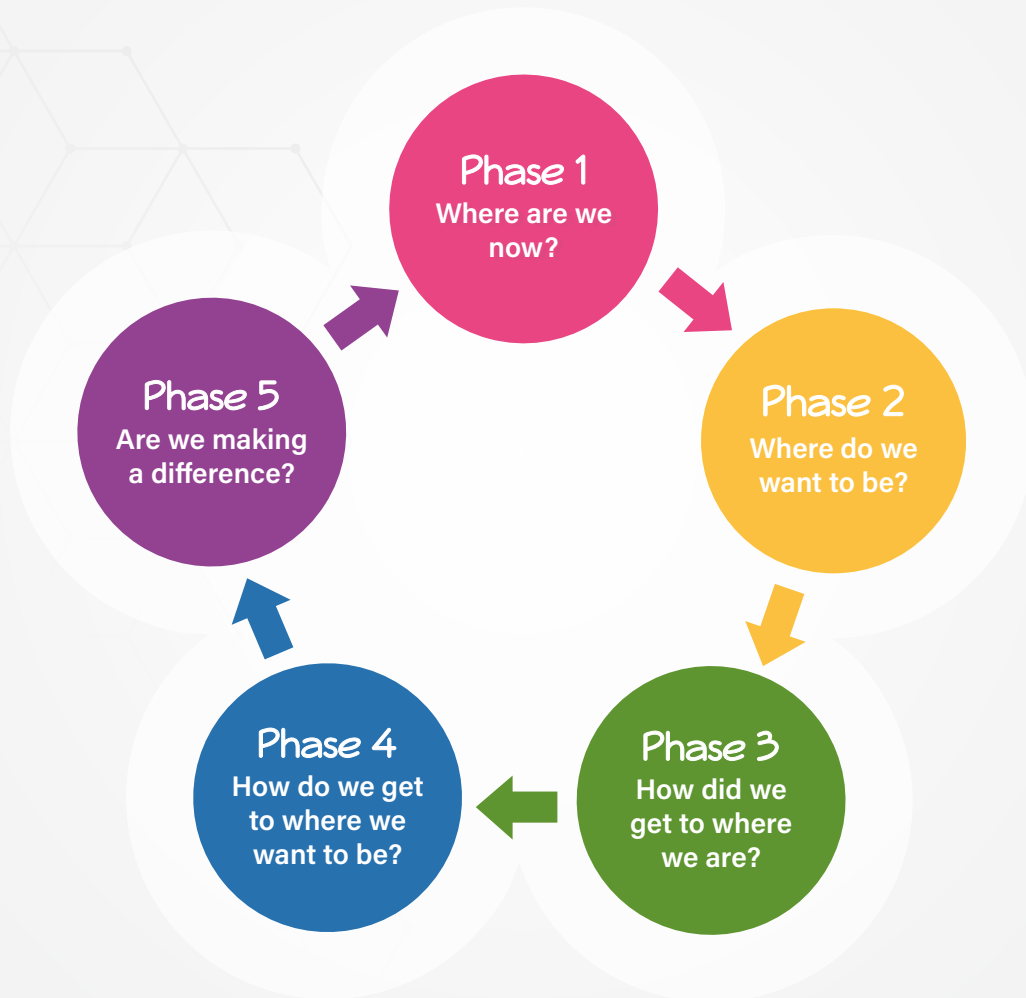


# Continuous School Improvement:

PK - 12

A Flipbook to  
Improve Expertise in CSI



# Introduction

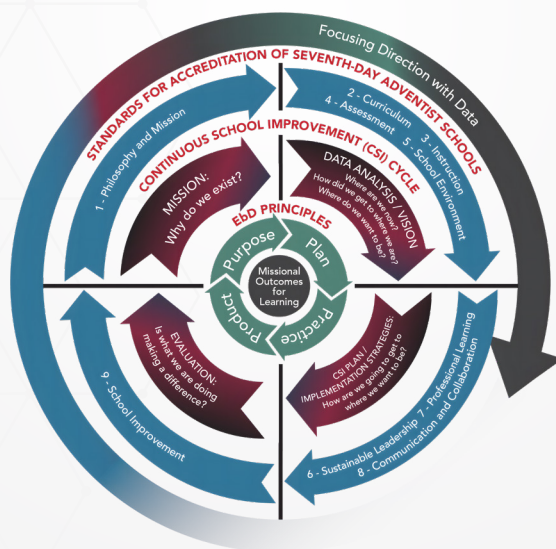
## The Continuous School Improvement Cycle

Excellence in Adventist education is about building a culture that encourages continual, planned improvement. The use of a Continuous School Improvement (CSI) Cycle helps meet this goal.

