Visiting Committee Handbook for Accreditation Teams

January 2024

SOUTHWESTERN UNION

OFFICE OF EDUCATION

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You can insert school name
and logo here

_____

Date of Visit

Visiting Committee Member Booklet

_____

Chair

_____

Organization

_____

Address

_____

Address

_____

Phone

Orientation Letter

_____
Date

Greetings Team,

I am looking forward to working with you on behalf of _____ (school name) and the Adventist Accreditation Association (AAA). The school accreditation visit is scheduled for _____ (date). With your high level of professionalism and performance, I trust that our time spent together will prove to be both productive and enjoyable.

Below are several items you need to keep in mind as you plan for this visit.

Travel Arrangements
The first meeting of the Visiting Team is scheduled for _____ (time, date). Please arrange your travel accordingly. The first meeting will allow members to become acquainted with each other, with school facilities, and with school administration, and to receive respective assignment updates and instructions. A tour of the school facilities is planned, after which Visiting Team members are invited to a "get-acquainted" meal with the administration, faculty, staff, and available board members. I believe that your union/conference has already informed you of how visit-related expenses are covered, but if you have any questions, please let me know.

Visiting Team Handbook
This handbook includes key information with which you should become familiar at your earliest convenience, certainly before arrival. Among the items included are:

- Visitation schedule
- Team member assignments for Standards
- Major Recommendations from the last full evaluation
- Instructions, suggestions, and writing tips (includes information on recommended term options)
- Sample questions for administration and student groups

Prior to the visit, please review this Handbook carefully. Keep in mind that the NAD's new digital STANDARDS OF ACCREDITATION SELF-STUDY DOCUMENT, and most of your review and your responses will be recorded within the Accreditrac document.

School Self-study
As part of the NAD's new Accreditrac protocols, the Self-study is completely digital. Once you are given access, please read through the entire digital document to gain a general overview of the school program and how the digital platform works, but focus on the standard(s) that have been specifically assigned to you. Gaining a thorough understanding of Self-study responses to your assigned standards will prove invaluable throughout the visit and will help us to complete our work in the time allotted. You will be sent an email notification for access to Accreditrac. Your username is the email address your union/conference has on file for you. The email should include a password. If you do not receive the email notification by _____ (date), please contact me.

Preparation for the Visit
After reading the Self-study in its entirety, with a focus on responses to your assigned standard(s) begin writing the narrative and recommendations for each standard that you have been assigned. You will have the opportunity to verify these during your time on campus and may choose to revise at that time, but the work done in advance will be helpful in the process. The new digital format will allow for you to review and backup any supporting documents that have been uploaded as evidence. This handbook provides tips for writing the narrative and recommendations as well as sample forms with the desired format for submitting your work. During the onsite visit, you will have time to consult and collaborate with other team members on your findings. Please bring a laptop computer to facilitate your work and that of the committee.

Team Member Assignments
Each committee member has multiple assignments, with the responsibility to be the primary writer for at least one standard. It is important for you to meet the writing deadlines outlined so that we can have the full team report ready for presentation. Every effort has been made to select standards assignments based on your experience, job titles, and recommendations from your union/conference. I have sought a balanced distribution of assignments. This is a team effort and we will each assist in other areas as needed.

Visitation Schedule Changes
It may be necessary to make changes to the schedule after the Visiting Team arrives on campus. The proposed schedule is very tight and, at times, the work may be quite intense. I will make every effort to inform committee members as soon as possible of any schedule changes.

Exit Report
In order to accommodate the attendance of as many school stakeholders as possible, we have scheduled the Exit Report for _____ (time, date). It is important for the entire team to be there, if possible. We anticipate no more than an hour, so please keep that in mind when booking your return travel.

I look forward to the time we will share together not only accomplish our task but to also enjoy professional Christian fellowship. Please feel free to contact me if you have any questions.

Regards,

_____Name of chair

_____Email, Phone

_____

School Name

Visiting Committee Members

_____

Date

	NAME with Contact Information	**INSTITUTION** with Address & Phone	**CURRENT ASSIGNMENT**
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

SAMPLE PAGE

School Name

Visiting Committee Assignments

_____

Date

ASSIGNMENTS	_____	_____	_____	_____	_____	_____	_____	_____
1. Philosophy & Mission							Writer	Assist
2. Curriculum		Assist		Assist				
3. Instruction	Assist	Writer		Assist				
4. Assessment	Writer	Assist			Assist			
5. Sustainable Leadership				Writer		Assist	Assist	
6. School Environment			Writer		Assist	Assist		
7. Professional Learning	Assist		Assist				Writer	
8. Communication & Collaboration			Assist		Writer			
9. School Improvement								Writer
10. MSA Reporter								

Helpful Hints:

The report will be a report of the Visiting Team as a whole. Your assignment as "writer" means you are the principal investigator and you are tasked with drafting the team's narrative response and possible recommendations in a standard. The team will review, revise, and adopt/modify the final report. Each area should have one assigned writer and one or two that assist, if needed.

Your evaluation must include the indicators, school comments, and evidence in your assigned standard, as well as applicable data from the school profile section, surveys, CSI Plan, and responses to the progress report.

The goal of the narrative is to be clear and concise in reporting to the school our evaluative perspective, affirmations, and recommendations. These comments should provide rationale for our overall rating of the school in each standard. Utilize the sample Visiting Team report format.

Contact the principal or superintendent if you need assistance accessing the school's digital Self-study Report created online in Accreditrac (http://nad.accreditrac.com/login/).

_____

School Name

Visiting Committee Assignments

_____

Date

ASSIGNMENTS	_____	_____	_____	_____	_____	_____	_____	_____
1. Philosophy & Mission								
2. Curriculum								
3. Instruction								
4. Assessment								
5. Sustainable Leadership								
6. School Environment								
7. Professional Learning								
8. Communication & Collaboration								
9. School Improvement								
10. MSA Reporter								

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Contact the principal or superintendent if you need assistance accessing the school's digital Self-study Report created online in Accreditrac (http://nad.accreditrac.com/login/).

Responsibilities

The success of the evaluation process depends upon the cooperative efforts of all school stakeholders. The primary responsibility of the Visiting Team is to verify and validate the Self-study that has been completed by the school. The primary responsibilities of Visiting Team members are outlined below.

Before the Visit

- Ensure that you are able to access the accreditation documents through Accreditrac.

- Navigate through the Self-study document in Accreditrac, paying special attention to the standards you have been assigned in the Self-study and the evidence the school has uploaded to support those standards.

- Note questions you may want to ask, classes you plan to visit, instructors you need to speak with, additional evidences you may need to locate.

- Begin to develop recommendations for the standards you are responsible for based on the information you read in the Self-study. You may choose to revise these during the visit.

During the Visit

- Be on time and engaged in all parts of the process.

- Start the evaluative process by seeking to validate data in the Self-study. Look for additional evidences to help you determine if any discrepancies and/or inconsistencies exist.

- Be strategic in planning classroom visits and interviews with individual staff. The goal is for each staff member to be visited by at least 2 different Visiting Team members. Sign off on the sheet provided.

- Write the narrative for the standards you are responsible for following the guidelines provided.

- Participate respectfully in the group editing process of the final Visiting Team Report, being flexible in the review of your own and others' narratives.

After the Visit

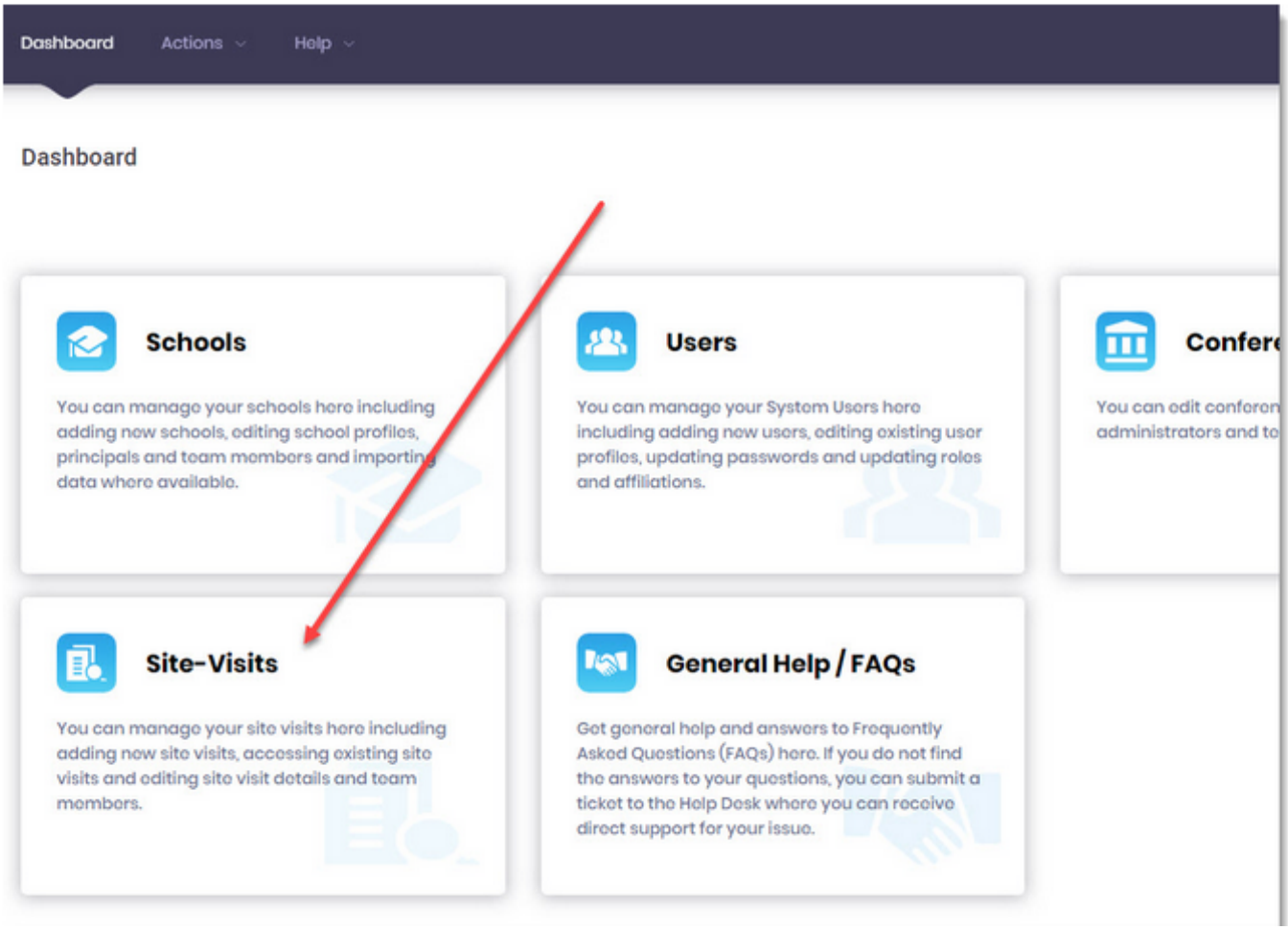
- Remember that what happens during a school visit is confidential and should not be discussed with anyone outside the Visiting Team.

- Use your experience to assist your own school with its Continuous School Improvement Plan.

