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# CORNERSTONE CHRISTIAN + ACADEMY

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## Continuous School Improvement Plan (CSIP)

**Our Vision:**

Fully devoted disciples  
Leveraging influence  
Impacting lives

**Our Mission:**

To create an environment where students...  
*Receive* an excellent education based on God's Word  
*Realize* their unique purpose in God's Plan  
*Respond* productively to God's Call

Cornerstone Christian Academy  
3850 Frankfort Road  
Shelbyville, KY 40065  
(502) 633-4070

September 2014

An   accredited school.

Continuous School Improvement Plan (CSIP):  
Process Cycle



- **Plan Phase:** This phase consists of a group of stakeholders (Core Team) brought together to determine the validity of the school’s core values, vision, mission, and purpose. In doing so, the above questions are utilized to establish goals, measurable objectives, and outcome expectations. The CCA Board of Directors adopts the plan. The plan will be reviewed, monitored, and adopted annually.
  - Stakeholders are defined as representative individuals who have vested interest in the school. A stakeholder may be involved in one or more phases of the CSIP.



**Implement Phase:** This phase utilizes committees, small groups, and/or individuals in the implementation of the procedures that have been set in place to achieve the measurable objectives. Stakeholder involvement, financial resources, professional development, and documentation of progression are all considerations.



**Evaluate Phase:** This phase utilizes means and/or instruments to measure the objectives. Surveys, academic assessments, faculty and staff evaluations, and professional development evaluation are some, but not all inclusive, of such means and/or instruments.



**Review Phase:** This phase establishes continued actions on significant differences between expected outcomes and actual results. Determining the root cause of such differences, defining applicable changes, and consideration for another cycle of CSIP are considerations to be made by the original stakeholder group in the Plan Phase.

Prior to the Fall of 2013, Cornerstone Christian Academy (CCA) has reported to the Association of Christian Schools International (ACSI) continuous school improvement by means of an annual report as established in the school's first accreditation cycle. In preparation for reaccreditation, and in the self-assessed need to have a strategic plan for improvement in place; stakeholders were first brought together in 2010 to begin review of the school's core values, vision, mission and purpose, but the team did not finish the task of developing a plan for strategic and continuous school improvement that would be more encompassing than the original plan required by ACSI.

As reaccreditation approached, stakeholders were once again invited to be a part of such strategic planning in order to establish a CSIP. The CSIP was drafted based on statistical data as defined below, reviewed by a selected group of core team stakeholders and the school's Board of Directors, and then adopted by the Board of Directors on December 16, 2013. A meeting to review progress toward the goals and objectives of the plan and to make recommendations to the Board of Directors for the 2014-2015 was held on September 8, 2014; and will be presented to the Board on September 22, 2014, for annual adoption.

**Statistical Data:**

- Student Assessment Performance, All Grades. (*Stanford 10, Terra Nova, Explore/Plan, ACT*)
- Surveys (Parent, Faculty & Staff, Students)
- Faculty Performance Assessments
- Verbal and/or written stakeholder input as noted by the Administration

**Stakeholders (Core Team):**

- CCA Board of Directors
  - Nancy Cheak *Retired Public School Teacher*
  - Charlie Clifton *Banker*
  - Marian Hogan *Attorney, Parent*
  - Tim Lee *Chiropractor, Parent*
  - Brad Lee *Electrical Engineer, Parent*
  - Lewis Mathis *Attorney*
  - Jim Oates *Contractor*
  - Jeff Reynolds *Businessman*
  - Michael Ritchey *Banker, Parent*
  - Jackie Roberts *Accountant, Parent*
  - James Tipton *Realtor, Parent*
  - Michael Webb *State Trooper*
- Lynn Hobbs *Homemaker, Parent*
- Leigh Anne Jessee *CCA Teacher, Parent, Alumna*
- David Ladner *CCA Headmaster, Minister to Students, Parent*
- Matt Maxwell *CCA Teacher, Parent*
- Rudy Radulovich *Retired Marine*
- Bill Scheidt *CCA Teacher, Pastor*
- Rebecca Scheidt *CCA Guidance/Instructional Strategist*
- Diana Szuba *CCA Teacher, Parent*
- Chuck Umholtz *Pastor, Parent*
- Kathy Watkins *Adm. Asst. Media Services\Accounts Receivable, Athletic Director, Parent*
- Melanie West *CCA Director of Admissions & Development, Parent*

**CCA Student Enrollment 2014-2015:**

Families of enrolled students in district = 183

Families with 1 enrolled child: 109

Families with 2 enrolled children: 60

Families with 3 enrolled children: 12

Families with 4 enrolled children: 1

Families with 5 enrolled children: 1

<b>Cornerstone Christian Academy</b>						
<b>Grade</b>	<b>Enrolled</b>	<b>Pre-Enrolled</b>	<b>Male</b>	<b>Female</b>	<b>Members</b>	<b>Non-Members</b>
01	21	1	12	10	0	22
02	19	0	9	10	0	19
03	24	1	16	9	0	25
04	19	0	9	10	0	19
05	15	0	10	5	0	15
06	23	0	13	10	0	23
07	14	1	8	7	0	15
08	13	0	7	6	0	13
09	16	1	9	8	0	17
10	9	0	4	5	0	9
11	13	0	9	4	0	13
12	8	0	3	5	0	8
K3	9	0	4	5	0	9
K4 - A	9	0	4	5	0	9
K4 - B	9	0	3	6	0	9
K5	18	0	11	7	0	18
Total	239	4	131	112	0	243
<b>Entire District</b>						
Total	239	4	131	112	0	243

**Purpose:**

The purpose of Cornerstone Christian Academy is to provide a Biblically integrated instructional program in a disciplined environment that encourages spiritual commitment and academic excellence.

