Adventist Education
A JOURNEY TO EXCELLENCE

STANDARDS
FOR ACCREDITATION OF
SEVENTH-DAY ADVENTIST SCHOOLS

VISITING TEAM HANDBOOK

North American Division

Commission on Accreditation

Representing the Accrediting

Association of Seventh-day

Adventist Schools, Colleges, and

Universities, Inc.

created by
North American Division
Office of Education

NAD Accreditation of Schools

The Adventist Accrediting Association (AAA) is the denominational accrediting authority for all educational institutions operated in the name of the Seventh-day Adventist Church. It fosters close cooperation among the educational institutions of the Adventist system and effective working relationships with other educational organizations or institutions, accrediting agencies, and government departments of education.

The AAA provides a process by which the educational community holds an institution accountable for its own objectives. It assures the church and constituency that an accredited Adventist educational institution offers programs of quality to the youth of the church and provides professional personnel who meet both church and national/provincial standards. This process ensures a basis for reciprocity among Adventist schools.

The Standards for Accreditation of Seventh-day Adventist Schools are the basis for the evaluation and accreditation of all educational institutions in the North American Division.

The accreditation process:

- Assists each school in appraising the total program to determine the level to which the purposes and functions outlined in its statement of philosophy and goals for student learning are accomplished, and the extent to which these purposes and functions address the standards for accreditation.
- Involves the administration, faculty, staff, local governing board, constituency, students, and parents in a meaningful evaluation of the program.
- Provides an independent review of the Self-study Report.
- Provides the basis for continuous school improvement/action plans to address areas needing improvement.
- Provides the basis for determining a term of accreditation.
- Assists in providing external validation with regional and/or national accrediting associations.

The North American Division Commission on Accreditation (NADCOA) serves as the agent of the AAA for accreditation of all schools in the North American Division. The duties and functions of the NADCOA are to:

1. Establish standards for quality education.
2. Adopt criteria, guidelines, and procedures for accreditation visits.
3. Periodically review the accreditation status of each school in the North American Division.
4. Determine the data to be collected for the periodic evaluation of schools.
5. Review the Visiting Team Report, determine the term of accreditation for each school, and forward recommendations to the AAA for final action.
6. Review appeals from schools regarding the recommendations of the Visiting Team.
7. Consider all matters referred to the NADCOA by the North American Division Office of Education, General Conference Department of Education, and/or the AAA.
8. Initiate, process, and revise reports, recommendations, and resolutions for action by the AAA.

Contents

Organizational Materials

ORIENTATION LETTER

Greetings Team:

I am looking forward to working with you on behalf of
and the Adventist Accreditation Association (AAA). The school accreditation visit is scheduled for
and with your high level of professionalism and performance, I trust that our time spent
together will prove to be both productive and enjoyable.

Below are several items you need to keep in mind as you plan for this visit:

TRAVEL ARRANGEMENTS

The first meeting of the Visiting Team is scheduled for   . (see schedule on p. 10).
Please arrange your travel accordingly. The first meeting will allow members to become acquainted with each other, with
school facilities, and with school administration, and to receive respective assignment updates and instructions. A tour
of the school facilities is planned, after which Site Visit team members are invited to a "get-acquainted" meal with the
administration, faculty, staff, and available board members. I believe that your union has already informed
you of how visit-related expenses are covered but if you have any questions, please let me know.

VISITING TEAM HANDBOOK

This Handbook includes key information with which you should become familiar at your earliest convenience, certainly
before arrival. Among the items included are:

1. Visitation Schedule

2. Team Member Assignments for STANDARDS

3. Major Commendations and Recommendations from   's previous full evaluation

4. Instructions, Suggestions, and Writing Tips (includes information on recommended term options)

5. Sample Questions for Administration and Student Groups

Prior to the visit, please review this Handbook carefully. Keep in mind that the NAD's new digital STANDARDS

OF ACCREDITATION SELF-STUDY DOCUMENT, and most of your review and your responses will be recorded

within the Accreditrac document.

SCHOOL SELF-STUDY

As part of the NAD's new Accreditrac Protocols,   self-study is completely digital. Once you are given access,
please read through the entire digital document to gain a general overview of the   program and how the digital
platform works, but focus on the standard(s) that have been specifically assigned to you. Gaining a thorough understanding
of self-study responses to your assigned standard will prove invaluable throughout the visit and will help us to complete our
work in the time allotted. You will be sent an email notification for access to the NAD Accreditation Website. Your username
is the email address your union has on file for you. The email should include a password. If you do not receive the email
notification by   please contact me.

PREPARATION FOR THE VISIT

After reading the self-study in its entirety, with a focus on   responses to your assigned standard(s), begin writing
the narrative and recommendations for each standard that you have been assigned to. You will have the opportunity
to verify these during your time on campus and may choose to revise at that time, but the work done in advance will be

helpful in the process. The new digital format will allow for you to review backup and supporting documents that have been uploaded as evidence. This handbook provides tips for writing the narrative and recommendations as well as sample forms with the desired format for submitting your work. During the onsite visit, you will have time to consult and collaborate with other team members on your findings. Please bring your personal laptop computer to facilitate your work and that of the committee. If you do not have one, please let me know so that we can work with your union to make provisions for you.

TEAM MEMBER ASSIGNMENTS

Each committee member has multiple assignments, with the responsibility to be the primary writer for at least one standard. It is important for you to meet the writing deadlines outlined so that we can have the full team report ready for presentation. Every effort has been made to select standards assignments based on your experience, job titles, and recommendations from your union. I have sought a balanced distribution of assignments. This is a team effort and we will each assist in other areas as needed.

VISITATION SCHEDULE CHANGES

It may be necessary to make changes to the schedule after the Visiting Team arrives on campus. The proposed schedule is very tight and, at times, the work may be quite intense. I will make every effort to inform committee members as soon as possible of any schedule changes.

EXIT REPORT

In order to accommodate the attendance of as many school stakeholders as possible, we have scheduled the Exit Report for   on   afternoon. It is important for the entire team to be there if possible. We anticipate no more than an hour, so please keep that in mind when booking your return travel. I look forward to the time we will share together not only to accomplish our task but to also enjoy professional Christian fellowship. Please feel free to contact me if you have any questions.