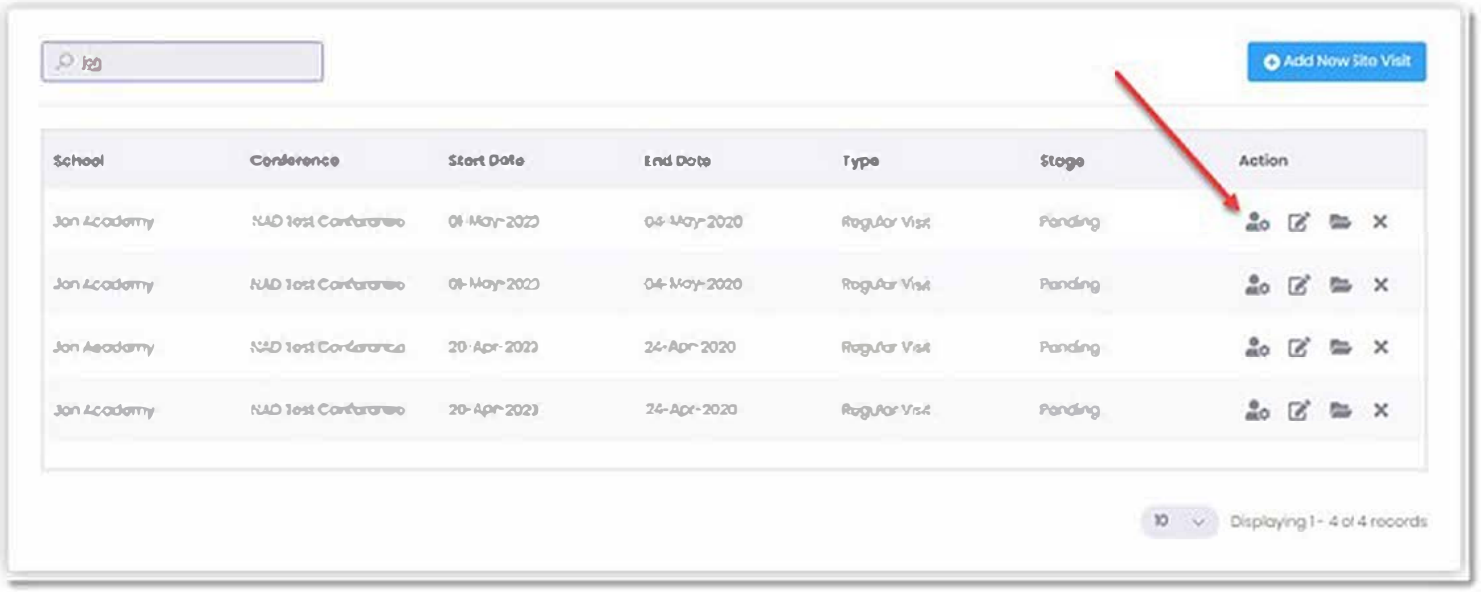
How do I conduct a Site Visit?

A Site Visit is generally conducted in the last accreditation term year. The visit team is assigned by the Superintendent or another higher level administrator who then assigns the Site Visit Chair.

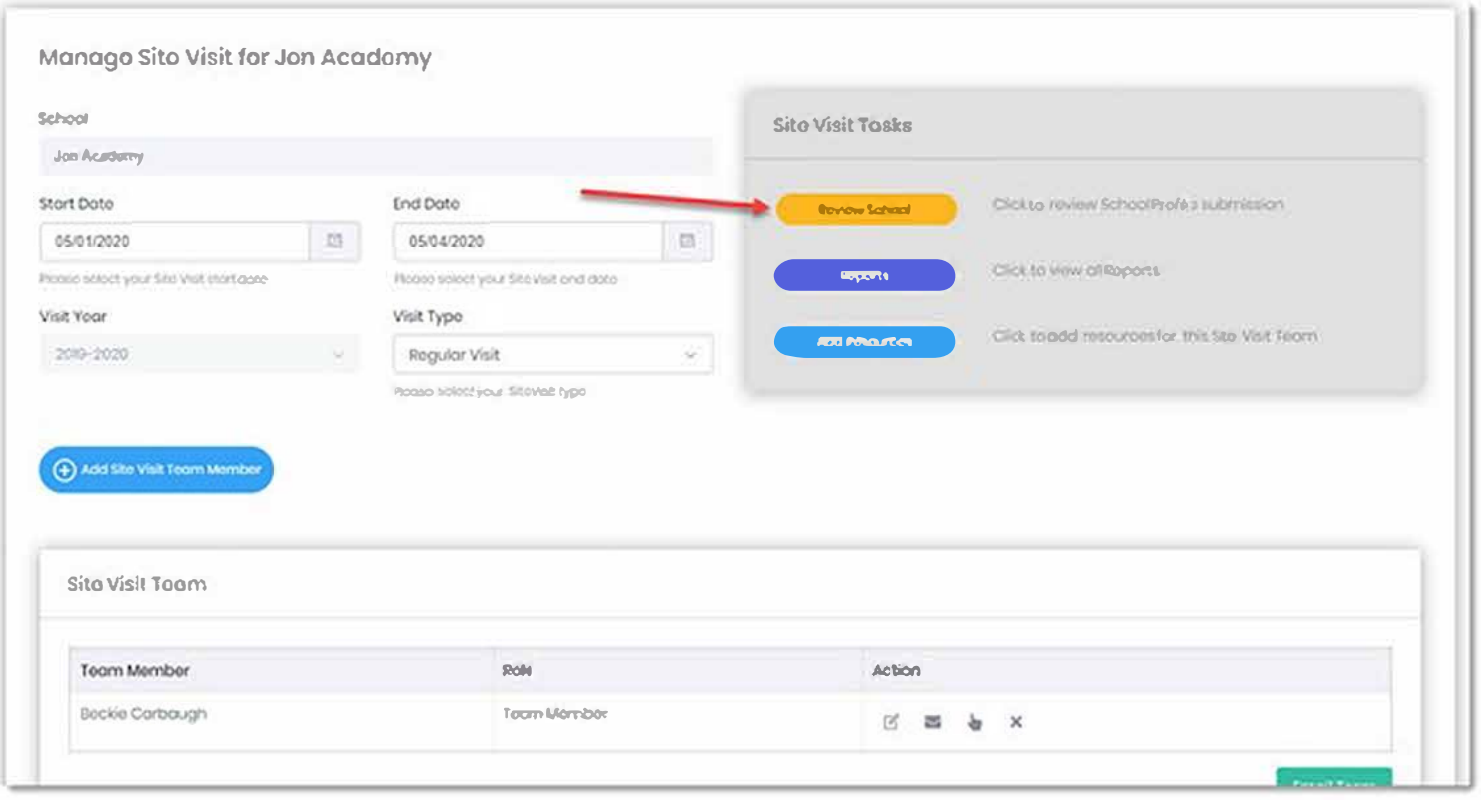
- Click on the Site-Visits box on the main Dashboard page



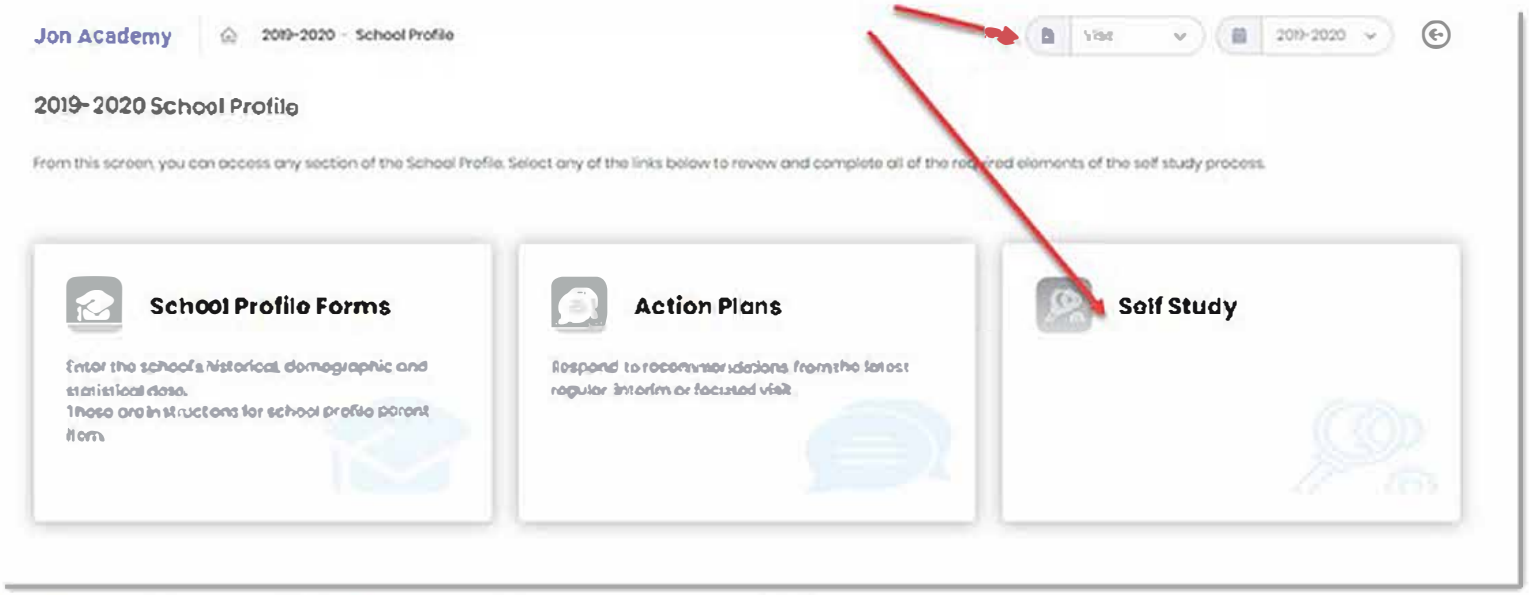
- Search for the Site Visit and click the Site Visit Details icon



