



**ACSI Inspire
Self-Study Report
SAMPLE**

SAMPLE Christian School

1000 Sample Road
Anywhere, USA 0000

Head of School
Mr./Mrs. Great

Self-Study Coordinator
Director of Accreditation
Mr./Mrs. Awesome

Team Chair
Principal, Anyplace Christian School
Mr./Mrs. Chairperson

Team Assistant/Co-Chair
Director of Curriculum, Anyone Christian Academy
Mr./Mrs. Assistant Chair

Date of Visit
March 19-22, 2023

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Intro to the ACSI Self-Study

ACSI accreditation is a highly effective way for a Christian school to evaluate itself in light of its unique educational mission. Writing the self-study is the critical ingredient in maximizing the value of the accreditation process. The self-study is foundational, addressing all the other components of the process. Therefore, it requires the best efforts of the faculty to prepare an accurate, complete, and well-written document. The written self-study should be conducted by subcommittees that review, analyze, and evaluate every area of the school's program. A Steering Committee oversees the process and works with the subcommittees dedicated to examining each domain.

There are three basic commitments to a successful self-study:

1. A willingness to invest the necessary time, effort, and cost
2. The complete support of the entire school community— administration, board, faculty, staff, and parents
3. A commitment to make any changes that the self-study brings to light for the betterment of the school and student learning

The self-study serves as the guiding document for the visiting team as they examine the school's compliance to the standards, adherence to their mission, and commitment to quality Christian education. The school shares information about the school's history, demographics, mission, results from surveys, and other pertinent data in order to help the reader understand the context of the school for the accreditation visit. Also included are any significant changes the school has experienced since the previous accreditation or candidacy visit. These changes may impact the school's ability to meet accreditation standards or implement the accreditation action plan. If the school has been previously accredited, the school addresses whether the major recommendations have been completed or are continuing to be addressed in the current cycle of accreditation. A general rubric and tools are provided to help schools evaluate whether they are *Highly Effective*, *Effective*, *Somewhat Effective*, or *Ineffective* with the indicators. In addition to rating the standards/indicators based on a general rubric, the school provides evidence and lists strengths and areas for improvement in each *Inspire* domain. The school also provides a domain reflection based on analysis of the evidence and ratings.

The *Inspire* process is intended to stimulate thoughtful self-reflection and continuous school improvement. Therefore, the final task in the self-study is for the school to provide its top-priority goals that will most likely be included in the school's Accreditation Action Plan (AAP). The visiting team will pay special attention to these areas and determine if any additional goals should be considered. On their final day onsite, the visiting team will have a collaborative discussion with the school's leadership regarding priority areas for continuous improvement. Following the team visit, the school will create an AAP. This must be submitted to the ACSI Divisional office with the school's next annual report, and the school will report progress on AAP goals on each accreditation annual report.

Self-Study Committees

Committee Name	Chair	Person 2	Person 3	Person 4	Person 5	Person 6	Person 7	Person 8
Steering	Mr./Mrs. HOS	Leader 1	Leader 2	Leader 3				
Purpose Domain	Mr./Mrs. HOS	Teacher	Board Member	Parent				
Relationships Domain	Leader 1	Board Member	Teacher	Teacher	Parent			
Teaching & Learning Domain	Leader 2	Teacher	Teacher	Teacher	Teacher			
Expertise Domain	Leader 3	Administrator	Teacher	Staff				
Resources Domain	Leader 2	Board Member	Administrator	Teacher				
Well-Being Domain	Leader 1	Staff	Teacher	Teacher				
Surveys	Mr./Mrs. HOS	Board Member	Administrator	Teacher				
Hospitality	Teacher	Staff	Parent					
Add extra:								

Demographics Chart

	Information	
School Name	<i>SAMPLE Christian School</i>	<i>Second campus</i>
Address	1000 Sample Rd	
City, State, Zip	Anywhere, USA 0000	
Phone	(111) 555-5555	
Head of School	Mr./Mrs. Great	
HOS Email	HOS@scs.org	
HOS Phone	(111) 555-5555	
Dual Accreditation	Cognia	
Grades Accredited	K-12	
Enrollment in accredited grades	400	

Introduction/Profile

History

Sample Christian School has a rich and beautiful history revealing God's faithfulness over its 30 years of operation. The mission at its beginning in 1992 was Christ, Commitment, and Character. The founders' vision was to establish a school that ministered both academically and spiritually to high school students in the central area of the state. Over the many years since then, God has expanded the ministry of Sample Christian School to serve preschool through high school students on a thriving, multi-acre campus.

In 2004, Sample Christian completed its first accreditation process through the Association of Christian Schools International (ACSI) and the Northwest Association of Accredited Schools (Cognia). The achievement recognized the school's commitment to excellence. At this time, the mission of the school was broadened to reflect its academic focus, stating that "SCS endeavors to glorify God by serving pre-kindergarten through 12th grade students with a Christ-centered, academically excellent education." Shortly after the initial accreditation, Sample Christian began offering dual credit college courses for its high school students through various university partnerships.

As part of the formal accreditation review in 2010, SCS designed a strategic plan that included a search for and purchase of a facility that would accommodate more students. After much prayer, research, and consideration, the search ended with the purchase of a 20,000 sq. ft. building in The Campus Within the Park. The property purchase also included land for two playgrounds. SCS moved to its new campus in March 2015 - overwhelmed by its new beautiful, expansive classrooms with mountain views, and that all of the students were under one roof learning together in an authentic Christian learning community. God's faithfulness and provision carried the school through many years of location challenges and brought it to a new place that would invite growth.

It is truly a testament to the overwhelming grace of God that Sample Christian continues to thrive as it partners with families in the formation of their students. What began as a small high school of about 30 students, is now a dynamic ministry serving over 400 students with a legacy of hundreds of successful graduates. Through choosing to fully participate in the education that Sample Christian offers, Sample Christian graduates go on to live as Christ followers in their communities, advancing the Kingdom through their example and service.

Mission

Sample Christian School glorifies God by sharing in dynamic relationships in a Christ-centered, academically excellent learning community

Vision

Christ followers in authentic community - advancing the Kingdom

Core Values

- Passionately Pursuing the Mind of Christ
- Committed to Excellence
- Authentic Relationships
- Manifesting Servant Leadership

Self-Study Process

Sample Christian was chosen to pilot the ACSI *Inspire* protocol. The head of school worked with the ACSI Divisional Accreditation Director and other pilot schools to walk through the self-study process and prepare for the visit. The timeline was as follows:

- School leadership updated staff throughout the 2021-22 school year of upcoming pilot process
- Domain leaders were assigned in April and on May 5, 2022 the head of school gave an overview presentation to all school staff
- The school launched the ACSI Flourishing School Culture Instrument towards the end of the 2021-22 school year, offering the survey to all stakeholder groups. The survey results were finalized in late June 2022
- Domain teams met to review, research, and gather information for indicators May, June, September, and October. Domain leaders submitted drafts in November. The self-study was finalized in January 2023 and then shared with the visiting team

Significant Changes

Significant changes at Sample Christian since the last accreditation visit in the spring of 2016 include:

- Campus expansion. In 2020, the school added the gymnasium building (our first-ever home gym!), purchased an adjacent 3.56 acre bare lot earmarked for athletic field development in 2021, and added four portable classrooms in the fall of 2022.
- Added additional classes at multiple grade levels over the last three years to serve an increased student population of 58%.

