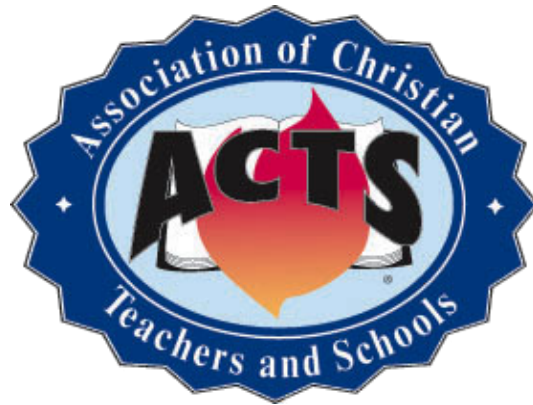


Association of Christian Teachers and Schools



ACTS/WASC Accreditation Process California/Hawaii

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Introduction

Background

The accreditation process for ACTS/WASC resulted from intensive work of a collaborative group from both the ACTS and WASC organization. The basic concepts addressed in this process focus upon student success in meeting the schoolwide learner outcomes [i.e., what each student should know, understand and be able to do upon exit (graduation) from the school or by the time the student completes the planned program].

Focus on Learning and School Change

To ensure that the critical elements of school change were integral to the design of this protocol, the following specific features are included:

- The clarification of the school's purpose and schoolwide learner outcomes for all students
- The involvement of the school community in self-directed problem-solving
- The analysis of the actual program for students
- The planning for meaningful dialogue
- The necessity of collaboration and shared decision-making
- The use of high quality standards to analyze the program for students
- The development of a Schoolwide Action Plan to support desired learning results
- The opportunity for an outside perspective regarding the proposed changes through the Visiting Committee's dialogue and findings
- The monitoring of progress in meeting or redefining goals and actions through accreditation reviews and reports

ACTS/WASC Accreditation Standards

The standards are research-based guidelines of systemic school improvement that address accreditation's central tenet: a school operates with a clear understanding of its purpose and focuses on student learning. The standards were developed with the assistance of numerous practicing educational leaders and theorists. The objective was to develop standards that brought attention to concepts and factors that differentiate between effective and ineffective schools. Since most formal education occurs in an institutional setting, factors that impact institutional effectiveness were considered along with curriculum, instructional strategies and assessment.

School Purpose and Schoolwide Learner Outcomes

An essential element of systemic school improvement is the collective vision or statement of purpose on the part of the members of the school community: What should students know and be able to do upon exit from the school? What does it mean to be an educated person? What is the most effective preparation of students for the future?

The purpose provides the school's foundation for establishing schoolwide learner outcomes. These state the global knowledge, skills, and understanding students should possess upon exit from the school, or by the time the student completes the planned program. The attainment of these schoolwide learner outcomes drives the instructional program and the support operations of the school and therefore is integral to the school's accreditation process. These learner outcomes complement the more specific curricular standards.

Importance of Evidence

Translating the school's purpose into schoolwide learner outcomes for all students is a beginning. The self-study phase of the accreditation process revolves around an in-depth gathering of evidence that will enable a school to take an honest look at what is and isn't working based upon the standards and the schoolwide learner outcomes. This verification is key to learning about the actual instruction experienced by students.

Observable evidence includes analyzing the following:

- what students are doing and producing (student work)
- student interviews and observations
- hard data and information, e.g., student indicators for attendance, special needs, schoolwide performance
- other interviews, observations, etc.

Accreditation Cycle

The accreditation process is a perpetual cycle of assessment, planning, implementing, monitoring, and reassessment (self-study, visit, and follow-up). During the year prior to the visit, a school clarifies or redefines its schoolwide learner outcomes and begins the formal self-study process that assesses the actual student program with respect to the standards. The self-study process culminates in the development of a 3–5 year Schoolwide Action Plan. The completed school report is sent to the visiting committee members for careful study at least four to five weeks prior to their visit. Using the results of the visit, the school modifies and implements its Action Plan in this ongoing cycle of improvement.