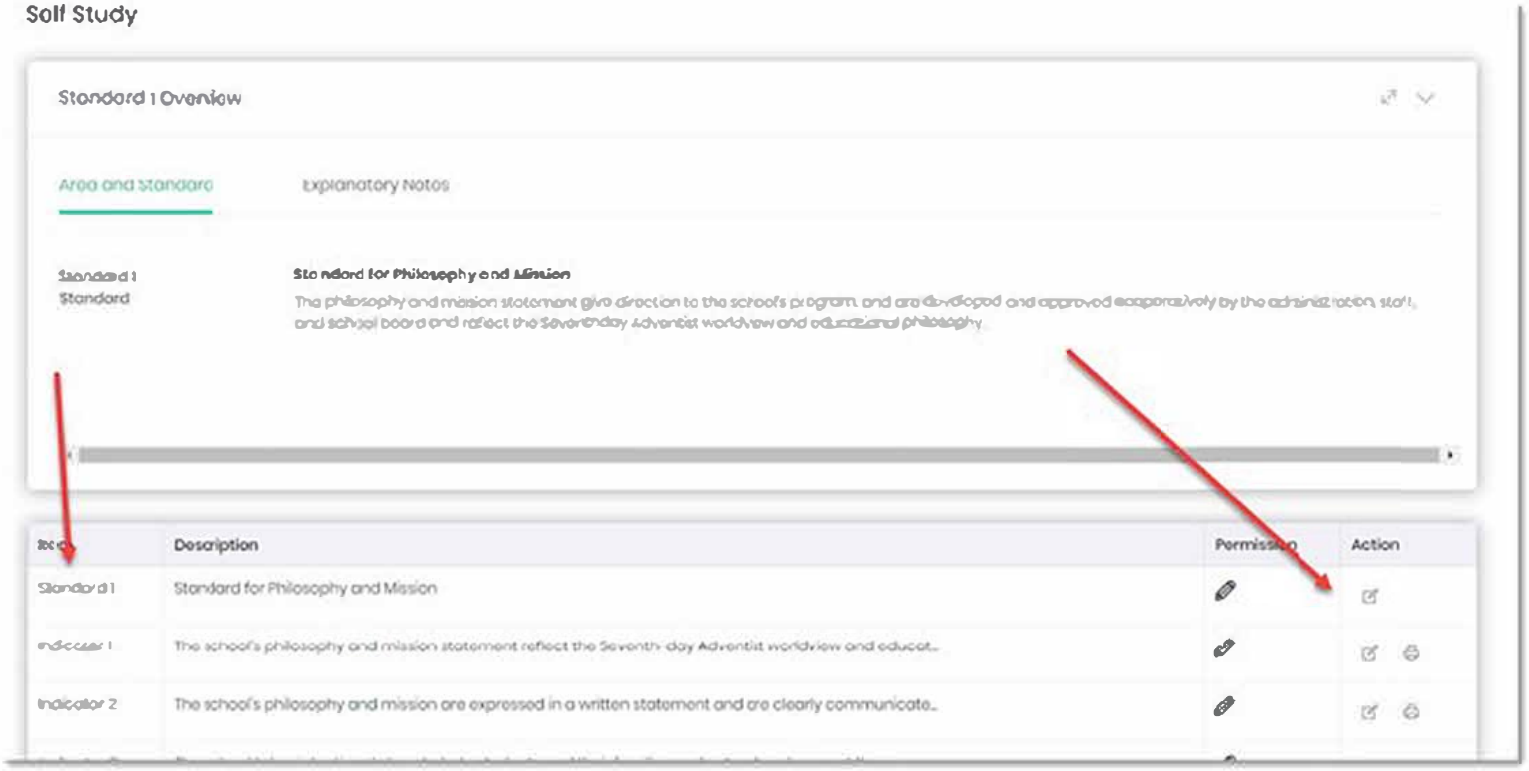
- Click the Review School button



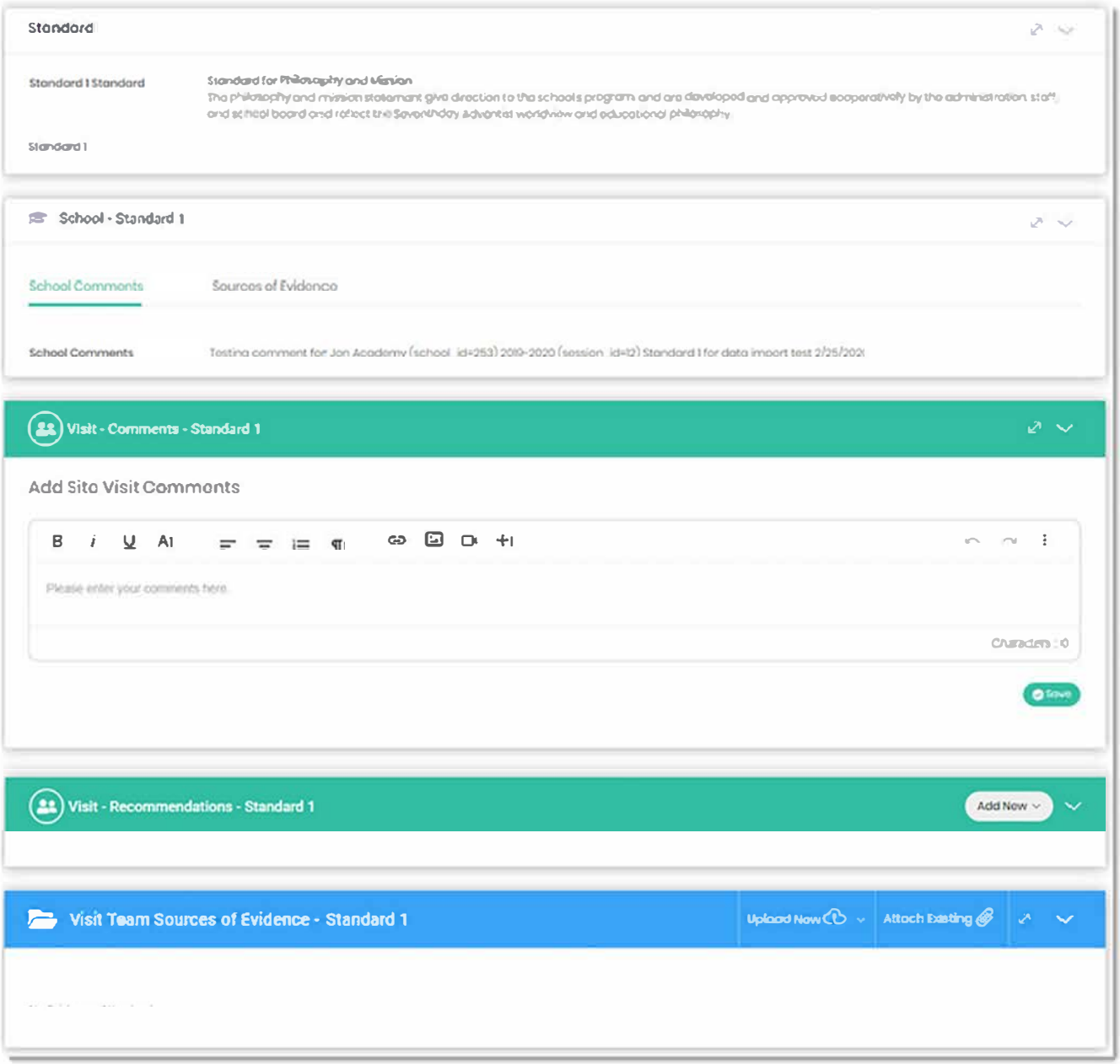
- Be sure that the stage is set to Visit and then click on the Self Study box



- Under the Action column, click on the Edit icon for each standard



- Visit Teams are responsible for completing each Standard while schools are responsible for completing each Indicator. Enter the required information for each standard including comments, recommendations and evidences



SCHOOL NAME

ACCREDITATION VISIT

VISITATION SCHEDULE

DATE

7:30 am	Facilities Tour
	Meeting with Administration
8:00 am	Worship/Introductions
8:15 am	Organizational Time
9:00 am	Classroom Visitations/Writing Reports
12:00 pm	Lunch
12:45 pm	Meeting with Students
1:15 pm	Writing Reports
2:00 pm	Reading/Revision of Report
3:30 pm	Reading of Report to Administration
4:00 pm	Final Reading of Report to Board, Administration, and Staff

Insert the

Schedule of the

School

Here.

MOST OFTEN ASKED QUESTIONS
BY EVALUATION TEAM MEMBERS

Participating in an institutional evaluation process is not necessarily an easy experience. Often, questions arise for which committee members would like to have answers. Provided below are the questions often proffered by evaluation committee members. The answers to these questions might be helpful to you.

- **Where can visiting committee members get training or orientation prior to the visit so they can do the best job possible when they arrive on site?**

Answer: Unfortunately, there are no training seminars or workshops offered to prepare individuals for service on visiting evaluation committees. However, there are several resources that can prove helpful to the "first-time" committee member. First ask your local union director to provide resources to help acquaint you with the process and expectation of evaluation. Second, be certain to **carefully** read the entire **VISITING COMMITTEE HANDBOOK**. Any questions that you might have as a result of the meeting can be posed to your union director or to the visiting committee chairperson **in advance** of the actual visitation. Finally, if you ask questions of a faculty member(s) at your own school that has served on evaluation teams in the past, valuable insights can be gained to enhance your own effectiveness.

- **How many members are on a team, and how will the committee assignments be decided?**

Answer: Team membership differs, depending on whether the academy being evaluated is a 9-12 day school program (5-7 members), 9-12 boarding school program (7-9 members), or a K-12 program (7-9 members). Generally the union ultimately decides how many members will make up an evaluation team or an academy in its territory. Such decisions, however, are usually made in close consultation with the visiting committee chairperson. Committee assignments are decided by the committee chairperson. The interests of each member are formally solicited and carefully considered by a committee chair before a final determination of assignments occurs.

- **What if I want assignments different than those assigned by the committee chairperson?**

Answer: Assignments are usually negotiable. If you have a serious concern or difference relative to any assignment, you should inform the committee chairperson as soon as possible. Typically, efforts will be made to accommodate the concerns of the committee member. If the differences cannot be resolved, the committee members may ask to be replaced.

- **Is there an approximate time-line to help team members know how they are progressing?**

Answer: Yes. A careful examination of the evaluation schedule will indicate when reports should be prepared and when the readings (usually two or three, including the final reading) are to occur. Moreover, committee chairpersons are readily available to assist members with how best to manage their time and plan for effectiveness before and through the actual visit.

- **Suppose the Self-study indicates a certain recommendation or action plan, but the committee is confronted with a group of teachers (or board members, or others) who strenuously disagree with the Self-study report. How should the visiting committee relate to that?**

Answer: Clearly, the committee should take note of the differences that exist relative to recommendation or action plan. To dismiss such differences is to neglect one of the primary purposes of the evaluation itself. If the visiting committee, in its work, determines the recommendation or action plan to be legitimate and needed, it should be included in the committee's report, local differences notwithstanding. However, if the issues raised by those who take umbrage with a Self-study recommendation are viewed as legitimate by the visiting committee, a recommendation by the committee that the matter be restudied in light of visiting committee observations would be appropriate. Do keep in mind that the recommendations and/or action plans in the Self-study have gained the approval of the local board of trustees and, in all likelihood, the majority of the faculty.

- **In formulating recommendations, how directive should I be?**

Answer: Take careful note of the information provided in this booklet of how to formulate quality commendations and recommendations. You will find that information to be very helpful. Recommendations should not be prescriptive. Instead, they should point out the issues noted by the visiting committee, allowing the local administration and/or the local board of trustees the widest latitude in determining the "how to" in addressing solutions to the issues.

- **How will the committee go about determining the term?**

Answer: Determining the recommended term of accreditation for an academy is not, unfortunately, an exact science. While objectivity should always be sought in making such determinations, subjective collaboration among all the committee members is the means by which a final determination is made. Committee members are asked to consider a variety of factors (performance relative to the last evaluation, financial and enrollment trends, Self-study findings, visiting committee findings, etc.) as part of the determining deliberation. Often, committee members who have served on evaluations in the past make contextual comparisons of term determinations made elsewhere. It is important to stress that determinations of term should not be a "feelings" experience. Instead, committees should determine to measure substantive, documented progress in the realization of mission by the institution as the committee considers a recommended term.

- **Will I have to report during the exit interview with the board? If so, what can I do to prepare for the report?**

Answer: Typically, visiting committee chairpersons ask committee members to remain on campus for the presentation of the final reading of the report to the board of trustees, academy administration, faculty and staff. Committee members are often asked to read the commendations and recommendations they have prepared in their respective subcommittee assignments. The subcommittee chairs (those who have actually written the subcommittee reports) usually make the presentations at the exit interview at the direction of the visiting committee chairperson. Preparing for these presentations can best be done in the second reading, at the time when the final revisions to the report are being made and the presentation plans for the exit interview are discussed. Committee members need not feel defensive about their recommendations, as their presentations are the consequence of the overall committee's work.

- **How do I go about analyzing my parts of the Self-study?**

Answer: Carefully read all of the pertinent information in the Self-study relating to those areas you have been assigned (reports, action plans, supplemental information, etc.). Look at what the information offers, and begin to develop your questions based on what you gather in the reading. Seeking to confirm your conclusions and to secure answers to your questions via observations, interviews, and collaboration with the other committee members. Additionally, seeking the perspectives of the visiting committee chairperson could also be helpful.

- **How do I handle discrepancies I find in the Self-study?**

Answer: Self-study discrepancies can be raised during the meetings held with the steering and/or coordinating committees (see "Schedule"). Make notations of the apparent discrepancies. Check with other committee members for their perspectives on those issues you have discovered. Be prepared to tactfully raise the discrepancies at the appropriate meeting(s). If, by meeting with an individual or small group of individuals, the problem can be effectively remedied, then members are encouraged to pursue "the lowest common denominator" approach.

- **What if I see some really bad teaching? How should that be addressed in the accreditation report? Or, should it be addressed?**

Answer: Assuming that your observations are accurate, securing confirmation of your observations would be wise. Ask another committee member to observe the teaching and see if the same conclusion is reached. Another possibility would be to ask the administration if a formative evaluation process is in place for faculty, and if such an approach includes professional growth action planning (perhaps the problem is already recognized, and the local administration is moving towards a solution). If there is consensus that, in fact "bad" teaching is occurring, a recommendation could be offered that would propose a seminar/ workshop in instructional methods or teaching styles. (Caution: Remember your task is not to be an evaluator of teachers.) Any recommendation offered should not single out the faculty member or mention them by name. The appropriateness of the recommendation will certainly be considered by the entire committee during one or more of the report readings.

- **How should I relate to individual requests from teachers or the request of teachers to give them advice?**

Answer: It is important to always keep your primary role in mind. You task is to determine the effectiveness of the school program through the school's own philosophical "filter." Is the school effective in the pursuit of its expressed mission? Relating to requests of individual teachers depends on the nature of the request. If the request(s) is consistent with the role and function of the visiting committee, it is appropriate to consider and advise accordingly. However, if the request falls outside of the legitimate purview of your role, one should politely decline to engage in advising.

GUIDELINES FOR ON-CAMPUS EVALUATION VISITATION

As a peer review and assessment event, school evaluations require objectivity. Members must make careful observations, pose insightful questions, and communicate clearly to develop an accurate picture of the school. Difficult situations must not be avoided if the school is to have full benefit of the evaluation process. This means that members must always conduct themselves with high professional integrity and tact.

The following will provide an effective guide to a member's role and conduct.

1. **We are guests**, not instructional supervisors or school inspectors. As professional educators and peers, we must be polite and respectful to all on campus—students, staff and school leaders.

2. **Avoid direct comparisons** with your school or classroom. While conducting this peer review, we must compare what we observe and hear with best practice, not what we do.

3. **Seek validation** of the Self-study report. To be unbiased, brief, and non-prescriptive means that our responses and possible recommendations should reflect words from the report or from interviews.

4. **Be prepared** by thoroughly reading the Self-study report, preparing follow-up questions and even a draft of your assigned standard response and possible recommendations before the on-site visit.

5. **Be prompt** at all times to group meetings and individual interviews that you schedule with school staff. Plan your arrival and departure to campus so as not to miss any part of the visit.

6. **Observe classes** without taking copious notes to avoid the "feel" of a teacher evaluation. You need to grasp student interest, interaction, available resources or equipment, as well as pedagogy.

