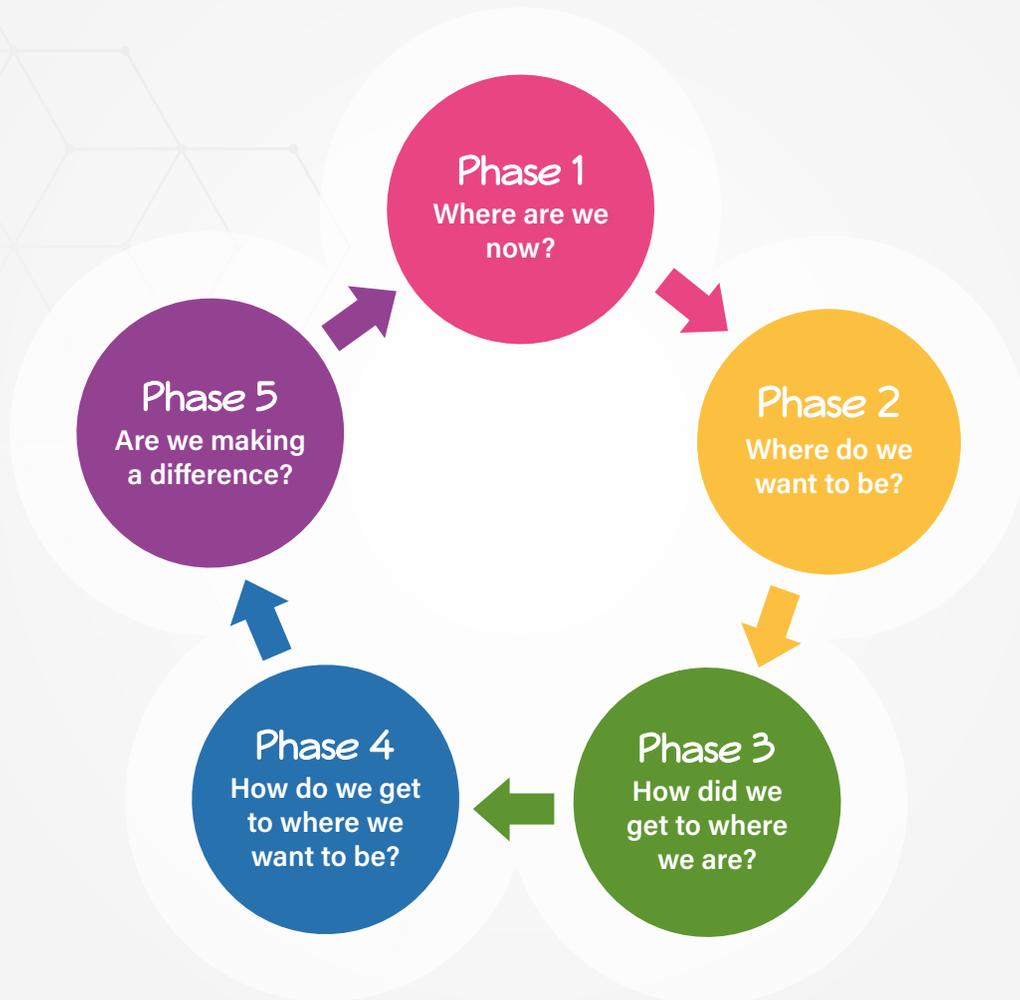


Continuous School Improvement:

PK - 12

A Flipbook to
Improve Expertise in CSI



Introduction

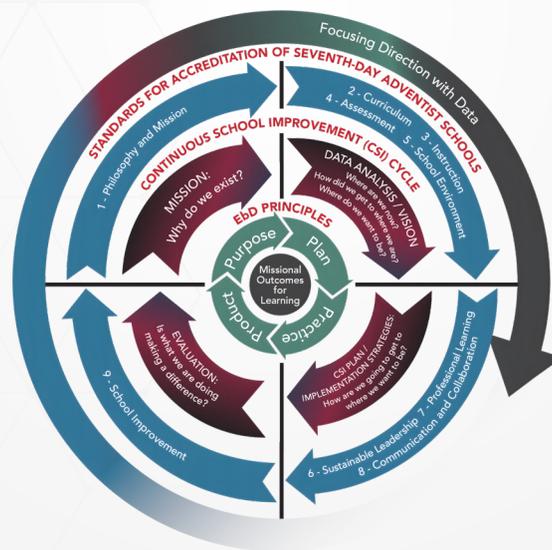
The Continuous School Improvement Cycle

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)**.