The CSI Cycle is a research-based tool that uses data analysis to drive staff engagement for improvement.

In the **Education by Design (EbD) Framework**, the Cycle is divided into five phases and serves to anchor the design process. The Cycle also sets the stage for accreditation.

*Data, Data Everywhere, chapters 1 and 2*



**EbD Framework**

Five essential questions provide the context for the phases that address how excellence in teaching and learning is achieved across the system.

#### Phase 1

Where are we now?

#### Phase 2

Where do we want to be?

#### Phase 3

How did we get to where we are?

#### Phase 4

How do we get to where we want to be?

#### Phase 5

Are we making a difference?



Page references for *Data, Data Everywhere* are provided throughout the flip book for support.



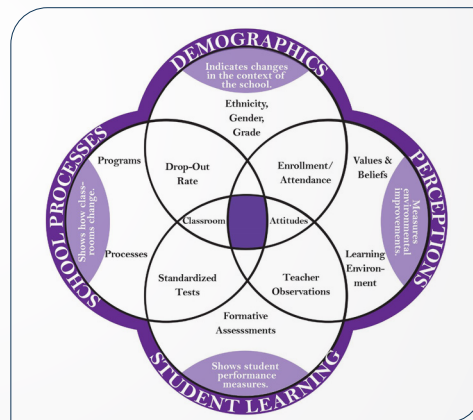
Staff engagement is best facilitated through a Professional Learning Community (PLC).

## Phase 1 Where are we now? Focusing Our Direction with Data

Central to the CSI process is the continuous collection and analysis of data. **Multiple Measures of Data** are used at every phase of the CSI Cycle: demographic, perception, student learning, and program/process.

*Data, Data Everywhere, chapters 3-7*

### MULTIPLE MEASURES OF DATA



There are recommended times for the annual collection of data as outlined below.

Data Category	Time of Year
Demographic— Summary of info from Opening Reports	Available in Fall
Perception—Teacher, Student, Parent Surveys	Administered in February; Results available in March/ April
Student Learning—MAP	Administered three times a year—Fall, Winter, Spring
Program/Process—CSI Goals	Evaluation of CSI Plan Goals in Spring



# Data Analysis

Analyses of demographics, perceptions, student learning, and school programs/processes provide a powerful picture that helps us understand the school's impact on student achievement.

After data collection has ended in the spring, as a staff complete the first four pages of the **Data Analysis Toolkit**. You will note strengths/challenges/implications for each data category.

DEMOGRAPHIC DATA	
1. What are the school's demographic <i>strengths and challenges</i> ?	
<b>Strengths</b>	<b>Challenges</b>
2. What are some <i>implications</i> for the continuous school improvement plan?	
3. Looking at the data presented, what other demographic data would you want to answer the question <i>Who are we?</i>	

PERCEPTIONS DATA	
1. What are the school's perceptions <i>strengths and challenges</i> ?	
<b>Strengths</b>	<b>Challenges</b>
2. What are some <i>implications</i> for the continuous school improvement plan?	
3. Looking at the data presented, what other perceptions data would you want to answer the question <i>How are we doing?</i>	

STUDENT LEARNING DATA	
1. What are the school's student learning <i>strengths and challenges</i> ?	
<b>Strengths</b>	<b>Challenges</b>
2. What are some <i>implications</i> for the continuous school improvement plan?	
3. Looking at the data presented, what other student learning data would you want to answer the question <i>How are we doing?</i>	

SCHOOL PROCESSES DATA	
1. What are the school processes <i>strengths and challenges</i> ?	
<b>Strengths</b>	<b>Challenges</b>
2. What are some <i>implications</i> for the continuous school improvement plan?	
3. Looking at the data presented, what other school processes data would you want to answer the question <i>How are we doing?</i>	

## Aggregation of Data Implications

Aggregate the data implications by completing the last two pages of the [Data Analysis Toolkit](#). Looking across the four types of data allows you to see what you are doing to get the current results as well as identify the key programs and processes that you need to work on to realize improved results.