7. **Know your writing assignment**. The final report of the visiting committee is a whole committee report and you have a part to add. Your assignment is only the first draft that will be edited.

8. **Team membership means** that we will listen carefully, question thoroughly, think deeply, speak passionately, lose gracefully when the team chooses differently, and support fully team consensus.

9. **Confidentiality** is very important in an assessment environment where strengths and weaknesses of the school program must be discussed openly and honestly by the team in its deliberations.

10. **Enjoy the experience**. You'll make friends with colleagues in Adventist education and almost always take something back with you to improve your own school and personal service.

RECOMMENDATIONS

The elements of high quality recommendations are:

1. Who will facilitate addressing the area for improvement;
2. A clear, specific area for improvement;
3. The positive outcome of dealing with the area for improvement;
4. Accurate, specific documentation (minimum: two references)

Samples:

The Committee recommends:

1. That the faculty utilize a great variety of instructional strategies appropriate to students' learning styles that will keep them actively engaged in their learning.

2. That the academy administration and staff expand the existing curriculum so that students with special needs are provided with instructional methods, assignments, and curriculum materials that are appropriate to the student's needs and language abilities in order to enhance academic success.

3. That the academy administration, faculty, and library staff develop a school-wide plan to ensure that the library's services and materials encourage students to utilize the library for assigned work as well as their own interests.

Standards for Accreditation

Standards are ideals for quality educational programs that are specific, attainable and measurable. They describe an effective program that leads to continuous school improvements and results in improved student learning.

Standards for accreditation of Seventh-day Adventist Schools have been established for the four domains: Purpose, Plan, Practice, Product. These domains identify the Core of Adventist Education and are in alignment with A Journey to Excellence and The Core of Adventist Education Curriculum.

"The Standards" offer a shared vision of Seventh-day Adventist education, but to make the vision real, the details must be constructed uniquely and personally, within particular communities of learners. Thus, quality educational programs may look very different from one another. In the same way, good educational programs should find many pathways to help our learners meet high standards, so that they can effectively achieve academic success and become effective witnesses of the mission of the church.

PURPOSE

Philosophy and Mission—The philosophy, mission, and vision statements are learner-centered and give direction to the school's program, and are developed and approved cooperatively by the administration, staff, and school board and reflect the Seventh-day Adventist worldview, core values, and educational philosophy.

PLAN

Curriculum—The curriculum is the core of the educational program providing for the spiritual, mental, physical, social and emotional development of learners and preparing them for this world and for eternity.

Instruction—The instructional program is aligned with curriculum design and assessment practices and provides for a variety of learning experiences, consistent with the school's philosophy, goals, and standards and actively engages learners in learning.

Assessment—Assessment data informs changes in curriculum and instruction to support learning.

PRACTICE

Sustainable Leadership—Administration and school board ensure the effective and successful operation of the school to promote learner success and well-being.

School Environment—The school environment is designed and maintained to promote learner learning and to support the school's mission and goals.

Professional Learning—Administration and faculty collaborate to develop and implement professional learning opportunities to meet the needs of each learner and enhance the ongoing growth and development of school personnel.

Communication and Collaboration—Communication and collaboration among the school, constituency, and community are essential to providing an effective educational program for learners.

PRODUCT

School Improvement—The accreditation process assists a school in appraising the total program to determine the level to which the purposes and functions outlined in its statement of philosophy and goals for learner learning are accomplished as well as in providing the basis for action plans to address areas needing improvement.

Essential Evidences

The required evidences serve to validate the information provided in The School Profile.

Access is provided to the Visiting Team for the following evidences. A digital or hard copy may be provided.

- Annual progress report and interim or revisit reports
- Campus map and floor plans
- Continuous school improvement plan
- Current class schedule
- Current inventory of instructional equipment and supplies
- Disaster plan that includes record of emergency drills
- Faculty meeting minutes
- Financial statement for the last full fiscal year
- Hazardous material management plan (asbestos, chemicals, etc.)
- Last audited report with the statement
- Monthly financial statements for the current school year
- Operating budget for current year
- Previous visiting team report
- School board minutes for at least one year
- School bulletin and/or learner handbook
- School constitution and by-laws
- School marketing and recruitment plan
- School safety plan
- Standardized test results administered during the past three years
- Survey data (Learner, Parent, Teacher, etc.)
- Teacher course outlines for each course (secondary)
- Technology plan that includes acceptable use policy for internet

Writing the Narrative

All Visiting Team members are responsible for writing a narrative for the standards assigned to them. It is recommended that the narrative include the following 4 parts (usually a paragraph for each, but some may be combined):

1. Summary of how the school rated itself
2. Observations related to the standard
3. A brief description of what the school is doing well
4. A summary of any concerns

In addition to the written narrative, the narrative page for each standard will include the Visiting Team's overall rating for the standard, the evidences that helped to determine this rating, and one or more recommendations, if warranted.

Writing Recommendations

A recommendation includes 3 parts:

1. Identified, verifiable program weakness or area for improvement

2. Person(s) or group(s) responsible for addressing the weakness

3. Desired outcome

WRITING TIPS

- Focus on quality, not quantity; not every standard necessarily requires a recommendation.

- Ask yourself whether the proposed recommendation would enhance student learning or improve the quality of the school's program.

- Avoid "weasel" words (e.g., "continue to," "give study to," "consider," etc.)

SUGGESTED VERBS

- acquire
- adapt
- adopt
- collaborate
- coordinate
- create
- develop
- ensure
- establish
- evaluate
- expand
- incorporate
- integrate
- plan
- prepare
- provide
- reevaluate
- require
- revise
- support
- utilize

Try to fit each Standard on one page, if possible, but continue on next page if necessary.

8. Standard for Communication and Collaboration

Communication and collaboration among the school, constituency, and community are essential to providing an effective educational program.

RATING:

- ❑ Highly Effective
- ❑ Effective
- ✓ Somewhat Effective
- ❑ Ineffective

VISITING COMMITTEE RESPONSE:

1. The Self-study reported 5 of 6 indicators as "Effective." The one indicator marked as "Somewhat Effective" concerns the formalized school marketing, recruitment, and retention plan. School administration, board, and staff have recognized their need for such a plan and have created preliminary action plans that address various areas to strengthen the school program and community partnerships. These do not, however, constitute the "formalized plan" referred to in Indicator 6.

2. Recent efforts to build community partnerships are notable. These include:
   - an after-school sports program with local independent schools
   - introduction of a variety of tools to assist with communication to parents including *Remind* and *Class Dojo*
   - local pastor involvement in weekly Bible studies and weeks of prayer
   - initial planning conversations with Shoulder Tappers regarding career education and job experience opportunities for students
   - partnerships with local industry and businesses to provide resources for Intarsia class

3. Ongoing attention also needs to be given to internal communication and collaboration, especially the communication between school and home. Many parents expressed a desire for better communication between school and home including an active parent council, up-to- date online records of student progress, and timely administrative response to concerns. Training for faculty, followed by parent and student training, on the effective use of MyEd would strengthen communication between faculty and parents. Consistent, timely communication between administration and faculty/staff is also needed.

SUPPORTING EVIDENCE:

Action plans
Interviews
Observation
Parent surveys
Self-study
Student surveys

Note: Use "Interviews" without specifying who was interviewed; specify student or parent surveys; alphabetize list.

The narrative should include:
1. A summary of the school's ratings
2. What you observed (include positives, as appropriate)
3. Concerns

VISITING TEAM RECOMMENDATION:

A. That the administration and faculty continue to find a variety of ways to strengthen communication between and among all stakeholders to ensure that the school functions as a team to meet the learning needs of all students.

Use letters, not numbers

Note: Recommendations begin with "That" followed by who is responsible and the action required

SAMPLE

TIPS ON CONTENT AND STYLE

Consider the following suggestions that will likely minimize the need for revisions to commendations and recommendations:

- Use the full name of a course or program.

- Capitalize a word or phrase only if it refers to a specific course or program.

- Avoid the use of jargon; use abbreviations sparingly.

- Verify the facts before writing either a commendation or recommendation.

- Document each commendation and recommendation with at least two (2) of the following references and others as appropriate:

    - Self-Study, p. ____
    - Observation of "What"
    - Interview with administration, faculty, staff, etc. (not individuals)
    - Other possible references: school publications, courses of study, etc.

- When writing recommendations:

    - avoid the use of "continue to . . ."
    - avoid overuse of verbs such as "consider" or "study," etc.

- Seek quality not quantity of recommendations.

    A question Visiting Committee members should ask themselves: "Would the implementation of an effective solution to this recommendation enhance student learning and improve the quality of the educational programs of the school?"

- Reference (using an asterisk or other notation) the commendations and recommendations that support the major commendations and recommendations.

OTHER HELPFUL TIPS

Observations:

- Establish rapport with those being observed. Introduce yourself to those faculty and staff, very early in the visitation, whose program(s) you will be principally observing/reviewing.

- Let the program unfold to you; don't prejudge or jump to conclusions about what the program is like.

- Remember that observation usually causes people to act differently as anxieties are created regardless of the skills of the observer and/or the observed.

- Structure your observation so that you learn what you need to learn, then be tactful but assertive about getting the additional information you may need.

- Note-taking (not done during the observation) should record what is seen rather than reaction to what has been observed and should be unobtrusive.

- Know when and how to leave a classroom.

- Be aware of biases that can influence observation.

Interviews:

- There is no "right way" to interview; there is no correct format.

- There is no "right way" to ask a question.

- **LISTEN** to responses; be an active listener.

- Explain purposes of questions.

- Keep initial questions simple and non-threatening.

- Use open-ended questions. Yes/no responses set a feeling of interrogation and provide little information.

- Ask questions which will verify what you think you know and will add missing pieces of information.

- Ask questions which do not imply the answer, and which do not reflect the committee members' biases.

- Use clear and concise language which is appropriate to the interviewee.

- Allow adequate time for responses.

- Give appropriate feedback to responses.

- Elicit responses from everyone in the group. Do not allow a few people to dominate the interview.

- Do not assume that people understand what you are asking about–make sure they do.

- Do not push for answers at the expense of the interviewee.

- Be mindful of nonverbal feedback to committee members, i.e., facial expressions, turning away, and so on.

- Be alert to "clues" of interviewees and follow-up on what is not being said.
- Begin and end ON TIME.
- Make sure the room is arranged so everyone can see and be seen.
- Thank people for attending and contributing to the interview.

AWESOME ADVENTIST ACADEMY

SAMPLE CONTINUOUS SCHOOL IMPROVEMENT PLAN

Goal # 1 **Mission:** Reinforce the school mission for learners through the integration of the Adventist worldview across the curriculum.

Goal # 2 **Academic Excellence:** Improve academic excellence for learners by bringing coherence to curriculum, instruction, and assessment practices through curriculum mapping.

Goal # 3 **Communication:** Strengthen communication with the school community through the creation of a school website to grow and sustain enrollment and ensure a positive perception of the educational program for learners.

Download Continuous School Improvement Plan here.

Goal #1: Mission—Reinforce the school mission for learners through the integration of the Adventist worldview across the curriculum.

Accreditation Standard(s) Addressed: 1—Philosophy and Mission

School-wide Learning Outcomes Addressed: *reference here your school's applicable learning outcomes, core values, etc.*

Rationale: In response to the perception and school processes data (parent, teacher, and student surveys; instructional programs; etc.), the school will articulate and integrate the Adventist worldview in each content area so that the mission of Adventist education is visible across the curriculum. It is critical that the school remains mission focused to fulfill the aim of Adventist education for learners.

Objectives: In order to support the goal, the following objectives will be addressed:

a. Provide professional learning so 100% of teaching faculty can articulate with proficiency the Adventist worldview in terms of four concepts—Creation, Fall, Redemption, Re-creation.
b. Engage 100% of teaching faculty in at least one PLC to apply the Adventist worldview concepts to the development of one unit of study, particularly in relation to the creation of Faith Connections, Essential Questions, Big Ideas, and Unit Assessments.
c. After implementation of the units, use the unit summative assessments to determine if 100% of students can articulate the Adventist worldview with proficiency in the context of the unit contents.