ACTS/WASC Six-Year Cycle for Schools

<i>Year One:</i>	Profile Update, Progress Report, Refinement of Schoolwide Action Plan
<i>Year Two:</i>	Profile Update, Progress Report, Refinement of Schoolwide Action Plan
<i>Year Three:</i>	Profile Update, Mid-Term Progress Report, and One-Day Review (for 6R terms), Refinement of Schoolwide Action Plan
<i>Year Four:</i>	Profile Update, Progress Report, Refinement of Schoolwide Action Plan
<i>Year Five:</i>	Review of all Profile Data, Progress Report, and Program Analysis (beginning of next Self-Study), Revision of Schoolwide Action Plan
<i>Year Six:</i>	Completion of Self-Study, Refinement of Schoolwide Action Plan, visit by ACTS/WASC Team, Revision of Schoolwide Action Plan after Site Visit

ACTS/WASC Expectations for Analysis in the Self-Study

The school's self study is predicated on five key components. Through the completion of the accreditation process, the school will have accomplished:

1. The involvement and collaboration of stakeholders in the self-study.
2. The clarification of the school's purpose and the schoolwide learner outcomes.
3. The assessment of the actual student program and its impact on student learning with respect to the accreditation standards and the schoolwide learner outcomes.
4. The development of a Schoolwide Action Plan that integrates subject area/program and support plans to address identified growth needs.
5. The development and implementation of an accountability system for monitoring the accomplishment of the Schoolwide Action Plan.

Self-Study Process

The school is expected to examine the program for students collaboratively. After gathering of evidence, including the examination of student work from their respective areas of expertise, the various Subject Area/Support Committees contribute much of the information for interdisciplinary group discussions. The resulting Schoolwide Action Plan reflects the analyses by all school and community stakeholders.

Five Tasks in the ACTS/WASC Self-Study Process

The tasks of the self-study focus on evaluating the school against the standards and assessing the degree to which all students are achieving the schoolwide learner outcomes.

- Task 1:** Develop or refine the student and community profile (Chapter I)
- Task 2:** Clarify the school's purpose and the schoolwide learner outcomes and analyze these using the ACTS/WASC Criterion. (Chapter II)
- Task 3:** Summarize progress on schoolwide action plan that incorporated the critical areas for follow-up from prior self-study/visit. (Chapter III)
- Task 4:** Using the ACTS/WASC Standards and schoolwide learner outcomes, analyze the quality of the school program and operations, synthesize and summarize findings, and determine school strengths and growth areas. (Chapter IV)
- Task 5:** Revise or create a schoolwide action plan that will drive achievement of the schoolwide learner outcomes; establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan. (Chapter V)

The Site Visit

After careful study of the School Report, a Visiting Committee composed of fellow educators spends three and one-half days at the school. The purpose of the visit is to provide an outside perspective from educators who are thoroughly familiar with the standards used by the school.

The Visiting Committee gives insight to the school through dialogue with the Schoolwide Focus Groups and the Stakeholder/Program Committees or Home Groups about the self-study findings and by its own gathering of evidence and analysis of student work. In collaboration the Visiting Committee and the Leadership Team/Schoolwide Focus Groups compare findings. The resulting discussion and written results assist the school in refining the Schoolwide Action Plan with respect to the standards and the schoolwide learner outcomes.

Accreditation Term Factors

The ACTS/WASC Accrediting Commission for Schools grants accreditation based on the findings of the Visiting Committee. Accreditation factors have been developed by the Commission that reflects the overall aspects of the ongoing school improvement process or accreditation. These factors have incorporated the five expectations of analysis in the self-study process, the ACTS/WASC standards organized by categories, and important emphases already present within the ACTS/WASC standards.

Follow-up

Subsequent to the site visit, the school annually refines and implements the Schoolwide Action Plan. The Leadership Team coordinates this implementation, annually reviews progress, and refines the "next steps" in meeting the goals. All follow-up is done with respect to evidence that students are accomplishing the established schoolwide learner outcomes. The governing authority is involved in the ongoing improvement process to ensure that the follow-up process is integral to planning and goal setting.

Self-Study Process

Timeline

The school's leadership and self-study coordinator establish (1) a general calendar for the major self-study events and (2) a more detailed timeline of specific committee meetings and tasks to be accomplished. The self-study coordinator works backwards from the date of the visit, allowing at least four to six weeks for the Visiting Committee to study the school report.