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

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.

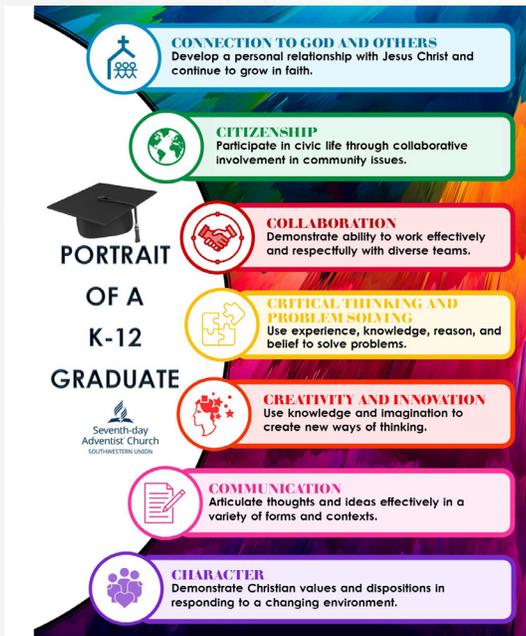
Mission

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 **Visual 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 **Visual Outcomes** and **Rubrics** or create your own.

A vision is key to getting focused acts of improvement.

VISION

Designing **TEACHING & LEARNING** to Achieve Missional Outcomes

Visual Outcomes

CURRICULUM	INSTRUCTION
<p>Desired Outcomes—Identify long-term transfer goals, overarching essential questions and big ideas, and content knowledge and skills that are targeted for learning.</p> <p>Proficiency Scales—Develop learning continuums by sequencing learning targets that articulate distinct levels of knowledge and skills relative to specific standards.</p> <p>Evidence—Determine success criteria and assessment evidence that is needed for learners to demonstrate transfer and understanding of the desired outcomes.</p> <p>Learning Plan—Design learning experiences and instruction that are needed to prepare learners to accomplish the desired outcomes.</p>	<p>Prior Knowledge—Adapt instruction to reflect learners' prior knowledge of content as well as the dispositions and motivations they bring to school.</p> <p>Acquisition—Inform learners as they acquire targeted knowledge and skills through direct instruction.</p> <p>Meaning Making—Guide learners as they construct meaning by actively processing important ideas through inquiry into complex problems.</p> <p>Transfer—Support learners as they transfer their learning to new situations through authentic performance tasks.</p>
ASSESSMENT	LEARNING ENVIRONMENT
<p>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.</p> <p>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.</p> <p>Summative Assessments and Reporting—Gather evidence of achievement OF desired results at a point in time for reporting.</p> <p>Student-generated Assessments—Develop student agency by providing opportunities for learners to monitor and self-regulate their own progress through self-assessments.</p>	<p>Relationships—Create an inclusive, student-centered environment in which relationships are built on trust, respect, and safety.</p> <p>Teacher Clarity—Establish clear learning targets and success criteria that give focus to instruction and assessment.</p> <p>Engagement—Design relevant learning experiences that engage students through voice and choice.</p> <p>Challenge—Provide rigorous experiences that balance difficulty and complexity and foster fluency, stamina, strategic thinking, and content expertise.</p>

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Phase 3 How did we get to where we are?