LOOK FOR IMPLICATION COMMONALITIES			
DEMOGRAPHICS	STUDENT, STAFF, PARENT QUESTIONNAIRES	STUDENT LEARNING	PROCESSES

AGGREGATE IMPLICATIONS FOR YOUR CONTINUOUS SCHOOL IMPROVEMENT PLAN					
Upon reviewing your data, look for common implications for the continuous school improvement plan. List your thinking below under the categories provided for you. Add different categories as needed.					
INSTRUCTION	ASSESSMENT	CURRICULUM	STANDARDS	VISION/PLAN	PROFESSIONAL LEARNING
COLLABORATION	LEADERSHIP	PARTNERSHIPS	DATA	CLIMATE	INTEGRAL EDUCATION

Complete the **CSI Continuums** which provide a means for measuring systemic improvement and growth on a one-to-five scale with respect to its approach, implementation, and outcome for seven continuous improvement categories.

[illegible]

## Phase 2 Where do we want to be?

### Focusing Our Direction through Mission and Vision

Annually, staff collaborate to review or create a shared mission and vision.

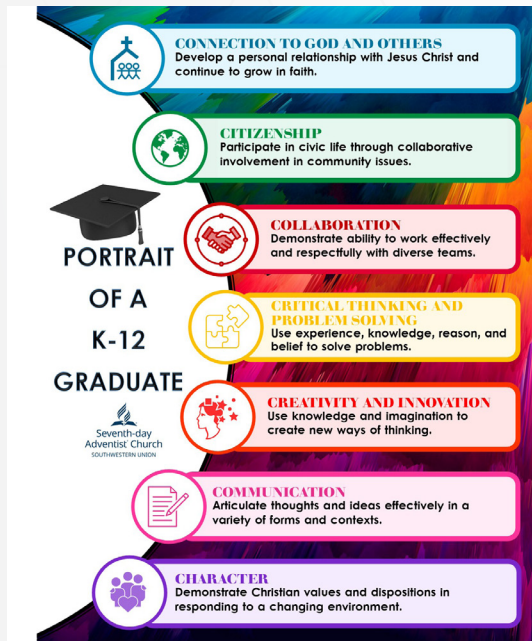
#### Mission

The mission defines the fundamental purpose of Adventist education, describing why you exist. It never changes; it endures through time. You may adjust the language, however, to fit the context. A recommended length for a mission statement is eight words; brevity makes it more memorable.

The mission statement is further articulated in the **Portrait of a Graduate** competencies and **Rubrics** that serve as metrics for measuring the degree to which you have accomplished the mission.

Values and Beliefs serve as the foundation for the development of a shared mission and vision.