Self-Study Committees

A typical committee structure includes three types: 1) **Home Groups** or subject area/stakeholders groups; 2) interdisciplinary **Focus Groups** or schoolwide groups and 3) the **Leadership Team** that includes the leaders of the focus groups. Each level of responsibility serves a different function. **Home Groups** engage all staff within their local communities of interest or responsibility. **Focus Groups** create teams incorporating representatives from all the **Home Groups** who examine assigned standards and schoolwide learner outcomes from an interdisciplinary perspective; and the **Leadership Team** coordinates the entire process and synthesizes **Focus Group** findings into a workable schoolwide action plan.

Self-Study Report Format

Title Page/Table of Contents

Preface

Explanation of the school self-study process used to accomplish the parameters of the self-study.

Chapter I: Student/Community Profile and Supporting Data

- A. Student/Community Profile that includes findings, appropriate charts, tables, graphs (at least three years of data, if possible)
- B. Overall Summary from Analysis of Profile Data
 - a. Implications, interpretations, trends, patterns
 - b. Identified critical academic needs
 - c. Important questions (3–4) raised by the analysis of the student performance, demographic, and perception data (These will be used by the Home and Focus Groups.)

Chapter II: School Purpose and Schoolwide Learner Outcomes

- A. Standard #1: Findings and Evidence
- B. Standard #1: Strengths and Growth Areas

Chapter III: Progress Report

- Summary of progress on the schoolwide action plan that incorporated all critical areas of follow-up from the last full study.

Chapter IV: Self-Study Findings

For the ACTS/WASC standards summarize the findings for standard. Include the following: (1) the findings; (2) the evidence that supports these findings, and (3) the identification of strengths and growth needs

- Standard #1 Philosophy
- Standard #2 Governance
- Standard #3 Curriculum and Instruction
- Standard #4 Staff
- Standard #5 Media and Technology
- Standard #6 Finances
- Standard #7 School Facilities
- Standard #8 Admissions
- Standard #9 Records
- Standards #10 Student Activities
- Standards #11 Publications
- Standards #12 Health and Safety
- Standards #13 Support for Student Personal and Academic Growth

Chapter V: Schoolwide Action Plan

- A. The schoolwide action plan.

For each action plan section include:

- statement of area for improvement (goal)
- rationale for area based on self-study findings
- one or more schoolwide learner outcomes addressed
- ways of assessing progress, including student achievement of the learning results (and curricular standards)
- specific steps, including professional development
- timeline (month, year)
- person(s) responsible (designate by asterisk) and involved resources
- means to monitor and report progress to all members

- B. Specific strategies to be used by all the staff within each subject area/support program in order to accomplish the sections of the schoolwide action plan, if needed. (Note: *only if different from the schoolwide steps.*)

- C. Description of the school's follow-up process.

Self-Study Process and Report: Tasks and ACTS/WASC Standards

Task #1 Develop or Refine the Student/Community Profile. (Chapter I)

The **Leadership Team** facilitates the development or refinement of the student/community profile and involves all staff, parents and older students in the discussion, understanding, and use of the data and overall implications.

Directions:

- *In the profile, provide the information given below.*
- *Analyze the student achievement data.*
- *Provide a summary of the implications of the demographic, achievement and any perception data, noting important needs of the students with respect to learning and important questions for all stakeholders to discuss throughout the self-study process.*

Chapter I: Part A. Student/Community Profile that includes findings, appropriate charts, tables, graphs (at least three years of data, if possible)

Brief History of the School

- Describe the formation of the school, its mission and purpose, and those who were involved in its establishment.
- *Answer the following questions.*
 - What does your general population consist of?
 - What is the economic status of your community?
 - What health services are available?
 - What is the ethnic breakdown of your community?
 - What are the employment trends and job availability?
 - What is the three to five year projection of your community?
 - What other educational opportunities are in your community?
 - What are the major issues unique to your area?
 - What are the instructional and support programs provided by your school?

Student Indicators

- *Provide the data; comment on the findings, noting any trends or patterns.*
 - Show the enrollment patterns by grade.
 - What are your student retention rates by year and grade?
 - What is the ethnic makeup of your school?

- What is the gender mix of your school?
- What are your health and safety issues?

