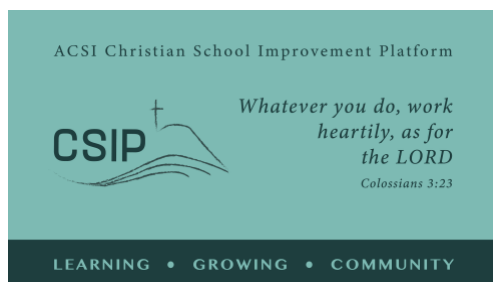


CSIP – User Guide



revised: August 2023

This is an overview of the options within the Christian School Improvement Platform and a guide to the available tools. Please contact ACSI Europe with any questions or a request for a live, online demonstration of these tools from our Contact Page at <https://acsieu.org/csip/?page=support&tab=4>

Guiding Concepts:

The ACSI Christian School Improvement Platform (CSIP) is a community where ACSI member schools can engage in self-assessment, define strategic goals and contribute to strategic development in partnership with other schools as they implement a Christian vision of education.

CSIP Standards provide a set of indicators for schools to evaluate their current vision for Christian education and its implementation at multiple levels. Understanding that each school is unique and in a long-term process of growth and maturity, this self-assessment helps to strategically set goals for improvement using terms common to ACSI schools around the world.

Learning and Growing as a Community - ACSI Europe welcomes you as a member of our community of Christian schools! Every school is unique and each one contributes something valuable to our community as we learn and grow together. We are glad that you, as an ACSI member school, wish to share your experiences in Christian education with brothers and sisters across Europe and beyond.

The CSIP can be found at <https://acsieu.org/csip>. The platform is available in various languages by clicking on the flag at the top right and selecting the appropriate language option.

Important: Without a user login that is connected to a confirmed member organization, it is not possible to access the CSIP tools. Please contact the ACSI Europe office or complete the Membership Form to start the process - <https://acsieu.org/csip/?page=new>

Login

Use the "login" button from the menu. You will need an ACSI Europe [user account](#) and then you can set your password using the "forgotten password" option from the login page. This will send you an email which confirms your email address and provides a link to reset your password. Once that is complete, use your credentials to access the system. CSIP is available to all ACSI Europe member schools and can be provided to ACSI member schools in other regions for a fee, pending agreements with your regional ACSI office.

After login, you will see your name in the top-left corner of the screen instead of the word “guest”. If your account is not yet connected to a member school or service organization, you can access your user profile page to connect your account to your school account using the ACSI member code for your school.

Profile

On the profile page, please confirm your account details and provide brief biographical info for reference on our “Contacts Page”. You also have an option to upload a user account picture. There are language and interest area options for your account which will help us to provide you with pertinent information through our email communication.

The screenshot shows the ACSI user profile page for Paul Madsen. On the left, there is a profile card with a photo of Paul Madsen, his name, title (ACSI Site Administrator, Educational Consultant), and email (paul_madsen@acsi.org). Below this is a section for 'My ACSI Profile' with a 'School or Organization' dropdown set to 'ACSI Europe'. On the right, there are tabs for 'My Settings', 'Notification Settings', and 'Timeline'. The 'My Settings' tab is active, showing a form with fields for First Name (Paul), Family Name (Madsen), Email (paul_madsen@acsi.org), Member School Code (empty), and Title or responsibility (Educational Consultant). A note at the top of the settings section states: 'NOTE: This profile is only accessible to ACSI members registered on the CSIP website.'

Self-assessment

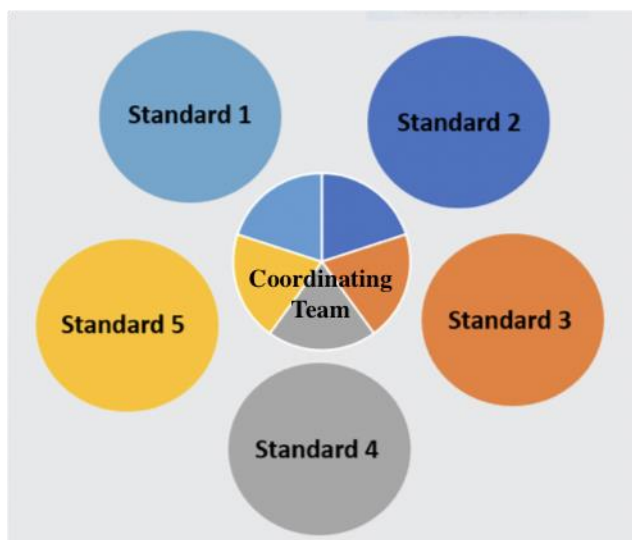
To begin to use the CSIP, click on the “Self-assessment” option from the left-hand menu. This will take you to the self-assessment tool, where you can first identify a name and details for your self-assessment. You must confirm the name and location of the school and the education levels or programs you plan to assess.

