

Faith Christian Academy

Self Study

ACSI Accreditation REACH 2.0 Manual

Prepared for:
ACSI/AdvancEd Joint Accreditation Visit
March 13-16, 2016

Participant's Page

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Members:	Theresa Monro, Elementary Principal Jeff Baker, Business Manager Brian Hobbs, Athletic Director Brock Keppley, Dean of Students Kelly Michael, Teacher Sheri Cooper, Teacher Holly Romine, Teacher

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Board Member:	Grant Pryseski
Staff Members:	Amy Keppley (Kindergarten Teacher) Ila Carper (Secondary Teacher)
Parent Members:	Melissa Michael

Standard 2: Governance and Executive Leadership

Team Chair:	Jeff Baker (Business Manager)
Board Member:	Neil McLaughlin
Staff Members:	Wanda Bradshaw (Third Grade Teacher) Jennifer Mann (Secondary Teacher)
Parent Members:	Barbara Tinsman

Standard 3: Home and Community Relations and Student Services

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Board Members:	Loriann Main & Randy Lewis
Staff Members:	Jennifer Stanley (Director of Development) Ramona Tiegs (Pre-Kindergarten Teacher) Ashley MacKay (Secondary Teacher)
Parent Members:	Patricia Lyons

Standard 4: Personnel

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Staff Members:	Kim Pryseski (First Grade Teacher)

Eric Kerns (Administrator)
Jeff Baker (Business Manager)
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Standard 5: Instructional Program and Resources

Team Chair: Theresa Monro (Elementary Principal)
Board Member: Rob Spiker
Staff Members: Lisa Peifer (Second Grade Teacher)
Linda Mead (Secondary Teacher)
Jason Crawford (Music Teacher)
Heather Mann (Science Teacher)
Kathy Walls (Administrative Assistant)
Parent Members: Christine Foster

Standard 6: Student Care

Team Chair: Brian Hobbs (Athletic Director)
Board Members: Jeff Michael & Kurt Tiegs
Staff Members: Fran Stoddard (Fourth Grade Teacher)
Abigail Hill (Elementary PE Teacher)
Vinia Williams (Receptionist)
Parent Members: Charlie Main

Standard 7: Character, Values, and Spiritual Formation

Team Chair: Brock Keppley (Dean of Students, High School)
Board Member: Bryan Dugger
Staff Members: Bryan DeOms (Computer Teacher)
Jason Swinehart (Secondary Teacher)
Parent Members: Rev. Van Marsceau

Standard 8: Continuous School Improvement

Team Chair: Eric Kerns (Administrator)
Board Member: John Bittle
Staff Members: Theresa Monro (Elementary Principal)
Brian Hobbs (Athletic Director)
Kelly Michael (Fifth Grade Teacher)
Linda Michael (Administrative Assistant to Board)
Jeff Baker (Business Manager)

Faith Christian Academy
ACSI Accreditation Self-Study
Ch. 1: Introduction and Profile

Introductory Statement

Faith Christian Academy is a non-denominational, private, Christian school founded in 1983 and incorporated in February of 1984. The school was founded by a group of individuals who desired to have a conservative, Christian school in this Eastern Panhandle of West Virginia which was not affiliated with a church or denomination.

It was the desire of the founders that an “Association” of conservative, Christian adults own and operate the school. This Association, which goes by the official title, “FCA Association,” was formed that year. Membership in the FCA Association requires agreement with the Articles II and III of the school’s constitution. These are the “Statement of Purpose and Philosophy of Education” (Article II) and the “Statement of Faith” (Article III).

The original location of the school was in the basement of the Pilgrim Presbyterian Church on Albert Street in Martinsburg, West Virginia. The school received a donation of 5 acres upon which to build a school building and that location was developed. Greensburg Road in Martinsburg, West Virginia became the home of Faith Christian Academy in the fall of 1986.

**Faith Christian Academy
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Historical Overview

Faith Christian Academy is an independent, non-denominational Christian school. It opened its doors in September 1983 with 49 students, five faculty members, one administrator, and a ten member board of directors. The school was established as an independent school owned by The Faith Christian Academy Association. This association established a school constitution and by-laws. Members of the Association vote on constitutional changes and elect board members from its body.