Student Attendance Patterns

- *Provide the data; comment on the findings, noting any trends or patterns.*
 - Student attendance records shall be kept current for all students.
 - Patterns of attendance by students shall be explained.
 - State and local legal requirements for attendance shall be adhered to.

Student Performance Data

- *Provide the data; comment on the findings, noting any trends or patterns.*
 - Show student performance by grade for the past three years.
 - Show performance data for national and local comparisons by grade for the past 3 years.

Student Follow-up Data

- *Provide the data; comment on the findings, noting any trends or patterns.*
 - What percent of graduates attended college (2 year and 4 year)?
 - List colleges attended for the past three years.
 - What percent of graduates entered the military?
 - Student records shall be kept on each student enrolled in the school.
 - Student records shall be updated on a regular basis.

Chapter I: Part B. Overall Summary from Analysis of Profile Data

- a. Implications, interpretations, trends, patterns*
- b. Identified critical academic needs*
- c. Important questions (3–4) raised by the analysis of the student performance, and other data*

Directions:

After discussion by all stakeholders of Chapter I, Part A, prepare an overall summary. Share the entire profile with all stakeholders as they will use it in the self-study process as important evidence.

Task #2 Clarify the school's purpose and the schoolwide learner outcomes and analyze these using the ACTS/WASC Standards. (Chapter II)

The **Leadership Team** facilitates the review of the school purpose, the current schoolwide learner outcomes, the updated student/community profile data, and literature on the 21st century skills. The **Leadership Team** involves all stakeholders in discussion related to the school's purpose for what students ought to know, be able to do upon exit (graduation) from the school or by the time the student completes the planned program.

- What are the current learning needs of the students?
- What are the challenges that students will be facing in the future?
- What competencies should students possess when they pursue postsecondary education/training and the world of work?

The schoolwide learner outcomes are then clarified or refined, if needed. These are then shared with all stakeholders in order to gain consensus so they can be used through the self-study

Directions:

- *Summarize the findings based on the questions and analysis for Standard #1 and support with evidence.*
- *Determine the strengths and growth areas for Standard #1.*

The school self-study should be organized to describe and document how the school meets the following accreditation standards:

1. PHILOSOPHY

To what extent does the school a) have a clear statement of purpose that reflects the beliefs and philosophy of the institution and b) define the purpose further by adopted schoolwide learner outcomes that form the basis of the educational program for every student?

The school's philosophy:

- 1.1 shall be in agreement with the statement of Fundamental Truths of the Assemblies of God.
- 1.2 shall be sensitive to the needs of the pupils, both spiritually and academically.
- 1.3 shall be in written form and approved by the school's governing body.
- 1.4 shall be stated in school literature informing staff, parents, pupils, and prospective families of the school's philosophy.
- 1.5 shall be used to guide the academic program and overall development of the school and shall be consistent with sound educational practices.

Task #3 Summarize progress on schoolwide action plan that incorporated the critical areas for follow-up from prior self-study/visit. (Chapter III)

The **Leadership Team** facilitates the review of all progress made on the schoolwide action plan that integrated the critical areas for follow-up from the prior self-study/visit, noting significant developments, the follow-up process to note progress made and ongoing refinements of the Schoolwide Action Plan.

Directions: Respond to the questions below:

- What have been significant developments since the prior self-study/visit?
- Describe the follow-up process for the following:
 - the annual review and analysis of progress on Action Plan sections
 - the analysis of the impact on student learning based on the schoolwide learner outcomes
 - the refinement and modification of the Schoolwide Action Plan annually
- Comment on the accomplishment of each current schoolwide action plan section; cite evidence, including how each area section has contributed to student learning of the schoolwide learner outcomes. Comment on the relationship of the action plan sections and the critical areas of follow-up from the prior self-study/visit.
- Comment on those recommendations that are no longer in the current Schoolwide Action Plan or were originally addressed separately.