Using the Problem-Solving Cycle to Analyze Contributing Causes

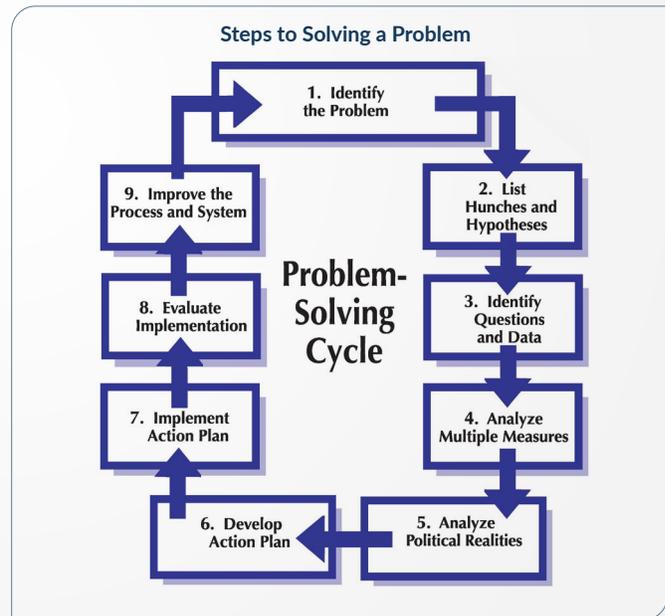
Problem-Solving Cycle

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



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

<div style="display: flex; justify-content: space-between; align-items: center;"> SAMPLE </div>						
CONTINUOUS SCHOOL IMPROVEMENT PLAN						
School Name: SWUC Sample School		Principal: SWUC Principal				
Website:		Contact email:				
WHY WE EXIST						
School Mission:		School Vision:				
Goal #1: Professional Learning: Provide training and mentorship for SWUC educators in relevant, rigorous, and reflective instructional practices						
Rationale						
Accreditation Standards: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Information and Analysis – Overall Rank 2 Student Achievement – Overall Rank 3 Professional Learning – Overall Rank 2 						
Parent and student Data: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 						
<i>(This section demonstrates the rationale by citing different data sources.)</i>						
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-principals Instructional Coaches	Presenters Curriculum resources (online or hardcopy text) Teacher’s Guide to Standards-Based Learning Technology devices	Onboarding September 1, 2023 Mostly 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>(i.e., professional learning completed 90%)</i>
100% of instructors will utilize student engagement techniques at least once a week.	FORSH Lesson plans Walkthroughs Observation Interviews	Teacher and/or Instructional Coach modeled engagement techniques Select at least 1 strategy a month from Teach Like a Champion.	Principal Vice-Principals 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 10 unique PD students to create data binders for learning goals.	Teacher share outs Conferences with students Standards progress monitoring	Teachers conference with students following each administration of the MAP assessment Weekly review of standards progression	Principal Vice-Principals Instructional Coaches Identified teacher accountability partner	Data Binder templates P-scales I Can Statements Curriculum Maps Instructional Coaches Vice Principals Teacher Partner 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	
<i>What are your data telling you about the need for the program or process?</i>	<i>What is the purpose of the program or process?</i>	<i>What are the intended outcomes?</i>	<i>Who is the program/process intended to serve?</i>	<i>How should the program/process be implemented with integrity and fidelity to ensure attainment of intended outcomes?</i>	<i>How is implementation being monitored?</i>	<i>How will results be measured?</i>	<i>What are the results?</i>
			<i>Who is being served? Who is not being served?</i>		<i>How should implementation be monitored?</i>		
					<i>To what degree is the program being implemented with integrity and fidelity?</i>		
<p>Implications for the Continuous Improvement Plan: Describe big picture next steps that result from the work above.</p>							

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



CSI Standards

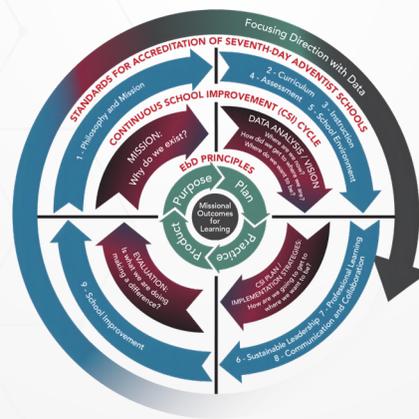
1. Conduct comprehensive data analysis to determine where the school is now.
2. Develop mission and vision statements/outcomes to determine where the school wants to be.
3. Problem-solve to determine how the school got to where they are.
4. Create and implement a Continuous School Improvement Plan to 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.

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