**Vision:**

Fully Devoted Disciples...  
Leveraging Influence, Impacting Lives.

**Mission Statement:**

Our Mission is to create an environment where students:  
*Receive* an excellent education based on God’s Word  
*Realize* their unique purpose in God’s Plan  
*Respond* productively to God’s Call

## **Beliefs and Values:**

We believe it is the responsibility of the school to be dedicated to:

- lead each student to a vital, personal relationship with God through faith in Jesus Christ;
- assist each student in the development of a Christian mind and a Christian lifestyle;
- promote a Biblical integration of faith and learning;
- develop a comprehensive educational program that helps each student achieve full academic potential;
- maintain a diverse extra-curricular program designed to assist each student in the development of social skills and the expression of individual personality;
- prepare and encourage each student for effective service for Christ in whatever career he/she chooses;
- support and assist the Christian home and the Bible-teaching local church.

## **Statement of Faith:**

- We believe that both the Old and New Testaments are the inspired Word of God, revealing the three Persons of the Godhead: Father, Son, and Holy Spirit. (I Timothy 3:16-17, II Peter 1:20-21)
- We believe in the Deity, Incarnation and Virgin Birth of our Lord and Savior Jesus Christ.
- We believe that man was created in the image of God, but became separated from God by sin.
- We believe that man is redeemed by grace through faith in Christ's vicarious atonement for sins, the shedding of His blood on the Cross. (Acts 4:12, Romans 3:21-26, Romans 5:8-10, Ephesians 2:4-10)
- We believe that the gift of eternal life is available to all men, that those who receive Christ by faith are regenerated by the Holy Spirit and thereby become children of God.
- We believe in the bodily resurrection of Christ, His imminent return, and the resurrection of His people.

## **Philosophy of Christian Education:**

CCA begins with the premise that true education is a Christian education. This premise is based on the fact that only Christian education teaches with all the dimensions of life viewed from a Biblical perspective.

- **Reality.** God is the personal and purposeful Creator and represents the guiding force of the universe. Reality in life involves the understanding that God is real and is active in the lives of men, women, and children today.
- **Truth.** All truth is God's truth. Truth is consistent throughout the universe. Truth exists and is an absolute. God has shown Himself through His Scriptures, and man's understanding of truth comes through a study of the inspired Word of God and in understanding of His creation.
- **Knowledge.** We are called to *retain the knowledge of God* (Romans 1). All knowledge must be put in the context of Biblical truth. Any knowledge or personal conviction that serves as a guiding principle in an individual's life must be based on truth as revealed in God's inspired Word.
- **Man.** Man is created in the spiritual and moral image or likeness of God. Man's essential nature is his freedom to choose or decide for himself what his behavior will be, what he will think, become, say, and do. Man's inherent nature and his environment (consisting of both good and evil) affect his essential freedom of choice; therefore, he is in need of special help to choose good and to find fulfillment in a reconciled life made possible by Jesus Christ, the divine Son of God.

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14	The salary and benefits package of all faculty and staff members will increase in value by 15% over five (5) years.	29
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**Continuous School Improvement Plan (CSIP):  
Goals and Objectives**

STANDARD\INDICATOR:	GOAL:
<p>2.6 Leadership and staff supervision and evaluation processes result in improved professional practice and student success.            3.2 Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.            3.4 School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.            3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.</p>	<p><b>Governance and Leadership –</b>            Increase student success through expanded evaluation and professional development of faculty members.</p>
<p><b>OBJECTIVE 1 (IMPROVEMENT ITEM):</b></p>	
<p><b>Faculty members, based upon formative and summative administrative evaluations, self-assessment, and peer observations, will increase identified student assessment scores for pre-determined objectives, through best methodology and practices discovered and learned through professional development.</b></p>	
<p><b>DESCRIPTIVE NARRATIVE:</b></p> <p>Based upon formal and informal surveys, it has been determined that faculty desire increased feedback from the administration through the evaluation process which most likely will demand professional development opportunities to increase. Best practices not only rely on the evaluations of the administration, but also on faculty self and peer assessments\observations.            (Fall 2013 – Parent #16 – Lowest; Staff #31, #25, #13 – Lowest; Staff #24, #30, #12 – Dissatisfaction; Student (MS/HS) #17 – Lowest; Early Elementary #5 – Lowest)</p> <p>Through the use of ACSI's ConNexus program, professional development can be catered to an individual faculty member or the faculty as a whole. The school's faculty members do have access to ConNexus.</p> <p>While professional development activities have been readily available, the goal and objective is for professional development to directly impact specific weaknesses identified in student assessment.</p>	

The administration will evaluate and make changes to the current process of formative and summative evaluation of teachers.