Chapter III: Progress Report

- ***Summary of progress on the schoolwide action plan that incorporated all critical areas of follow-up from the last full study.***

Task #4 Using the ACTS/WASC Standards and schoolwide learner outcomes, analyze the quality of the school program and operations, synthesize and summarize findings, and determine schools strengths and growth areas. (Chapter IV)

This task involves the **Focus Groups** that are assigned different standards to evaluate through gathering and analyzing data and evidence the extent to which each standard is being met. The **Home Groups** provide pertinent data as requested from the respective **Focus Groups**. Prior to beginning this task the Leadership Team ensures stakeholder awareness of the 1) summary information from the student/community profile, especially the critical academic needs, and the schoolwide learner outcomes, and 2) the concepts of the ACTS/WASC standards as the basis for evaluating the school's program.

Directions:

Focus Groups: Identify what data or information should be examined to evaluate the school against the standard. Decide how the data or information should be obtained, including what is needed from the Home Groups.

Home Groups: Provide the requested data and evidence, including results from examining student work, student interviews, and student observations

Focus Groups: Discuss, analyze and synthesize the gathered evidence with respect to the ACTS/WASC standards and schoolwide learner outcomes. Determine what additional data is needed.

Focus Groups: Use this evidence in responding to the questions for the standards and determine strengths and growth areas.

Chapter IV: Self-Study Findings

For the ACTS/WASC standards summarize the findings for standard. Include the following: (1) the findings; (2) the evidence that supports these findings, and (3) the identification of strengths and growth needs

2. GOVERNANCE

To what extent does the governing authority adopt policies which are consistent and support the achievement of the schoolwide learner outcomes while delegating the implementation and monitoring of the results of these policies to the professional staff of the school?

The governing body:

- 2.1 shall be spiritual leaders of a local church.
- 2.2 shall govern the school in accordance with the stated philosophy.
- 2.3 shall be responsible for the formulation of policy and the maintenance of a school policy manual. A complete and current record of all governing body minutes must be maintained.
- 2.4 shall be an integral part of the total church ministry as defined in the church's articles of incorporation. If a school is incorporated separately its articles of incorporation shall define its role as a part of the total church ministry.
- 2.5 shall be responsible for the successful operation of the school.
- 2.6 shall provide adequate salary and benefits for the staff and faculty.
- 2.7 shall develop and document an effective and realistic master plan which prioritizes needed improvement (minimum six-year plan).
- 2.8 shall ensure all required federal, state, and local regulations are met.
- 2.9 shall be responsible for the selection and evaluation of the school administration.

3. CURRICULUM AND INSTRUCTION

To what extent does the school provide a challenging, coherent and relevant curriculum for each student that fulfills the school's purpose and results in student achievement of the schoolwide learner outcomes through successful completion of any course of study offered?

To what extent does the professional staff use research-based knowledge about teaching and learning? Does the professional staff design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and schoolwide learner outcomes?

The curricular and instructional program of the school:

- 3.1 shall be consistent with the school's philosophy.
- 3.2 shall incorporate Christian principles into each subject area where possible.
- 3.3 shall provide appropriate learning experiences that address student needs as determined by a formal assessment program that includes but is not limited to standardized testing.
- 3.4 shall provide curriculum guides detailing scope and sequence for the instructional program at each grade level.
- 3.5 shall provide appropriate curriculum materials for the student population.
- 3.6 shall be formally and systematically evaluated by the school and revised as needed.
- 3.7 shall develop and maintain a systematic process for reporting student achievement.
- 3.8 shall provide adequate information to students and parents about the grading and assessment policies of the school.
- 3.9 shall avail itself of the resources of the local community.
- 3.10 shall be designed in the best interests of the students and shall have a minimum of 180 actual school days or a minimum of 170 actual school days and the hourly

equivalent of 180 actual school days determined as described below or meet state and local requirements:

A. Kindergarten 540 net instructional hours

B. Grades 1-3 720 net instructional hours

C. Grades 4-12 900 net instructional hours

3.11 shall provide for appropriate teacher planning and preparation time.

3.12 shall provide for basic skills in the elementary curriculum including subjects which constitute a well balanced educational program. It shall provide learning experiences in language arts, mathematics, science, social studies, health and safety, physical education, the arts, and computer education.

3.13 shall provide for appropriate subjects in the secondary curriculum including sequencing of courses for graduation that shall include courses in English, mathematics, science, social studies, Bible, Fine Arts, physical education, humanities, practical arts, languages, and computer education.