Response to Previous Recommendations

Major Recommendation 1: Articulate through a variety of methods the school's strategic plan and expected student outcomes and to solicit stakeholder input and support. **Complete.**

Events: The school kicked-off the 2016-17 school year by adding a SCS Connection Night in November hosted at a local church. The school invited families, provided a meal, encouraged connection among school families, and shared the current strategic plan initiatives and ways for families to get involved in the school community. These events continued until COVID-19 restrictions were put in place.

The fall of 2021 and 2022, the school held multiple small group Vision Events. The Vision Events shared the history of the school (1.0 Vision Event) and completed work as well as current projects from the strategic plan. In addition to SCS Connection Night and Vision Events, the school leadership refer to the body of these two documents at other events the school holds - the Matter of Heart annual auction, athletics, performing arts, etc.

Publications: The school's bi-monthly digital newsletter, the *SCS Connect*, shares happenings from the prior to two weeks at school. We share various stories and they are often connected to strategic plan initiatives (Teaching for Transformation is one example) and reflect the Graduate Profile. Completed as well as current strategic plan initiative projects are shared throughout the *SCS Chronicle*, a bi-annual publication which is mailed to stakeholders. In addition, last spring we added a spring publication called *Impact*. The brochure highlighted how financial gifts made a difference at Sample Christian during the school year. Many of the projects highlighted are a part of the strategic plan. The Graduate Profile is included in the Parent and Student Handbook and on the school's website.

Social Media: The school has accounts on both Facebook and Instagram. Various posts share stories that are outcomes of both the strategic plan and Graduate Profile.

Stakeholder input and support is gathered through the many of the events listed above. In addition, the school hosted parent nights and targeted in-service meetings during the development of both the strategic plan and Graduate Profile to illicit input. In addition, the school surveys stakeholders as well.

Major Recommendation 2: Upgrade compensation packages for professional staff to recruit and retain qualified faculty to maintain academic programs and tenure of the faculty. **Complete.** (This recommendation remains a part of the current strategic plan.)

Since the last reaccreditation, Sample Christian's teacher salary average has increased 21%. Lead teacher salaries increased 29% in the same time period. In 2020, Sample Christian added a 401K with a 3% employer match. Then, in the fall of 2021, Sample Christian added health insurance for the employee with no co-pay. The school has used the ACSI Tuition and Salary data, state public school teacher salaries, cost of living in the local county to inform increases.

Major Recommendation 3: Devise a plan to expand program offerings in athletics and fine arts for student involvement, including appropriate facility space to enhance these programs. **Complete.** (This recommendation remains a part of the current strategic plan.)

The school revised the Athletic Handbook and added open gyms, summer clinics, a weight room, and student athletes attending athletic camps. In the fall of 2020, the school opened its first-ever gymnasium. The addition of this building has been a literal "game changer." Not only did it provide a place for the students to practice during

COVID-19 restrictions (all of the gyms we leased previously had to stop) the school could now host its own home games. As COVID-19 protocols have loosened, the school hosts tournaments, is able to hold open gyms, and even leases the space to community teams when the school is not using it.

The adjacent 3.56 acre lot the school purchased last year is slated for a soccer field and possibly another gymnasium complex as the high school enrollment increases.

The school added one semester of elementary art and a semester of STEM. Elementary students take weekly music classes and perform a musical at Christmas time. Fine and performing arts at the middle and high school levels are offered during the elective block and as extra-curriculars after school. Performing arts rehearses on campus and then partners with churches for performance space. In 2018, Sample Christian began offering a spring musical opportunity. Even though COVID-19 caused some side steps, the school continued these performances. Last spring, Sample Christian rented a local high school auditorium and performed, *Seussical the Musical Jr.* The cast was middle and high school students, home school students, teachers, and school parents and community members. The performance delighted audience members.

Stakeholder Feedback and Survey Administration

1. Briefly describe the school's process for gathering stakeholder feedback for school improvement. Include the specific stakeholder groups involved.

The school administered the Flourishing School Culture Instrument (FSCI) in the late spring of 2022. In addition, the school was a part of the pilot group in 2019. The domains of the survey are aligned with the *Inspire* Accreditation protocol.

The FSCI was given during May and June 2022 to students in grades six through twelve and all faculty, staff, administration, and parents. In addition, the school offered the survey opportunity to 30 alumni.

The *total number* of responses from each stakeholder group to which the survey was administered are as follows:

- Faculty: 25/27
- Staff: 7/12
- Administration: 2/2
- Parents: 97/350
- Students: 134/148
- Alumni: 10/30

2. Summarize the overall conclusions drawn from the feedback received.

Since Sample Christian was a part of the 2019 FSCI pilot, the school has data from that survey to compare the 2022 FSCI survey results. Three meaningful strengths were consistent between the two surveys: Systems Thinking, Professional

Development, and Spiritual Formation. Interestingly, in comparing the five areas identified as growth opportunities, four remained the same: Outcomes Focus, Questioning, Insular Culture, and Resilience.

Resource Constraints was listed as a key growth opportunity in 2019. The school also identified this area of growth as it conducted a SWOT analysis to develop the current strategic plan. Goal 3, Priority 3 focuses specifically on the finances needed to support the mission of the school. The 2022 FSCI data shows a 13-point increase in Resource Constraints, meaning more survey respondents believe the school has the financial resources to operate effectively.

The 2019 and 2022 survey results both listed insular culture as a key growth opportunity. However, the 2022 results showed a 3% increase from respondents bringing the result in line with the benchmark. While there continues to be room for improvement in this area, the two surveys indicate that the school is moving in a positive direction. As we reflected, the implementation of specific biblical integration training likely impacted this result.

Two other areas of note in the Purpose Domain are Integrated Worldview and Responsibility. Integrated Worldview dropped 11 points in the 2022 data. It is a concerning development that more of the school's stakeholders see a divide between the secular and the sacred. As the school is in the midst of the new biblical integration training, we believe this framework has the potential to help reverse this trend. It will be one the school continues to measure.

One of the biggest shifts between the 2019 and 2022 survey was under the Relationship Domain. In the area of mentoring students, the school increased by 12 percentage points, moving from 2% below the benchmark to 10% above the benchmark. Even with a larger influx of new students in this period, stakeholders reflected that faculty are actively working to invest in the lives of their students.

3. *Describe how the school plans to utilize conclusions to leverage strengths and develop goals for school improvement.*

Resilience was a key growth opportunity in both administrations of the survey. Given the impact of the COVID-19 pandemic, this was not a surprising result from the 2022 survey. However, the metric improved by 2% over the 2019 survey and now matches the benchmark. While this leaves room for improvement it indicates the school is moving in the right direction. This forces us to evaluate what we have implemented since 2019 and then continue to improve it. When students returned to the classroom from the pandemic there was a greater emphasis on the overall well-being of students. This led to implementing several measures. The results of several measures in the most recent survey reflect that these are working and could also account for the positive move in terms of resilience. Christ-like Teachers, Mentoring, and Holistic Teaching all made positive gains from 2019 and were among the highest of any category. Caring Environment also was among one

of the highest in the 2022 survey. Together, these may indicate that the ongoing intentional work of the school faculty and staff are working to build resilience among students.