Chair's Name

Chair's Title

Co-Chair's Name

Co-Chair's Title

Chair's Email

Chair's Cell Phone Number

Co-Chair's Email

Co-Chair's Cell Phone Number

HOW TO USE ACCREDITRAC

PHILOSOPHY

The NAD accreditation instrument can be found on the NAD Accreditrac website (https://nad.accreditrac.com). Appropriate access is granted by the union and/or conference office to the members of the Visiting Team. The main item for the Visiting Team to focus on is the school's Self-Study. In addition, a number of school forms under School Profile, completed as part of the self-evaluation process, provide some overview information about finances, teacher certification and teaching responsibilities, etc. Results of the student and parent surveys, and the school's Continuous School Improvement/Action Plans will also be reviewed, but Visiting Team members will focus primarily on the Standards assigned to them which can be found in the Self-Study.

FORMS COMPLETED BY THE PRINCIPAL

- Principal Profile
- Coordinating Team
- General Information
- School History
- The Constituency
- Significant Financial Data
- The Staff - Administration and Instructional
- The Staff - Auxiliary/Classified
- The Staff - Staff Data - FTE by Assignment
- The Staff - Staff Data - Academic Preparation

- The Students - Enrollment Profile
- The Students - Enrollment Data
- The Students - Student Follow-up Data
- Student Achievement - Standardized Tests
- Student Achievement - Test Scores
- Secondary Curriculum
- Student Support Services
- Philanthropy Program
- Continuous School Improvement/Action Plans
- Progress Reports

SCHOOL SELF-STUDY

- Focus on Self-Study (organized by the 9 NAD Standards)
- Select a rating for each indicator for each standard

- Add comments where appropriate
- Review attached evidence

LOG INTO HTTPS://NAD.ACCREDITRAC.COM

VISITING TEAM MEMBERS

_____
First and Last Name

_____
Position

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Email Address

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First and Last Name

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VISITING TEAM RESPONSIBILITIES – BY STANDARD

STANDARDS AND ADDITIONAL INFO	PRIMARY WRITER [ASSISTED BY]
School Profile info	Visiting Team Chair [all members]
Survey Results	All members (may provide applicable evidence for all standards)
Standard 1: Philosophy and Mission	
Standard 2: Curriculum	
Standard 3: Instruction	
Standard 4: Assessment	
Standard 5: Sustainable Leadership	
Standard 6: School Environment	
Standard 7: Professional Learning	
Standard 8: Communication and Collaboration	
Standard 9: School Improvement	
School Continuous School Improvement/Action Plans	Visiting Team Chair [all members]
MSA REPORT	

VISITING TEAM RESPONSIBILITIES – BY MEMBER

TEAM MEMBERS	RESPONSIBILITIES
	School Profile, School History, Justification Statement Primary Writer: Standard 9 (School Improvement)
	Primary Writer: Standard 2 (Curriculum), Standard 3 (Instruction) Support: Standard 5 (Sustainable Leadership)
	Primary Writer: Standard 4 (Assessment) Support: Standard 2 (Curriculum), Standard 6 (School Environment)
	Primary Writer: Standard 7 Professional Learning), Standard 8: Communication and Collaboration) Support: Standard 3 (Instruction)
	Primary Writer: Standard 5 (Sustainable Leadership) Support: Standard 4 (Assessment), Standard 7 (Professional Learning)
	Primary Writer: Standard (Philosophy and Mission) MSA Report
	Primary Writer: Standard 6 (School Environment) Support Standard 8 (Communication and Collaboration)
	Support: Standard 1 (Philosophy and Mission) Support: Standard 6 (School Environment)

VISITING TEAM RESPONSIBILITIES – BY MEMBER

TEAM MEMBERS	RESPONSIBILITIES

Replace the following sample with actual schedule.

VISITING TEAM SCHEDULE (NOTE: ADAPT FOR SMALL SCHOOLS)

Day, Month
    Time:

Organizational Meeting and School Tour

Supper with

Day, Month
    Time:

Devotional:

Visiting Team debriefing

Meeting with Administration and Coordinating Committee

Class visitation and interviews

Student interviews (option)

Class Visitation and interviews

LUNCH

Begin writing Standards narratives and recommendations

Meeting with faculty and staff (without administration)

Supper: Visiting team

Day, Month
    Time:

Devotional:

Visiting Team debriefing

Continue Writing

Student interviews (option)

Begin group editing of narratives

LUNCH

Group editing of narratives

Supper: Visiting team

Day, Month
    Time:

Devotional:

Visiting Team debriefing

Class visitation, interviews, writing (as needed)

Report to Administration

LUNCH

Final editing of narrative; determination of term

Final Exit Report

Instructions and Guidelines

RESPONSIBILITIES BEFORE, DURING, AND AFTER

The success of the evaluation process depends upon the cooperative efforts of all school stakeholders. The primary responsibility of the Visiting Team is to verify and validate the self-assessment work that has been completed by the school. The primary responsibilities of Visiting Team members are outlined below:

BEFORE THE VISIT

- Ensure that you are able to access the accreditation documents through Accreditrac.

- Navigate through the self-study document in Accreditrac, paying special attention to the standards you have been assigned in the self-study and the evidences the school has uploaded to support those standards.

DURING THE VISIT

- Be on time and engaged in all parts of the process.

- Start the evaluative process by seeking to validate data in the self-study. Look for additional evidences to help you determine if any discrepancies and/or inconsistencies exist.

- Be strategic in planning classroom visits and interviews with individual staff. The goal is for each staff member

AFTER THE VISIT

- Remember that what happens during a school visit is confidential and should not be discussed with anyone outside the Visiting Team.

- Use your experience to assist your own school with its Continuous School Improvement plans.

- Note questions you may want to ask, classes you plan to visit, instructors you need to speak with, additional evidences you may need to locate.

- Begin to develop recommendations for the standards you are responsible for based on the information you read in the self-study. You may choose to revise these during the visit.

to be visited by at least two different Visiting Team members. Sign off on the sheet provided.

- Write the narrative for the standards you are responsible for following the guidelines provided.

- Participate respectfully in the group editing process of the final Visiting Team Report, being flexible in the review of your own and others' narratives.

GUIDELINES FOR TEAM MEMBERS

CLASSROOM VISITS

- Do not pre-judge or jump to conclusions about the school program; look for evidence.

- Remember that you are there to consider the effectiveness of the school program, and NOT to evaluate the teacher.