Objectives	Measurement	Tasks *(Action Steps)*	Person(s) Responsible	Resources	Timeline	Progress
Provide professional learning so 100% of teaching faculty can articulate with proficiency the Adventist worldview in terms of four concepts—Creation, Fall, Redemption, Re-creation.	Attendance record Faculty written summaries of the Adventist Worldview concepts	Schedule 2-day professional learning session that focuses on the Adventist worldview	Principal	Presenter NAD "The Core of Adventist Education Curriculum" *Total Truth* by Nancy Pearcey Rubric for faculty summaries of Adventist worldview	Pre-session August 20__ Review as needed	Since the CSI Plan is a fluid document, this column is for the leadership team to record progress toward the goal and report to stakeholders as needed. *(i.e., professional learning completed, mo/yr.)*
Engage 100% of teaching faculty in at least one PLC to apply the Adventist worldview concepts to	Attendance record Units of study	Utilize PLC meetings to create units of study that integrate the Adventist Worldview	Teaching Faculty Principal	Time for weekly PLC Sample units	Begin Fall 20__ Ongoing	

the development of one unit of study, particularly in relation to the creation of Faith Connections, Essential Questions, Big Ideas, and Unit Assessments.				*The Understanding by Design Guide to Creating High-quality Units* by Wiggins & McTighe Rubric for units	Additional units created as time allows	
After implementation of the units, use the unit summative assessments to determine if 100% of students can articulate the Adventist worldview with proficiency in the context of the unit contents.	Unit summative assessments Classroom observations by peer coaches	Implement the units as they are developed Use peer coaching to refine units Utilize PLC meetings to look at the data from the unit assessments to determine which students are not meeting proficiency, those that are, and what to do about it	Teaching Faculty Students	Units Peer coaches Time for peer coaches' classroom observations, feedback, and support Rubrics for unit assessments	Spring 20__ Ongoing	

Goal #2: Academic Excellence: Improve academic excellence for learners by bringing coherence to curriculum, instruction, and assessment practices through curriculum mapping.

Accreditation Standard(s) Addressed: 2—Curriculum, 3—Instruction, 4—Assessment

Schoolwide Learning Outcomes Addressed: *reference here your school's applicable learning outcomes, core values, etc.*

Rationale: In response to the student learning data (standardized testing, anticipated career opportunities, etc.), the school will use curriculum mapping as a tool to create a balanced academic program, empower teachers through collaboration, and support student achievement. Quality education supports the aim of Adventist education to prepare learners for service in this world and for eternity.

Objectives: In order to support the goal, the following objectives will be addressed:

a. Provide professional learning in curriculum mapping so 100% of teaching faculty can use the UbD framework to develop a unit of study.
b. Engage 100% of teaching faculty in at least one PLC to create curriculum maps that align curriculum, instruction, and assessment, both vertically and horizontally, across the grade level units of study.
c. Develop formative assessments for each unit of study and merge assessment data into all of the curriculum maps.

Objectives	Measurement	Tasks *(Action Steps)*	Person(s) Responsible	Resources	Timeline	Progress
a. Provide professional learning in curriculum mapping so 100% of teaching faculty can use the UbD framework to develop a unit of study.	Attendance record Units of study	Schedule 3-day professional learning session that focuses on curriculum mapping Develop units of study	Principal Teaching faculty	Presenter *The Understanding by Design Guide to Creating High-quality Units* by Wiggins and McTighe Sample units Rubric for curriculum map	Pre-session August 20__ Review as needed	Since the CSI Plan is a fluid document, this column is for the leadership team to record progress toward the goal and report to stakeholders as needed. *(i.e, professional learning completed, mo/yr.)*

b. Engage 100% of teaching faculty in at least one PLC to create curriculum maps that align curriculum, instruction, and assessment, both vertically and horizontally, across the grade level units of study.	Attendance record Curriculum maps	Utilize weekly PLC meetings to create individual and consensus maps that align curriculum vertically and horizontally Use curriculum coaches to refine units	Teaching faculty Principal	Time for weekly PLC Sample units Curriculum coaches Review webinar or ALC online course on curriculum mapping as necessary Rubric for units	Ongoing	
c. Develop formative assessments for each unit of study and merge assessment data into all of the curriculum maps.	Formative assessments Evidence that curriculum maps have been revised based on the data	Utilize weekly PLC meetings to develop formative assessments for units of study Implement the units as they are developed Use assessment coaches to revise maps based on assessment data	PLC teams	Time for weekly PLC Assessment coaches Review webinar or ALC online course on assessment as necessary Rubrics for unit assessments	Ongoing	

Goal 3: Strengthen communication with the school community through the creation of a school website to grow and sustain enrollment and ensure a positive perception of the educational program for learners.

Accreditation Standard(s) Addressed: 8 – Communication and Collaboration

Schoolwide Learning Outcomes Addressed: *reference here your school's applicable learning outcomes, core values, etc.*

Rationale: In response to the perception and demographic data (teacher, parent, student surveys; enrollment trends; etc.), the school will develop a school website to improve communication with stakeholders. With increased accessibility to the internet, a new marketing strategy for learners is necessary to respond to queries effectively through the website and social media presence.

Objectives: In order to support the goal, the following objectives will be addressed:

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

Objectives	Measurement	Tasks *(Action Steps)*	Person(s) Responsible	Resources	Timeline	Progress
Collaborate with a website developer to create a plan for building a school website that incorporates inbound marketing strategies.	Plan	Identify a website developer that focuses on inbound marketing strategies Schedule four weekly meetings with website developer and Website Development Committee to develop plan	Principal Website Development Committee	Time for weekly meetings Website Developer *The Ultimate Guide to School Marketing Strategies* by Ralph Cochran *The Complete Guide to Building High-converting Websites for*	October 20__	Since the CSI Plan is a fluid document, this column is for the leadership team to record progress toward the goal and report to stakeholders as needed. *(i.e, website plan completed, mo/yr.)*

				Schools by Schola Inbound Marketing Rubric for school website development		
Develop a website that is social and interactive, integrating search, social media, content, blogging, and lead generation components.	Website Tracking of website effectiveness	Utilize monthly website development committee meetings to collaborate with the website developer in creating a school website	Principal Website Development Committee Website Developer	Time for weekly meetings Website Developer *The Ultimate Guide to School Marketing Strategies* by Ralph Cochran *The Complete Guide to Building High-converting Websites for Schools* by Schola Inbound Marketing Rubric for school website	November-January 20__	
Build a content bank that explores current trends and issues in education which are	Content Bank Tracking of content and blog effectiveness	Utilize monthly website development committee meetings to develop content bank	Principal Website Development Committee	Time for weekly meetings	Ongoing	

either informative or experiential.				Educational journals, blogs, newsletters, etc.		

Sample Questions for Administration

GENERAL

- What, if any, challenges were faced in preparing for this evaluation visit?
- Which of the major recommendations from the last evaluation visit posed the greatest challenge(s) to the administrative team and/or board?
- What process(es) have been undertaken to identify, develop, and articulate the school's mission and vision?
- What are the major challenges currently faced by school administration? (finances/personnel/enrollment/conference-constituency support/infrastructure)
- What would you identify as the three greatest accomplishments of Dakota Adventist Academy since the last evaluation visit?
- What level of support does school administration experience regarding its relationship with the conference office of education? (superintendent/board chair)
- Does administration have a master or strategic plan in place for the next 3-5 years? If so, what are its key components?
- How would an objective observer characterize the relationship between the governing board and school administration?
- Do board members regularly attend scheduled meetings and successfully address and move challenging agenda items to productive outcomes?
- How often, in a fiscal year, is a conference-wide (or constituency) offering scheduled for the academy?

FINANCES

- What, if any, significant financial challenges does the academy currently face?
- Is the academy receiving an adequate level of annual conference subsidies, consistent with NAD working policy? If not, on what basis is the current level of conference subsidy pegged?
- Is the annual conference subsidy tied to conference tithe or budget formula? (percentage)
- How would an objective observer characterize the effectiveness of DAA's development program and/or personnel? (relating to monies gained for capital and/or special projects)
- What current operational areas are NOT cost-effective and/or are in need of significant change?

- Describe the current condition of accounts payable? Are there any major vendors owed beyond 60-90 days? If so, please identify and share the causal factors.

- What protocols are in place to improve the percentage of students' accounts receivable?

- What is THE major challenge in collection of student accounts? What remedies are being pursued in this regard?

- What, if any, major qualifications or anomalies were stipulated, identified, to management in the most recent audit?

- Is the school currently involved in any actual and/or potential litigation? If so, what is the issue(s) in contention?

FACULTY/STAFF/SUPPORT SERVICES

- What are the most pressing challenges, faced by administration, regarding faculty and staff?

- What, if any, are the most challenging issues faced by administration regarding teacher certification/endorsements of faculty and staff?

- Is there adequate financial provision in annual budgeting for teachers' professional growth? If not, what plan does administration have in place to remedy the need?

- Do have faculty and support have staff up-to-date job descriptions?

- How often are faculty and staff evaluated and what process is employed to brief each of his/her results?

- What would faculty identify as their most pressing challenges as purveyors/facilitators in the teaching-learning process?

- What areas of instruction would students identify as their most challenging?

- If asked, what would students say regarding availability/accessibility of the Media Center?

- How would faculty generally rate services provided to students? (guidance, nursing, food, transportation)

Sample Questions for Students

GENERAL /STUDENT ACTIVITIES

- What do you like most about your school?
- What academic department would you rate as strongest on campus? Why?
- What are your impressions regarding the academy's. . .
    - grading policies? (clear/consistent)
    - attendance policy? (enforcement/fairness/flexibility)?
    - school rules?
    - Intramural/interscholastic sports? (variety/levels of involvement/fit into overall academic program and school mission)?
    - religious activities? (witnessing/Sabbath PM/Saturday night/variety/planning)
    - clubs/teams? (variety/availability/e.g., Drama, Gymnastics/Student Association/Dormitories/Faculty-Student Families)
- Which school activities would most students say are enjoyed most?
- What other or new school activities would you like to have at your school?
- Do faculty members participate in school activities? If not, what activities would students most desire faculty participation?
- Do student help plan school activities? In what ways?
- Do you have a Student Council? If so, how active is it?

STUDENT SERVICES

- Do you have a school nurse and, if so, how available is he/she when needed?
- How does the school handle students who are or become ill at school?
- How are medications for students handled/dispensed on campus?
- How would most students describe the counseling services available here? (spiritual/academic/career/social)
- How available is the guidance counselor to students? In what ways would you say students' counseling needs are best being met?
- Do the counseling services available on campus effectively assist students with behavioral problems?
- How well are you being prepared for college and/or the profession you plan to pursue?

- Are transportation services provided for students? (work/trips, etc.)
- How would you describe the condition of school vehicles and quality of the transportation service provided for students? (on-time/safe-drivers/condition of fleet)
- How do students generally feel about food services available here?
- Are meals generally nutritious?
- How do you feel about the quantity and quality of meals provided by food service on campus?
- How do students feel about menus provided by food services? (menu rotations)
- Is the cafeteria and food preparation area kept clean?
- Do food handlers use gloves for food preparation and serving?

STUDENT QUESTIONNAIRE

You might choose to develop questions that attempt to validate responses/results (percentages) indicated in questionnaire findings. Look for areas where 30% or more of the students rate an area as "fair" or less and formulate questions accordingly.

ACCREDITATION STATUS CRITERIA

The chair will lead the visiting committee in determining an accreditation status that will be recommended to the North American Division Commission on Accreditation. This includes building a consensus on the status to be recommended based on the school's identified strengths and areas for growth in comparison to the Standards for Accreditation.
The following process will assist the committee in reaching a recommendation:

1. Review the Standards for Accreditation and available Accreditation Recommendation options (see below).
2. Reach consensus on the recommended status of accreditation.
3. Record the recommended status on the Accreditation Recommendation form provided.
4. Develop a Justification Statement incorporating the school's notable strengths and areas for growth that informed the decision on the recommended status.

ACCREDITATION STATUS OPTIONS

Adventist Accrediting Association's (AAA) accreditation process is an ongoing six-year cycle of quality whereby the school demonstrates the capacity, commitment, and competence to support high-quality student learning and continuous school improvement within the context of the Adventist Worldview. One of the following options is to be recommended:

A) **Six Year Status** There is evidence that the school has high-quality continuous school improvement (CSI) processes in place that support student learning and implementation of the continuous school improvement plan. An annual progress report on the recommendations and the schoolwide improvement action plans will be submitted.

B) **Six-Year Status with a Mid-cycle Visit** There is evidence that the school needs additional support in strengthening student learning and implementation of a continuous school improvement plan. An annual progress report on the recommendations and the continuous school improvement plans will be submitted, as well as an on-campus visit in three years.

Special Circumstances:

1. The visiting team has the option of assigning a focused visit in the first year to assess special circumstances, such as finances, lack of CSI planning, enrollment trends, etc.
2. In special cases, mid-cycle visits may be recommended to occur on the second and/or fourth years of the accreditation cycle.