*Data, Data Everywhere, chapter 9*





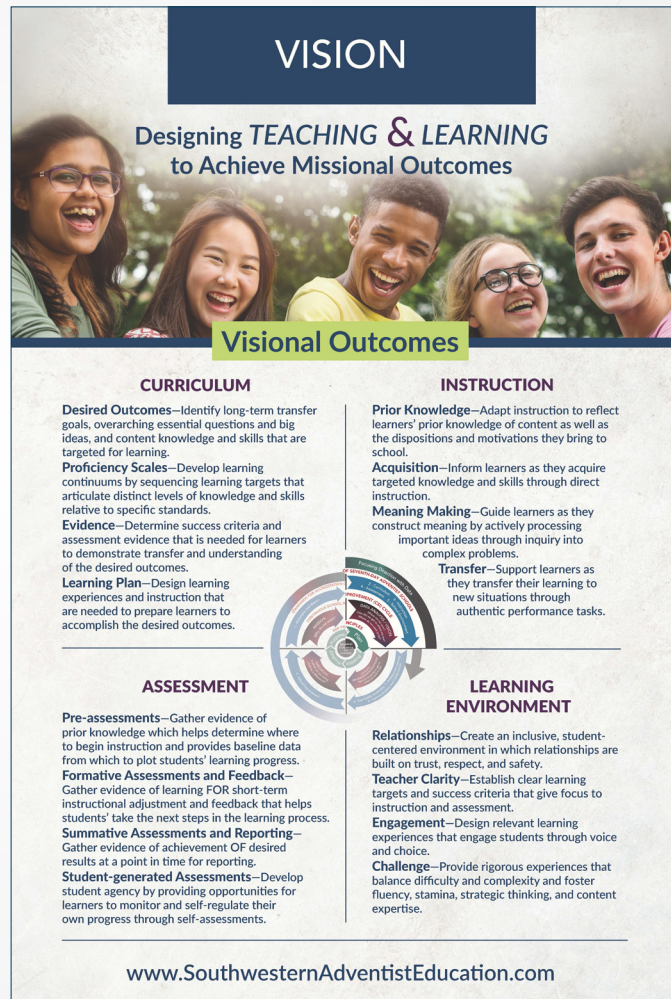
# Vision

The vision, mission put to action, defines the desired future plan for Adventist education as it relates to teaching and learning. A vision is subject to the context of the times, so it is frequently reviewed and revised based on data analysis and research on best practices.

The vision statement is further articulated in terms of a set of **Visional Outcomes** relative to key, core areas of teaching and learning—curriculum, instruction, assessment, and learning environment. The more specific the vision with respect to these four areas, the better the chances are that the vision will be implemented by everyone in the school.

The outcomes serve as metrics for measuring the degree to which you have accomplished the vision. Use the provided **Visional Outcomes** and **Rubrics** or create your own.

A vision is key to getting focused acts of improvement.



## Phase 3 How did we get to where we are?

### Using the Problem-Solving Cycle to Analyze Contributing Causes

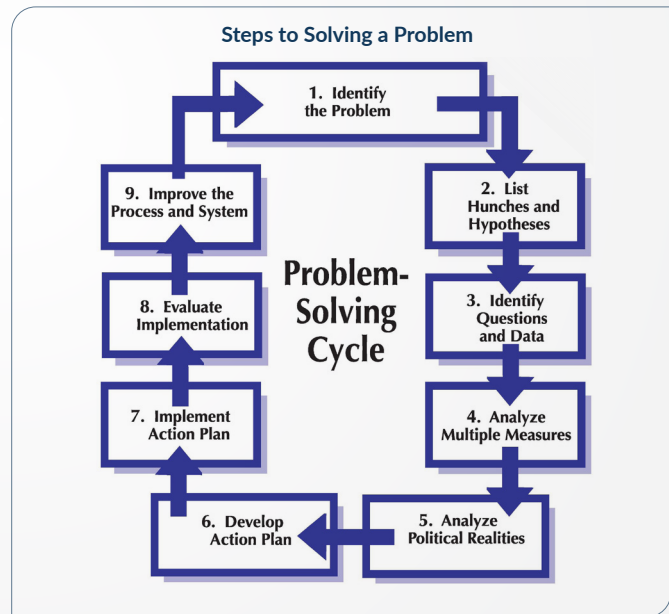
#### Problem-Solving Cycle

After the data is analyzed and a vision is created, you can determine the gaps. Gaps are the difference between where the school is (data) and where it wants to be (vision).

In order to eliminate a gap, you need to understand the underlying reasons this gap exists.

The purpose of the **Problem-solving Cycle** is to get all staff involved in thinking through a gap and understanding its origins before jumping to solutions.

*Data, Data Everywhere, chapter 8*



# Problem-Solving\*

While data analysis is focused on trend analysis over time, an equally important area of engagement is how staff use data to address the gaps that exist between data and vision.

The first three steps in the **Problem-solving Cycle** are key. Start with brainstorming hunches and hypotheses so all staff can be heard. Staff members will share what they believe are the reasons for the undesirable results. Ultimately, staff begin to think how their current programs and processes might be contributing to the causes of undesirable results.

Using the data analysis and aggregate implications, go deeper into the data to determine what questions must be answered before the “problem” can be solved. Deeper data analyses show what programs or processes need to improve to get different results.

\*Other tools for problem solving: **School Process Inventory, Program Evaluation Template, Flowcharting**

What questions do you need to answer to know more about the problem, and what data do you need to gather?

