**awesome adventist academy**

**sample continuous school improvement plan**

**Goal # 1 Mission:** Reinforce the school mission for learners through the integration of the Adventist worldview across the curriculum.

**Goal # 2 Academic Excellence:** Improve academic excellence for learners by bringing coherence to curriculum, instruction, and assessment practices through curriculum mapping.

**Goal # 3 Communication:** Strengthen communication with the school community through the creation of a school website to grow and sustain enrollment and ensure a positive perception of the educational program for learners.

**Goal #1:** **Mission**—Reinforce the school mission for learners through the integration of the Adventist worldview across the curriculum.

**Accreditation Standard(s) Addressed:** 1—Philosophy and Mission

**School-wide Learning Outcomes Addressed:** *reference here your school’s applicable learning outcomes, core values, etc.*

**Rationale:** In response to the perception and school processes data (parent, teacher, and student surveys; instructional programs; etc.), the school will articulate and integrate the Adventist worldview in each content area so that the mission of Adventist education is visible across the curriculum. It is critical that the school remains mission focused to fulfill the aim of Adventist education for learners.

**Objectives:** In order to support the goal, the following objectives will be addressed:

1. Provide professional learning so 100% of teaching faculty can articulate with proficiency the Adventist worldview in terms of four concepts—Creation, Fall, Redemption, Re-creation.
2. Engage 100% of teaching faculty in at least one PLC to apply the Adventist worldview concepts to the development of one unit of study, particularly in relation to the creation of Faith Connections, Essential Questions, Big Ideas, and Unit Assessments.
3. After implementation of the units, use the unit summative assessments to determine if 100% of students can articulate the Adventist worldview with proficiency in the context of the unit contents.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Objectives** | **Measurement** | **Tasks**  ***(Action Steps)*** | **Person(s)**  **Responsible** | **Resources** | **Timeline** | **Progress** |
| Provide professional learning so 100% of teaching faculty can articulate with proficiency the Adventist worldview in terms of four concepts—Creation, Fall, Redemption, Re-creation. | Attendance record  Faculty written summaries of the Adventist Worldview concepts | Schedule 2-day professional learning session that focuses on the Adventist worldview | Principal | Presenter  NAD “The Core of Adventist Education Curriculum”  *Total Truth* by Nancy Pearcey  Rubric for faculty summaries of Adventist worldview | Pre-session  August 20\_\_  Review as needed | 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, mo/yr.)* |
| Engage 100% of teaching faculty in at least one PLC to apply the Adventist worldview concepts to the development of one unit of study, particularly in relation to the creation of Faith Connections, Essential Questions, Big Ideas, and Unit Assessments. | Attendance record  Units of study | Utilize PLC meetings to create units of study that integrate the Adventist Worldview | Teaching Faculty  Principal | Time for weekly PLC  Sample units  *The Understanding by Design Guide to Creating High-quality Units* by Wiggins & McTighe  Rubric for units | Begin Fall 20\_\_  Ongoing  Additional units created as time allows |  |
| After implementation of the units, use the unit summative assessments to determine if 100% of students can articulate the Adventist worldview with proficiency in the context of the unit contents. | Unit summative assessments  Classroom observations by peer coaches | Implement the units as they are developed  Use peer coaching to refine units  Utilize PLC meetings to look at the data from the unit assessments to determine which students are not meeting proficiency, those that are, and what to do about it | Teaching Faculty  Students | Units  Peer coaches  Time for peer coaches’ classroom observations, feedback, and support  Rubrics for unit assessments | Spring 20\_\_  Ongoing |  |

**Goal #2:** **Academic Excellence:** Improve academic excellence for learners by bringing coherence to curriculum, instruction, and assessment practices through curriculum mapping.

**Accreditation Standard(s) Addressed:** 2—Curriculum, 3—Instruction, 4—Assessment

**Schoolwide Learning Outcomes Addressed:** *reference here your school’s applicable learning outcomes, core values, etc.*

**Rationale:**  In response to the student learning data (standardized testing, anticipated career opportunities, etc.), the school will use curriculum mapping as a tool to create a balanced academic program, empower teachers through collaboration, and support student achievement. Quality education supports the aim of Adventist education to prepare learners for service in this world and for eternity.