Outcomes Focus was another key growth area identified in both the 2019 and 2022 results. The 2022 results show a 5-point decrease from the previous survey administration and places the school 9 points below the benchmark. In reflecting on the results across the two surveys, the school can see the need to intentionally share daily learning targets with students and to better communicate student achievement outcomes with families. The survey shares that Sample Christian demonstrates Data-Driven Improvement and a Culture of Improvement. These two areas show slight gains in survey responses and are 14 and 18 points above the benchmark respectively. Together these areas indicate that the school community moves towards achievement outcomes in its practices but needs to better articulate and celebrate the outcomes with stakeholders.

Purpose Domain

Standard 1: Mission Beliefs, and Foundations	The school operates from a written mission and statement of faith that outline its biblical foundations and beliefs. The school identifies and assesses its expected student outcomes and uses results to drive decisions throughout operations and programs.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 1.1	The school's mission, statement of faith, expected student outcomes, and any other foundational documents are written, collaboratively and systematically reviewed for effectiveness, and communicated to its stakeholders.			✓	
Indicator 1.2	The school's mission is evident throughout the programs, operations, and curriculum and is promoted by the leadership.				✓
Indicator 1.3	The school's admissions criteria and program expectations are clearly communicated to ensure alignment with its mission and goals.			✓	
Indicator 1.4	The school assesses its academic and non-academic expected student outcomes and uses results to drive decisions throughout operations and programs.			✓	

Standard 2: Spiritual Formation and Biblical Worldview Development	The school facilitates spiritual formation of students, provides opportunities for discipleship and outreach, and fosters the development of a biblical worldview. Spiritual growth toward maturity in Christ is a priority throughout school programs, is regularly assessed, and is modeled by faculty and staff.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 2.1	The school intentionally cultivates a biblical worldview and spiritual formation through school programs, assesses the effectiveness of those programs, and uses the results for school improvement.			✓	
Indicator 2.2	Spiritual formation includes the development of Christian character through discipleship, mentoring, and outreach opportunities.			✓	
Indicator 2.3	Faculty and staff model active church participation and encourage church involvement among students and families.			✓	

Standard 3: Governance and School Leadership	The school has a Christ-centered governing body that functions within clearly defined roles and responsibilities, establishes governance policies, participates in strategic planning, and advances organizational effectiveness. The head of school works collaboratively with school leadership to implement policies and procedures, support effective instructional practices, and drive school improvement.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 3.1	The school has established a Christ-centered governing body that reflects a clear commitment to the mission and biblical foundations of the school. The governing body engages in systematic orientation for new members, self-evaluation, and professional development concerning governance best practices.			✓	
Indicator 3.2	The governing body develops, implements, and systematically reviews its written policies and procedures contained in their policy manual. They make informed and responsible decisions to advance organizational effectiveness, participate in strategic and succession planning, ensure the financial stability of the school, and review the accomplishment of the mission of the school.				✓
Indicator 3.3	Governing body policies establish a clear delineation of roles and responsibilities between itself and the head of school. Practices demonstrate that relationships and scope of authority are well defined and function appropriately. The head of school is the organizational link between the governing body and the school. (See Guidelines and Requirements for Governance)				✓
Indicator 3.4	The governing body conducts a clearly defined and written evaluation of the head of school that is administered annually with his/her participation. The evaluation is designed to improve leadership capacity, professional practice, and organizational effectiveness.			✓	
Indicator 3.5	The head of school oversees day-to-day operations of the school and works collaboratively with school leadership to develop, implement, and communicate policies and procedures; support effective instructional practices; and drive school improvement.				✓
Indicator 3.6	School leadership collaboratively reflects on their team's effectiveness and develops plans for growth as appropriate for the leadership team structure. (See Appendix A- Leadership Section)				✓

Purpose Domain Strengths

- The school's mission is evident throughout its programs, operations, and curriculum and there is a sense of shared ownership in its implementation, improvement, and success.
- The School Board develops, implements, and systematically reviews its written policies annually.
- School Board policies establish clear roles and responsibilities between the School Board and the head of school and practices demonstrate its effectiveness.

Purpose Domain Areas for Improvement

- Develop a candidate pool of potential school board members
- Cultivate ownership of the Graduate Profile within the student body

Purpose Domain Reflection (not to exceed one page)

Sample Christian School celebrated 30 years of operation this school year. Since its beginning, integration of faith and learning has been the cornerstone of the school's foundational documents. The development of the Graduate Profile during this last accreditation cycle followed suit. While the mission has been revised throughout the years, key tenets have remained, and there is a sense of shared ownership in its success. All of the foundational documents continue to guide the day-to-day operations of the school as well as inform improvement initiatives, and professional development.

The Sample Christian School Board has matured in the almost 20 years since the school first became accredited. In the early years, the School Board was involved in operations. In preparation for the first accreditation team visit, the board shifted to policy-governance and strategic leadership. Since that time, the board has successfully led the school through the completion of four strategic plan cycles while protecting and strengthening the mission of the school. Board agendas prioritize strategic discussion and a consent agenda is used to keep policy revision and review moving forward. In addition, SCS' educational foundation documents (mission, vision, statement of faith, educational philosophy, and core values) are also reviewed at least annually. We have learned through COVID-19 that business can be conducted through Zoom and other video conferencing. That being said, the School Board needs to develop a candidate pool of potential members understanding that living in the local area no longer needs to be a criterion. The School Board plans to add two more members before the next school year.

Sample Christian shares its admissions criteria through the school's website, in the Parent and Student Handbook, over the phone, through emails, during in-person consultations, and in take-home admissions materials. The school's application is online and supported by FACTS. This past fall, the school added a Parent-School Agreement to the admissions process. The document helps to lay the groundwork for relationships between families and the school. We found this was needed because as the school

population has grown it is taking longer for school personnel to build relationships and trust with families.

The Graduate Profile has been deeply embraced by the faculty, staff, and parents. There is deliberate intent to keep it in front of the student body in order to see forward movement as they come to a deeper understanding what a Sample Christian graduate looks like in order to provide genuine ownership that will impact students after graduation. The Graduate Profile is read, discussed, and included in Curriculum Trak in order to intentionally teach to the outcomes throughout all grade levels.