- Try not to disrupt the class when you enter and leave.

- Pay attention to student engagement, curriculum used, variety of instructional strategies used, classroom displays, etc.

INTERVIEWS

- Be friendly, objective, and timely, and ask concise, specific questions.

- Keep questions simple and nonthreatening.

- Ask open-ended questions.

- Ask questions that either validate your understanding of an issue, concern, etc., or that fill "gaps" for needed information.

- Offer clarifying questions or comments as necessary.

- Be an engaged listener.

- Encourage responses from everyone.

- Be non-judgmental.

- Remember the value of nonverbal feedback (e.g., facial expressions, body language, etc.)

GENERAL GUIDELINES

1. Remember that the purpose of the visit is to verify the school's self-study to assist them in the process of continuous school improvement. We are NOT here to evaluate personnel.

2. Avoid expressed comparisons or references to your own school or any other school.

3. Be observant. Look for evidences of what the school is doing well and for areas that may need improvement.

4. If you complete your assignments with time to spare, offer assistance to other team members.

5. Remember that visitation conversations, observations, and conclusions are confidential and should not be shared with anyone outside of the Visiting Team.

6. Enjoy the experience. Work diligently, prayerfully, thoughtfully, and efficiently.

WRITING THE NARRATIVE

CLASSROOM VISITS

All Visiting Team members are responsible for writing a narrative for the standards assigned to them.

It is recommended that the narrative include the following 4 parts (usually a paragraph for each, but some may be combined):

1. Summary of how the school rated itself

2. Observations related to the standard

3. A brief description of what the school is doing well

4. A summary of any concerns

In addition to the written narrative, the narrative page for each Standard will include the Visiting Team's overall rating for the standard, the evidences that helped to determine this rating, and one or more recommendations, if warranted.

SAMPLE NARRATIVE [Communication and Collaboration]

Of the six indicators in this standard, the school marked themselves as Highly Effective for one indicator and Effective for five indicators.

The school collaborates with various church and community entities to support its students and school program. A full-time chaplain assists with the spiritual programming. Area pastors regularly visit the school. Regular opportunities are provided for student groups to perform at local churches. To enrich its curricular and extracurricular programs, the school participates with the other schools in the conference-sponsored outdoor education programs and in SDA sports tournaments with schools from neighboring conferences and the local independent school board.

School personnel are adept at identifying needs and working hard to fill them. For example, breakfast and lunch are provided free of charge every day for all students who choose to participate. Busing is available to all students. After school programs include various sports and student-led clubs. Multiple means of communicating with parents have been implemented including text messaging, email notification, phone calls, newsletters, and Parent Teacher conferences. The adoption of PowerSchool has facilitated more regular and varied communications with both parents and students.

Most of the marketing and recruitment efforts happen by word of mouth. The school does not currently have a formalized recruitment plan in place since many of the elementary and junior high grades are at capacity with waiting lists. Marketing efforts include creating awareness of the school and its building campaign to raise support and funds, a monthly column in the union magazine, and camp meeting presentations and booths. To continue to build enrollment in the senior high program, a more formalized marketing and recruitment program and ongoing funding initiatives will be needed, as well as increased curricular and extracurricular opportunities for high school students (e.g., student government, interschool sports).

Rating: Effective

Evidences: Self-study, Interviews, School website, School Facebook page, Surveys, Observation

Recommendation: That the board, administration, and faculty formalize a marketing and recruitment plan specially aimed at the recruitment and retention of high school students. rating for the standard, the evidences that helped to determine this rating, and one or more recommendations, if warranted.

WRITING THE NARRATIVE, CONTINUED

A RECOMMENDATION INCLUDES 3 PARTS

1. Identified, verifiable program weakness or area for improvement

2. Person(s) or group(s) responsible for addressing the weakness

3. Desired outcome

WRITING TIPS

Focus on quality, not quantity; not every standard necessarily requires a recommendation. Ask yourself whether the proposed recommendation would enhance student learning or improve the quality of the school's program. Avoid "weasel" words (e.g., "continue to," "give study to," "consider," etc.)

EXAMPLES

The Visiting Team recommendations

A. That administration and staff develop personal growth plans and regularly participate in professional development activities that guide improvement in areas of identified need with special attention to distance learning pedagogy.

B. That administration work with the Conference to ensure that all teachers have current NAD certification and hold endorsements to match their teaching assignments.

SUGGESTED VERBS AND WORDS TO USE WHEN WRITING A NARRATIVE AND RECOMMENDATION

accelerate
accept
achieve
acquire
add
adhere
adjust
administer
adapt
adopt
agree
align
alleviate
allocate
allows
analyze
analyze needs
analyze the potential impact
apply
appraise
arrange
articulate
assess
assign
assign maximum resource
allocation
assume
assume responsibility
assume leadership role
begin
begin a review
broaden the scope
build
calculate
choose
clarify
collect
communicate
compare
compose
concentrate
concern
conduct
contrast
coordinate
coordinate efforts

correlate
create
define
demonstrate
describe
design
develop
develop strategies
develop a process
diagram
differentiate
discuss
distinguish
emphasize
employ
encourage
ensure
equip
establish
estimate
evaluate
examine
exercise
expand
express
focus
form
formulate
foster
fulfill
give
incorporate
increase
inform
initiate
inquire
install
institute
insure
integrate
investigate
involve
mainstream
maintain
manage
measure

meet
minimize
participate
plan
place emphasis
prepare
present
practice
probe
progress
promote (and support)
propose
provide (leadership/resources)
questions
rate
recognize
record
reexamine
reevaluate
reinstate
relate
relocate
report
restate
retain
replace or repair
require
restructure
revise (sequence)
reveal
review (procedures)
schedule
secure
seek (means or resources)
set (direction)
share
stress
support
take
test
translate
try
use
update
work
work toward

EVIDENCES (EXAMPLES)

The required evidences ser ve to validate the informaiton provided in the schools self-study.

To assist in determining the rating for each standard, Visiting Team members should look for evidences such as the following (digital or hardcopy) :

- Annual progress report and interim or revisit reports

- Bulletin Boards and other displays

- Campus map and floor plans

- Current class schedule(s)

- Current inventory of instructional equipment and supplies

- Emergency Preparedness Plan that includes record of emergency drills

- Faculty meeting minutes

- Financial statements

- Hazardous materials management plan (asbestos, chemicals, etc.)