<b>TIMELINE:</b>	Start Date: <b>08/2013</b>	Anticipated Completion:	<b>X</b>	On-Going
<b>RESPONSIBLE STAKEHOLDERS:</b>	<ul style="list-style-type: none"> <li>• Headmaster</li> <li>• Faculty Members</li> </ul>	<b>ESTIMATED COST and RATIONALE:</b>	<ul style="list-style-type: none"> <li>• \$4,500 – inclusive within annual cost of professional development</li> </ul>	
<b>CURRENT STATUS:</b>	Not Yet Started	<u>85</u> % Completed	Completed	

**SUMMARY OF PROGRESS:**

**09.08.2014**

- Formative and summative evaluations, self-assessment, and peer observations are all currently being utilized.
- Administrative summative evaluations need to increase in frequency.
- Pre-determined objectives which are most directly impacted by instructional practices must be identified. This is to be done in collaboration with the administration and faculty.
- Personal Professional Development Plans were implement in 2013-2014 and are currently being developed for 2014-2015.

**EVIDENCE OF PROGRESS:**

**09.08.2014**

- Results inconclusive until specific objectives are identified.



STANDARD\INDICATOR:		GOAL:			
<p>3.1 The school curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.</p> <p>4.6 The school provides services to meet the physical, social, and emotional needs of the student population being served.</p>		<p><b>Teaching and Assessing for Learning -</b>            Increase student success through individualized instruction based on students' needs and wants.</p>			
OBJECTIVE 2 (IMPROVEMENT ITEM):					
<p><b>Identified student assessment scores, as well as over-all stakeholder satisfaction, will increase as individualized student instruction is implemented in classroom instruction practices.</b></p>					
DESCRIPTIVE NARRATIVE:					
<p>Through surveys, it was determined that improvement is needed in individualized instruction based on students' needs and wants:            (Fall 2013 – Parent #13, #23 – Lowest; Parent #29 – Dissatisfaction; Student (MS/HS) #17 – Lowest; Student (MS/HS) #31, #15 – Dissatisfaction; Elementary #18 – Lowest)</p> <p>A combination of student academic assessment data, learning styles inventories, interest inventories, etc. will be used to gather data by faculty members in order to design lesson plans and instructional strategies to best meet the needs of individuals within a class. Such data can also be used in order to facilitate change or addition to extracurricular activities, student resources and services, school environment and culture, etc.</p> <p>Faculty will document instructional practices in lesson plans, and the administration will document improvement based upon such data (findings of needs assessment) within the continuous school improvement plan.</p> <p>Professional Development to support this objective should be provided based on needs assessment of the faculty members through his or her PPDP.</p>					
TIMELINE:	Start Date: <b>08/2013</b>	Anticipated Completion:		<b>X</b>	On-Going
RESPONSIBLE STAKEHOLDERS:	<ul style="list-style-type: none"> <li>• Headmaster</li> <li>• Faculty Members</li> <li>• Students</li> </ul>	ESTIMATED COST and RATIONALE:	<ul style="list-style-type: none"> <li>• \$4,500 – inclusive within annual cost of professional development</li> </ul>		
CURRENT STATUS:	Not Yet Started		<u>50</u> % Completed		Completed

### SUMMARY OF PROGRESS:

**09.08.2014**

- Academic Intervention Plans (AIP) are in place to define interventions and/or accommodations for individual students. These plans are utilized for students who have diagnosed learning disabilities, or for students who are monitored for Response To Intervention (RTI).
- The CSIP Team recommends an analysis of measures that may be put into place to consider the transition of students into CCA from either public or other academic settings who may be lacking in the academic skills necessary to perform their best at CCA.
- The CSIP Team recommends the consideration of further professional development in the area of differentiated instruction to meet the needs of individual learners.
- Identified student assessment scores must be defined.

### EVIDENCE OF PROGRESS:

**09.08.2014**

- Total NP scores on the *Terra Nova* increased from 65 to 75 from 2013 to 2014.
- All areas, with the exception of Reading and Social Studies, saw percentile gains.
- The Classes of 2018 and 2016 demonstrated a gain on the *Explore/Plan* assessments. The Class of 2018 from 57.8 to 69.5. The Class of 2016 from 59.5 to 70.2.
- The Class of 2017 saw a decrease from 73.3 to 71.8.

STANDARD\INDICATOR:		GOAL:			
3.2 Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.		Teaching and Assessing for Learning – Increase upper elementary and middle school standardized mathematical scores.			
OBJECTIVE 3 (IMPROVEMENT ITEM):					
Seventy-Five (75%) of students in grades 3-6 will demonstrate high mastery of all mathematical subcategories as indicated on the <i>Terra Nova</i> .					
<b>DESCRIPTIVE NARRATIVE:</b>					
<p>As indicated by standardized test scores, previously with <i>Stanford 10</i>, and most recently with <i>Terra Nova</i>, there has been no significant difference in the performance of CCA students as compared with the national norm. Test results can be disaggregated by mastery level. Seventy-Five (75%) of CCA students should be scoring in the high mastery level for grades 3-6.</p> <p>The following strategies have been implemented or will be implemented as indicated:</p> <ul style="list-style-type: none"> <li>- Continued collaborative assessment analysis will be conducted to check student performance.</li> <li>- Curriculum and instructional strategies will be monitored and adjusted accordingly to best meet the effective presentation for student mastery of identified objectives of weakness.</li> <li>- Professional Development geared towards the instruction of mathematics at all levels.</li> </ul>					
<b>TIMELINE:</b>		Start Date: <b>Fall 2012</b>	Anticipated Completion:		X On-Going
<b>RESPONSIBLE STAKEHOLDERS:</b>		<ul style="list-style-type: none"> <li>• Headmaster</li> <li>• Instructional Specialist</li> <li>• Faculty Members</li> </ul>	<b>ESTIMATED COST and RATIONALE:</b>		<ul style="list-style-type: none"> <li>• Approx. \$10,000 over three years (Started in 2012-2013) for curriculum change.</li> </ul>
<b>CURRENT STATUS:</b>		Not Yet Started	<u>50</u> % Completed		Completed

**SUMMARY OF PROGRESS:**

- A decision to change curriculum collaboratively between the administration and faculty. *A Beka* was previously used, but now *BJU Press* is being utilized. Upper elementary was changed for the 2012-2013 school year, and middle school for the 2013-2014 school year.
- Mastery level results received for the first time with the results of the 2012-2013 assessment results.
- Enrollment of faculty members in ConNexus Premium has been made.