Relationships Domain

Standard 4: Caring Environment and Positive School Culture	The school develops a Christlike culture in which staff and students demonstrate respect, sensitivity, and responsiveness to individual needs and differences.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 4.1	The school fosters a Christlike culture characterized by a compassionate, caring, and respectful environment that is sensitive to the diverse backgrounds and cultures, as well as varying needs, of each student and family.				✓
Indicator 4.2	The school fosters a culture in which students are known and supported through intentional connections with faculty and staff.			✓	
Indicator 4.3	The school has established written policy, based upon biblical principles, for resolving conflicts.			✓	

Standard 5: Stakeholder Engagement	The school engages stakeholders in ways that develop community, promote accountability, and improve institutional effectiveness.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 5.1	Regular and effective two-way communication between school personnel and stakeholders promotes a culture of participation, transparency, and accountability.			✓	
Indicator 5.2	The school collects stakeholder feedback and data, including survey and demographic data, and conducts analyses to improve instructional and operational practices.			✓	
Indicator 5.3	Collaboration is valued and cultivated in the school culture. Faculty and staff members are invited to participate through perspectives, ideas, and solutions to improve institutional effectiveness while promoting a sense of community.			✓	

Standard 6: Community Engagement	The school provides opportunities to engage with local, national, and global communities in ways that make a positive impact on students and build relationships outside of school.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 6.1	The school networks and engages with the surrounding community and local ministries, as appropriate.			✓	
Indicator 6.2	The school connects with national or global communities to provide opportunities for students to serve as appropriate.			✓	
Indicator 6.3	Students are positively impacted by their engagement with local, national, and/or global communities.			✓	

Relationships Domain Strengths

- Fostering a Christlike culture that is sensitive to the varying needs of each student and family
- Providing a structure where students are known and supported by adult advocates

Relationships Domain Areas for Improvement

- Strengthen collaboration is cultivated to improve institutional effectiveness
- Connect with national or global communities to provide opportunities for students to serve

Relationships Domain Reflection (not to exceed one page)

Indicators 4.1 and 4.2 stood out as strengths of Sample Christian to the domain team, while indicators 5.3 and 6.2 included items that stood out as areas for improvement. The school has strengthened its ability to not only be marked by a Christ-like culture but also to respond well to the varying needs of students and families in terms of academic, social/emotional, and spiritual formation components. In 2020 Sample Christian added an online learning component in order to have the ability to meet the needs of diverse learners as well as expand the course offerings available to students. Student learning support services expanded to include one-on-one support for secondary students. Additionally, a student support policy was put in place which has brought clarity to the process. Data from the FSCI survey showed 91% agreement when asked about a caring environment. When asked about Christlike teachers, 87% responded positively. This reflects a 4% increase from the initial pilot study. Finally, numerous examples of faculty and staff working directly with families in order to respond to the unique needs of each was identified.

Providing a structure where students are known and supported by adult advocates was another area of strength. In the area of mentoring students, the most recent FSCI survey showed a 12% increase from the initial pilot. The domain team saw this indicator as closely linked with indicator 4.1 since an awareness of the social, emotional, spiritual, and physical needs of students is required before the school can respond well to them. Numerous anecdotal evidence pointed to this area as a strength. The format of chapel has also shifted to allow time for small groups and informal mentoring to take place on a regular basis. One area of continued improvement needed is the student referral process. As the school continues to grow there is a recognized need to create a better system for ensuring all students receive the support they need.

Indicator 5.3 revealed an area for improvement. Staff collaboration and input in decision making has been a part of the school's culture. However, this has been done through an informal process. As the school has grown significantly over the past few years, the model of informal conversation has shown to be less effective. Additionally, the school has added multiple classes in several grades. This has revealed the importance of

collaboration between grade level teachers. The class and duty schedule has made providing enough time for this challenging. The school is pursuing additional hires to focus on student supervision in order to allow more intentional time for grade level and school-wide collaboration.

Indicator 6.2 was another area for improvement. While the school has maintained multiple national and global partnerships, the connection to students being provided opportunities to serve globally has not been consistent. The COVID-19 pandemic had a direct impact in this area. However, it has also provided the school with an opportunity to reset and reevaluate its approach to partnership. Secondary students engaged in several intentional activities at the onset of the current school year which provided insight on the kinds of service in which they would like to engage. This data is being used to help determine what kinds of partnerships will work best for the school moving forward.

Teaching and Learning Domain

Standard 7: Instructional Program	The school provides an instructional program that promotes a biblical worldview; supports the school's expected student outcomes; and fosters high student engagement, critical thinking, and academic growth.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 7.1	The school provides a biblically-based instructional program that integrates a biblical worldview throughout each discipline.				✓
Indicator 7.2	The school incorporates a variety of challenging, collaborative, motivational, learner-centered, and authentic learning experiences to promote student engagement and independence.				✓
Indicator 7.3	A variety of teaching techniques and research-based instructional strategies are implemented, monitored for effectiveness, and adjusted to meet individual interests and ability levels.				✓
Indicator 7.4	The school implements current uses of technology to enhance teaching and learning and to prepare students for future academic and career success.			✓	
Indicator 7.5	The instructional program includes Bible as a required core subject. The school places a similar emphasis on Bible instruction as in other core subjects, incorporating engaging learning experiences and instructional strategies.				✓
Indicator 7.6	Instruction and programs provided by outside personnel meet safety and instructional guidelines established by the school, including the incorporation of a biblical worldview. (See Guidelines for Instruction from Outside Sources and for Outside Contracted Teachers)				✓

Standard 8: Curriculum Planning	The school develops, implements, and maintains curriculum documentation across grade levels and subject areas that effectively supports quality instruction.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 8.1	Comprehensive curriculum documentation is utilized to provide clear instructional guidance across grade levels and subject areas. (See Appendix B- Curriculum Documentation Requirements)			✓	
Indicator 8.2	Curriculum documentation demonstrates the alignment of content standards, objectives, instructional activities, and assessments.			✓	
Indicator 8.3	Curriculum documentation is updated regularly through a collaborative review process.			✓	

Standard 9: Assessment and Use of Learning Data	The school conducts and analyzes varied and authentic assessments to monitor and evaluate student learning. The school then utilizes results to inform decision making.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 9.1	The school systematically collects data from a range of assessments. The school provides feedback to students and communicates assessment results to stakeholders as appropriate.			✓	
Indicator 9.2	The school analyzes student assessment data including progress of individual students, schoolwide trends, and disaggregation of data in meaningful ways. Teachers are trained to understand applicable assessment data.			✓	
Indicator 9.3	Teachers effectively utilize assessment data for improving classroom instruction to achieve student outcomes. Instructional leaders use assessment results to inform educational decisions and drive long-range planning.			✓	

Standard 10: Professional Development and Evaluation	The school plans and implements a coordinated program of professional development and evaluation that results in improved professional practice and increased student achievement.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 10.1	The school's professional development program encourages a growth mindset among faculty and school leadership, focusing on best practices and meeting student needs. The professional development program includes training in the Bible, training in biblical integration, and Christian philosophy of education.				✓
Indicator 10.2	A systematic and collaborative process for evaluation of school leadership and instructional staff includes clearly communicated criteria, written goals, and growth plans appropriate for each position. Integration of a biblical worldview is included in the evaluation of instructional staff.				✓
Indicator 10.3	Professional development and teacher evaluation processes result in effective instructional practices that promote increased student achievement.				✓

Teaching and Learning Domain Strengths

- Biblical Integration. Well established and communicated Mission, Vision, Graduate Profile, and biblical framework to support transformational teaching and learning
- Instructional support. Relevant professional development and personalized instructional coaching supports increased student achievement
- Strong core instructional materials

Teaching and Learning Domain Areas for Improvement

- Increase access to technology and technology training/support for elementary teachers and students
- Teacher training on use of assessment data to promote student achievement and leadership training on recognizing school-wide trends
- Increase same-grade level teacher collaboration (K-5)/ department teams (6-12) for instructional consistency and school-wide unity

Assessments

Collection of Data (Indicator 9.1)

Summarize achievement data that best represents the overall picture of student performance for the last three years. Be sure to include all grades/ages which the school gives standardized assessments. (Include any state-level, national, norm-referenced, and/or criterion-referenced assessments such as Iowa Assessments, ACT, PSAT, SAT, CLT, DIBELS, AP Tests, etc.)