- Interviews (individual and group)

- Last audited report with the statement

- Observation

- Operating budget for current year

- Previous visiting team report

- School board minutes

- School bulletin and/or student handbook

- School constitution and by-laws

- School Improvement Plan (Strategic Plan)

- School marketing and recruitment plan

- School spiritual growth plan

- School safety plan

- School website

- Standardized test results

- Student portfolios/notebooks/displayed work

- Survey results (parent, student, teacher)

- Teacher course outlines for each course (secondary)

- Technology plan that includes acceptable use policy for internet

SAMPLE NARRATIVE

Try to fit each Standard on one page, if possible, but continue on next page if necessary.

8. Standard for Communication and Collaboration

Communication and collaboration among the school, constituency, and community are essential to providing an effective educational program.

RATING:
- ☐ Highly Effective
- ☐ Effective
- ✓ Somewhat Effective
- ☐ Ineffective

VISITING COMMITTEE RESPONSE:

1. The Self-study reported 5 of 6 indicators as "Effective." The one indicator marked as "Somewhat Effective" concerns the formalized school marketing, recruitment, and retention plan. School administration, board, and staff have recognized their need for such a plan and have created preliminary action plans that address various areas to strengthen the school program and community partnerships. These do not, however, constitute the "formalized plan" referred to in Indicator 6.

2. Recent efforts to build community partnerships are notable. These include:
   - an after-school sports program with local independent schools
   - introduction of a variety of tools to assist with communication to parents including *Remind* and *Class Dojo*
   - local pastor involvement in weekly Bible studies and weeks of prayer
   - initial planning conversations with Shoulder Tappers regarding career education and job experience opportunities for students
   - partnerships with local industry and businesses to provide resources for Intarsia class

3. Ongoing attention also needs to be given to internal communication and collaboration, especially the communication between school and home. Many parents expressed a desire for better communication between school and home including an active parent council, up-to- date online records of student progress, and timely administrative response to concerns. Training for faculty, followed by parent and student training, on the effective use of MyEd would strengthen communication between faculty and parents. Consistent, timely communication between administration and faculty/staff is also needed.

SUPPORTING EVIDENCE:

Action plans
Interviews
Observation
Parent surveys
Self-study
Student surveys

Note: Use "Interviews" without specifying who was interviewed; specify student or parent surveys; alphabetize list.

The narrative should include:
1. *A summary of the school's ratings*
2. *What you observed (include positives, as appropriate)*
3. *Concerns*

VISITING TEAM RECOMMENDATION:

A. That the administration and faculty continue to find a variety of ways to strengthen communication between and among all stakeholders to ensure that the school functions as a team to meet the learning needs of all students.

Use letters, not numbers

Note: Recommendations begin with "That" followed by who is responsible and the action required

ACCREDITATION STATUS CRITERIA

The chair will lead the visiting committee in determining an accreditation status that will be recommended to the North American Division Commission on Accreditation. This includes building a consensus on the status to be recommended based on the school's identified strengths and areas for growth in comparison to the Standards for Accreditation. The following process will assist the committee in reaching a recommendation:

1. Review the Standards for Accreditation and available Accreditation Recommendation options (see below).

2. Reach consensus on the recommended status of accreditation.

3. Record the recommended status on the Accreditation Recommendation form provided.

4. Develop a Justification Statement incorporating the school's notable strengths and areas for growth that informed the decision on the recommended status.

ACCREDITATION STATUS OPTIONS

Adventist Accrediting Association's (AAA) accreditation process is an ongoing six-year cycle of quality whereby the school demonstrates the capacity, commitment, and competence to support high-quality student learning and continuous school improvement within the context of the Adventist Worldview. One of the following options is to be recommended:

A) <u>Six Year Status</u> There is evidence that the school has high-quality continuous school improvement (CSI) processes in place that support student learning and implementation of the continuous school improvement plan. An annual progress report on the recommendations and the schoolwide continuous school improvement/action plans will be submitted.

B) <u>Six-Year Status with a Mid-cycle Visit</u> There is evidence that the school needs additional support in strengthening student learning and implementation of a continuous school improvement plan. An annual progress report on the recommendations and the continuous school improvement plans will be submitted, as well as an on-campus visit in three years.

   SPECIAL CIRCUMSTANCES:

   The visiting team has the option of assigning a focused visit in the first year to assess special circumstances, such as finances, lack of CSI planning, enrollment trends, etc.

   In special cases, mid-cycle visits may be recommended to occur on the second and/or fourth years of the accreditation cycle.

C) <u>Probation</u> A school may be placed on probation for one or two years. See the options below:

   ONE YEAR There is compelling evidence that the school has not met the Standards for Accreditation criteria in one or more critical areas requiring immediate attention and support. A visit at the end of the year of probation shall result in the continuation of the accreditation cycle, one year extension of probation or denial of accreditation.

   TWO YEAR There is compelling evidence that the school has not met the Standards for Accreditation criteria in one or more critical areas with the recognition that improvement may take up to two years. There will be a Revisit at the end of the second year of probation. This visit shall result in the continuation of the accreditation cycle or denial of accreditation.

D) <u>Accreditation Denied</u> Denial of accreditation is based on evidence that the school does not or could not reasonably meet the Standards for Accreditation.

NOTE 1: When there is a joint visit with a regional accrediting association, every effort will be made to ensure accreditation status alignment. In no case shall the status exceed six years.

NOTE 2: The North American Division Commission on Accreditation (NADCOA) has the option of assigning an administrative visit to deal with specific concerns raised by NADCOA.

NAD ACCREDITATION CYCLE

YEAR 6

Completion of Self-Study

On-Site Visit

Development or Ongoing Refinement of Continuous School Improvement Plan (CSI)

YEAR 5

Initiate Self-Study Process

Development or Ongoing Refinement of Continuous School Improvement Plan (CSI)

YEAR 1

Progress Report

Development or Ongoing Refinement of Continuous School Improvement Plan (CSI)

NAD ACCREDITATION CYCLE

YEAR 4

Progress Report

Development or Ongoing Refinement of Continuous School Improvement Plan (CSI)

YEAR 3

Progress Report

Possible Mid-Cycle Visit

Development or Ongoing Refinement of Continuous School Improvement Plan (CSI)

YEAR 2

Progress Report

Development or Ongoing Refinement of Continuous School Improvement Plan (CSI)

WHAT IS CONTINUOUS SCHOOL IMPROVEMENT?