The screenshot shows the ACSI School Improvement Platform self-assessment tool. The left-hand menu is open, showing options like Dashboard, Introduction, Self-assessment (selected), Strategic Goals, Professional Services, Peer-review, Administration, ACSI Community, Statistics, Our membership, Our team, Support page, and My Settings. The main content area is titled 'Self-assessment' and has tabs for 'Self-Assessment', 'Review Report', and 'Help page'. The 'Self-Assessment' tab is active, showing a 'Select or begin a Self-assessment' section with a 'Begin a new Self-assessment' button. Below this is a section for 'Identify your team' with a progress bar showing 0/3. There are three standards listed: 'Standard 1: Philosophy and Foundations' (0/6), 'Standard 2: Leadership and Personnel' (0/6), and 'Standard 3: Teaching and Learning' (0/7). On the right, there are three informational boxes: 'Essential tools for team leaders before beginning a self-assessment' (with links to User Guide - Video, Glossary, and Appendices), 'All rights reserved' (with a disclaimer about reproduction), and 'Identify your team members beginning with 1 of the current users named in your'.

Once the self-assessment has been configured you can identify the team members involved in the self-assessment. By clicking on "+ Team Leader", the people who have accounts connected to your school will be displayed. Assign a team leader and then add others to the self-assessment team.

Setting Up Your Team

Completing a self-assessment will be of greatest value to your school if that assessment is based on input from all sectors of your school community. This reduces the potential for blind-spots and distortions and increases the sense of ownership of the process within the community. Your self-assessment team can be set up to help facilitate this. One possibility is to form a team that investigates all five standards. The team works together to collect evidence and input from the wider school community through surveys and interviews. From this input, the team decides which descriptor best fits the school's current level of development for each indicator. A different member of the team could be asked to lead the discussion for each standard. This approach is likely to be appropriate for a small school carrying out the self-assessment for the first time.



Another option is to form a coordinating team with a sub-team for each standard. Each member of the coordinating team leads one of the sub-teams. The sub-teams could include representatives from the school leadership, staff, parents and even students. The sub-teams are responsible for gathering evidence and input from the wider school community regarding their assigned standard, and deciding which descriptor best fits the school's current level of development for each indicator in that standard. The sub-team leader then reports to the coordinating team. This approach is likely to be effective for a larger school.

These two approaches are not the only ways to set up your team but illustrate some possibilities that are consistent with the purpose of the CSIP.

The screenshot shows a web application interface with a modal dialog box titled 'Set up your Self-assessment team'. The dialog has a close button (X) in the top right corner. Below the title, there is a section 'Identify a new team member' with a dropdown menu showing 'Dana C'. Below the dropdown, there is a note: 'If the name is not shown above, you will need to confirm that your preferred team member has set up a [user account](#) on the ACSI Europe website using your school's membership code:'. At the bottom of the dialog, there are two buttons: 'Close' and 'Save Record'. The background of the application shows a sidebar with a menu, a main content area with a 'Self-assessment' button, and a footer with '1/3' and a link to 'User Guide - Video'.

After setting up your team, work through each of the indicators. These are shown in buttons below the description for each of the 5 Standards. Certain words or phrases have been defined for your reference in a glossary. Within each indicator these phrases have also been italicized and their definitions can be seen by hovering over them with your cursor.

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Standard 1: Philosophy and Foundations

0/6

Clear written statements that describe the faith foundations, mission, vision, core values, expected student outcomes, and Christian philosophy of education define who the school is, why it exists, and what it seeks to become. They outline the school's Christian distinctives and communicate a clear purpose and direction for school development.