**Objectives:** In order to support the goal, the following objectives will be addressed:

1. Provide professional learning in curriculum mapping so 100% of teaching faculty can use the UbD framework to develop a unit of study.
2. Engage 100% of teaching faculty in at least one PLC to create curriculum maps that align curriculum, instruction, and assessment, both vertically and horizontally, across the grade level units of study.
3. Develop formative assessments for each unit of study and merge assessment data into all of the curriculum maps.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Objectives** | **Measurement** | **Tasks**  ***(Action Steps)*** | **Person(s)**  **Responsible** | **Resources** | **Timeline** | **Progress** |
| 1. Provide professional learning in curriculum mapping so 100% of teaching faculty can use the UbD framework to develop a unit of study. | Attendance record  Units of study | Schedule 3-day professional learning session that focuses on curriculum mapping  Develop units of study | Principal  Teaching faculty | Presenter  *The Understanding by Design Guide to Creating High-quality Units* by Wiggins and McTighe  Sample units  Rubric for curriculum map | Pre-session  August 20\_\_  Review as needed | 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, mo/yr.)* |
| 1. Engage 100% of teaching faculty in at least one PLC to create curriculum maps that align curriculum, instruction, and assessment, both vertically and horizontally, across the grade level units of study. | Attendance record  Curriculum maps | Utilize weekly PLC meetings to create individual and consensus maps that align curriculum vertically and horizontally  Use curriculum coaches to refine units | Teaching faculty  Principal | Time for weekly PLC  Sample units  Curriculum coaches  Review webinar or ALC online course on curriculum mapping as necessary  Rubric for units | Ongoing |  |
| 1. Develop formative assessments for each unit of study and merge assessment data into all of the curriculum maps. | Formative assessments  Evidence that curriculum maps have been revised based on the data | Utilize weekly PLC meetings to develop formative assessments for units of study  Implement the units as they are developed  Use assessment coaches to revise maps based on assessment data | PLC teams | Time for weekly PLC  Assessment coaches  Review webinar or ALC online course on assessment as necessary  Rubrics for unit assessments | Ongoing |  |

**Goal 3:** Strengthen communication with the school community through the creation of a school website to grow and sustain enrollment and ensure a positive perception of the educational program for learners.

**Accreditation Standard(s) Addressed:** 8 – Communication and Collaboration

**Schoolwide Learning Outcomes Addressed:** *reference here your school’s applicable learning outcomes, core values, etc.*

**Rationale:** In response to the perception and demographic data (teacher, parent, student surveys; enrollment trends; etc.), the school will develop a school website to improve communication with stakeholders. With increased accessibility to the internet, a new marketing strategy for learners is necessary to respond to queries effectively through the website and social media presence.

**Objectives:** In order to support the goal, the following objectives will be addressed:

1. Collaborate with a website developer to create a plan for building a school website that incorporates inbound marketing strategies.
2. Develop a website that is social and interactive, integrating search, social media, content, blogging, and lead generation components.
3. Build a content bank that explores current trends and issues in education which are either informative or experiential.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Objectives** | **Measurement** | **Tasks**  ***(Action Steps)*** | **Person(s)**  **Responsible** | **Resources** | **Timeline** | **Progress** |
| Collaborate with a website developer to create a plan for building a school website that incorporates inbound marketing strategies. | Plan | Identify a website developer that focuses on inbound marketing strategies  Schedule four weekly meetings with website developer and Website Development Committee to develop plan | Principal  Website Development Committee | Time for weekly meetings  Website Developer  *The Ultimate Guide to School Marketing Strategies* by Ralph Cochran  *The Complete Guide to Building High-converting Websites for Schools* by Schola Inbound Marketing  Rubric for school website development | October 20\_\_ | 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, website plan completed, mo/yr.)* |
| Develop a website that is social and interactive, integrating search, social media, content, blogging, and lead generation components. | Website  Tracking of website effectiveness | Utilize monthly website development committee meetings to collaborate with the website developer in creating a school website | Principal  Website Development Committee  Website Developer | Time for weekly meetings  Website Developer  *The Ultimate Guide to School Marketing Strategies* by Ralph Cochran  *The Complete Guide to Building High-converting Websites for Schools* by Schola Inbound Marketing  Rubric for school website | November- January 20\_\_ |  |
| Build a content bank that explores current trends and issues in education which are either informative or experiential. | Content Bank  Tracking of content and blog effectiveness | Utilize monthly website development committee meetings to develop content bank | Principal  Website Development Committee | Time for weekly meetings  Educational journals, blogs, newsletters, etc. | Ongoing |  |