Continuous school improvement is the process cycle of school improvement with the major components of creating the vision, gathering data related to that vision, analyzing the data, planning the work of the school to align with the vision, implementing the strategies and action steps outlined in the plan, and gathering data to measure the impact of the intervention. CSI practices reflect the ability to have meaningful dialogue about data and make changes that challenge inequity. Its goal is to build a culture of collaborative inquiry where everyone contributes to a cumulative, purposeful, and

positive effect on student learning. Structures and process exist to support shared leadership in which the entire staff has collective responsibility for student learning and engages in collaborative inquiry focused on continuous improvement to increase student achievement. This process starts with a shared vision.

- **SHARED VISION AND MISSION:** The entire staff represents a collective voice when it comes to creating and maintaining an effective learning environment. The vision and mission are translated into everyday practice and the results of assessments inform the success of related school goals. Formal and frequent opportunities exist for staff to collaborate on success, challenges, and assessment results as they put into practice the vision and mission of the school. This effort includes the creation of schoolwide outcomes (what students should know and be able to do upon promotion and graduation). The vision and mission are periodically revisited and edited so they remain living, meaningful documents.

- **SCHOOLWIDE IMPROVEMENT PLAN (SIP):** This results-focused plan reflects a philosophy of continuous improvement. It contains measurable performance and equity goals that reflect the vision and the mission of the school. All aspects of the plan are continuously informed by data—including data measuring school processes as well as student achievement and attitudinal data—all disaggregated by demographics. Analysis of the data from the SIP occurs on a continuous basis and informs changes in the plan. All individual staff members are responsible for using data to guide their practice. This data is also used to inform the SIP. The plan is activated through the formation of teacher teams and school-community work groups.

- **CLASSROOM-BASED IMPROVEMENT PLAN:** Based on the SIP, each teacher creates a personalized professional development plan for the year.

- **DATA ANALYSIS:** Staff examine data through a lens of equity to identify and investigate any achievement or opportunity gaps. Staff are trained in and use data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking, and longitudinal data. Data analysis occurs on a continuous basis and staff members frequently collaborate to make adjustments in the schoolwide plan as well as classroom practice. Instructional decision making is universally based on the expert use of robust data. Nonstandard analyses are conducted as unique questions arise.

- **DIALOGUE ABOUT MEANING:** The school community is engaged in public dialogue about the meaning of the information derived from the data analysis. The dialogue is safe; all staff members have and use the personal skills and professional knowledge to engage in difficult conversations about the meaning of data, especially as it reflects the efficacy of their programs and practices with students. The dialogue builds the alliances necessary to achieve measurable increases in student achievement, deepens staff commitment and capacity to interrupt patterns of inequity and poor student achievement, and provides intellectual and emotional support for building and sustaining a community of learners.

- **ACCOUNTABILITY:** School staff are accountable to one another and the broader school community. The school exhibits results publicly and parents are active partners in school improvement and related school decisions.

ACCREDITATION RECOMMENDATION

School Name: _____   Date of Visit: _____

Name of Conference: _____   Union: _____

The Accreditation Visiting Committee's recommendation to the Commission on Accreditation is:

Six-Year Status

There is evidence that the school has high-quality Continuous School Improvement (CSI) processes in place that support student learning and implementation of the continuous school improvement plans. An annual progress report on the recommendations and the continuous school improvement plans will be submitted.

Six-Year Status with a Mid-cycle Visit

There is evidence that the school needs additional support in strengthening student learning and implementation of continuous school improvement plans. An annual progress report on the recommendations and the continuous school improvement plans will be submitted AND an on-campus visit in three years.

Special Circumstances:

1. The visiting committee has the option of assigning a focused visit in the first year to assess special circumstances, such as finances, lack of CSI planning, enrollment trends, etc.

2. In special cases, Mid-cycle visits may be recommended to occur on the second and/or fourth years of the accreditation cycle.

Probation

A school may be placed on probation for one or two years. See the options below:

One Year There is compelling evidence that the school has not met the Standards for Accreditation criteria in one or more critical area(s) requiring immediate attention and support. A visit at the end of the year of probation shall result in either a continuation of the accreditation cycle or denial of accreditation.

Two Year There is compelling evidence that the school has not met the Standards for Accreditation criteria in one or more critical area(s) with the recognition that improvement may take up to two years. There will be a visit at the end of the second year of probation. This visit shall result in a continuation of the accreditation cycle or denial of accreditation.

Accreditation Denied (AD)—Denial of accreditation is based on evidence that the school does not or could not reasonably meet the Standards for Accreditation.

NOTE 1: When the evaluation there is a joint visit with a regional accrediting association, every effort will be made to ensure coterminous accreditation status alignment. In no case shall the term status exceed six years.

NOTE 2: The North American Division Commission on Accreditation (NADCOA) has the option of assigning an administrative visit to deal with specific concerns raised by NADCOA.

Provide the rationale for the accreditation status recommendation in the Justification Statement.

Accreditation Visiting Team Members:

_____   _____   _____

_____   _____   _____

_____
Visiting Committee Chair Signature

Resources

OVERVIEW OF ROLES AND RESPONSIBILITIES

The success of the continuous school improvement evaluation process depends upon the cooperative efforts of the following: school board, principal, teachers, parents, learners, members of constituent churches, and personnel from the union and local conference offices of education. The primary responsibilities of those involved in the accreditation process are indicated below.

1. **NORTH AMERICAN DIVISION COMMISSION ON ACCREDITATION**

   The North American Division Commission on Accreditation is responsible for establishing and voting guidelines, criteria, and procedures for the evaluation of schools, as well as vote terms of accreditation. It officially represents the AAA in the North American Division.

2. **NORTH AMERICAN DIVISION OFFICE OF EDUCATION**

   This office is responsible for supervising the accreditation process and for providing professional learning in continuous school improvement planning in PreK-12 schools. The vice president for education serves as chair of the NADCOA.

3. **UNION CONFERENCE OFFICE OF EDUCATION**

   The responsibility of this office is to in-service the local conference office of education and school personnel on continuous school improvement planning and the evaluation process. The union conference office of education is responsible for overall supervision of the evaluation process for junior and senior academies in the union conference.

