CSI Certification

You will need to complete and submit these portfolio documents for your school's CSI Certification.

Phase 1	• Data Analysis Toolkit
Phase 2	• Summary of how your school is using the Portrait of a Graduate competencies • Visional Outcomes and Rubrics
Phase 3	• Hunches/Hypotheses and Questions for each problem
Phase 4	• CSI Plan
Phase 5	• Program Evaluation Tool for each CSI Goal • Reflections on CSI Cycle for your school

DEMOGRAPHIC DATA

1. What are the school's demographic *strengths and challenges?*

Strengths	Challenges

2. What are some *implications* for the continuous school improvement plan?

3. Looking at the data presented, what other demographic data would you want to answer the question *Who are we?*

PERCEPTIONS DATA

1. What are the school's perceptions *strengths and challenges*?

Strengths	Challenges

2. What are some *implications* for the continuous school improvement plan?

3. Looking at the data presented, what other perceptions data would you want to answer the question *Who are we?*

STUDENT LEARNING DATA

1. What are the school's student learning *strengths and challenges?*

Strengths	Challenges

2. What are some *implications* for the continuous school improvement plan?

3. Looking at the data presented, what other student learning data would you want to answer the question **How are we doing?**

SCHOOL PROCESSES DATA

1. What are the school processes *strengths and challenges?*

Strengths	Challenges

**2.** What are some *implications* for the continuous school improvement plan?

3. Looking at the data presented, what other school processes data would you want to answer the question *How are we doing?*

Figure B4-1
SCHOOL PROCESSES INVENTORY

Instructional Processes	Organizational Processes	Administrative Processes	Continuous School Improvement Processes	Programs	
				Name	Grade Level

Instructions for the Continuous School Improvement Plan
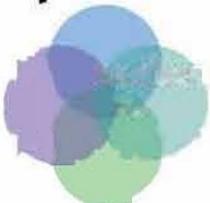
LOOK FOR IMPLICATION COMMONALITIES			
DEMOGRAPHICS	STUDENT, STAFF, PARENT QUESTIONNAIRES	STUDENT LEARNING	PROCESS DATA

AGGREGATE IMPLICATIONS FOR YOUR CONTINUOUS SCHOOL IMPROVEMENT PLAN

Upon reviewing your data, look for common implications for the continuous school improvement plan. Jot 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	RtI/SPECIAL EDUCATION

Portrait of a Graduate

Insert a summary of how your school is using the Portrait of a Graduate competencies.

PORTRAIT

OF A

K-12

GRADUATE

Seventh-day Adventist Church
SOUTHWESTERN UNION

CONNECTION TO GOD AND OTHERS
Develop a personal relationship with Jesus Christ and continue to grow in faith.

CITIZENSHIP
Participate in civic life through collaborative involvement in community issues.

COLLABORATION
Demonstrate ability to work effectively and respectfully with diverse teams.

CRITICAL THINKING AND PROBLEM SOLVING
Use experience, knowledge, reason, and belief to solve problems.

CREATIVITY AND INNOVATION
Use knowledge and imagination to create new ways of thinking.

COMMUNICATION
Articulate thoughts and ideas effectively in a variety of forms and contexts.

CHARACTER
Demonstrate Christian values and dispositions in responding to a changing environment.

Insert your school's Visional Outcomes.

VISION

Designing *TEACHING & LEARNING*
to Achieve Missional Outcomes

Visional Outcomes

CURRICULUM

Desired Outcomes—Identify long-term transfer goals, overarching essential questions and big ideas, and content knowledge and skills that are targeted for learning.
Proficiency Scales—Develop learning continuums by sequencing learning targets that articulate distinct levels of knowledge and skills relative to specific standards.
Evidence—Determine success criteria and assessment evidence that is needed for learners to demonstrate transfer and understanding of the desired outcomes.
Learning Plan—Design learning experiences and instruction that are needed to prepare learners to accomplish the desired outcomes.

INSTRUCTION

Prior Knowledge—Adapt instruction to reflect learners' prior knowledge of content as well as the dispositions and motivations they bring to school.
Acquisition—Inform learners as they acquire targeted knowledge and skills through direct instruction.
Meaning Making—Guide learners as they construct meaning by actively processing important ideas through inquiry into complex problems.
Transfer—Support learners as they transfer their learning to new situations through authentic performance tasks.

ASSESSMENT

Pre-assessments—Gather evidence of prior knowledge which helps determine where to begin instruction and provides baseline data from which to plot students' learning progress.
Formative Assessments and Feedback—Gather evidence of learning FOR short-term instructional adjustment and feedback that helps students' take the next steps in the learning process.
Summative Assessments and Reporting—Gather evidence of achievement OF desired results at a point in time for reporting.
Student-generated Assessments—Develop student agency by providing opportunities for learners to monitor and self-regulate their own progress through self-assessments.

LEARNING ENVIRONMENT

Relationships—Create an inclusive, student-centered environment in which relationships are built on trust, respect, and safety.
Teacher Clarity—Establish clear learning targets and success criteria that give focus to instruction and assessment.
Engagement—Design relevant learning experiences that engage students through voice and choice.
Challenge—Provide rigorous experiences that balance difficulty and complexity and foster fluency, stamina, strategic thinking, and content expertise.

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Hunches/Hypotheses

Identify the problem.

List hunches and hypotheses about why the problem exists.