When communicated well with all members of the school community, these statements can guide decision making and provide a common platform for all to work collaboratively in a spirit of unity. As these documents become part of the very fabric of the school's operations and relationships, embodied by leadership and staff and experienced by students and families, they protect and promote the Christian identity of the school. The foundational documents form a basis from which partnerships can be established with other Christian schools and organizations.

The six indicators and related descriptors in this standard will help a school to assess its current foundational documents and the extent to which those documents guide the daily life of the school. The school will be able to use the outcomes of this self-assessment to identify ways in which the philosophy and foundations of the school could be strengthened.

Indicator 1.1

Indicator 1.2

Indicator 1.3

Indicator 1.4

Indicator 1.5

Indicator 1.6

Click "Indicator 1.1" to begin. The Indicator text will be displayed along with the rubric, a dropdown to select at which level you believe your school to be, and a place to identify the documentation or activities which have helped you reach that conclusion.

Supporting Documents and Activities

For each indicator, you are asked to select from a list the types of documents you have or activities that your school engages in that support your assessment of that indicator. The purpose of this is to encourage the team to make their assessment based on evidence available within the school rather than on personal perception only. There is an option to note any other types of evidence you have which may not fit the items listed.

Once an Indicator is complete, click "Save Record". When an Indicator is saved, the color of the button will change to green and the number of completed indicators for that Standard will display in the title bar. Note that all Indicator data is saved before logging out and can be edited later by any of your team members until all have signed the self-assessment.

Barbara Lord

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Indicator 1.1 The school has developed clear, coherent foundational documents establishing:

- The faith-foundations of the school.
- The Mission, Vision and Values of the school.
- School-wide Expected Student Outcomes.
- The school's Christian Philosophy of Education.

Forming	Developing	Maturing	Flourishing
The school has not developed a statement of faith or a Philosophy of Christian Education. The school does not have a statement of mission, vision and values.	Statements of faith, mission, vision, values and philosophy exist, but are only partially developed. They may lack clarity or consistency.	The school has developed statements of faith, mission vision and core values, school-wide expected student outcomes, and a Philosophy of Christian Education. These foundational statements are biblically-based, clear and coherent.	The foundational documents of the school are well developed, clear and coherent. They present a compelling, biblically-based rationale for the existence of the school. The school's vision for its desired future extends beyond the borders of its own community to partner with and meet the needs of others.

Our school is currently:

Our documentation or recent activities include ...

☐ Foundational documents.
 ☐ Participation in a peer review focused on this Standard.

Other evidence ...

Close

Save Record

Each team member's response is saved separately as they evaluate the indicators. Consult with your team and negotiate a final score for each indicator. If your team already agrees, the score can still be edited.

Each team member must sign after noting which standards he or she was responsible for. Each team member's user account password is required to confirm their approval of the self-assessment. The team leader can then sign and provide a brief summary of how the team has worked together.

Your Report will not be available until you complete at least the first 3 Standards. You may decide to skip Standards 4 and 5 if the full assessment is too much for your context at this time. Once the self-assessment is complete and has been signed, view the report using the "review report" link at the top-right of the page.

Reports

All previously completed reports are available from the Strategic Goals page. This will show as a table with a button for sharing each report either as a secure link or adding specific users for direct access when they login to the Platform. Only team leaders have access to report sharing options but all team members can access the report.

Reports provide an automated analysis of your self-assessment in written form with an overview, details on each of the Standards and recommendations for how to use the report for continuing strategic school improvement. A table of self-assessment data is also provided with the details of each Indicator, your response and a list of reported documents or activities and active goals connected to Indicators.

Remember that if other school leaders have shared their reports with you, their reports will show in your "My Shared Reports" window.

Summary

School or Organization: مدرسة الامل الثانوية
(Hope Secondary School - Bethlehem,)

Levels of instruction: Levels:

Summary Statement: 1- It was part of our regular meetings to discuss all the raised issues in the Self-assessment. 2- Held a special meeting that highlighted the main issues included in the self-assessment and is documented. 3- the school principal fill in the self-assessment based on the result of the discussion. 4- there are some contents that do not go in line with our situation and local educational system.