3.14 shall teach Bible as an academic subject at every grade level with a minimum of three hours of instructional time per week.

4. SCHOOL STAFF

To what extent are the school leadership and staff a) qualified for their assigned responsibilities, b) committed to the school's purpose, and engaged in ongoing professional development that promotes student learning?

4.1 All members of the school staff shall be Christian and shall exhibit Christian character in all areas of life.

4.2 All school personnel (full/part time staff or any volunteers) are required to undergo a background check prior to their employment or being given access to students.

4.3 The instructional staff shall:

4.3.1. hold a bachelor's degree, an ACTS teaching certificate, and be qualified for whatever assignment given by the governing body.

4.3.2. show evidence of continued professional growth as evidenced by documented participation in the school's professional development and/or college or continuing education credit.

4.3.3. deal professionally with students, parents, staff, and administration.

4.3.4. be sufficient in number to assure a faculty-pupil ratio that is appropriate to the type of curriculum used.

4.4 SUPPORT STAFF:

4.4.1. The support staff shall be sufficient in number as to provide adequate clerical assistance to the school.

4.4.2. The school shall provide a custodial staff sufficient to maintain a clean and safe environment.

4.4.3. The school shall provide in any other service area(s) (i.e. student health services, guidance services, food services, transportation services, etc.) adequate and competent staffing or an auxiliary plan or system that meets state and local regulatory requirements.

4.5 ADMINISTRATIVE STAFF:

4.5.1 The school's governing body shall appoint a full-time person as the chief administrator and who shall be on the full-time school staff and functioning in that capacity.

- 4.5.2 All administrative staff shall hold a bachelor's degree, an ACTS Administrator certificate, and be qualified for assignments given by the governing body.
- 4.5.3. All administrative staff shall show evidence of continued professional growth as evidenced by documented participation in the school's professional development and/or college or continuing education credit.
- 4.5.4. All administrative staff shall deal professionally with students, parents, staff, and administration.
- 4.5.5. The school shall establish a formal and systematic process of faculty/staff evaluation which shall be conducted on a periodic basis.
- 4.5.6. The school shall provide for a formal systematic process of annual staff development.

5. MEDIA AND TECHNOLOGY

To what extent is media and technology incorporated into the learning process in the classroom environment, lesson plans, and student activities?

The school:

- 5.1 shall provide a library/media technology center with current, adequate reference, print and non-print materials for the needs of students with a minimum of 10 books per student in the book collection.
- 5.2 shall properly catalogue all non-print and print resources.
- 5.3 shall utilize public resources as a supplement to the school library when practical.
- 5.4 shall include the media/technology area in the school's master plan.
- 5.5 shall have a written policy, approved by the governing board, concerning the criteria to be used in the evaluation and selection of materials for the media program.

6. FINANCES

To what extent are the resources available to the school sufficient to sustain the school program and effectively used to carry out the school's purpose and student achievement of the schoolwide learner outcomes? To what extent do the governing authority and the school execute responsible resource planning for the future?

The school:

- 6.1 shall provide evidence of sound, professional, ethical, and legal practices in all financial operations.
- 6.2 shall present evidence of adequate financial resources to operate the school's program.
- 6.3 shall have a realistic annual operating budget approved by the governing body and reviewed regularly.
- 6.4 shall keep clearly identifiable financial records.
- 6.5 shall document all fundraising and resource development activities.
- 6.6 shall publish a tuition and fee schedule that includes a tuition refund policy.

7. SCHOOL FACILITIES

To what extent are the buildings, grounds, and facilities used to provide for educational opportunity for the student population?

All school facilities:

- 7.1 shall be adequate for the type of school program offered and for the size of the enrollment.
- 7.2 shall be safe, clean, attractive, and meet all pertinent building, equipment, health and other legal requirements.
- 7.3 shall contain adequate furniture and equipment to support the school's programs and curriculum.
- 7.4 shall have clean, sanitary, and regularly inspected kitchen and dining areas and comply with all legal requirements if food service is offered.
- 7.5 shall make provisions for the safety of students traveling to and from school.
- 7.6 shall provide adequate space for classrooms, specialized instructional areas, and other areas needed to serve the purposes of the school. Appropriate space shall be provide for storage, materials preparation, and consultation.

