



Adventist Education

A JOURNEY TO EXCELLENCE

Southwestern Union

Continuous School Improvement Plan

Philosophy

The Seventh-day Adventist Church recognizes God as the ultimate source of existence, truth, and power.

In the beginning God created in His image a perfect humanity, a perfection later marred by sin. Education in its broadest sense is a means of returning human beings to their original relationship with God. The distinctive characteristics of this Adventist worldview, built around creation, the fall, redemption, and re-creation, are derived from the Bible and the inspired writings of Ellen G. White.

The aim of true education is to restore human beings into the image of God as revealed by the life of Jesus Christ. Only through the guidance of the Holy Spirit can this be accomplished. An education of this kind imparts far more than academic knowledge. It fosters a balanced development of the whole person—spiritual, physical, intellectual, and social-emotional—a process that spans a lifetime. Working together, homes, schools, and churches cooperate with divine agencies to prepare learners to be good citizens in this world and for eternity.

Mission

*Collaborating
for learning
excellence
through faith
and service.*

Vision

CURRICULUM

What we teach.

Curriculum is aligned to a mission-based K-16 framework, focused on educating for understanding and transfer within the context of the Adventist worldview. Courses and units are organized around recurring grade- and content-appropriate transfer tasks (i.e., service-based projects) toward which all teaching and learning are prioritized.

Cross-disciplinary transfer goals, corresponding non-cognitive skills, big ideas, and essential questions spiral through the curriculum, anchoring and shaping how content standards are framed.

INSTRUCTION

How we teach the curriculum.

Instruction is characterized in three ways. The goal of **didactic/direct** instruction is to inform learners through explicit instruction in light of clear performance goals and feedback from students' attempts to perform with their knowledge. **Facilitation** seeks to help learners construct meaning and come to an understanding of important concepts and processes through student inquiry into problems or projects. The purpose of **coaching** is to support the learners' ability to transfer their learning in complex and autonomous performances in response to differentiated feedback and modeling.

ASSESSMENT

How we assess learning.

Assessment is organized around performance tasks reflective of the key challenges and accomplishments in the disciplines, requiring transfer and non-cognitive skills. Diagnostic, formative, summative, and student self-assessments are used to determine readiness levels, to reveal potential misconceptions, and to gauge progress along the way. Common analytic rubrics are used for providing more consistent evaluation and specific feedback against long-term transfer goals as well as more short-term objectives.

ENVIRONMENT

How each person treats every other person.

The environment is defined by the following values:

1. **Humility:** Bringing attention to God, not to myself.
2. **Integrity:** Living according to biblical values and principles.
3. **Trust:** Doing the right thing because it is right.
4. **Respect:** Acting with fairness, justice, and mercy.
5. **Accountability:** Taking responsibility for my actions and behavior.
6. **Collaboration:** Encouraging teamwork: everyone is needed, adds value, and helps to accomplish mission.
7. **Excellence:** Conducting my life in a way that honors God.



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STRATEGIC GOALS AND OBJECTIVES

GOAL #1 - CONTINUOUS SCHOOL IMPROVEMENT (CSI) PLANNING:

Collaborate with conferences/schools in the use of data for continuous school improvement.

Objectives

- Develop a Union-wide Continuous School Improvement Plan in response to SWUC data.
- Provide professional learning so 100% of the SWUC Education Advisory can articulate with proficiency the use of data for Continuous School Improvement Planning.
- Create resources to support the conferences and schools in development of CSI Plans.

GOAL #2 - ACADEMIC EXCELLENCE:

Improve academic excellence for learners by bringing coherence to curriculum, instruction, and assessment practices through a standards-based approach.

Objectives

- Develop a set of schoolwide learning outcomes that will serve to support academic excellence as well as CSI planning.
- Provide professional learning in standards-based programming so 100% of the SWUC Curriculum Committee can articulate with proficiency the purpose and components of a standards-based approach for teaching and learning.
- Develop resources to support the conferences and schools in standards-based programming.
- Provide professional learning in standards-based programming so 100% of educators can make the transition with proficiency to a standards-based approach for teaching and learning.

GOAL #3 - COMMUNICATION:

Strengthen communication with current and prospective stakeholders through the creation of a Union website to provide resources and ensure a positive perception of the educational program for learners.

Objectives

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