4. **LOCAL CONFERENCE OFFICE OF EDUCATION**

   This office is responsible for overall supervision of continuous school improvement planning and the evaluation process for the elementary schools in the conference and for reviewing and approving self-study documents before distribution to the Visiting Team.

5. **PRINCIPAL**

   As the agent of the school board, the principal is responsible for organizing and supervising continuous school improvement planning and the self-study process at the school.

6. **SCHOOL BOARD**

   The local school board is responsible for appointing the Coordinating Team and providing support to the principal and teams in the preparation of the Continuous School Improvement Plan and Self-study Report. This school board is to review and approve the Continuous School Improvement Plan and the Self-study Report, including all continuous school improvement/action plans.

7. **COORDINATING TEAM**

The Coordinating Team is composed of the principal and representatives from the Standards Assessment Teams (SAT) and school board. It is responsible for:

a. Appointing 3-5 members to serve on each SAT.

b. Coordinating and monitoring the self-study process to ensure completion of the Self-study Report according to an approved time line.

c. Analyzing data to identify and build consensus on significant school-wide areas needing improvement.

d. Overseeing the development of continuous school improvement continuous school improvement/action plans.

e. Establishing an ongoing follow-up process to monitor the implementation, refinement, and fulfillment of continuous school improvement/action plans.

8. **STANDARDS ASSESSMENT TEAMS**

The Standards Assessment Teams are composed of staff, parents, and school board members and are responsible for assessing the school in the nine standards which are the core of the evaluation process. Team members should be knowledgeable of continuous school improvement planning as well as of the mission, operation, successes, and challenges of the school and qualified representatives from the varying grade levels should be included as team members.

9. **VISITING TEAM**

The Visiting Team is responsible for:

a. Preparing for the on-site visit by reading and analyzing the Self-study Report for the purpose of drafting preliminary responses and recommendations.

b. Validating the Self-study Report by observing the school in operation; visiting classes; and interviewing administrators, teachers, learners, and others.

c. Preparing a report that, validates the self-study report and continuous school improvement/action plans, as well as recommends specific actions to support continuous school improvement.

d. Recommending a term of accreditation based on the Self-study Report, the Continuous School Improvement Plan, and on-site findings.

RATIONALE FOR ACCREDITATION STANDARDS

"Every teacher should see to it that his work tends to definite results." (Education, p. 233)

"And whatever you do, do it heartily, as to the Lord and not to men." Colossians 3:23

"Whatever your hand finds to do, do it with all your might." Ecclesiastes 9:10

"The process of accreditation makes good schools better and great schools even greater. Equally important, it can place a poorly performing school on a path to improvement. Accreditation is what every school should be doing to help ensure that every learner gets the quality education they deserve."

(Henry G. Cram, Ed.D., President, MSA-CESS)

"Accreditation is a quality seal. It provides an independent and external affirmation that a school meets the rigorous standards set by educational peers."

(Gary L. Wirt, Ed.D., Vice President, Goldey-Beacom College)

The continuous school improvement accreditation process provides all schools in the North American Division with a robust structure for reflecting upon programs and practices, raising quality, achieving excellence, and delivering better outcomes for our learners and their families. The Standards for Accreditation of Seventh-day Adventist Schools is a dynamic, researched-based tool designed to assist schools in the process of self-assessment that is context-specific, evidence-informed, and outcomes-focused. In this process, the instrument provides a focus through which schools evaluate the extent to which they are meeting stakeholder expectations, delivering on system, school, and community priorities, and implementing continuous school improvement goals and initiatives (Quality Adventist Schools Framework, 2013).

Fundamental to accreditation is the quality of the educational program experienced by our learners. Thus, the accreditation process is designed to address the following areas:

FOUNDATIONAL BELIEFS & VALUES

The Core of Adventist Education is grounded in the worldview of the Seventh-day Adventist Church, and school improvement should always be viewed through the lens of our core beliefs and values.

ATTAINMENT OF EXCELLENCE

Excellent schools demonstrate a commitment to ongoing self-assessment, evidence-informed practice, and continuous school improvement planning. Reflective practices assist schools to focus on important questions, such as: How can this school better demonstrate and integrate its faith and philosophy? How can this school help learners become successful learners and informed citizens? How can this school support quality teaching and leadership? How can this school develop and sustain strong partnerships? How can this school improve outcomes for all learners?

CONTINUOUS IMPROVEMENT

Achieving excellence requires a commitment to continuous improvement and quality assurance with energies and resources directed towards the improvement of teaching and learning within a standards-based framework. Rather than a single event that recurs every six years, continuous school improvement is an ongoing, annual process that demonstrates commitment as opposed to compliance.

STANDARDS FOR ACCREDITATION

Standards are ideals for quality educational programs that are specific, attainable, and measurable. They describe an effective program that leads to continuous school improvement and results in improved student learning.

Standards for Accreditation of Seventh-day Adventist Schools have been established for the four domains: Purpose, Plan, Practice, Product. These domains identify the Core of Adventist Education (see page VI) and are in alignment with A Journey to Excellence and The Core of Adventist Education Curriculum. The Standards offer a shared vision of Seventh-day Adventist education, but to make the vision real, the details must be constructed uniquely and personally, within particular communities of learners. Thus, quality educational programs may look very different from one another. In the same way, good educational programs should find many pathways to help our learners meet high standards, so that they can effectively achieve academic success and become effective witnesses of the mission of the church.

I: PURPOSE

1. **PHILOSOPHY AND MISSION**—The philosophy, mission, and vision statements are learner-centered and give direction to the school's program, and are developed and approved cooperatively by the administration, staff, and school board and reflect the Seventh-day Adventist worldview, core values, and educational philosophy..

II: PLAN

2. **CURRICULUM**—The curriculum is the core of the educational program providing for the spiritual, mental, physical, social, and emotional development of learners and preparing them for this world and for eternity.

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, and standards and actively engages learners in learning.

4. **ASSESSMENT**—Assessment data informs changes in curriculum and instruction to support learning.

III: PRACTICE

5. **SUSTAINABLE LEADERSHIP**—Administration and school board ensure the effective and successful operation of the school to promote learner success and well-being.

6. **SCHOOL ENVIRONMENT**—The school environment is designed and maintained to promote learner learning and to support the school's mission and goals.

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.