C) **Probation** A school may be placed on probation for one or two years. See the options below:

One Year There is compelling evidence that the school has not met the Standards for Accreditation criteria in one or more critical areas requiring immediate attention and support. A visit at the end of the year of probation shall result in the continuation of the accreditation cycle, one year extension of probation or denial of accreditation.

Two Year There is compelling evidence that the school has not met the Standards for Accreditation criteria in one or more critical areas with the recognition that improvement may take up to two years. There will be a Revisit at the end of the second year of probation. This visit shall result in the continuation of the accreditation cycle or denial of accreditation.

D) **Accreditation Denied** Denial of accreditation is based on evidence that the school does not or could not reasonably meet the Standards for Accreditation.

NOTE 1: When there is a joint visit with a regional accrediting association, every effort will be made to ensure accreditation status alignment. In no case shall the status exceed six years.

NOTE 2: The North American Division Commission on Accreditation (NADCOA) has the option of assigning an administrative visit to deal with specific concerns raised by NADCOA.

EDUCATION

Seventh-day Adventist Church
SOUTHWESTERN UNION

Rubrics for Standards for Accreditation of Seventh-day Adventist Schools

Each column is inclusive of criteria in the columns to the left. Select the column in which all of the criteria have been met.

Standard 1—Philosophy and Mission The philosophy, mission, and vision statements are learner-centered and give direction to the school's program, and are developed and approved cooperatively by the administration, staff, and school board and reflect the Seventh-day Adventist worldview, core values, and educational philosophy.			
Ineffective	**Somewhat Effective**	**Effective**	**Highly Effective**
The school has not developed foundational statements of philosophy, mission, vision, core values, and schoolwide student outcomes that reflect the Adventist worldview.	The school has not created all the foundational statements, or these statements may not be reviewed regularly or systematically in a collaborative manner. The foundational statements do not give direction to the school's program.	The school has developed all the foundational statements, and the leadership of the school has developed a systematic communication and review process for these statements, and feedback from stakeholders is considered when evaluating the statements. The foundational statements give direction to the school's program.	The school regularly and systematically communicates and reviews all foundational documents collaboratively with all constituents to ensure alignment among the documents. Leadership evaluates the extent to which the foundational documents give direction to the school's program.

Standard 2--Curriculum The curriculum is the core of the educational program providing for the spiritual, mental, physical, social, and emotional development of learners and preparing them for this world and for eternity.			
Ineffective	**Somewhat Effective**	**Effective**	**Highly Effective**
The instructional program is totally textbook driven and not NAD standards driven, and there is almost no evidence of a thoughtfully implemented curriculum based on the Adventist worldview and the concept of the whole child as defined by schoolwide student outcomes.	The instructional program is highly textbook driven and not NAD standards driven, and there is little evidence of a thoughtfully implemented curriculum based on the Adventist worldview and the concept of the whole child as defined by schoolwide student outcomes.	The instructional program is clearly NAD standards driven with textbooks used as a resource, and there is ample evidence of a thoughtfully implemented curriculum based on the Adventist worldview and the concept of the whole child as defined by schoolwide student outcomes.	The NAD standards and textbooks are regularly used by the faculty for instruction, and the selection of additional resources is standards based. Administration and faculty evaluate the extent to which the curriculum is based on the Adventist worldview and the concept of the whole child as defined by schoolwide student outcomes, and make needed changes.

Standard 3—Instruction The instructional program is aligned with curriculum design and assessment practices and provides for a variety of learning experiences, consistent with the school's philosophy, goals, and standards and actively engages students in learning.			
Ineffective	**Somewhat Effective**	**Effective**	**Highly Effective**
Instructional strategies are exclusively driven by the adopted textbook and publishers' materials. Engaged learning is not a priority in the school. Many students do not have the same opportunities for meeting the learning outcomes.	Many teachers are exclusively using adopted textbooks and publishers' materials, but some teachers are using learner-centric instructional strategies. Many students have an equal opportunity for meeting the learning outcomes.	Instructional strategies and learning activities focus on active engagement, the achievement of essential knowledge and skills, biblical wisdom and understanding, and the schoolwide student outcomes. Most students have an equal opportunity for meeting the learning outcomes.	The school is utilizing and widely implementing learner-centric instructional strategies that are reflective of standards-based practices. All students have an equal opportunity for meeting the learning outcomes. Administration and faculty evaluate the extent to which instructional practices and resources are meeting the needs of the whole child, and make needed changes.

Standard 4--Assessment Assessment data informs changes in curriculum and instruction to support learning.			
Ineffective	**Somewhat Effective**	**Effective**	**Highly Effective**
There is no process in place for the assessment of student learning. Assessment is limited to textbook content testing or teacher-made classroom tests. The school does not use standards-based or nationally normed tests. Assessment results are communicated through report cards only.	The school utilizes limited assessment tools. The school analyzes data on a cursory basis by what is provided in the group reports for the standardized tests. There is very little disaggregation of data or analysis of data for subgroups or on a single student basis. Teachers are rarely trained in data analysis. Standardized test scores are sent home to parents, but analysis and follow-up are not provided.	There is a systematic administration of standardized testing over time. There is use of multiple assessment measures to assess student outcomes. The school uses comparison and trend data of performance. The analysis of student performance includes: 1) implications of schoolwide trends seen from year to year; 2) monitoring the progress of individual students. Teachers are trained in data assessment and analysis for program improvement. Assessment results are regularly communicated to students and parents.	Assessments are continually administered with fidelity over time to include formative and summative measures addressing all areas of student outcomes. Authentic assessment is readily seen in many classrooms and at many levels. The school uses all of the factors listed at the effective level as well as analyzing scores that are 1) higher or lower than expected; 2) showing increasing or decreasing gaps; and 3) correlations with other school indicators such as grades or graduation rates. Teachers are regularly trained on how to do analysis of both formative and summative assessments and how to use the data for program improvement. The school has procedures for regular communication regarding the results of both formative and summative assessments used, schoolwide trends in achievement, and accomplishment of schoolwide outcomes.

Standard 5—Sustainable Leadership Administration and school board ensure the effective and successful operation of the school to promote learner success and well-being.			
Ineffective	**Somewhat Effective**	**Effective**	**Highly Effective**
The board and administration are unclear of their roles and fiduciary, strategic, and governance responsibilities. Few written policies and/or procedures exist, or existing policies and procedures do not result in effective operations. The administrator does not provide instructional leadership. Faculty/staff evaluations are sporadic or nonexistent, they do not follow a prescribed plan, and little or no documentation of assessment is available.	The board and administration are somewhat clear of their roles and fiduciary, strategic, and governance responsibilities. Policy manuals and procedures exist, but they are not consistently followed, and/or result in ineffective operations. The administrator does not consistently provide instructional leadership. Administration primarily uses informal or infrequent evaluation for faculty and staff, and the process is inconsistent in application. Feedback is also inconsistent and poorly documented.	The board and administration understand their respective roles in developing overall governing policies, creating a strategic plan, and ensuring the financial stability of the school. Written policies and procedures exist to promote effective operations. Policy manuals and procedures are current and comply with union, conference, and governmental regulations. The administrator consistently provides instructional leadership. Administration follows a clearly defined plan for ongoing evaluation of faculty and staff. The plan is collaboratively developed, provides for feedback, is well documented, and is driven by growth and professional development of the faculty and staff.	The board and administration serve as informed decision makers. The board regularly implements a systematic plan for self-evaluation and training. The board, administration, and staff regularly review, revise, and enforce policies and procedures to reflect current needs and practice. The administrator is the lead learner and collaborates with the staff in developing instructional programming. Administration follows a clearly defined plan for a variety of ongoing evaluations of faculty and staff. The plan is collaboratively developed, provides for feedback, is well documented, and is driven by a desire for growth and professional development. Evaluation may include peer review and input from stakeholders. A systematic implementation of professional development is linked to professional goals.

Standard 6—School Environment The school environment is designed and maintained to promote student learning and to support the school's mission and goals.			
Ineffective	**Somewhat Effective**	**Effective**	**Highly Effective**
Learning Environment			
No systematic basis for formally evaluating the curriculum and the instructional program is in place. The school learning environment is not monitored.	An informal evaluation process exists, but no formal data are collected or evaluated to ensure that the school learning environment is conducive to the instruction and development of the whole child.	A process is in place to effectively evaluate the school learning environment to ensure that it is conducive to the instruction and development of the whole child.	Annual school improvement plans have been developed in response to effective assessment of the curriculum and the instructional strategies. There is a historical pattern of improving the school learning environment that has been initiated as a result of data analysis.
School Facilities			
The environment is not safe and orderly because of a lack of scheduled inspections and maintenance.	Occasional inspections and maintenance are conducted, but limited documentation and corrections are provided.	Documented, regular maintenance and safety inspections are conducted, and deficiencies are corrected to ensure a safe and orderly environment.	A school maintenance improvement plan is developed, reviewed, and implemented to enhance overall functionality and safety. Subsequent documentation is on file.
Health and Safety			
The school does not have a written security and crisis management plan. No process has been implemented to comply with any local, state, and federal laws regarding safety and health issues.	The school has a written plan for security and crisis management that is not formalized or implemented. A process has been developed, but it has not been implemented to comply with all local, state, and federal laws regarding safety and health issues.	The school has a comprehensive and reviewed written security and crisis management plan, and the school has trained the faculty, staff, and students in how to respond in emergency/crisis situations. All local, state, and federal laws regarding safety and health issues are met.	The school has a comprehensive and reviewed written security and crisis management plan. It has trained the faculty, staff, and students in how to respond and has provided orientation to the parents to effectively communicate the school's preparedness, including coordination with community responders. A safety audit has been conducted. Safeguards are in place beyond the minimum requirements of local, state, and federal laws.

Information Resources			
Access to information resources is not convenient or readily available to most of the students, faculty, and staff. OR no training is provided to students, faculty, or staff on the use of information resources. There is no information resources and technology plan.	Access to information resources is limited or only convenient for some of the students, faculty, and staff. Trained staff are occasionally available to assist students, faculty, and staff with their research and support needs. Limited professional development is available for trained faculty and staff. There is an information resources and technology plan, but it is not implemented.	Information resources, including those beyond online search engines, are adequate for college prep coursework and are readily accessible by students, faculty, and staff. Trained staff are usually available to assist faculty, staff, and students with their research and support needs. Professional development for faculty and staff is provided as needed. The information resources and technology plan is implemented.	Information resources in a variety of media formats are plentiful, scholarly, easily accessible by students, faculty, and staff, and are clearly linked to the instructional program. Training on how to integrate information resources into instruction is available from specialists. Library/Media/Educ. Tech specialists are readily available to assist staff and students with their research and support needs. The implementation of the information resources and technology plan includes policies and procedures for acceptable use of technology.

Standard 7—Professional Learning Administration and faculty collaborate to develop and implement professional learning opportunities to meet the needs of each learner and enhance the ongoing growth and development of school personnel.			
Ineffective	**Somewhat Effective**	**Effective**	**Highly Effective**
There is no ongoing professional development plan in place for most of the faculty and/or staff. Administration and faculty do not hold current NAD certification/endorsements.	There is some professional development planning for K-12 faculty and staff. Most administrators and faculty hold current NAD certification/endorsements.	Professional development planning for K-12 faculty and staff is ongoing and integral to the school and is aligned with specific goals and instructional programs. All administrators and faculty hold current NAD certification/endorsements.	Professional development planning for K-12 faculty and staff is ongoing and integral to the school and is collaboratively aligned with specific goals and instructional programs. Administration and faculty have attained training beyond a bachelor's degree.

Standard 8—Communication and Collaboration Communication and collaboration among the school, constituency, and community are essential to providing an effective educational program for learners.			
Ineffective	**Somewhat Effective**	**Effective**	**Highly Effective**
Minimal means of communication occurs between the school and its constituents, whether formally or informally. The school does not have a system for receiving feedback from the community. Intentional communication methods are not in place. There is no evidence of a marketing, recruitment, and retention plan. Little or no opportunity for regular collaboration in ways that affect school culture and encourage student learning are evidenced. Some informal, sporadic collaboration by faculty may take place.	Some communication occurs between the school and its constituents, but it tends to be one-way in nature. Surveys are occasionally distributed, but the data may not be accurately tabulated or effectively analyzed. The marketing, recruitment, and retention plan is not fully developed and utilized. Some faculty participate in learning communities or other regularly scheduled opportunities for collaboration which affect school culture and encourage student learning. Some faculty meet informally on their own initiative to collaborate, but it is not regular, scheduled, or documented.	A variety of established, effective two-way communication occurs between the school and its constituents. Surveys are annually distributed and results are analyzed for feedback regarding program satisfaction. The school has a marketing, recruitment, and retention plan to attract families to their distinct mission and vision. A significant majority of faculty participate in regularly scheduled learning communities or other opportunities for collaboration. The agenda for these meetings contributes to a reflective, problem-solving culture which is focused on student learning, school ethos, or other conditions that affect student learning.	A variety of regular, well-established, multidimensional, and effective means of communication using state-of-the-art technology occurs between the school and its constituents. Communications are designed to keep the community informed and to solicit input and feedback. Improvement steps are taken based on survey data. The school engages faculty, staff, and families in the systematic evaluation of the marketing, recruitment, and retention plan. A significant majority of faculty and administrators consistently participate in regularly scheduled learning communities or other opportunities for collaboration. Topics of discussion arise from the inherent needs of the students and the school. The conclusions of the group are followed-up in a way that positively affects school culture and promotes student learning.