8. ADMISSION PROCEDURES AND POLICIES

Do the admissions procedures and policies reflect the school's philosophy?

The school's admission procedures and policies:

- 8.1 shall be clearly written in a student handbook.
- 8.2 shall be formulated by the governing body.
- 8.3 shall be written in such a manner as to admit only those for whom the program is designed.
- 8.4 shall contain a published policy of non-discrimination and demonstrate consistent adherence.
- 8.5 shall address financial and other contractual arrangements between the school and parents/students.

9. RECORDS

9.1 STUDENT RECORDS

- 9.1.1 Student records shall be kept on each student enrolled in the school.
- 9.1.2 Student records shall be updated on a regular basis.
- 9.1.3 Student records shall include academic, health, and other pertinent information.
- 9.1.4 Student records shall be kept up to date in matters of discipline.
- 9.1.5 Student records shall be kept in a safe, secure, and professional manner (fireproof).
- 9.1.6 The school shall make provision for the permanent maintenance of all student records.
- 9.1.7 Access to student records shall follow the provisions of all local, state, and federal regulations relating to an individual's right to privacy.

9.2 OFFICE RECORDS:

9.2.1 Office records shall be adequate in nature to present a true and accurate picture of the school's income, expense, and operational procedures.

9.2.2 All office records shall be kept in a safe, secure, and professional manner (fireproof).

9.3 PERSONNEL RECORDS

9.3.1 Personnel records shall be kept on all personnel with evidence that they are qualified, competent, and meet legal requirements for the position held.

9.3.2 Records for faculty and administration shall include transcripts, contracts, tax records, form I-9, and professional licensure.

10. STUDENT ACTIVITIES

All student activities:

10.1 shall be consistent with the school's philosophy and objectives.

10.2 shall be controlled by the school administration.

10.3 shall be staffed by personnel selected carefully on the basis of applicable background and training.

10.4 shall be adequate in nature and type for the size of the school's enrollment and grade level.

10.5 shall be adequately financed.

10.6 What percentage of your students participates in academic and co-curricular activities?

11. PUBLICATIONS

Do publications reflect the philosophy and the biblical world view of the school?

All official school (non-student) publications:

11.1 shall contain a statement of non-discrimination.

11.2 shall be true, accurate, and reflect ethical guidelines.

11.3 STUDENT HANDBOOK

11.3.1 The school shall have a student handbook that informs students and parents of the school's programs and support services such as academic calendar, attendance policies, guidance services, health services, transportation, nutrition, etc.

11.3.2 The student handbook shall include the following: philosophy of the school, dress code, rules and regulations, discipline procedures, graduation requirements and grading scales.

11.4 FACULTY HANDBOOK

11.4.1 The school shall publish a faculty and personnel handbook which shall include the following: philosophy of the school, dress code, rules and regulations, discipline procedures, grading, and personnel evaluation policies.

11.4.2 The faculty/personnel handbook shall contain a policy statement of due process and grievance procedures.

12. HEALTH, SAFETY AND SECURITY

12.1 The school shall meet all applicable legal health and safety requirements.

12.2 The school shall have policies that insure the security of students and staff

(i.e. access to students, release of students and procedures relative to suspected child abuse).

12.3 The school shall have a Crisis Management Plan.

12.4 The school shall conduct fire and disaster drills in accordance with state and local regulations.

12.5 The school shall provide adequate and consistent supervision of all students during all school activities.

12.6 The school shall have, if transportation services are provided, procedures and regulations designed to safeguard students

12.7 Are all activities staffed by personnel selected carefully on the basis of applicable background and training?

12.8 Do the school procedures and regulations safeguard students for transportation? (if transportation services are provided)

13. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

13.1 Describe the student support services provided by the school, including college counseling, personal counseling, health services, and family services.

13.2 Describe the level of student connectedness with the school staff?

13.3 Describe how parents are connected to the school program and volunteer to assists the administration and teachers.

13.4 Does the school conduct fire and disaster drills in accordance with state guidelines?

13.5 What is your State and Federal program involvement in regard to extracurricular programs?

13.6 In what parent/community foundations/programs are you involved?

13.7 What are your community program projections and trends?

Task 5: *Revise or create a schoolwide action plan that will drive achievement of the schoolwide learner outcomes; establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan. (Chapter V)*

The Leadership Team facilitates the refinement of the current Schoolwide Action Plan and ensures there is input and consensus of the teachers and other stakeholders.