**09.08.2014**

- Note that 6<sup>th</sup> grade did not take the *Terra Nova*. These students were assessed using the *Explore* assessment.
- High mastery percentages were as follows: 3<sup>rd</sup> Grade- 50%; 4<sup>th</sup> Grade- 80%; and 5<sup>th</sup> Grade- 28%.
- CSIP Team recommends analysis of new students' scores in comparison to continuing students' scores.
- CSIP Team recommends professional development in effective instruction in the area of upper elementary mathematics.

**EVIDENCE OF PROGRESS:**

**09.08.2014**

- Progress has not been made.

STANDARD\INDICATOR:		GOAL:			
<p><b>3.2</b> – Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.</p> <p><b>5.2</b> – Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.</p> <p><b>5.4</b> – The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.</p>		<p><b>Teaching and Assessing of Learning –</b> Student academic achievement is improved by the analysis and adjustment of school curriculum based upon school-wide and classroom-based assessment data.</p>			
OBJECTIVE 4 (IMPROVEMENT ITEM):					
<p><b>The administration, in conjunction and collaboration with the faculty, will establish a systematic process by which assessment data is analyzed and used to adjust curriculum and instruction in an effort to increase student academic achievement.</b></p>					
<p><b>DESCRIPTIVE NARRATIVE:</b></p> <p>Through the self-evaluation process of the ACSI and AdvancEd Protocol, it has come to the attention of the school administration and faculty that while school-wide assessment data is available, and that classroom-based assessment, both formative and summative, are integral parts of academic instruction at CCA, analyzed results of these assessments in the most advantageous way in the formation and adjustment of curriculum based on such data is minimally utilized.</p> <p>Assessment data has been used, in the change of the math curriculum at all levels the upper elementary, middle school, and high school levels. This change was the result of lower test scores at these levels base upon <i>Terra Nova</i> assessment, and <i>Stanford 10</i> prior to the change is school-wide formal assessment procedures.</p> <p>A defined, collaborative, and systematic process for analyzing and utilizing assessment data to more adequately form and adjust curriculum is to be established.</p>					
<b>TIMELINE:</b>	Start Date: <b>09/2013</b>	Anticipated Completion: <b>06/2015</b>		<b>X</b>	On-Going
<b>RESPONSIBLE STAKEHOLDERS:</b>	<ul style="list-style-type: none"> <li>• Headmaster</li> <li>• Instructional Specialist</li> <li>• Faculty Members</li> </ul>	<b>ESTIMATED COST and RATIONALE:</b>		<ul style="list-style-type: none"> <li>• \$4,500 – inclusive within annual cost of professional development</li> </ul>	
<b>CURRENT STATUS:</b>	Not Yet Started	<u>75 %</u> Completed		Completed	

**SUMMARY OF PROGRESS:**

- 09/2013 – Administration provides the faculty with access to school-wide assessment from the previous school year (2012-2013). The faculty is specifically and collaboratively asked to identify strengths and weaknesses in student performance based upon the assessment.

**09.08.2014**

- During the 2013-2014 school year, the administration and faculty worked collaboratively by holding scheduled meetings to perform assessment data analysis.
- Faculty members were required to submit reports to the administrative indicative of findings from assessment data analysis.

**EVIDENCE OF PROGRESS:**

**09.08.2014**

- The systematic process for the adjustment of curriculum and instruction has not been written.

STANDARD\INDICATOR:		GOAL:			
<p>3.2 – Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.</p> <p>5.2 – Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.</p> <p>5.4 – The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.</p>		<p><b>Teaching and Assessing for Learning –</b> Student academic achievement is internally assessed against established grade level and course benchmarks.</p>			
OBJECTIVE 5 (IMPROVEMENT ITEM):					
<p><b>The administration and faculty will collaboratively create internal assessment instruments for monitoring the mastery of grade level and course benchmarks which are to be clearly and concisely established.</b></p>					
<p><b>DESCRIPTIVE NARRATIVE:</b></p> <p>The following process will be utilized:</p> <ul style="list-style-type: none"> <li>- Use curriculum guides and supplemental resources to determine which objectives are to be mastered for each course and at each grade level.</li> <li>- Collaboration in the process is necessary to look at curriculum both horizontally and vertically.</li> <li>- Benchmark objectives are to be established.</li> <li>- Internal criterion-referenced assessments will be developed to assess benchmark objectives for progress quarterly throughout the year.</li> <li>- Data from these assessments will be utilized to adjust curriculum and instructional strategies throughout the year.</li> </ul>					
TIMELINE:		Start Date: <b>Summer 2014</b>		Anticipated Completion: <b>Summer 2015</b>	
RESPONSIBLE STAKEHOLDERS:		<ul style="list-style-type: none"> <li>• Headmaster</li> <li>• Instructional Strategies</li> <li>• Faculty</li> </ul>		ESTIMATED COST and RATIONALE:	
				• No Cost outside of normal operating.	
CURRENT STATUS:		X	Not Yet Started	<u>0</u> % Completed	Completed

**SUMMARY OF PROGRESS:**

**09.08.2014**

- Assessment instruments to monitor the mastery of grade level course benchmarks have not been established to date.
- The school's Professional Development plan is inclusive of this objective for the 2014-2015 school year.