Standard 9—School Improvement The accreditation process assists a school in appraising the total program to determine the level to which the purposes and functions outlined in its statement of philosophy and goals for student learning are accomplished as well as in providing the basis for action plans to address areas needing improvement.			
Ineffective	**Somewhat Effective**	**Effective**	**Highly Effective**
The continuous school improvement (CSI) plan has not been developed using a variety of data sources and/or with very little input from stakeholders. The CSI Plan does not have specific goals connected to the mission and vision of the school. The Continuous School Improvement Cycle does not drive the development of the CSI Plan.	The CSI Plan has been developed using a limited amount of data sources and/or with very little input from stakeholders. The analysis of the data has been superficial. The CSI Plan goals have limited connection to the mission and vision of the school. The Continuous School Improvement Cycle somewhat drives the development of the CSI Plan.	The CSI Plan has been developed using a variety of data sources, such as surveys with strong input from all stakeholder groups. Analysis of the data has been thorough, and there is clarity about what the priorities are for school improvement. The CSI Plan establishes goals connected to the mission and vision of the school. The school updates the CSI Plan as part of the Continuous School Improvement Cycle.	Policies and procedures that ensure data-driven planning are in place and followed. Surveys and other consistent data collection and analysis informs all aspects of the CSI Plan. Stakeholders demonstrate understanding of the CSI Plan and consider the plan to be clear and comprehensive. The CSI Plan includes specific goals that are measurable and achievable. The school annually updates the CSI Plan as part of the Continuous School Improvement Cycle, using current demographic, survey, achievement, and program data, and stakeholder input.

Some content adapted from ACSI Rubrics Manual for Accreditation, 2019.

REPORT OF THE VISITING TEAM TO

_____ Academy

of the

_____ Conference of Seventh-day Adventists

STANDARDS FOR ACCREDITATION OF

SEVENTH-DAY ADVENTIST SCHOOLS

2018-2019 Edition

Adventist Education

Prepared for the:

NORTH AMERICAN DIVISION COMMISSION ON ACCREDITATION
OF THE ADVENTIST ACCREDITING ASSOCIATION, INC.

DATE OF VISIT

_____

_____ Academy

_____ Address of Academy

Adventist School ID: _____

Date of Visit_____

Members of the Visiting Committee:

List the names of the committee here

Submitted to:

NORTH AMERICAN DIVISION COMMISSION ON ACCREDITATION
OF THE ADVENTIST ACCREDITING ASSOCIATION, INC.

SCHOOL PROFILE SUMMARY REPORT

SCHOOL IDENTIFICATION:

School Name: _____- School ID: _____

Address: _____

Conference: _____ Union Conference: _____

Principal: _____ E-Mail: _____

School Type: _____ No. of Constituent Churches: _____ Membership: _____

ENROLLMENT DATA: *(Current School Year)*

Opening Enrollment History and Projected Enrollment Total for ALL Grades						
4 Years Ago	3 Years Ago	2 Years Ago	1 Year Ago	Current	Next Year	In 2 Years
308	302	286	278	254	280	290

Percentage of Current Students from non-Adventist Homes: 10%

Percentage of Current Students baptized in the fifth grade and above: 23%

PERSONNEL DATA: *(Current School Year)*

Number of Total Staff (FTE): Administrative: 4 Certificated Instructional: 34

(*K-12 School Only*) Number of Certificated Instructional (FTE): K-8: __11_____ 9-12: __10_____

Number of Staff (Head Count): Part-time: _____ Classified/Support Staff: _____

Ratio of students to FTE instructional staff: 15:1

FINANCIAL DATA: *(Last Fiscal Year)*

Total Operating Expense (Last Fiscal Year): 3,116,534 Year-End Gain (Loss): (178,126)

(Elementary) Total Tuition/Fees Income Per Student: 5,428 Operating Expense Per Std: 11,222

(Secondary) Total Tuition/Fees Income Per Student: 10,839 Operating Expense Per Std: 11,222

ACCREDITATION DATA:

Date of Prior Full Evaluation Visit: March 2013 Term Granted: ____6 Clear_____

Date of Any Additional Visits: Type of Visit: _____

SIGNATURE:

Completed By:_____ Date:_____

SCHOOL HISTORY AND DESCRIPTION

RECOMMENDATION FOR TERM OF ACCREDITATION

_____- Academy Date of Visit: _____

Address of School _____

Name of Conference _____

The Visiting Committee's recommendation to the commission on accreditation is:

Six Year Status with a Mid-cycle Visit There is evidence that the school needs additional support in strengthening student learning and implementation of a continuous school improvement plan. An annual progress report on the recommendations and the continuous school improvement plans will be submitted, as well as an on-campus visit in three years.

Visiting Committee Members

List the committee members here

CHAIR: (signature)_____

DATE: _____ _____

JUSTIFICATION STATEMENT

_____ is a PK-12 school serving _____ and the surrounding area. It is supported by the _____ Conference, and five constituent churches. The total enrollment of _____ is 254 and. it has an annual operating budget of about 2.2 million dollars with an average cost per student of $11,222. The school would like to increase enrollment but they are currently operating in the black with the enrollment they have even with this years' lower enrollment.

The school maintains two separate buildings and finds it a challenge to keep them updated and maintained but are doing a great job with their available resources. In addition to the normal curricular offerings _____ also offers classes in auto mechanics, woodworking and several art classes.

Both students and parents feel that the teachers are caring and supportive and that the school environment is safe and orderly. They also feel that the education program is preparing them for both college and life skills in general. Parents feel that the school is helping their child grow in a relationship with Jesus.

_____ has developed nine action plans to guide them as they move forward and the vsiting committee has recommended that they develop and implement a much needed continuous school improvement plan to guide them as they move into the future.

The visiting committee rated standards 2,5,6,8,and 9 as “highly effective”, standards 1,3,4, and 7 as “effective.” The board, administration and faculty have a clear vision of the mission of the school and its role to the constituents and community.

After a careful review and validation of the Self-study, and after meetings with the administration, faculty, students and other stakeholders, the Visiting Committee has agreed to recommend that _____ be awarded an accreditation status of 6 years with an interim review in the third year. (6IR).

1. Standard for Philosophy and Mission

The philosophy and mission statement give direction to the school's program, and are developed and approved cooperatively by the administration, staff, and school board and reflect the Seventhday Adventist worldview and educational philosophy.

RATING

__ Highly Effective X Effective __ Somewhat Effective __ Ineffective

VISITING COMMITTEE RESPONSE

The Self-study reported 3 of 6 indicators as "highly effective", 2 as "effective" and 1 as "somewhat effective." The one indicator marked somewhat effective deals with helping students and their families understand and support the school's philosophy/mission. The school has taken some steps to do this but feels that they need to improve in this area.

The school prominently displays their mission statement in many places and has an effective abbreviated version with the same acronym as the school itself making it easy for students and staff to remember it. The mission statement is reviewed annually by the board and staff to ensure that it still reflects the mission of the school and that it remains at the forefront of all that is done.

There is evidence that the Adventist worldview is well incorporated throughout the school in the classrooms and in various activities that the students and staff are involved in. Christ like behavior is evidenced by the different community service projects that are performed and the times when people are seen praying together on the campus and the overall behaviors and attitudes witnessed.

SUPPORTING EVIDENCE

Self-study, observation, interview

VISITING COMMITTEE RECOMMENDATIONS

1.1 That the board, adminstration and staff follow through with implementation of the four action plans that they have written for the standard on Philosophy and Mission.

2. Standard for Curriculum

The curriculum is the core of the educational program providing for the spiritual, mental, physical, social, and emotional development of students and preparing them for this world and for eternity.

RATING

X Highly Effective __ Effective __ Somewhat Effective __ Ineffective

VISITING COMMITTEE RESPONSE

The Self-study for the curriculum standard reported 5 indicators as "highly effective" and 6 indicators as "effective." After careful review of the evidence the visiting committee chose to rate indicator 1 as "highly effective"

The visiting committee commends the _____ Academy on the following:

- The administration on utilizing data driven instruction to ensure accountability for student academic success.
- The administration and staff on the numerous opportunities provided to promote learner enquiry skills from the early grades.
- The administration and staff for the variety of activities available to promote the physical, social, spiritual and mental development of students.
- The administration and staff for the Home and School bridge program.

SUPPORTING EVIDENCE

1. Self-study, interviews, observation, online evidence uploaded, parent and student surveys.

VISITING COMMITTEE RECOMMENDATIONS

2.1 That the administration and staff utilize the Community Resources (universities and professional personnel) to enhance the development of gifted and talented students as well as adequately prepare students in the area of Math for college readiness.

2.2 That the administration and staff intentionally strategize to improve students' math scores between grades 3 and 4.

3. Standard for Instruction

The instructional program is aligned with curriculum design and assessment practices and provides for a variety of learning experiences, consistent with the school's philosophy, goals, and standards, and actively engages students in learning.

RATING

__ Highly Effective X Effective __ Somewhat Effective __ Ineffective

VISITING COMMITTEE RESPONSE

The Self-study reported 3 of 6 indicators as “highly effective” and 3 others as “effective.” One indicator marked as “highly effective” was about teachers using differentiated instruction in their classroom to promote students' higher order thinking skills and to effectively meet students’ multiple intelligences. It is also indicated that 83% of the teachers are certified to teach in the subject areas/grade levels they have been assigned. Additionally it is stated that teachers use a variety of instructional techniques to aid the learning process.

Evidence revealed that the school engages in various programs and activities that foster differentiated instruction. It is also observed that teachers use various types of instructional techniques and that teachers use assessments such as tests, quizzes, projects, and standardized tests to measure student performance. Evidence also reflects that teachers ensure that students are engaged during instruction time. The school is to be commended for the students IOWA test scores indicating students’ performance above grade level in most core subjects. The school should also be commended for the variety of technological and "hands on" practices to support instruction and learning, which include:

Smartboards, projectors, apple TVs, iPads, and chromebooks. Classes in woodworking and auto mechanics. Opportunity for students to express themselves creatively through the use of photography.

SUPPORTING EVIDENCE

Self-study, interview, supporting online documents, observation, parent survey.

VISITING COMMITTEE RECOMMENDATIONS

3.1 That the administration explores the possibility of collaborating with the local public school district to ensure that equity services are provided for students with special needs according to their IEPs (Individualized Education Plan).

3. 2 That after reviewing the parents' survey and interview with the administration the committee recommends that the school board and administration employ a trained special education teacher to meet the needs of students with learning challenges.

3.3 That the school administration ensures that all teachers are certified to teach in the subject area/grade level they are assigned.

3.4 That the school board and administration recognize the urgency of employing a counselor to address psycho-social needs.

4. Standard for Assessment

Assessment data informs changes in curriculum and instruction.

RATING

__ Highly Effective X Effective __ Somewhat Effective __ Ineffective

VISITING COMMITTEE RESPONSE

There are 10 indicators to Standard 4; 3 "highly effective" responses and 7 "effective" responses.

Based on the responses from an interview of faculty, staff, and students; it is agreed that an overall rating of 3, "effective" be given.

The school uses additional assessment indicators that are not mentioned in this response but, that can be highly effective in determining student progress.

The administration indicated that moving forward, it is the intention of all teachers to use the results of formative testing from the Iowa Tests of Basic Skills to enhance student learning and student success.

While teachers in the past collaborated in a more informal way with one another to find out what had been taught in the grades before or after, collaboration has become more deliberate and purposeful throughout the year, both verbally and electronically. Examples of collaboration included K-12, preK-Kindergarten as well as cross subject collaboration, i.e. History, English, Mathematics, etc.

The administration indicated that they had admitted students with special needs. However, there is not a designated special needs teacher and only a few teachers had been trained in differentiated learning. Administration indicated that the school has sought assistance from the representative districts, and most have been willing to assist. Additionally, parents' feedback shows concern that the school is not sufficiently meeting the needs of this special group.