Directions:

- *Review and discuss the summary analyses from all Schoolwide Focus Groups. (See Chapter IV of the Self-Study Report.)*
- *Synthesize the growth needs into themes or strands.*
- *Revise or create a schoolwide action plan addressing the 4–5 major areas for change. All schoolwide learner outcomes do not need to be addressed by the action plan.*
- *Include in each section of the plan:*
 - *statement of area for improvement (goal)*
 - *rationale for area based on self-study findings*
 - *one or more schoolwide learner outcomes addressed*
 - *ways of assessing progress, including student achievement of the learning results (and curricular standards)*
 - *specific steps, including professional development*
 - *timeline (month, year)*
 - *responsible (designate by asterisk) and involved person(s)*
 - *resources*
 - *means to monitor and report progress to all members*
- *Ensure schoolwide consensus on the action plan and the specific action steps to support planning.*
- *Establish an ongoing follow-up process to monitor implementation and accomplishment of the schoolwide action plan*
 - *Develop strategies that provide for ongoing involvement of all stakeholders.*
 - *Discuss/develop strategies to ensure that the schoolwide action plan will be implemented and monitored and revised annually based on the progress and impact on student learning*
 - *Develop ways to keep the entire school community informed about the progress being made.*

Chapter V: Schoolwide Action Plan

A. The schoolwide action plan.

For each action plan section include:

- *statement of area for improvement (goal)*
- *rationale for area based on self-study findings*
- *one or more schoolwide learner outcomes addressed*
- *ways of assessing progress, including student achievement of the learning results (and curricular standards)*
- *specific steps, including professional development*
- *timeline (month, year)*
- *person(s) responsible (designate by asterisk) and involved resources*
- *means to monitor and report progress to all members*

B. Specific strategies to be used by all the staff within each subject area/support program in order to accomplish the sections of the schoolwide action plan, if needed. (Note: only if different from the schoolwide steps.)

C. Description of the school’s follow-up process.

14 School wide Action Plan, Follow-up, and Monitoring

What are the School’s Major Strengths and Critical Areas for Follow-up?

(No specific number of strengths or critical areas is expected;
if none are identified for this criterion, please write “none identified”)

Major Strengths:

- 1.
- 2.
- 3.

Critical Areas for Follow-up:

- 1.
- 2.
- 3.

SECTION VI

The Synthesis Process

Using the Synthesis Process to Revise the School *Action Plan*

Section VI is the culminating summary of the entire *Self-Study* document. This is where the findings of the entire report are gathered and synthesized. Each institution is to have an *Action Plan* in place; however, the self-study process reveals new critical areas for follow-up that schools must bring into their *Action Plan*. Section VI in the *Self-Study* document is where the strengths and critical areas for follow-up from the entire document are gathered and analyzed.

The following steps describe how to synthesize the findings from the entire report so that the *Action Plan* can be revised accordingly:

1. Copy all the identified “strengths” from the entire *Self-Study* report and gather them to this chapter and paste them so that they are in one long list of all *Self-Study* strengths
2. Note which strengths are similar in topic or nature and combine them as logically possible. It often works that two or three separate, but similar; “strengths” can be fused into one more complete and expanded “strength.”
3. Through this process, a list of 30-40 strengths can be boiled down to 10-15 major schoolwide strengths. This provides a “big-picture” look at the strengths of the institution identified in the entire self-study process.
4. Next, do the same for “critical areas for follow-ups” from the entire report; copy them and then paste them into one long list in this chapter.
5. Repeat the synthesis work and come up with a synthesized list of 10-15 “critical areas for follow-up.”
6. An added step is involved here – prioritize this list in order of importance, keeping in mind that the areas that most greatly impact student learning are the most critical.
7. Select the critical areas for follow-up; these should be added to the school *Action Plan* as the schoolwide critical areas for follow-up for the school to address in the next three years.

By following this process, the self-study process informs the *Action Plan* which informs and guides school improvement efforts.