8. **COMMUNICATION AND COLLABORATION**—Communication and collaboration among the school, constituency, and community are essential to providing an effective educational program for learners.
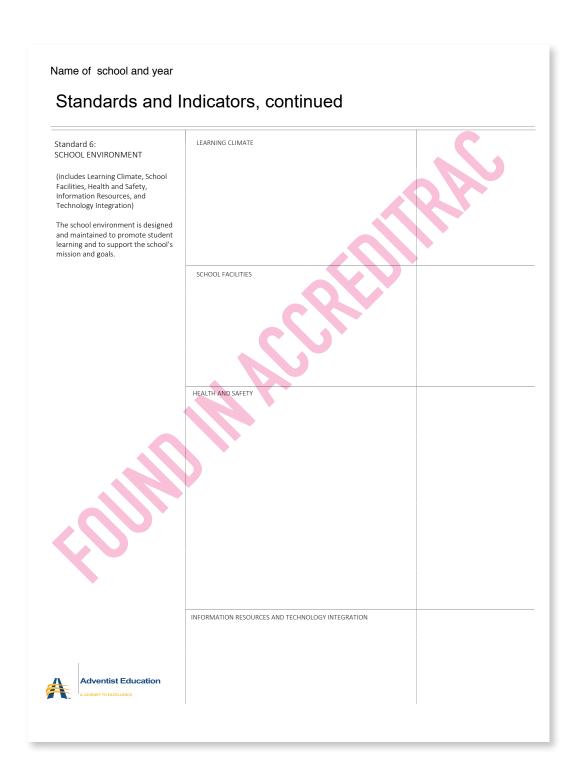
IV: PRODUCT

9. **SCHOOL IMPROVEMENT**—The accreditation process assists a school in appraising the total program to determine the level to which the purposes and functions outlined in its statement of philosophy and goals for learner learning are accomplished as well as in providing the basis for continuous school improvement/action plans to address areas needing improvement.

Name of school and year

Standards and Indicators

STANDARDS	INDICATORS	EVIDENCES
Standard 1: PHILOSOPHY AND MISSION The philosophy and mission statement give direction to the school's program, and are developed and approved cooperatively by the administration, staff, and school board, and reflect the Seventh-day Adventist worldview and educational philosophy.		
Standard 2: CURRICULUM The curriculum is the core of the educational program providing for the spiritual, mental, physical, social, and emotional development of students, and preparing them for this world and for eternity.		
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, and standards, and actively engages students in learning.		

Adventist Education
A JOURNEY TO EXCELLENCE

Standards and Indicators, continued

Standard 4: ASSESSMENT Assessment data informs changes in curriculum and instruction.		
Standard 5: SUSTAINABLE LEADERSHIP Administration and school board ensure the effective and successful operation of the school.		

Adventist Education
A JOURNEY TO EXCELLENCE

Name of school and year

Standards and Indicators, continued

Standard 6: SCHOOL ENVIRONMENT (includes Learning Climate, School Facilities, Health and Safety, Information Resources, and Technology Integration) The school environment is designed and maintained to promote student learning and to support the school's mission and goals.	LEARNING CLIMATE	
	SCHOOL FACILITIES	
	HEALTH AND SAFETY	
	INFORMATION RESOURCES AND TECHNOLOGY INTEGRATION	

Adventist Education
A JOURNEY TO EXCELLENCE

Name of school and year

Standards and Indicators, continued

Standard 7: PROFESSIONAL LEARNING Administration and faculty collaborate to develop and implement professional learning opportunities to enhance the ongoing growth and development of school personnel.		
Standard 8: COMMUNICATION AND COLLABORATION Communication and collaboration among the school, constituency, and community are essential to providing an effective educational program.		
Standard 9: SCHOOL IMPROVEMENT The accreditation process assists a school in appraising the total program to determine the level to which the purposes and functions outlined in its statement of philosophy and goals for student learning are accomplished as well as in providing the basis for action plans to address areas needing improvement.		

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SUMMARY OF PREVISOUS VISIT RECOMMENDATIONS

SIX YEAR STATUS WITH A MID-CYCLE VISIT

There is evidence that the school needs additional support in strengthening student learning and implementation of a continuous school improvement plan. An annual progress report on the recommendations and the continuous school improvement plans will be submitted, as well as an on-campus visit in three years.

STANDARD 1-PHILOSOPHY AND MISSION

No Recommendations

STANDARD 2- CURRICULUM

1. That the school board and administration consider providing mobile technology devices at a minimum ratio of 1 to 4 for each classroom in order to enhance research, writing, and the use of supplemental resources; and that the staff regularly and actively seek opportunities for integrating technology into the curriculum.

2. That administration further develop the existing concept of a STEM lab so that active instruction can be implemented across all grades on a regular bases.

STANDARD 3-INSTRUCTION

1. That the school faculty further use both formative and summative assessment data as part of a regular cycle of academic school improvement and that the administration and staff spend time on a regular basis evaluating assessment data with the goal of designing short term and long term curriculum intervention and improvement planning.

2. That the board and administration give study to creating a special fund designated for outside testing when parents cannot afford it and teachers see areas of possible need.

3. That the administration and staff seek approval from the conference office for variations from the conference approved assessment and reporting tools prior to implementation.

4. That the role of student learning liaison be clarified and that the administration the person assigned to that role continue to seek advanced knowledge in learning exceptionalities through academic courses as well as regular participation in professional development training in learning exceptionalities. This will better equip them to meet the responsibilities and requirements of this new position as the role is clarified and developed.

5. The committee recommends that the board and administration implement a plan that supports professional development for teachers in understanding how to best make accommodation for instruction and assessment concerning students with learning exceptionalities.

STANDARD 4-ASSESSMENT

No Recommendations

STANDARD 5-SUSTAINABLE LEADERSHIP

No Recommendations

Adventist Education
A JOURNEY TO EXCELLENCE

CONTINUOUS SCHOOL IMPROVEMENT PLAN

School Name:	Awesome Adventist Academy	Principal:	Kristopher Michaelson
Website:	www.awesomeadventistacademy.org	Contact email:	kmichaelson@icloud.com

School Mission: Rooted in a tradition of purpose, Awesome Adventist Academy exists to equip high school students to be Inspired Seekers, Empowered Scholars, and Devoted Servants rising to the challenges of the 21st Century by developing the skills that improve the quality of the family, the community, and the workforce.	School Vision: Our students leave Awesome Adventist Academy positioned to thrive in college, career, and life through the embodiment of seven Core Characteristics which are infused in our curriculum and culture.

