patterns Across Buildings & Teams	Key Risks / Watch Areas
Collaborative Culture, Positive Climate and Community Partnerships: The Richmond R-XVI School District will achieve and maintain 75% positive responses on culture climate surveys completed by all stakeholders; parents, staff, community members, and students.	Moderate	Multiple buildings list goals to enhance two-way communication, develop student-centered culture, and strengthen partnerships; artifacts show outreach intentions but with varying specificity.	Semester 1 self-evaluation at 50% (Emerging); variability in building-level action detail; survey administration cadence and response rates; alignment to MSIP 6 timelines.
District Operations: Facilities, Finances, Safety, Security, Technology: By 2025, we will reduce the number of out of school suspensions of 10 days or more by 20%.	Moderate	Widespread adoption of restorative practices, CARE teams reviewing weekly discipline data, Conscious Discipline, and enhanced supervision; frequent staff training noted.	Consistent fidelity across grade bands; capacity for ongoing training/coaching; timely, comparable reporting of 10+ day suspension counts by building.
District Operations: Facilities, Finances, Safety, Security, Technology: Become financially prepared to sustain growth in student enrollment by building the unrestricted fund balance to 25 to 30% by 2025.	Low	Building/team plans reference facilities and sustainability, but no cross-level actions tied to fund balance; this goal remains primarily a central function.	Lack of outcome data in provided materials; exposure to revenue/expenditure shifts; alignment of staffing/enrollment growth plans with fund balance targets; regular forecasting to the Board.

How Do We Improve Execution, Save Time, and Improve Results?

The First 15...

Support



ONE VISION. ONE SYSTEM. ONE DIRECTION.

The all-in-one platform that connects your strategic plan to daily practice—from the boardroom to every classroom.



**GREAT DISTRICTS DON'T
HAPPEN BY ACCIDENT.
THEY'RE BUILT BY DESIGN.**

See the impact. Schedule a demo today!



SCAN TO BOOK A DEMO
or visit board2classroom.com