



---

## PROCESS OUTLINE

## THE CSI FOUR PHASE MODEL



### **Who are we?**

Stakeholder input  
Beliefs, values, learner expectations  
Community survey  
Community forums  
Focus groups

### **Where are we now?**

Two day work session  
Mission statement  
Data analysis  
Goal areas  
Performance objectives

### **Where do we want to go? How will we know when we get there?**

Three day work session  
Performance measures  
Initiatives  
Action steps  
Five-year district implementation timeline

### **How do we plan to get there?**

Board approval  
Minimum two day work session  
A year one school site and district implementation plan  
End of year one site and district plan reflection

PHASE 0: Prepare			
	Information	Commitment	Planning
WHO	CSI Facilitators Superintendent Board Members Cabinet Principals	OSSBA Superintendent Board	CSI Facilitators Superintendent District Leadership
TIME	1-3 hours with various stakeholder groups	1-2 hours with superintendent 30 minutes with Board	2 hours with superintendent and district leadership
PURPOSE	The time has come for us to join forces to create space for community and state dialogue for what we believe about our schools and how to best achieve our goals. Rather than focusing on statewide mandatory programs and initiatives, school districts should invest time and resources to build the capacity of the people within the system to ensure that the needs of schools and communities are both met (For the People [FTP], 2019).		
OBJECTIVES	Understand the 4-Phase Continuous Strategic Improvement (CSI) Model, understand 'Concerns Based Adoption Model' (CBAM), develop advocacy action steps	Review strategic planning benefits Understand CSI Model, process, fees	Align CSI to district needs Discuss communication processes Outline data to be gathered by district Organizational decisions
OUTCOMES	Increased awareness of the CSI four phase model Communication methods to address stakeholder concerns	Increased awareness of planning process Signed Statement of Understanding	Increased awareness of planning process Timeline Responsibilities

**WHO:**

- Community members representing all demographic groups will participate in open forums.
- For larger districts Focus Groups are encouraged for groups such as parents, teachers, students, advisory teams, businesses, and high profile community members.

**TIME:**

1 hour for each Community Forum/Focus Group.

**PURPOSE:**

It is critical to the fidelity and sustainability of public education that educators engage stakeholders in reflective dialogue about the purpose and process of education in a local context. To provide input data and ideas for later strategic planning processes (FTP, 2019).

**OBJECTIVES:**

- Examine the purpose of education
- Examine participants' role
- Review district status
- Review the Continuous Strategic Improvement Model
- Contribute to focus questions

**OUTCOMES:**

- Community survey data
- Focus questions data
- Core beliefs and value statements and learner expectations
- Collective and participatory process
  - a. *Increased communication among stakeholders*
  - b. *Increased trust and morale among stakeholders*



# PHASE II *Plan*

## WHO:

- 75% school representation (teachers, administrators, students,) and 25% community representation (community members, board member, parents)
- At least one student per goal area (4-5 Total)
- At least one parent/community member per goal area (4-5 Total)
- At least one teacher per goal area (4-5 Total)
- At least one administrator per goal area (4-5 Total)
- One board member who will follow the process to serve as a liaison to the Board of Education

## TIME:

2 days

## PURPOSE:

To help districts find a shared sense of purpose and direction, allowing local citizenry to shape the future of their community and the role of their schools within those communities (FTP, 2019).

## OBJECTIVES:

### Day One:

- Review the CSI Model
- Review district mission and beliefs
- Review community forum data
- Analyze strengths and weaknesses of district data

### Day Two:

- Review strengths and weaknesses of district data
- Develop district goal areas based on data
- Develop objectives for goal areas

## OUTCOMES:

Goal areas with objectives

# PHASE III

## Action

### WHO:

- Phase III participants will continue to serve.  
*NOTE: During Phase III, districts may choose to replace students with goal-area experts.*
- One community member with expertise related to each of the goal areas selected by the planning team may be added to this committee.
- The Board member from the planning team is encouraged to serve on this team to continue in the role of liaison to the Board of Education.

### TIME:

3 days

### PURPOSE:

Our challenge is not whether or not changes in public education are needed in the new millennia, but rather which changes will result in transforming education and sustaining our democratic way of life. Transformation of our public schools will require school and community leaders to repurpose and reimagine schooling, not just reform it (FTP, 2019).

### OBJECTIVES:

- Prioritize goal areas
- Develop performance measures for objectives at the district level
- Identify initiatives for performance measures
- Develop action steps for initiatives at the district level
- Develop timeline

### OUTCOMES:

- SMART performance measures for each objective
- Initiatives for each performance measure
- Action steps for each initiative
- Timeline of projected benchmarks

# PHASE IV

## Achieve

	<i>Plan Approval</i>	<i>Year 1 Plans</i>	<i>Year 1 Reflection</i>
<b>WHO</b>	Board of Education	District leadership, building leadership teams and goal area team chairs.	District Leadership, building leadership, and goal area team chairs.
<b>TIME</b>	30 Minutes	½ Day <ul style="list-style-type: none"> <li>District leadership, building principals and goal area team chairs</li> </ul> ½ Day <ul style="list-style-type: none"> <li>District leadership, building principals and 2-3 teacher leaders per site</li> </ul>	1 Day
<b>PURPOSE</b>	<i>Schools need collaborative and innovative workplaces in which teachers and leaders have the capacity to focus on student learning (FTP. 2019).</i>		
<b>OBJECTIVE</b>	<ul style="list-style-type: none"> <li>Present CSI report</li> </ul>	<ul style="list-style-type: none"> <li>Review district plan</li> <li>Model a process to develop year one district/school level implementation plan</li> <li>Develop plan for ongoing transparent communication and monitoring of CSI</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on the fidelity of established processes, and structures</li> <li>Reflect on progress toward year one goals</li> <li>Plan for year two implementation</li> </ul>
<b>OUTCOMES</b>	<ul style="list-style-type: none"> <li>Board approval</li> </ul>	<ul style="list-style-type: none"> <li>District/site-level year one implementation plan aligned to district 5-year strategic plan</li> <li>A process to create a one-year site-level plan of action aligned to district strategic map</li> <li>Site/district level communication plan</li> <li>Site/district level accountability/monitoring plan</li> </ul>	<ul style="list-style-type: none"> <li>Revised:               <ul style="list-style-type: none"> <li>accountability plan</li> <li>communication plan</li> <li>action steps</li> <li>performance measures/benchmark goals</li> </ul> </li> <li>Update digital scorecard</li> <li>Process to review/revise plan of action for year two of CSI implementation at the district level</li> </ul>

## 5-YEAR CONTINUOUS STRATEGIC IMPROVEMENT PLAN

### **I. Introduction**

- a. Message from Superintendent
- b. Board of Education
- c. Team Members
- d. District Profile
- e. Timeline of Planning Process

### **II. Beliefs, Values, Learner Expectations**

### **III. Goal Summaries**

### **IV. Goal Areas**

- a. Performance Objectives
  - i. Rationale
- b. Performance Measures
- c. Researched Based Initiatives
- d. Action Steps for Initiatives

### **V. 5-Year Plan Timeline**



**STEPHANIE HYDER**

**Director of Strategic Initiatives and Executive Search Services**

[stephanieh@ossba.org](mailto:stephanieh@ossba.org)



**SHARON DEAN**

**Associate Director, College and Career Readiness**

[sdean@ou.edu](mailto:sdean@ou.edu)

**TRACY FELAN**

**Director of Professional Partnerships**

[tfelan@ou.edu](mailto:tfelan@ou.edu)