All teachers use a variety of formative assessments to monitor and assess student learning prior, during, and after instruction at Sample Christian. Regular and ongoing formative assessments are used in all classrooms. Teachers use regular formative assessment to monitor students' prior knowledge of a subject/unit being introduced to help adjust instructional objectives and learning targets. Teachers also use regular ongoing formative assessment to monitor student understanding during content instruction. Student responses are evaluated to determine understanding, and if reteaching is indicated, content is presented in a different modality for better understanding. The use of the RTI (Response to Intervention model) is considered when evaluating formative assessment data. Teachers are asked to group students together who have 75-80% understanding, those that need further challenge, and those that need additional support. Post-instruction formative assessments (such as exit tickets) provide immediate data on student understanding that helps navigate next steps and ongoing learning.

In addition to regular formative and summative assessments, Sample Christian implements nationally normed standardized tests that are administered annually to measure expected student outcomes. Measures of Academic Progress (MAP)

through Northwest Education Association (NWEA) for grades K-9 was adopted. MAP creates a personalized assessment experience by adapting to each student's learning level, precisely measuring student individual progress and growth. MAP tests are administered three times per year giving essential information about what each student knows and is ready to learn in the areas of mathematics, language usage, and reading. High school utilizes PSAT, SAT, and ACT scores to inform instruction. PSAT tests are administered at SCS for students in grades 9-11. SAT and ACT exams are initiated by students and taken off-campus.

National-normed standardized tests administered annually by grade level is as follows:

Sample Christian School Standardized Assessments		
Test Name	Grades	Administered
NWEA Growth: Math K-2 2017	K, 1st, 2nd	fall, winter, spring
NWEA Growth: Math 2-5 OR 2021	3rd, 4th, 5th	fall, winter, spring
NWEA Growth: Math 6+ OR 2021	6th, 7th, 8th	fall, winter, spring
NWEA Growth: Reading K-2 2017	K, 1st, 2nd	fall, winter, spring
NWEA Growth: Reading 2-5 OR 2019	3rd, 4th, 5th	fall, winter, spring
NWEA Growth: Reading 6+ OR 2019	6th, 7th, 8th, 9th	fall, winter, spring
NWEA Growth: Language 2-12 OR 2019	3rd, 4th, 5th, 6th, 7th, 8th, 9th	fall, winter, spring
PSAT	9th, 10th, 11th	fall, spring
SAT and/or ACT	11th, 12th	Initiated by students and taken off campus

See section, *Domain 3 Evidence Folder* for summary of assessment results.

Analysis of Data (Indicator 9.2)

Describe the school's analysis of student assessment data and summarize schoolwide trends that were discovered during the process of data analysis.

Sample Christian disaggregates nationally normed standardized tests by grade level and growth markers in grades K-9. We critically assess growth of student scores compared to the national average. Formative and summative assessment data is disaggregated in a variety of ways. The most common disaggregation of data is for students who have been diagnosed with a learning or behavioral difference. Students diagnosed with a learning or behavioral difference in grades K-5 receive daily services in ELA instruction both inside and outside of the regular classroom. In

grades 6-12, students are placed in math classes that best fit their academic level based on evaluation of summative data. These distinctions are considered when analyzing national-normed standardized testing data. 2022 SAT scores for graduating seniors range from 1120-1200. 2021 SAT scores for graduating seniors range from 1050-1380. In 2020, seniors did not take the SAT due to COVID-19 and changes from the College Board.

Historically, Sample Christian has shown above national norms on standardized tests. Analyzing data from the last three years shows evidence of a slight impact due to COVID-19 distance learning requirements from the spring 2020. Sample Christian was unable to complete the regularly scheduled testing cycle for spring of 2020, thus there is a gap in our data collection. The data collected over the past three years indicates that the greatest impact as a result of COVID-19 was noticed in mathematics for grades 1-7. In grades 3-5, reading scores indicate no notable strength or weakness but are close to the national average. Grades 6-9 reading scores show a relatively strong performance in decoding, word recognition, vocabulary, and literary text. A noted strong English Language Arts performance in grades 3-9 confirms the decision made in 2019 to incorporate a school-wide writing program for grades K-12 - Institute for Excellence in Writing (IEW).

Each classroom teacher in grades K-9 administers the standardized MAP assessment in their classrooms three times per year using school Chromebooks. Each teacher has access to the NWEA website for easy access to their students MAP growth assessment results. After each cycle of testing, teachers review their students' MAP growth data on class and individual reports comparing scores to the national norm and monitoring individual student growth. Teachers identify classroom trends which help inform targeted instructional shifts and instructional groups for differentiation. Teachers present MAP test results to students for them to establish growth goals. In addition, parents are shown student results and goals at both the fall and spring Parent-Teacher Conferences. Direct comparison to fall scores is made after winter and spring testing cycles to maintain or adjust student growth goals. Teachers attend professional development training in the interpretation of MAP data and many teachers have one on one support through instructional coaching to assist with interpreting MAP data and how best to use it to differentiate classroom instruction.

Teachers are trained to understand applicable assessment data and its impact on the instructional program through the direction of the Director of Curriculum and Instruction. The Director works with NWEA (and other organizations) to access training resources and design in-services for Sample Christian faculty. Training occurs on designated in-service days and throughout the school year as needed.

Utilization of Data (Indicator 9.3)

Explain how data from assessments have been utilized to adjust instruction, make program modifications, or change conditions that support student learning.

When areas of weakness are identified within classes or across grades, faculty are trained to include teaching strategies that meet individual needs of students to improve academic performance and growth. Using the RTI (Response to Intervention) model, teachers are encouraged to group students based on ability and differentiate instruction. The *Data Analysis and Probability* area of MAP mathematical tests continue to show lower scores than we would expect based on the quality of instructional resources. This concern when analyzed closer seemed to be a result of teacher instructional pacing. Most data analysis and probability chapters come near the end of the academic year and if teachers were not keeping up with their instructional pacing, they were skipping or skimming instruction in these units. This idea was discussed during a K-6 faculty training meeting and teachers shared this fact. Starting in 2022 the Director of Curriculum and Instruction began conducting monthly meetings with K-6 faculty to review curriculum pacing. Individual grade Instructional Pacing Guides were also developed for every subject taught in every K-6 grade classroom showing exact quarterly pacing recommendations to help hold teachers accountable to avoid missing important content. During regular individual meetings with the Director of Curriculum and Instruction, teachers are taught how to pace curriculum units appropriately to avoid gaps in content instruction. The individual trainings spanned all curricular content, not just mathematics, to confirm correct instructional pacing.

Historically, Sample Christian has made instructional shifts based on assessment data. Assessment results have been a focus of Professional Learning Communities, grade-level team collaboration, and instructional coaching sessions. For example, a school-wide initiative to streamline our writing program by adopting Institute for Excellence in Writing (IEW) in 2019 for grades K-12 was a result of assessment data. There has been a noted improvement on language usage scores on MAP tests and high school progress since the IEW implementation. Assessment data has also helped us make decisions in the past for grades K-6 Math Curriculum with the adoption of Singapore Math which was a direct result to a trend of low test scores in mathematical problem solving and concept development.