The evidence is clear that the school is very progressive in its use of technology as a means to collect, manage, and analyze data.

Teachers use online editions of recommended textbooks to assist with classroom instruction. Grades 9-12 teachers utilize Google applications to assign, manage, and assess school work. Goggle Classroom allows teachers to create a classroom for each of their courses.

Renweb is a major technology tool that is utilized by the school to collect and manage grades, as well as for assessment. Parents utilize this tool to access their children's current work and progress. This tool is effective and commendable.

The administration is to be commended for taking the initiative in partnering with _____ _____ Conference in providing Differentiated Instruction training for its teachers.

The administration is to be commended for taking seriously the observation of the teachers' concerns with the ineffectiveness of the Go Math program. These concerns are solid and based on the results of standardized testing as well as inhouse testing. They are actively seeking alternatives in consultation with their superintendent in looking at the new elementary adoption in 2020/21.

SUPPORTING EVIDENCE

Self-study, observation, and interview

VISITING COMMITTEE RECOMMENDATIONS

4.1. That administration be more deliberate in using standardized test scores to enhance student learning.

4.2 That the school board and administration ensure that every student who is admitted with special needs receive adequate services according to the REACH Manual (Reaching to Educate All Children for Heaven) and Public Law-94-142, seeking advice from the _____ Union Education office.

4.3 That the school continues to train teachers in the skills of differentiated instruction.

5. Standard for Sustainable Leadership

Administration and school board ensure the effective and successful operation of the school.

RATING

X Highly Effective __ Effective __ Somewhat Effective __ Ineffective

VISITING COMMITTEE RESPONSE

The Self-study reported 14 of 16 indicators as being "Highly Effective" and one indicator (indicator 2) as being "Effective". These indicators reveal that there is open and regular communication between the school board chair, the school board and the school administration. There are also activities that promote positive spiritual growth like spring and fall weeks of prayer, along with weekly student ministries and education Sabbaths. Bible Encounter series and community service activities like Shoebox-Operation, Christmas Child and visits to Nursing Homes help to promote spiritual growth.

The hiring of personnel is a collaborative effort between the school board and the conference. Positions are posted on the school's website, NAD and conference. The Personnel Committee completes the process by making recommendations for board approval. Each full-time employee is issued a contract with a job description.

A staff handbook with local policies and procedures as well as references to the North American Division (NAD), Union, and Conference policies will be available for the 2019-2020 school year. The policies for part-time school hires are governed by the NAD Working Policy, _____ Union Education Code and the _____ Conference (Conference) Education Code.

The teaching aides are hired for Pre-K, Kindergarten and 8th grade according to the Union Education Code and teacher-student ratios meet union, conference, and state regulations. The operations of the school are conducted in compliance with local and state laws in consultation with the Conference Education Office.

Through interviews, personal observation and written responses, it is noted that the school administration conduct scheduled and unscheduled evaluations of its faculty.

The admission of new students is processed by an admissions committee. The administration also conducts personal interviews with prospective students and their parents.

The administration analyzes academic data from test scores and classroom observations. Options are being explored to introduce and expand the curriculum to include AP programs, dual-enrollment, academic partnerships and English as a Second Language (ESL) programs.

Important documents are secured in the administrative offices and the Nurse's office (medical records).

The indicator marked as "somewhat effective" is about the school's technology plan.

SUPPORTING EVIDENCE

Observations, interviews, Self-study, action plans

VISITING COMMITTEE RECOMMENDATIONS

None

6. Standard for School Environment

(Learning Climate, School Facilities, Health and Safety, and Information Resources and Technology Integration.) The school environment is designed and maintained to promote student learning and to support the school's mission and goals.

RATING

X Highly Effective __ Effective __ Somewhat Effective __ Ineffective

VISITING COMMITTEE RESPONSE

The Self-study reported 21 of 27 indicators as "highly effective" and 6 of 27 as "effective". Interviews, observation and evidence revealed that the school develops, plans, and ensures the maintenance and repair of the building and school plant, while keeping the school clean on a daily basis. The school site and plant support the delivery of high quality school programs and services. In addition, the school maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.

It is quite evident that the school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters students responsibility for learning and results in shared ownership, pride and expectations for all. Most students feel (students survey) that they have a safe environment that fosters a climate of achievement throughout the school community.

The school should be commended for the following:

- The use of space and facilties by the faculty and staff in delivering a solid educational experience to diversed learners.
- The administration's efforts in creating, maintaining, and expanding essential services such as technology and programming.
- The school board and administration for making funds available to meet teachers' classroom needs for supplies and technology.
- All stakeholders for implementing the _____ initiative.

SUPPORTING EVIDENCE

Inteviews, Self-study, observation, empirical evidence , student and parent survey

VISITING COMMITTEE RECOMMENDATIONS

6.1 That the board, administration, and faculty further develop a documented comprehensive emergency management and tactical plan.

6.2 That the board and administration explore the possibility of making the building accessible to individuals with disabilities.

6.3 That the board, administration, and faculty explore community, business and higher education partnerships that support student learning.

6.4.That the board and administration address the following issues:

- Disposal of old chemicals in the Science room's storage closet. **(Repeat of previous recommendation # 6)**
- Install functional locks on stall doors for privacy and security in both male and female restrooms.
- Consider making wall repairs in the boys' restroom on the first level and remove the broken soap dispenser.

7. Standard for Professional Learning

Administration and faculty collaborate to develop and implement professional learning opportunities to enhance the ongoing growth and development of school personnel.

RATING

__ Highly Effective X Effective __ Somewhat Effective __ Ineffective

VISITING COMMITTEE RESPONSE

The Self-study report rated 1 of 5 indicators as "highly effective", 3 as 'effective' and 1 as "somewhat effective". Administration and faculty recognized challenges in classroom management and bullying and took necessary steps to rectify the situations through anti-bullying training for the administration and faculty as well as a Behavioral Management Seminar. There was also retraining of faculty on professional boundaries.

Faculty and administration engaged in Alert Lockdown Inform Counter Evacuate (ALICE) training in March, 2018.

Administration and teachers are aware of the need to improve the math scores and are using Khan Academy as an additional resource.

Faculty took opportunities to participate in Google Ed Tech Seminar, Anti-Bullying Seminars as well as Conventions (NAD Teachers Convention). There was also training in other areas - Math Daily, Masters Degree and DI classes. Administration may want to consider organizing more locally-sponsored Professional Development activities.

Indicator 4 rated as "somewhat effective" encompasses collaborative learning where teachers share information and teach each other's classes.

Current certification is held by 83% of _____ faculty and teachers are actively engaged in continuing education courses.

Indicator 5 was rated as “highly effective”. Teachers hold memberships in Professional organizations - ASCD(Association for Supervision and Curriculum Development), NSTA(National Science Teachers Association), NAEA((National Art Education Association), NCTE(National Council of Teachers of English), & NASSP (National Association of Secondary School Principals).

SUPPORTING EVIDENCE

Interviews, parent surveys, Self-study

VISITING COMMITTEE RECOMMENDATIONS

The Visiting Committee recommends that:

7.1 That each teacher develops a personal professional plan to be submitted to the administration.

7.2 Administration makes deliberate plans to have staff engage in more collaborative learning activies.

8. Standard for Communication and Collaboration

Communication and collaboration among the school, constituency, and community are essential to providing an effective educational program.

RATING

X Highly Effective __ Effective __ Somewhat Effective __ Ineffective

VISITING COMMITTEE RESPONSE

The Self-study reported 6 indicators to Standard 8; four "highly effective" and two "effective" responses.

The school does an excellent job of communicating and collaborating with their community as well as the churches that form their constituency. It is agreed that an overall rating of 4, "highly effective" is recommended.

The core of the schools operating schedule is determined after collaborating with all constituent entities including Union, Conference, State, to minimize conflict.

The school's calendar is published and shared with the community. Emails are sent out frequently to parents, board members, and constituent churches to be placed in bulletins.

There are regularly held School Board, Home and School, Parent-teacher, and Town Hall meetings to ensure that all are advised of school activities.

There is a healthy collaboration between school personnel and church pastors. Pastors visit the school frequently. Constituent church pastors are on the school board; as well, they may sit on sub-committees of the school. Pastors are invited to conduct weeks of prayer.

Planned events between the two entities are regularly held; school events are held in the constituent churches, and church events are held at the school; events such as pathfinders, church ministries, holiday food drives and Fall festival.

The school is actively involved in community outreach. These include: community prayer walks, food basket distribution, and regular nursing home visits. Certain secondary classes have knitted, crocheted or weaved articles for distribution to the homeless among other unstated projects.

The community has also been invited in to share opportunities for career choices. The community regularly supports and contributes to school fundraising projects. In addition students have collaborated with planned community fundraising events for women suffering with breast cancer, etc.

The school is to be commended for its collaboration with parents of homeschoolers. These students are invited to join the music or physical education programs at the school. They are also invited to join school trips and participate in College Fairs at the school.

SUPPORTING EVIDENCE

Self-study, interview, supporting documents-flyers

VISITING COMMITTEE RECOMMENDATIONS

None

9. Standard for School Improvement

The accreditation process assists a school in appraising the total program to determine the level to which the purposes and functions outlined in its statement of philosophy and goals for student learning are accomplished as well as in providing the basis for action plans to address areas needing improvement.

RATING

X Highly Effective __ Effective __ Somewhat Effective __ Ineffective

VISITING COMMITTEE RESPONSE

The Self-study reported that all four indicators are rated "highly effective." Evidence reveals that all stakeholders were invited and encouraged to participate in the school accreditation process. Stakeholders are surveyed to determine areas of need. Nine action plans have been written to address various perceived needs.

SUPPORTING EVIDENCE

Self-study, interview, action plans

VISITING COMMITTEE RECOMMENDATIONS

9.1 That the board and administration develop and implement a continuous school improvement plan (CSI). This plan should include all long term action plans and any strategic plans. The CSI would include all areas; finances, personnel, curriculum, assessment, leadership, physical plant, capital improvments, etc. The CSI would guide the school in the direction that they would like to go for the next several years and would be continually changing as some plans are completed and other needs are discovered.

SUMMARY LIST OF RECOMMENDATIONS

1.1 That the board, adminstration and staff follow through with implementation of the four action plans that they have written for the standard on Philosophy and Mission.

2.1 That the administration and staff utilize the Community Resources (universities and professional personnel) to enhance the development of gifted and talented students as well as adequately prepare students in the area of Math for college readiness.

2.2 That the administration and staff intentionally strategize to improve students' math scores between grades 3 and 4.

3.1 That the administration explores the possibility of collaborating with the local public-school district to ensure that equity services are provided for students with special needs according to their IEPs (Individualized Education Plan).

3. 2 That after reviewing the parents' survey and interview with the administration the committee recommends that the school board and administration employ a trained special education teacher to meet the needs of students with learning challenges.

3.3 That the school administration ensures that all teachers are certified to teach in the subject area/grade level they are assigned.

3.4 That the school board and administration recognize the urgency of employing a counselor to address psycho-social needs.

4.1. That administration be more deliberate in using standardized test scores to enhance student learning.

4.2 That the school board and administration ensure that every student who is admitted with special needs receive adequate services according to the REACH Manual (Reaching to Educate All Children for Heaven) and Public Law-94-142, seeking advice from the _____ Union Education office.

4.3 That the school continues to train teachers in the skills of differentiated instruction.

6.1 That the board, administration, and faculty further develop a documented comprehensive emergency management and tactical plan.

6.2 That the board and administration explore the possibility of making the building accessible to individuals with disabilities.

6.3 That the board, administration, and faculty explore community, business and higher education partnerships that support student learning.

6.4.That the board and administration address the following issues:

- Disposal of old chemicals in the Science room's storage closet. **(Repeat of previous recommendation # 6)**
- Install functional locks on stall doors for privacy and security in both male and female restrooms.
- Consider making wall repairs in the boys' restroom on the first level and remove the broken soap dispenser.

7.1 That each teacher develops a personal professional plan to be submitted to the administration.

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9.1 That the board and administration develop and implement a continuous school improvement plan (CSI). This plan should include all long term action plans and any strategic plans. The CSI would include all areas; finances, personnel, curriculum, assessment, leadership, physical plant, capital improvments, etc. The CSI would guide the school in the direction that they would like to go for the next several years and would be continually changing as some plans are completed and other needs are discovered.

Insert the

Progress Report

of the School

Here.

Insert

Questionnaire Results

of the School

Here.