**EVIDENCE OF PROGRESS:**

**09.08.2014**

- Progress has not been made.



STANDARD\INDICATOR:		GOAL:			
<p>4.6 The school provides support services to meet the physical, social, and emotional needs of the student population being served.</p> <p>4.7 The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.</p>		<p><b>Resources and Support Services –</b>            Improve student perception of being treated with respect and equity by staff and among peers.</p>			
OBJECTIVE 6 (IMPROVEMENT ITEM):					
<p><b>Students will indicate a positive increase in the perception of being treated with respect and equity by staff and among peers.</b></p>					
DESCRIPTIVE NARRATIVE:					
<p>Through surveys, it has come to light that some students feel as if they are not treated equitably by staff and/or peers. (Fall 2013 – Students (MS/HS) #24 – Lowest; Students (MS/HS) #31, #4 – Dissatisfaction; Elementary #8 – Lowest; Elementary #19, #4, #3 – Dissatisfaction)</p> <p>A plan will be developed and implemented in consideration of addressing faculty and staff relationship building with students, as well as a plan addressing the same with student peer relationships. The plan will address but will not be only inclusive of, bullying, cliques, favoritism, transitions from other schools, etc. Student-to-student mentoring programs should be addressed.</p> <p>All faculty and staff must apply policy and procedures equitably among students. Failure to do so should be addressed immediately, documented, and a documented plan to remediate established immediately.</p> <p>Special programs as well as effective professional development should be utilized in addressing this need for improvement. Progress should be monitored through surveys and/or student interviews which should be scheduled and/or conducted periodically.</p>					
TIMELINE:		Start Date: <b>01/2014</b>		Anticipated Completion: <b>X</b> On-Going	
RESPONSIBLE STAKEHOLDERS:		ESTIMATED COST and RATIONALE:			
CURRENT STATUS:		<b>X</b>	Not Yet Started	<u>0 %</u> Completed	Completed

**SUMMARY OF PROGRESS:**

**09.08.2014**

- Student survey results (12-13 to 13-14) indicated the following:
  - MS/HS 3.97 decrease to 3.41
  - Upper Elem 2.8 decrease to 2.54
  - Lower Elem 2.9 decrease to 2.77
- The CSIP Team recommends that students be interviewed to discover what is creating a lower perception of being treated with respect and equity by staff and among peers. Interviewers might be an adult advocate such as a local youth pastor, other students, or alumni.
- The CSIP Team also recommends the consideration of surveying alumni concerning their experiences at CCA in light of their lives post-graduation.

**EVIDENCE OF PROGRESS:**

**09.08.2014**

- Progress had not been made.

STANDARD\INDICATOR:	GOAL:
<p>4.4 Students and school personnel use a range of media and information resources to support the school's educational programs</p> <p>4.5 The technology infrastructure supports the school's teaching, learning, and operational needs.</p>	<p><b>Resources and Support Systems –</b> Students at all levels have access to and utilize technology and/or media support services in every classroom in a consistent manner.</p>

**OBJECTIVE 7 (IMPROVEMENT ITEM):**

**Within two (2) years, all students in grades 9-12 will use a personal electronic device on a day-to-day basis within every classroom to assist in meeting curriculum objectives.**

**DESCRIPTIVE NARRATIVE:**

In today's competitive and technologically advanced society, it is imperative that students receive technology training and be able to effectively use technology in the educational setting in order to be prepared for college and/or career after high school.

The technology committee will develop a plan in conjunction with the Headmaster and Instructional Strategist to assure that each student in grades 9-12 will utilize either a privately-owned or a school-owned personal electronic device to be used on a day-to-day basis within every classroom.

The plan must include the development of policies in relation to the objectives, as a plan for needed professional development for faculty and/or staff.

<b>TIMELINE:</b>	Start Date: <b>Spring 2014</b>	Anticipated Completion: <b>Fall 2016</b>	On-Going
<b>RESPONSIBLE STAKEHOLDERS:</b>	<ul style="list-style-type: none"> <li>• Technology Committee</li> <li>• Board of Directors</li> <li>• Headmaster</li> <li>• Instructional Strategist</li> </ul>	<b>ESTIMATED COST and RATIONALE:</b>	<ul style="list-style-type: none"> <li>• TBD by adopted plan.</li> </ul>
<b>CURRENT STATUS:</b>	Not Yet Started	<u>50</u> % Completed	Completed

**SUMMARY OF PROGRESS:**

**09.08.2014**

- An *Acceptable Use Policy* has been adopted and is being distributed to students.
- Faculty members are permitted to ask students to bring their own devices and use them within the classroom for instructional purposes. Such purposes must be documented on lesson plans.

**EVIDENCE OF PROGRESS:**

**09.08.2014**

- An *Acceptable Use Policy* has been adopted and is being distributed to students.
- Faculty members are permitted to ask students to bring their own devices and use them within the classroom for instructional purposes. Such purposes must be documented on lesson plans.
- The school has not made progress in developing a plan to provide personal electronic devices for 9-12 students.