Reviewing the last three years of assessments brought awareness that we have not consistently included 9th grade students as we should have in our standardized assessment testing cycle. We plan to make that adjustment in spring 2023 MAP testing schedule and make sure to add time in our instructional schedule and add 9th grade to mathematics, reading, and language testing. We also have realized there could be more faculty training in how to not just interpret MAP and PSAT/SAT data, but also how to use that data better to inform instruction in the classroom. We have contacted NWEA and would like to hire them to provide training for our faculty instead of an in-house professional development training. In addition, increasing

access to our Instructional Coach for more faculty will provide more one-on-one professional development to assist with curriculum pacing accountability.

Teaching and Learning Domain Reflection

The strengths of the Teaching and Learning Domain begin with a well-established and regularly communicated mission, vision, graduate profile, and biblical framework which supports biblical transformational teaching and learning throughout all grades, pre-k through twelve. With the goal of becoming highly effective in the Teaching and Learning Domain, the instructional framework of Teaching for Transformation through the Center for Advancement of Christian Education (CACE) in 2020 was implemented. Sample Christian began a three-year intensive educational faculty training program administered by a CACE school designer. The training continues to advance the Teaching and Learning Domain success through professional development that involves relevant instructional training in best practices and curriculum implementation. Teaching and learning is further promoted as the training allows teacher voice and input. In addition, the Teaching and Learning Domain effectiveness at Sample Christian is supported by a now well-established and intensive instructional coaching program that guides its faculty in goal setting, self-reflection, and personalized improvement. Furthermore, in 2021 a Director of Curriculum and Instruction position was established unify teaching through cross-curricular learning.

A commitment to regularly evaluate and purchase strong instructional tools is another integral part of the highly effective teaching and learning journey at Sample Christian School. One such tool is Curriculum Trak, an online curriculum mapping program that all faculty use. The program defines and details courses by units within a school-wide framework of instruction. Grades K-6 faculty also use electronic Instructional Pacing Guides that are individualized, grade-level and subject-specific. This tool supports best practices and fidelity in teacher instruction, student outcomes, and institutional consistency.

All forms of assessment play a large part in meeting academic goals in teaching and learning. In addition to classroom formative and summative assessments, NWEA Map Growth standardized tests in the content areas of reading, language, and math are administered three times a year (fall, winter, and spring) grades K-8. Ninth grade students take the NWEA Map Growth test in reading and language. PSAT tests are given to students in grades 10-11 on campus and the SAT and ACT are recommended for all upper grade students. The SAT and ACT standardized tests are administered off campus and initiated by individual students.

Areas for improvement in the Teaching and Learning Domain have emerged. This is in large part due to recent growth in student enrollment. It has become clear that while secondary technology access and training are advancing significantly, technology access at the elementary level is not advancing at the needed pace. Replacement Chromebooks have recently been purchased to update secondary technology and plans to transition the replaced Chromebooks to elementary classrooms are underway.

Elementary classrooms would then have Chromebooks available for regular student use to support differentiated needs through a variety of online resources and as an instructional tool.

Moreover, the school's increase in enrollment has led to faculty growth. With this growth, Sample Christian has become aware of the need for an improvement in instructional continuity and school-wide unity. More opportunities for teacher collaboration were provided through adaptations to the 2022 school schedule. There are plans to increase these opportunities by providing teachers of analogous grade levels and content areas with more time to meet during and after school.

It has also become evident that improvement is needed in the application of standardized test data. While faculty are trained in score interpretation, how those results inform instruction is lacking. Therefore, Sample Christian will identify and provide expanded training on student goal setting and instructional grouping. School leadership training in school-wide trends from MAP data could more effectively support decisions for future professional development and the purchase of updated classroom instructional tools.

Overall, the Teaching and Learning Domain is a strength at Sample Christian School due to school-wide consistency that comes from robust supervision, careful implementation, and teacher training. Teaching and learning is well-supervised for fidelity and a high level of care is used for implementation by leadership. Curriculum and instruction policies are regularly reviewed, carefully implemented, and updated as needed. Instructional plans are documented, evaluated, and used for school improvement with evidence of student impact reflected in regular assessments. Teachers are provided regular training and their input is encouraged and valued. After careful review and reflection, Sample Christian recognizes its current effectiveness in the Teaching and Learning Domain and has identified specific actions that may be taken to become even stronger.

Expertise Domain

Standard 11: Legal and Ethical Compliance	The school complies with applicable laws and regulations, while not compromising the biblical foundations of the school, and implements written policies to promote institutional effectiveness.	Ineffective	Somewhat Effective	Effective	Highly Effective
	Use Standard 11 Checklist – Share with visiting team chair either in person or virtual format during a pre-visit.			✓	

Standard 12: Staff Qualifications and Human Resources	The school maintains human resource policies and implements practices which ensure the employment, management, and evaluation of qualified and competent Christian personnel to enhance organizational effectiveness.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 12.1	The school requires all employees to provide evidence of a clear testimony of faith in Christ and agreement with the school's statement of faith and code of ethics.				✓
Indicator 12.2	The school ensures that all personnel are qualified for their positions or roles within the school. Faculty and school leadership meet current ACSI requirements for certification/licensing or an approved alternative. (See Meeting Indicator 12.2)			✓	
Indicator 12.3	The school engages in succession planning and the development of emerging leaders. (Supporting materials forthcoming).			✓	
Indicator 12.4	The school provides a written annual evaluation of non-instructional staff, with appropriate training and follow-up to enhance growth and development.			✓	
Indicator 12.5	School leadership ensures staff members know and understand the ethical considerations of their respective positions, including appropriate student/teacher relationships, confidentiality with student information, and use of copyrighted material.			✓	
Indicator 12.6	School leadership ensures staff members know and understand the professional and ethical expectations of their respective positions (such as personal boundaries, conflicts of interest, copyright infringement, confidentiality, etc.)				

Standard 13: Student Support Services	The school provides advising and support services that assist students in preparing for future success while considering the unique needs of each student.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 13.1	The school prepares students for a successful transition between grade levels and division levels.			✓	
Indicator 13.2	The school provides opportunities for exploration of careers and academic counseling to prepare students for future success.			✓	
Indicator 13.3	The school has a process in place to identify and address the individual spiritual, academic, social, emotional, and physical needs of students.			✓	

Expertise Domain Strengths

- Comprehensive documents: Board Policy Manual; Administrative Policies and Procedures; Parent/Student Handbook
- Focused faculty/staff application questions enabling clear hiring decisions
- Dynamic growth in developing processes for identifying and meeting individual student learning needs

Expertise Domain Areas for Improvement

- On-going training for non-instructional support staff

Expertise Domain Reflection (not to exceed one page)

Sample Christian School has met the “effective” level in the rubric for the Expertise Domain in nearly all areas. The policies and procedures needed to meet the requirements of the *Standard 11 Checklist* are clear and comprehensive, and the daily operations of the administration, staff, students and families show evidence that those policies and procedures are adhered to almost without fail.