Signed by: Khader Saba: 2021-10-27,

To give others access to this report, please copy this secure link and send it to them by email:
<https://acsieu.org/>

You may add this report to another user's shared report list for collaboration and for peer-review IF their email is registered in this system.

Email address of new shared user

Currently shared with:

Close Update Share Settings

Strategic Goals

Based on your report, you can then begin to think about strategic goals that fit your identified needs. We recommend that you discuss the report with your leadership team and other

leaders in your school community and share your report with trusted school leaders from other schools. Stop often to pray and ask for God’s leading in developing clear strategic goals for school improvement.

Once you feel convinced about the direction you should take, you can begin to develop your strategic goals using the Strategic Goal Development Worksheet (in the Set a New Strategic Goal page). If necessary, ask advice from the ACSI team or experienced colleagues as you develop your goals. On the top-right of the page you will see a link to “Set Goals” and then an option to “Add” a goal from the table below. Example goals are available for you (click the ACSI link above the Strategic Goals table).

Adding goals is a process of first connecting your new goal to one or more of the Indicators from the Self-assessment. Select which Standard you want to address and each related indicator before adding the goal title, description, timeframe and project leader. Then save the goal. It will be listed in your strategic goals table and also show up in future reports in the right-hand column as an “active goal”.

ACSI Europe

Barbara Lord

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ACSI School Improvement Platform for IELC participants

Related Indicators

First, confirm the appropriate Standard and indicators.
Standard 1
Standard 2
Standard 3
Standard 4
Standard 5

☐ **Indicator 1.1**
The school has developed clear, coherent foundational documents establishing:

- The faith-foundations of the school.
- The Mission, Vision and Values of the school.
- School-wide Expected Student Outcomes.
- The school's Christian Philosophy of Education.

☐ **Indicator 1.2**
The school's foundational documents are communicated to all members of the school community.

☐ **Indicator 1.3**
The school implements a process of periodic review of its foundational documents that provides for input from all members of the school community.

☐ **Indicator 1.4**
The leadership and staff continually support the advancement of the philosophy, mission, and vision of the school. The ideas contained within the foundational documents permeate the whole instructional program and relationships within the school community.

☐ **Indicator 1.5**
The written policies and procedures established by the school are consistent with the school's foundational documents, promote effective operations, and uphold the integrity and reputation of the school.

Set a new strategic goal

Goal statement

Additional Details

Status
Initiated

Targeted completion period (in months)

Project Leader

Close
Save new goal

From your list of Strategic Goals, the team member who has set up the goal has the option to edit it if needed in the future. Any user connected to the member school can view and update the progress on each goal.

To provide updates on goal progress, you can add a note and update the percentage of goal completion. First click on the “details” for that goal in your list of goals. You will see a full list of notes, the details of the goal, the related Indicators and any Professional Services that have already been connected to that goal. When you click “Report new activity”, a new note on goal progress can be entered.

Report new activity

Provide relevant information for how your strategic goal has been addressed since the last update.

Note

If your estimated completion level is affected, you may update the percentage below.

0% **Estimated completion percentage** 100%

Close Save Record

Your strategic goals are registered as “active” until one of the team members marks them as “complete”. Remember that if others have shared their Reports with you, you will also be able to view (but not edit) their goals. These will appear in your “Shared Goals” window and their reports will show in your “My Shared Reports” window.

Details

Initiated 27-10-2020 Targeted completion period 12 Estimated completion 27-10-2021

Connected Services - 2

The Mission of the Christian School
Both the Christian school and the secular school study the world around them, but they study it from significantly different perspectives and for significantly different purposes. This course explores those differences and helps us clearly articulate those differences in our thought processes and in our communication.

Foundational Documents - blog post series
The ACSI Europe blog contains short articles, often connected in a series, that are designed to promote reflection and interaction on important topics for Christian educators. This series of blog posts addresses issues related to creating, implementing and reviewing foundational documents for a school. There are four posts in the series: - Documenting your foundations. - Creating your foundational documents. - Integrating your foundational documents into the life of your school. - Reviewing your foundational documents.

Activity Reports (newest at top)

Paul Madsen
Posted : 02-03-2021

We have collected information from othe schools

Refine and develop the school foundational documents for a clearer identity and mission.