STANDARD\INDICATOR:		GOAL:	
4.4 Students and school personnel use a range of media and information resources to support the school's educational programs 4.5 The technology infrastructure supports the school's teaching, learning, and operational needs.		<b>Resources and Support Systems –</b> Students at all levels have access to and utilize technology and/or media support services in every classroom in a consistent manner.	
OBJECTIVE 8 (IMPROVEMENT ITEM):			
<b>Within two (2) years, all teachers in grades K-12 will have permanent access to a <i>SmartBoard</i> or a similar device in order to enhance instructional strategies for the improvement of student performance.</b>			
<b>DESCRIPTIVE NARRATIVE:</b>  CCA does not have a <i>SmartBoard</i> or similar device permanently placed in all of its classrooms. Teachers are able to 'check-out' portable boards and projectors but this system significantly limits the amount of technology that is utilized by the teacher for instruction.			
TIMELINE:	Start Date: <b>Spring 2014</b>	Anticipated Completion: <b>Fall 2016</b>	On-Going
RESPONSIBLE STAKEHOLDERS:	<ul style="list-style-type: none"> <li>• Technology Committee</li> <li>• Finance Committee</li> <li>• Development Committee</li> <li>• Board of Directors</li> <li>• Headmaster</li> </ul>	ESTIMATED COST and RATIONALE:	<ul style="list-style-type: none"> <li>• Approx. \$25,000</li> </ul>
CURRENT STATUS:	Not Yet Started	<u>45</u> % Completed	Completed
SUMMARY OF PROGRESS:			
<ul style="list-style-type: none"> <li>• The school currently owns six (6) <i>SmartBoards</i>, with plans for four (4) of those to be permanently mounted in a classroom. Seventeen (17) are needed to meet this objective at this time. Over the next two (2) years, it is anticipated that Scholastics Books will help to acquire three (3) additional boards, this will leave eight (8) boards to be acquired.</li> </ul> <b>09.08.2014</b> <ul style="list-style-type: none"> <li>• <i>SmartBoards</i> have been installed, or are being installed, in seven (7) out of seventeen (17) potential classrooms.</li> <li>• There is a possibility that one (1) additional board can be added through Scholastic bookfairs this year.</li> </ul>			

**EVIDENCE OF PROGRESS:**

**09.08.2014**

- *SmartBoards* have been installed, or are being installed, in seven (7) out of seventeen (17) potential classrooms.

STANDARD\INDICATOR:		GOAL:			
4.2 The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.		<b>Resources and Support Systems –</b> Access to the facility by unauthorized members of the public, especially in regard to classrooms, will be impossible without proper approval.			
OBJECTIVE – 9 (IMPROVEMENT ITEM):					
All classroom doors will have a locking mechanism that can be utilized from within the classroom without the use of a key.					
DESCRIPTIVE NARRATIVE:					
Classroom doors can only be locked with the use of a key. The Safety and Security Committee in conjunction with the Facilities and Grounds committee will install a device which will allow the classroom to be locked from within without the use of a key.					
TIMELINE:	Start Date: <b>Fall 2013</b>	Anticipated Completion: <b>Summer 2015</b>			On-Going
RESPONSIBLE STAKEHOLDERS:	<ul style="list-style-type: none"> <li>Safety and Security Committee</li> <li>Facilities and Grounds Committee</li> </ul>	ESTIMATED COST and RATIONALE:	<ul style="list-style-type: none"> <li>TBD by committees with approval of the Board</li> </ul>		
CURRENT STATUS:	Not Yet Started		<u>0</u> % Completed		Completed
SUMMARY OF PROGRESS:					
<ul style="list-style-type: none"> <li>Quotes are being received to consider different mechanisms to secure the doors from within.</li> </ul>					
EVIDENCE OF PROGRESS:					
<b>09.08.2014</b> <ul style="list-style-type: none"> <li>Progress has not been made.</li> </ul>					

STANDARD\INDICATOR:		GOAL:			
4.2 The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.		<b>Resources and Support Systems –</b> Access to the facility by unauthorized members of the public, especially in regard to classrooms, will be impossible without proper approval.			
OBJECTIVE 10 (IMPROVEMENT ITEM):					
A security camera system will be installed to monitor all access points to the school's facilities.					
DESCRIPTIVE NARRATIVE:					
The front entry and parking lot at CCA are currently under video camera surveillance. A system is needed to monitor all access points to the school's facilities.					
TIMELINE:	Start Date: <b>Spring 2013</b>	Anticipated Completion: <b>December 2014</b>			On-Going
RESPONSIBLE STAKEHOLDERS:	<ul style="list-style-type: none"> <li>Safety and Security Committee</li> <li>Facilities and Grounds Committee</li> <li>Technology Committee</li> </ul>	ESTIMATED COST and RATIONALE:	<ul style="list-style-type: none"> <li>Approx. \$1,500</li> </ul>		
CURRENT STATUS:	Not Yet Started		<u>88 %</u> Completed		Completed
SUMMARY OF PROGRESS:					
<b>09.08.2014</b> <ul style="list-style-type: none"> <li>Fourteen (14) security cameras have been installed to date.</li> <li>Two (2) additional cameras are slated to be installed.</li> <li>The Facilities and Grounds Committee in conjunction with the Safety and Security Committee determined the placement of the cameras rather than just having a camera at each access point.</li> </ul>					
EVIDENCE OF PROGRESS:					
<b>09.08.2014</b> <ul style="list-style-type: none"> <li>Fourteen (14) security cameras have been installed to date.</li> </ul>					