The strengths of the Expertise Domain begin with well-written and comprehensive policy and procedure manuals and continue with a strong Parent/Student Handbook. Clear and repeated communication of requirements, goals, and expectations of behavior help to prevent failures in meeting the Standards of this Domain. (Standard 11 Checklist)

Strong hiring decisions and the successful onboarding of new staff and faculty are other integral parts of providing a quality program where students and families are served well. Communicating the “culture” of Sample Christian is a key component of this onboarding process. Sample Christian offers multiple trainings, staff meetings, and orientation procedures to build rapport and to integrate new staff into our Christian Learning Community. (Standard 12; Indicator 12.1, 12.2).

Sample Christian has grown tremendously since the pandemic, and more students equates to more learning styles and learning needs. Sample Christian has worked to develop a more robust Student Learning Services Program that offers multiple tools to identify and meet individual learning needs. More staff has been hired to assist in this growth, and multiple trainings and collaborations (with teachers, parents, professionals, etc.) occur to provide the best student outcomes. (Standard 13; Indicator 13.3 Evidence)

Areas of growth in this Domain center mostly around non-instructional support staff. As the number of support staff has grown, it has become more challenging to provide consistent written evaluations and trainings and for our support staff. Additionally, there were job description changes that happened prior to the beginning of the school year due to new positions being created. Now that all positions are clarified, there has been

more consistency in training, supervising, and evaluating non-instructional support staff.

Overall, Sample Christian meets the “effective” level of the rubric for the Expertise Domain and is thriving and flourishing in using clear policies and procedures to run a strong program. The areas of growth identified are already improving.

Resources Domain

Standard 14: Financial Oversight	The school operates with integrity through sound financial practices that promote institutional effectiveness and financial stability.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 14.1	Financial policies and procedures are established and implemented to guide all financial operations and business practices with integrity and in accordance with biblical principles. Financial and business oversight is entrusted to those who possess the appropriate qualifications or experience.			✓	
Indicator 14.2	The school equitably budgets for personnel, facilities, and resources. The budget is carefully constructed with appropriate input and prioritizes the funding of student outcomes.			✓	
Indicator 14.3	The school's finances are reviewed* by an independent CPA who has no vested interest in the school. The findings and recommendations are used to improve systems and operations, as appropriate. (See Meeting Indicator 14.3)			✓	

Standard 15: Resource Planning	The school engages in long-range planning to maintain viability, provide sufficient resources, and ensure appropriate staffing to fulfill the school's mission.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 15.1	The governing body and school leadership engage in long-range planning, using enrollment trends and financial models, to promote school viability and longevity.			✓	
Indicator 15.2	The governing body and school leadership provide fair and equitable compensation for staff members. Compensation levels promote employee well-being and aid in retention and recruitment of qualified staff.			✓	

Standard 16: Facilities and Transportation	The school provides facilities that are safe, secure, well-maintained, and adequate to fulfill the school's mission. Facilities and transportation, as provided, operate according to applicable legal and safety requirements.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 16.1	The school facilities are safe, secure, and well-maintained. Written procedures regarding facility maintenance are routinely implemented with appropriate documentation. Facilities are organized and developmentally appropriate for the students served.			✓	
Indicator 16.2	Transportation policies and procedures are documented, implemented, and monitored.			✓	

Standard 17: Instructional Resources	The school curates and provides instructionally appropriate resources to support and enhance the educational program.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 17.1	The school identifies and provides appropriate physical and digital instructional resources that prepare students for success at the next educational level.			✓	
Indicator 17.2	Instructional resources include those with biblical and global perspectives.			✓	
Indicator 17.3	Staff and students are trained to responsibly utilize instructional resources that support teaching and learning.			✓	

Resources Domain Strengths

- Financials are reviewed monthly and at fiscal year-end by two different external CPAs
- Current budget is consistently reviewed and budgeting practices include five-year pro forma
- FSCI 2022 survey findings, per all major stakeholders: SCS exceeds in overcoming Resource Constraints and is at benchmark in overall Resources (instructional, technology, etc.)
- Since the last accreditation visit, the addition of a 401K with a 3% employer match and health insurance with no employee co-pay to all employees working at least 30 hours per week

Resources Domain Areas for Improvement

- Continue efforts to increase staff wages (current Sample Christian teacher's salary is 68% of the average state public school teacher) to help with attracting and retaining highly qualified personnel
- Increase elementary student access to Chromebooks

Resources Domain Reflection (not to exceed one page)

As Sample Christian School grows, in depth conversations around strengths and challenges are part of the ongoing improvement process. Regarding financial oversight, Sample Christian has a strong foundation in strategic financial resource planning. According to the FSCI survey incorporating all major stakeholders, Sample Christian exceeds this benchmark. The Administrative Policies & Procedures Manual was reviewed by a human resource specialist, and administration worked to adjust accordingly in alignment with biblical principles and Sample Christian business practices for this school year. Sample Christian has also hired its first Director of Accounting, Natalie Smucker, who holds a Bachelor of Accountancy degree. Natalie works closely with two CPAs reviewing the financials regularly. The financial team also met with a FACTS representative regarding QuickBooks integration to ensure accuracy for this school year and beyond. The budget is planned with great consideration of all areas, especially regarding impact of student outcomes and reflects extensive research. The budget is consistently reviewed with an eye on proactive preparation for growth and includes pro forma budgets for future years.

The Sample Christian School Board and leadership are committed to long-range planning. This kind of planning encourages vision and is represented in the school's marketing tools. Our website, social media, and the SCS Connect invite parents to become involved in school activities and also in partnering with their child's teacher. The challenge remains to recruit and retain qualified staff, and continue to offer diversified class offerings, as enrollment increases.

The Safety Committee meets annually and quarterly to complete specific tasks and review protocols. In the meetings, they complete the OSHA Inspection Report, address any concerns brought to their attention, provide Material Data Sheets regarding all

chemicals in the building and storing them properly, and review protocols. The current Safety Committee is looking forward to consistency among its members to provide institutional memory so that information is not missed. In regard to transportation, Sample Christian's leased vans are serviced regularly, snow tires are mounted in preparation for winter driving, and insurance is kept up to date through Brotherhood Mutual. In the future, and as we grow, Sample Christian would like to expand its inventory of vehicles.

Sample Christian effectively works to provide current instructional resources in both physical and digital form with an emphasis on biblical integration grades in P-12. As enrollment increases, surveys suggest the importance of increasing digital resources for staff and students. There are varied curriculum offerings for diverse needs at each level including online. We are currently implementing Teaching for Transformation schoolwide, facilitating biblical integration in all content areas. Our grade level teams, instructional coach, and administration work together to ensure training and biblically integrated curriculum. These findings in effectiveness are in accordance with FSCI survey findings, per all major stakeholders, in that Sample Christian exceeds in overcoming Resource Constraints and is at benchmark in overall Resources (instructional, technology, etc.). Areas of resource growth recommended in a 2022 staff survey suggested adding more digital resources (Chromebooks) and more learning community resources (copiers, community supplies) as the student body increases.