Questions	Data Needed

Education  
Future

Bernhardt, V.L. (2018). *Data analysis for continuous school improvement* (4th ed.). (p. 357). New York, NY: Routledge.  
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List hunches and hypotheses

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# Phase 4 How do we get to where we want to be?

## Implementing the Vision


### CSI Plan

Based on data analysis, the school vision, and problem-solving, staff collaborate to develop and implement a **Continuous School Improvement (CSI) Plan**. The purpose of the CSI Plan is to transform your vision of excellence into strategic goals and action steps that introduce change related to areas of need. Highly effective CSI Plans include how the goals will be implemented, monitored, and evaluated.

Limit areas of need to 3-5 goals, annually reviewing and updating the goals. Determine if the goals have been met and adjust your plan accordingly to ensure that all goals and objectives are being addressed.

*Data, Data Everywhere, chapter 10*

SAMPLE


  
**Adventist Education**  
Advancing the World's Education

CONTINUOUS SCHOOL IMPROVEMENT PLAN

School Name: SWUC Sample School

Principal: SWUC Principal

Website:

Contact email:

School Mission:

School Vision:

WHY WE EXIST

**Goal #1: Professional Learning** - Provide training and mentorship for SWUC educators in relevant, rigorous, and reflective instructional practices

**Rationale**

**Accreditation Standards:**

- Standard 3 – **Instruction** - The instructional program is aligned with curriculum design and assessment practices and provides for a variety of learning experiences, consistent with the school's philosophy, goals, standards and actively engages in student learning.
- Standard 4 – **Assessment** - Assessment data informs changes in curriculum and instruction support learning.
- Standard 7 – **Professional Learning** – Administration and faculty collaborate to develop and implement professional learning opportunities to meet the needs of each learner and enhance the ongoing growth and development of school personnel.

**Continuums:**

- Information and Analysis – Overall Rank 2
- Student Achievement – Overall Rank 3
- Professional Learning – Overall Rank 2

**Parent and student Data:**

- The school meets the academic needs of the students – Overall Rank 3
- I know what my child's teachers expect of my child – Overall Rank 3

**MAP / Assessment Data:**

- This school is preparing me well for what I want to do after high school – Overall Rank 2
- I find what I learn in school to be relevant in real life – Overall Rank 2

(This section demonstrates the rationale by citing different data sources.)

Objectives	Measurement	Tasks (Action Steps)	Person(s) Responsible	Resources needed	Timeline	Progress
100% of the teaching staff will participate in a Professional Learning Community (PLC).	Attendance Lesson plan design Strategy implementation Walkthroughs	Attend the 10-week PLC onboarding facilitated by the SWUC-CE  Transition to bi-weekly SWUC led meetings.	Principal Vice-principal Instructional Coaches	Presenters  Curriculum resources (online or hardcopy text)  Teacher's Guide to Standards-Based Learning  Technology devices	Onboarding September 1, 2023  Monthly assessment	Since the CSI Plan is a fluid document, this column is for the leadership team to record progress toward the goal and report to stakeholders as needed. (i.e. professional learning completed, etc.)
100% of instructors will utilize student engagement techniques at least once a week.	TORSH Lesson plans Walkthroughs Observation Interviews	Teacher and/or Instructional Coach modeled engagement techniques.  Select at least 1 strategy a month from <b>Lesson Like a Champion</b> .	Principal Vice-Principal Instructional Coaches Identified teacher leader	Teachers  Teach Like a Champion 3.0  Technology devices  Online curriculum resources	Bi-monthly	Same as above
100% of instructors will conference with/mentor PD students to create data binders for learning goals.	Teacher share outs Conversations with students Standards progress monitoring	Teachers conference with students following each administration of the MAP assessment.  Weekly review of students' progression	Principal Vice-Principal Instructional Coaches Identified teacher accountability partner	Data Binder templates P-scales I Can Statements Curriculum Maps Instructional Coaches Vice Principals Teacher Partners Lesson / Unit Plan	MAP Conference three times per year  Standards progression as often as needed, weekly review is recommended	



# Implementing the CSI Plan

Particular structures must be in place to implement the CSI Plan. Leadership is key to creating the support structures that lead to a culture of change by achieving coherence in four areas:

- **Focusing Direction**—Work with staff to articulate a shared vision, goals, and strategy in a CSI Plan.
- **Cultivating Collaborative Cultures**—Maximize the use of professional learning communities (PLCs) that are committed to continuous improvement, collective responsibility, and family-school-community partnerships.
- **Deepening Learning**—Develop structures and processes for professional learning that build the collective capacity of staff to support a culture of change.
- **Securing Accountability**—Utilize internal and external assessments of programs and processes as part of data analysis for continuous school improvement.