STANDARD\INDICATOR:		GOAL:			
<p>1.1 The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning. 2.5 Leadership engages stakeholders effectively in support of the school's purpose and direction.</p>		<p><b>Purpose and Direction –</b> Improve parental perception of the Board of Directors and involvement in decision making.</p>			
OBJECTIVE 11 (LONG-RANGE STRATEGIC):					
<p><b>Parents will indicate a positive increase in the perception of being represented by the Board of Directors and having input in decision making.</b></p>					
<p><b>DESCRIPTIVE NARRATIVE:</b> Through surveys, it has been noted that some parents may feel they are not represented by the Board of Directors and do not have enough input in decision making. (Fall 2013 – Parent #5, #2 – Dissatisfaction)</p> <p>The Oversight Committee will be responsible for developing and implementing a plan that outlines communication between the Board of Directors and other stakeholders. The plan may be inclusive of type and frequency of surveys, the most effective use of communication media, reporting of board decisions, etc.</p> <p>The Board of Directors' section of the website will be expanded to included up-to-date minutes of the Board as well as news bulletins posted by the Board.</p>					
<b>TIMELINE:</b>	Start Date: <b>01/2014</b>	Anticipated Completion: <b>06/2014</b>			On-Going
<b>RESPONSIBLE STAKEHOLDERS:</b>	<ul style="list-style-type: none"> <li>Board of Directors</li> <li>Oversight Committee</li> <li>Headmaster</li> </ul>	<b>ESTIMATED COST and RATIONALE:</b>			<ul style="list-style-type: none"> <li>Minimal</li> </ul>
<b>CURRENT STATUS:</b>	Not Yet Started		<u>100</u> % Completed	<b>X</b>	Completed
SUMMARY OF PROGRESS:					
EVIDENCE OF PROGRESS:					
<p><b>09.08.2014</b></p> <ul style="list-style-type: none"> <li>According to the school's Parent Survey given in May, 2014, parents indicated an increase of 2% (3.68 to 3.75 on a scale of 5) over the last year in indicating that there is a perception that they are being represented by the Board of Directors and having input in decision making.</li> </ul>					

<b>STANDARD\INDICATOR:</b>		<b>GOAL:</b>	
<p>4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.</p> <p>4.3 The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.</p>		<p><b>Resources and Support Services –</b>            Increase secondary student enrollment by installing new athletic facilities.</p>	
<b>OBJECTIVE 12 (LONG-RANGE STRATEGIC):</b>			
<p><b>Student population in grades 6<sup>th</sup>-12<sup>th</sup> will increase a minimum of 3% annually over the next five years as a direct result of athletic facility installation.</b></p>			
<b>DESCRIPTIVE NARRATIVE:</b>			
<p>Through the use of formal and informal surveys, inclusive of board members, faculty and staff, parents, and students as stakeholders, it has come to the attention of the Board of Directors and the administration that there is a general consensus that more athletic opportunities at the school have the potential to increase enrollment at the secondary level.</p> <p>The Board of Directors currently has formal plans to install an athletic complex to the west of main school building. The Board of Directors has assigned to the Facilities and Grounds to pursue the construction of the athletic complex in phases and upon student demand and need. It is for consideration that it may be in the best interest of the school to pursue the construction of the complex over the next five years regardless of the status of current student demand in order to provide an opportunity for the sport to be held on the campus in the anticipation of student enrollment, drawing specific students for those specific sports.</p> <p>The Board of Directors and the school recognizes the fiscal responsibility associated with this undertaking. To date, the goal of the Facilities and Grounds committee is to involve families and/or other stakeholders in construction, seeking volunteer labor as well as donated materials and/or resources.</p>			
<b>TIMELINE:</b>	Start Date: <b>12/2013</b>	Anticipated Completion: <b>12/2018</b>	On-Going
<b>RESPONSIBLE STAKEHOLDERS:</b>	<ul style="list-style-type: none"> <li>• Facilities and Grounds</li> <li>• Board of Directors</li> <li>• Headmaster</li> <li>• Athletic Director</li> <li>• Families</li> <li>• Community Members</li> </ul>	<b>ESTIMATED COST and RATIONALE:</b>	<ul style="list-style-type: none"> <li>• \$500 - \$25,000 (dependent upon acquisition of volunteer labor and/or donated materials/resources)</li> </ul>

<b>CURRENT STATUS:</b>	Not Yet Started	<u>25 %</u> Completed	Completed
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**SUMMARY OF PROGRESS:**

- Plans for an athletic complex to the west of the main building are complete. The Board of Directors has approved the construction of a soccer field during the winter of 2013-2014. To date, equipment and volunteer labor for moving landfill has been obtained.
- 09.08.2014**
- There has been an approximate 5.5% increase in student population in grades 6<sup>th</sup>-12<sup>th</sup> for the 2014-2015.
  - This is not a direct result of the installation of any athletic facility as current facilities have remained the same.

**EVIDENCE OF PROGRESS:**

- 09.08.2014**
- Construction of a soccer field began in the Spring 2014, the project was not completed due to lack of resources.