Request foundational documents on the subject from at least 3 other schools in order to compare, refine and develop our own foundational documents. This process should involve at least 3 board members, 3 school leaders, 3 teachers and 3 parents with feedback from the larger school community in the initial and final stages of review.

Project Leader
Paul Madsen

Related Indicators

1.1 The school has developed clear, coherent foundational documents establishing:

Professional Services

When you have developed a few strategic goals, you will need to decide which Professional Services will best fit your needs in addressing those goals. Services are regularly being added to the system as we develop partnerships with other service organizations. Go to the “Professional Services” option from the left-hand menu. Services can be listed by Standard number and by language group. The default language for services is English until services

are available in your selected language group (from the language menu). One additional language group can be added to the listed services for your convenience.

Professional Service Listing - Standard 1 - 5

Show 10 entries

#	Indicator	Service	Type	Frequency	Link
1	1.1, 1.4, 2.3, 2.4, en	Christian Philosophy of Education	Online Course	Semi-annual	acsieurope.org/cms/en-us/philosophy-of-education/
2	4.1, 4.3, en	Student Leadership Conference	Conference	Yearly	acsieurope.org/cms/en-us/events/student-leadership-conference/
3	2.3, 2.4, en	Impact of the Christian Worldview on Teaching	Online Course	On demand	acsieurope.org/cms/en-us/course-offering-impact-of-the-christian-worldview-on-teaching/

Filter + Languages

- Suggested
- Standard 1
- Standard 2
- Standard 3
- Standard 4
- Standard 5
- Request a Service
- Connected Services
- Services we offer

Details

Showing the Details of a professional service (using the “Details” button) will bring up the description of the service with the text of its related indicators. You are also able to connect any service to a strategic goal which will help you remember which services you have identified for addressing these goals.

Introduction to Biblical Integration

This course explores the nature and importance of biblical integration, and introduces simple, practical strategies for classroom implementation. Participants will develop their understanding of biblical integration through interaction with each other and preparing a biblically integrated lesson plan or unit that is relevant to the grade and subject level they teach.

Service Type : Online Course Frequency : Yearly
 Location: Online - asynchronous Service Provider : 'ACSI Europe',
 Link : <https://acsieurope.org/cms/en-us/intro-to-biblical-integration>
 Available in: English

Related Indicators :

- 3.2 The school has adopted an approach to curricular content, instruction and assessment that provides a biblical basis for all courses and promotes *critical thinking* and collaboration with others.
- 3.3 Biblical worldview integration is understood by teachers and practiced in all subjects and class levels.

Connect this professional service to a strategic goal.

Provide training in Christian Philosophy of Education for leadership and staff.

Close Save Connection

You also have the option to “request a service”, which will notify ACSI of a particular need and initiate a process of identifying how to serve you, either through the ACSI office or one of our partner organizations.

Your “connected services” refers to those services which you have already connected to your strategic goals.

“Services we offer” is a listing of the services your school is currently offering to other schools in your region or language group. Member schools are able to add 2 services to this listing each year to promote collaboration and partnership between schools.

We also provide an option to report the activities in which you and your school have participated. This gives school leaders a quick view of which professional services have been completed by each of their staff members and what they have learned and applied to their professional practice as a result of their learning. This report contributes to tracking the

completion of your strategic goals and which services have been most beneficial for your school over time.

Community Page

The Community Page is essential throughout the process as you have ideas or questions that relate to the platform, the use of the Self-assessment report, or the development or implementation of Strategic Goals.

From the Community page, you can search for terms or phrases that are of interest to you, comment on other entries or begin a new post to request support from ACSI staff or anyone else using the Platform.

We also request that you provide feedback in the Community page regarding the CSIP to help us address any issues or further develop the Platform for your use.

Peer-review

The last stage of the CSIP is still being designed and will be added to the system in 2024. It will provide a guide to the peer-review process where a small team of other Christian school leaders and/or ACSI team members will be invited to study your Self-assessment, come to your school and provide a quality review based on what you have identified in your Self-assessment. This process is meant to be an encouragement and an opportunity for deeper partnership with school leaders that are committed to your growth and success as a quality Christian school. These leaders, as peer-review team members, will have completed a short training module for this purpose and will have already invited others to come to review their school, thereby having experienced the blessing and opportunity that a peer-review provides for school improvement.