Questions

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

Questions	Data Needed

CONTINUOUS SCHOOL IMPROVEMENT PLAN

School Name:	Principal:
Website:	Contact email:

WHY WE EXIST

School Mission:	School Vision:

Goal #1:

Rationale

Accreditation Standards:
-

Continuums:
-

Parent and student Data:
-

MAP / Assessment Data:
-

Objectives	Measurement	Tasks (Action Steps)	Person(s) Responsible	Resources needed	Timeline	Progress

Goal #2:

Rationale

Accreditation Standards:
-

Continuums:
-

Parent and student Data:
-

MAP / Assessment Data:
-

Objectives	Measurement	Tasks (Action Steps)	Person(s) Responsible	Resources needed	Timeline	Progress

Goal #3:						

Rationale						

Accreditation Standards:
-

Continuums:
-

Parent and student Data:
-

MAP / Assessment Data:
-

Objectives	Measurement	Tasks *(Action Steps)*	Person(s) Responsible	Resources needed	Timeline	Progress

Program Evaluation Tool

Complete one page for each Goal in your CSI Plan.

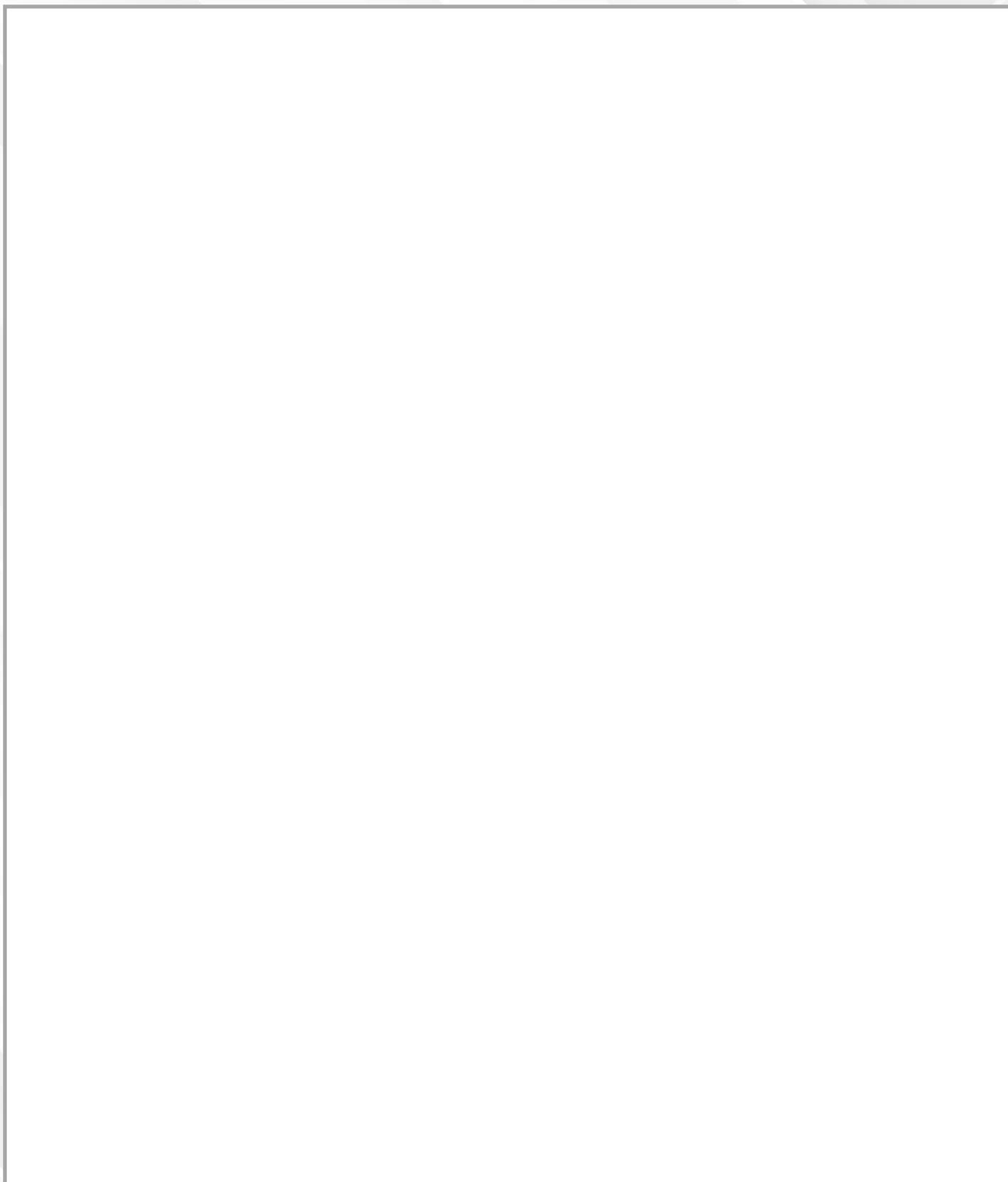Program Evaluation Tool, please list the program or process to be evaluated:_____

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?*
			Who is being served? Who is not being served?		*How should implementation be monitored?* *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: Bernhardt, Victoria (2017) *Measuring What We Do In Schools: How To Know if What We Are Doing Is Making A Difference.* Alexandria, VA: ASCD.

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			Who is being served? Who is not being served?			*How should implementation be monitored?* *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: Bernhardt, Victoria (2017) *Measuring What We Do In Schools: How To Know if What We Are Doing Is Making A Difference*. Alexandria, VA: ASCD.

Reflections

Insert a reflection on the CSI Cycle for your school.