STANDARD\INDICATOR:		GOAL:			
<p>4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.</p> <p>4.3 The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.</p>		<p><b>Resources and Support Services –</b> Satisfy the school’s mortgage debt by the year 2020.</p>			
OBJECTIVE 13 (LONG-RANGE STRATEGIC):					
<p>The Development Committee will design and implement a capital campaign approved by the Board of Directors to reduce the school’s principle mortgage debt by 15% annually over the next seven (7) years, to be initiated no later than July 1, 2014.</p>					
DESCRIPTIVE NARRATIVE:					
<p>Cornerstone Christian Academy has a mortgage debt of approximately \$1.1 million. This debt is burdensome on the budget, thus limiting future facility expansion as well as hindering the development and expansion of student academic and extracurricular programs.</p> <p>The school currently promotes the <i>Legacy Program</i> which encourages participation in debt reduction. This objective would place a structured, capital campaign focus on the program.</p>					
TIMELINE:	Start Date: <b>07/2014</b>		Anticipated Completion: <b>12/2020</b>		X On-Going
RESPONSIBLE STAKEHOLDERS:	<ul style="list-style-type: none"> <li>Development Committee</li> <li>Board of Directors</li> <li>Headmaster</li> </ul>		ESTIMATED COST and RATIONALE:	<ul style="list-style-type: none"> <li>\$500-\$800 Annually – Marketing and Promotion</li> </ul>	
CURRENT STATUS:	X	Not Yet Started		<u>0</u> % Completed	Completed
SUMMARY OF PROGRESS:					
<p><b>09.08.2014</b></p> <ul style="list-style-type: none"> <li>While a campaign has not been established, it was noted by the CSIP team that the school has seen a deficit reduction over the past years.</li> </ul>					
EVIDENCE OF PROGRESS:					
<p><b>09.08.2018</b></p> <ul style="list-style-type: none"> <li>Progress has not been made.</li> </ul>					

STANDARD\INDICATOR:		GOAL:	
4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.		Resources and Support Services – Increase the salary and benefits of faculty and staff members.	
OBJECTIVE 14 (LONG-RANGE STRATEGIC):			
The salary and benefits package of all faculty and staff members will increase in value by 15% over five (5) years.			
DESCRIPTIVE NARRATIVE:			
<p>The average salary of faculty members is \$20,500, with no benefits package. Over the next five (5) years, the Finance Committee will:</p> <ul style="list-style-type: none"> <li>- Research on an annual basis the average salary and range of benefit packages among ACSI-AdvancEd Christian Schools.</li> <li>- Survey employees on an annual basis to determine the greatest areas of salary and benefit needs.</li> <li>- Work to set salary and benefits packages annually, based upon and in consideration of budgetary constraints, at a rate conducive to increasing the overall value of faculty and staff benefit packages by 15% over a five-year time span.</li> </ul>			
TIMELINE:	Start Date: <b>Spring 2014</b>	Anticipated Completion: <b>Spring 2019</b>	On-Going
RESPONSIBLE STAKEHOLDERS:	<ul style="list-style-type: none"> <li>• Finance Committee</li> <li>• Board of Directors</li> <li>• Headmaster</li> </ul>	ESTIMATED COST and RATIONALE:	<ul style="list-style-type: none"> <li>• Approx. \$105,000</li> </ul>
CURRENT STATUS:	Not Yet Started	<u>7</u> % Completed	Completed
SUMMARY OF PROGRESS:			
<b>09.08.2014</b> <ul style="list-style-type: none"> <li>• The CSIP Team notes that the Board’s Finance Committee is aware of the objective and makes recommendations on an annual basis. Debt reduction and student enrollment will always directly impact the objective.</li> </ul>			
EVIDENCE OF PROGRESS:			
<b>09.08.2014</b> <ul style="list-style-type: none"> <li>• Faculty member salaries were raised by 1% to the base salary for the 2014-2015 school year.</li> </ul>			

STANDARD\INDICATOR:		GOAL:			
4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.		Resources and Support Services – Fund financial aid assistance through allocated funds.			
OBJECTIVE 15 (LONG-RANGE STRATEGIC):					
A financial aid assistance fund will be established and utilized to support the Habitat Program with 50% of all assistance being funded through scholarships and/or endowments within five (5) years.					
DESCRIPTIVE NARRATIVE:					
<p>The school currently utilizes the <i>Habitat Program</i> in order to grant financial assistance to families that meet the qualifications as determined by the Habitat Committee. The program is currently a tuition forgiveness program that is not backed by financial resources. This is a loss in tuition to the school. The Habitat and Finance Committees will:</p> <ul style="list-style-type: none"> <li>- Develop a plan for acquiring and allocating funds to support financial assistance.</li> <li>- Approved plan will be fully-funded within five (5) years.</li> </ul>					
TIMELINE:	Start Date: <b>Spring 2014</b>	Anticipated Completion: <b>Spring 2015</b>		X	On-Going
RESPONSIBLE STAKEHOLDERS:	<ul style="list-style-type: none"> <li>• Habitat Committee</li> <li>• Finance Committee</li> <li>• Board of Directors</li> <li>• Headmaster</li> </ul>	ESTIMATED COST and RATIONALE:	<ul style="list-style-type: none"> <li>• Approx. \$50,000</li> </ul>		
CURRENT STATUS:	Not Yet Started		<u>0</u> % Completed		Completed
SUMMARY OF PROGRESS:					
<b>09.08.2014</b> <ul style="list-style-type: none"> <li>• A financial aid assistance fund has not been established to date.</li> </ul>					
EVIDENCE OF PROGRESS:					
<b>09.08.2014</b> <ul style="list-style-type: none"> <li>• Progress has not been made.</li> </ul>					