This Continuous School Improvement Plan identifies our school goals in the areas we have identified as needing special focus as we strive for excellence in Adventist education as described in the North American Division Standards for Accreditation. We understand that this Plan will continue to develop and be revised as we annually review our data and make progress toward our goals.

The following school-wide goals have been identified through a comprehensive needs assessment process involving all school stakeholders and using multiple measures of data. (Research suggests that a maximum of 3-5 schoolwide goals should be considered at any one time.)

	STANDARD ADDRESSED	GOAL
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 #4		
Goal #5		

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

Objectives: In order to support the goal, the following objectives will be addressed:
 a. 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.
 b. 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.
 c. 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.

School-wide Learning Outcome(s) 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	MEASUREMENT	TASKS (Action Steps)	PERSONS(S) RESPONSIBLE	RESOURCES NEEDED	TIMELINE	PROGRESS
a.	Provide professional learning so 100%	Attendance record	Schedule 2-day professional learning session that focuses	Principal	Presenter	Pre-session	Since the CSI Plan is a fluid document, this column is for the leadership team to record

"Seek ye first the kingdom of God and His righteousness, and all these things shall be added unto you. (Matthew 6:33)

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OBJECTIVES	MEASUREMENT	TASKS (Action Steps)	PERSONS(S) RESPONSIBLE	RESOURCES NEEDED	TIMELINE	PROGRESS
of teaching faculty can articulate with proficiency the Adventist worldview in terms of four concepts—Creation, Fall, Redemption, Re-creation.	Faculty written summaries of the Adventist Worldview concepts	on the Adventist worldview		NAD "The Core of Adventist Education Curriculum" / Total Truth by Nancy Pearcey / Rubric for faculty summaries of Adventist worldview	August 20__ / Review as needed	progress toward the goal and report to stakeholders as needed. (i.e., professional learning completed, mo/yr.)
b. 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	
c. After implementation of the units, use the unit summative assessments to determine if 100% of students	Unit summative assessments / Classroom observations by peer coaches	Implement the units as they are developed / Use peer coaching to refine units	Teaching Faculty / Students	Units / Peer coaches / Time for peer coaches' classroom	Spring 20__ / Ongoing	
context of the unit contents.		students are not meeting proficiency, those that are, and what to do about it		Rubrics for unit assessments		

Goal #2: Improve academic excellence for learners by bringing coherence to curriculum, instruction, and assessment practices through curriculum mapping.	Standard addressed: 2—Curriculum, 3—Instruction, 4—Assessment

Objectives: In order to support the goal, the following objectives will be addressed:
a. 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.
b. 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.
c. 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.

School-wide Learning Outcome(s) 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	MEASUREMENT	TASKS (Action Steps)	PERSONS(S) RESPONSIBLE	RESOURCES NEEDED	TIMELINE	PROGRESS
a. 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	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.)

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					Rubric for curriculum map	
b.	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	
c.	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.	Standard addressed: 8 – Communication and Collaboration

Objectives: In order to support the goal, the following objectives will be addressed:
- a. Collaborate with a website developer to create a plan for building a school website that incorporates inbound marketing strategies.
- b. Develop a website that is social and interactive, integrating search, social media, content, blogging, and lead generation components.
- c. Build a content bank that explores current trends and issues in education which are either informative or experiential.

School-wide Learning Outcome(s) 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	MEASUREMENT	TASKS (Action Steps)	PERSONS(S) RESPONSIBLE	RESOURCES NEEDED	TIMELINE	PROGRESS
a.	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	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.)

"Seek ye first the kingdom of God and His righteousness, and all these things shall be added unto you. (Matthew 6:33)

				Rubric for school website development		
b. 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__	
c. 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.		

VISITING COMMITTEE RECOMMENDATIONS

If the accreditation visiting team makes recommendations that are not reflected in one of the goals addressed by the school in its Continuous School Improvement Plan, these recommendations should be added and addressed here.

RECOMMENDATION(S)	STANDARD ADDRESSED	PROGRESS
That the school faculty further use both formative and summative assessment data as part of a regular cycle of academic school improvement and that the administration and staff spend time on a regular basis evaluating assessment data with the goal of designing short term and long-term curriculum intervention and improvement planning.	Standard 3	In progress May 25, 2019 - Administration and teachers met and reviewed Achievement scores, report cards, curriculum and returning student grades. July 1, 2019 - Administration used recommendations from the May meeting to inform curriculum purchases for start of the school year. August 1, 2019 - Administration and teachers met with the new curriculum coach to address findings during the May meeting on class rotation and the impact of seat time v. activity. School year 2019 - Administration and teachers exploring changes to curriculum

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Schoolwide-Improvement Action Plan

Standard #: _____10_____ .

The school presents in its marketing program a description of the organization, staff, facilities, and unique curriculum.

Objective: To develop a marketing program that is informative and interesting.

Action Plan #	Person(s) Responsible	Action Steps	Date/ Time Line	Estimated Resources
10a	Admin	Designate a PR person to oversee publications, promotional fliers, and news releases.	Summer 05	Add ½ FTE— $18,000
10b	PR Designee	Keep the constituency informed through regular and consistent updates of events, news, and needs.	Spring 06 Ongoing	$500
10c	Admin and Board	Work with the conference administration to invite the principal to pastors' meetings to share with them issues, updates, and concerns as they work with the constituency. Also, request help to provide a foundation for a cooperative effort for _____ ____ Academy.	Spring 07 Ongoing	$0
10d	Admin	Obtain conference email list to provide information to pastors, elders, and bulletin secretaries.	March 06	$0
10e	Admin, Staff	Work on making the school Web page active and current with events, news, and the ability for readers to offer suggestions to the school.	Spring 08	$500 initially. Have students update.
10f	Admin, Staff	Give study to developing a newsletter targeted to prospective students.	Fall 99	$500
		This is a good sample action plan. The action steps are detailed and list those responsible as well as implementation dates.		

_____   _____
Board Chair Signature   **Date of Board Approval**

Supporting Documents

Recommendations from Previous Visits

Continuous School Improvement/Action Plans from Previous Visit

School Schedule (Optional)