Well-Being Domain

Standard 18: Health and Safety	The school operates from written policies and procedures that ensure the health and safety of staff, students, and campus visitors.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 18.1	A comprehensive written security and crisis management plan has been developed, implemented, regularly reviewed, and supported by appropriate training for all staff, students, and volunteers. The plan includes a strategy for communication with legal authorities and stakeholders in the event of a crisis.			✓	
Indicator 18.2	Policies and procedures which promote social and emotional health and safety both prevent and address situations including harassment, intimidation, and bullying, with clearly defined conduct expectations for students, staff, parents, and volunteers. The school provides appropriate training on harassment, intimidation, and bullying for staff and students.			✓	
Indicator 18.3	The school has developed child safety policies and procedures that address child abuse, sexual abuse, and neglect, as well as legal/mandated reporting responsibilities for staff and volunteers. Training and conduct expectations for students, staff, and volunteers are clearly established.			✓	

Standard 19: Staff Wellness	The school provides all personnel with a Christ-centered work environment, appropriate support, and encouragement to pursue a healthy lifestyle.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 19.1	The school provides a Christ-centered working environment characterized by elements such as positive relationships, mutual encouragement, prayer support, and Christian community.			✓	
Indicator 19.2	The school provides new personnel with adequate onboarding and support.		✓		
Indicator 19.3	The number of school leaders, faculty, and staff is sufficient for the scope of the school.		✓		
Indicator 19.4	Policies and practices related to employee well-being set healthy and realistic expectations with a focus on work-life balance.		✓		

Standard 20: Student Wellness	The school provides a distinctively Christian environment in which students are well cared for, feel supported and secure, and are encouraged to pursue godly and healthy living.	Ineffective	Somewhat Effective	Effective	Highly Effective
Indicator 20.1	From a biblical perspective, the school cultivates an emotionally healthy environment in which students experience support in their social/emotional development.			✓	
Indicator 20.2	The school provides instruction and programs that emphasize and encourage godly and healthy living habits.			✓	
Indicator 20.3	The school provides student activities that are consistent with the mission of the school, varied in focus, and reflective of the needs and interests of students.			✓	

Well-Being Domain Strengths

- Christ-centered education and work environment
- Relationships among administration, faculty, staff, students
- Paid-time-off not separated into categories
- Campus expansion
- Students value Christian learning community

Well-Being Domain Areas for Improvement

- School and home life balance for staff and students
- Increase support staff and substitutes

Well-Being Domain Reflection (not to exceed one page)

Students are cared for in regard to spiritual formation, academic opportunities, and extra-curricular options. Relationships among administration, faculty, staff and students and parents receive effective to highly effective marks. There is a strong sense of relationship building within Sample Christian. Glorifying God through dynamic relationships is a very important part of the tapestry at Sample Christian School.

While relationship building continues to be a strong focus, stress and anxiety are evident within the student population, especially at the secondary level. Homework and the seeming lack of time to complete homework can be overwhelming for some students. However, students remain resilient and continue to work through their stress as they desire to do their best for their teachers, their parents, and themselves.

Faculty and staff know they are loved, appreciated, heard, and accepted and believe that who they are and what they are doing for the kingdom greatly matters. However, they often feel overwhelmed with additional responsibilities placed on them in addition to their teaching duties such as supervisory roles. There is a sense of not enough time in a day or week or even enough support staff to effectively accomplish all of their daily responsibilities. The expectations placed on teachers often leave them feeling there is not enough support or time to be effective in all areas. They often feel spread very thin.

Faculty and staff feel supported spiritually and appreciate the opportunities provided by Sample Christian. However, the provision of more support staff and substitutes would provide a greater opportunity for a healthier work-life balance.

The Health and Safety protocols and procedures generally received effective marks. There are strong and effective written policies and procedures, and faculty, staff and students are aware of said policies. The SCS policies and procedures and the Parent and Student Handbook are continually reviewed and updated as called for. These documents are kept at the forefront of faculty, staff, students, and parents.

Conclusion

Prioritized Goals for Improvement

Based on the school's analysis of evidence, indicators, areas for improvement, and reflective questions, list the high-priority areas which you believe should be ongoing improvement goals. The Visiting Team will pay special attention to these areas and will determine if any additional goals should be recommended. The final day of the visit, your leadership team and the visiting team will engage in collaborative discussion of these high priority goals. Following the team visit, you will create and submit an Accreditation Action Plan (AAP) including goals, timelines, and how the plan will be monitored. Each year of your accreditation term, you will report AAP progress through your Annual Report.

Articulate 3-5 Prioritized Goals for Improvement, based on ACSI Inspire indicators, and reflect on why you have chosen each.

Prioritized Goal #1:

Develop resilience in students through intentional program strategies (FSCI)

Reflection (1-2 paragraphs):

Resilience was a key growth opportunity in both administrations of the FSCI survey. Though there was a slight increase between the 2019 and 2022 administrations, there is still room for improvement. This forces us to evaluate what we have implemented since 2019 and then continue to improve it. When students returned to the classroom from the pandemic there was a greater emphasis on the overall well-being of students. This led to implementing several measures that seem to be working. The school will continue to evaluate and adjust these efforts in order to make this a strength of the school.

Prioritized Goal #2:

Outcomes Focus - emphasize teaching to learning targets, add high school student end-of-course evaluations, share outcome results, and celebrate (FSCI)

Reflection (1-2 paragraphs):

Outcomes Focus was another key growth area identified in both the 2019 and 2022 FSCI survey results. The 2022 results show a 5-point decrease from the previous survey administration. The school will need to intentionally review outcomes, communicate broadly across all stakeholders, and ensure programs (both academic and non-academic) are aligned with our outcomes. We will be more intentional in assessing our outcomes in order to use that data for program improvement. The assessment of outcomes may also provide data to be communicated and celebrated publicly.

Prioritized Goal #3:

Provide opportunities to engage with local, national, and global communities in ways that make a positive impact on students and build relationships outside of school. (Domain 2, Standard 6)

Reflection (1-2 paragraphs):

While the school has maintained multiple national and global partnerships, the connection to students being provided opportunities to serve globally has not been consistent. The COVID-19 pandemic had a direct impact in this area. However, it has also provided the school with an opportunity to reset and reevaluate its approach to partnership. Secondary students engaged in several intentional activities at the onset of the current school year which provided insight on the kinds of service in which they would like to engage. This data is being used to help determine what kinds of partnerships will work best for the school moving forward.

Closing Thoughts on the *Inspire* Process

We are so thankful that Sample Christian was able to be a pilot school for *Inspire*. This is the fourth self-study process that the school has conducted and *Inspire*'s design brought about the richest reflection process to date. As we step back and review the contributions of the Domain work teams, we could see threads of strengths and areas for improvement woven throughout the study. We also believe that conducting the FSCI twice was invaluable to this process. The deep analysis of the survey data within current practice pointed to some exciting future initiatives that are already beginning to take shape.

In addition, we appreciated the pre-visit meeting and specifically the review of documents outlined in Standard 11. It felt good to show compliance in those areas ahead of time, knowing that the visiting team will be able to come to our campus and spend more time experiencing and getting to know the school community.

Since it is a pilot, we knew that documents were being created while we were in the process of analysis. At times we got the cart before the horse, and at other times we missed the cart all together. Thankfully, each of the missteps were able to be brought back into alignment. We are pleased with the completed self-study and eager to have the visiting team at Sample Christian.