# Phase 5 Are we making a difference?

## Evaluating Our Efforts and Achieving CSI Certification

### Evaluation of the CSI Goals

Ongoing evaluation is required to assess the alignment of all parts of the system to the vision and the results the school is getting.

There are two levels of evaluation—internal assessment and external assessment—for educational systems. Within the context of Continuous School Improvement, the focus is on the internal assessment of programs and processes designed to support implementation of the CSI Plan. Metrics are developed for each of the CSI goals to measure if we are achieving the intended results. Staff complete a **Program Evaluation Tool** for each CSI goal.

*Data, Data Everywhere, chapter 12*

Program Evaluation Tool, please list the program or process to be evaluated:							
Needs Assessment	Purpose		Participants	Implementation		Results	
What are your data telling you about the need for the program or process?	What is the purpose of the program or process?	What are the intended outcomes?	Who is the program/process intended to serve?	How should the program/process be implemented with integrity and fidelity to ensure attainment of intended outcomes?	How is implementation being monitored?	How will results be measured?	What are the results?
					How should implementation be monitored?		
			Who is being served? Who is not being served?		To what degree is the program being implemented with integrity and fidelity?		
Implications for the Continuous Improvement Plan: Describe big picture next steps that result from the work above.							

From: Harnandi, Victoria (2017) *Measuring What We Do In Schools: How To Know If What We Are Doing Is Making A Difference*. Alexandria, VA: ASCD.

# CSI Certification

To earn CSI Certification for your school, submit a portfolio of the evidences below to the Southwestern Union Conference Office of Education. The CSI Cycle should be completed annually. The Certificate will be renewable every two years by submitting an updated portfolio.

Phase 1	<ul style="list-style-type: none"><li>• Data Analysis Toolkit</li></ul>
Phase 2	<ul style="list-style-type: none"><li>• Summary of how your school is using the Portrait of a Graduate Competencies</li><li>• Visional Outcomes and Rubrics</li></ul>
Phase 3	<ul style="list-style-type: none"><li>• Hunches/Hypotheses and Questions for each problem</li></ul>
Phase 4	<ul style="list-style-type: none"><li>• CSI Plan</li></ul>
Phase 5	<ul style="list-style-type: none"><li>• Program Evaluation Tool for each CSI Goal</li><li>• Reflections on CSI Cycle for your school</li></ul>



# CSI Standards

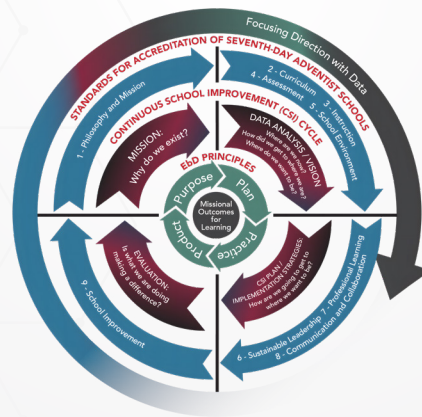
1. Conduct comprehensive data analysis to determine where the school is now.
2. Develop mission and vision statements/outcomes to determine where the school wants to be.
3. Problem-solve to determine how the school got to where they are.
4. Create and implement a Continuous School Improvement Plan to determine how the school will get to where it wants to be.
5. Evaluate the goals in the Continuous School Improvement Plan to determine if what the school is doing is making a difference.

## Additional Resources

### CSI Cycle Timeline

Bernhardt, V. L., 2016. *Data, Data, Everywhere*. New York, NY: Routledge.

[SouthwesternAdventistEducation.com](http://SouthwesternAdventistEducation.com)



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