Faith Christian Academy was originally housed in the basement of Pilgrim Presbyterian Church and offered education for students in pre-kindergarten through sixth grade. The Academy added a grade each year and graduated its first senior class in May 1989. The first building project was an eight-classroom building along Greensburg Road between Martinsburg and Shepherdstown. The five acre parcel was donated by Mr. James R. Tabler. The first phase was constructed in 1986. A second wing of classrooms and a small multi-purpose room was built in 1989.

In 1997 the school became accredited by the Association of Christian Schools International (ACSI) for a seven year term. The school was re-accredited jointly by ACSI and The North Central Association of Colleges and Schools (NCA) in 2003.

The enrollment increase between 2000 and 2004 necessitated that a second campus for our lower elementary students be established. Students in pre-kindergarten through first grade were moved to a location just three miles from our main campus. This space was leased from a local church from 2004 through 2009 and was called our North Berkeley Campus.

In the meantime a multi-purpose gymnasium was added during the 2004-2005 school year along with a completed parking area and landscaping. The existing classroom facility was also upgraded with central air, heat pumps, and a new fire alarm and security system. A new bell and phone system with handsets in each classroom was also added. Additionally, the science lab and art room were renovated before the start of the 2005-2006 school year.

Enrollment peaked in 2005 with 382 students, with a large number of them at the North Berkeley Campus. In the fall of 2009, the school consolidated back to the Greensburg Road Campus with one class at each grade level. Since that time, enrollment has fluctuated between 275 and 299 students.

The school also added two modular classrooms which house the high school Bible and history classes. These were added in the summer of 2011. The capacity of the Greensburg Road Campus is 300 students due to a well and septic system that limits the number of students and the potential for expansion. With enrollment staying steady at about 95% of capacity, the school began once again looking for a long-term solution for growth.

In the fall of 2012, the school purchased 75 acres located just 200 yards from our existing campus. This property will provide for the enrollment growth of the school for the foreseeable future. The initial phase of the development of this land will be a 12,000 square foot classroom building with a lower level multi-purpose room consisting of an additional 6,000 square feet.

The purpose of this classroom building will be to house second through fifth grades. There will be sufficient space to house two classes of each of these grades. This will open up classroom space at the Greensburg Road campus for two classes of each grade from pre-kindergarten through first.

For many years the school has recognized its need for an instrumental band program. The 2003 and the 2010 accreditation visits both resulted in recommendations for an increase in fine arts programs. Parent surveys had also indicated a desire for this type of program to be added. The school added the introduction of a full-time teacher position into the Continuous School Improvement Plan in 2010 for implementation by 2015. In the spring of 2015, this position was added to the budget and recruitment of a teacher commenced.

The location of a band room was also a road block that needed to be addressed. The school began searching for a modular classroom and ran into several snags including the county school system committing to sell a unit and then rescinding that commitment. Ultimately the Lord was in the details as usual. The county decided to donate a unit that needed many repairs.

The school was able to find individuals to donate time and resources to move the unit into place, repair and replace many aspects of the classroom, and ultimately get it ready for inspection by the county. The Lord blessed as a qualified, certified teacher was hired and the program was in place before the first day of school. It was decided that fifth and sixth grade students would be required to have an instrument and participate as a “beginning band” class. Seventh through twelfth grade students would have the option of being a part of the beginning band class as well.

In the summer of 2015 the school received a donation of approximately \$50,000 worth of weight lifting equipment. The school began looking for options to house the equipment and add to the services of our athletic programs and the physical education classes for our high school students. It was decided that the school would purchase a small pre-fabricated “shed” and finish the interior and exterior for the location of a weight room. This project is being completed in the winter of 2015.

Mission and Vision

The original mission statement of the school was, *“The mission of Faith Christian Academy is to assist the Christian home in carrying out the Biblical mandate to bring up their children in the ‘nurture and admonition of the Lord’ (Ephesians 6:4), by offering scripturally integrated academic and extra-curricular activities in a Christ-centered environment.”* In 1998 the word “home” was changed to “family.” After receiving feedback from the ACSI accreditation visit in 2003 the board began to consider that its mission was not only to serve Christian families, but also families who simply desired a “Christian” education for their children.

This shift in mission was not really new, it just had not been clear in the actual mission statement of the school. The statement was revised that year to read, *“The mission of Faith Christian Academy is to provide a Biblical education to equip students with the academic tools and the spiritual values necessary to pursue God’s plan for their lives while having a Christ-like impact on their culture.”*

In 2014 after a thorough process of review by the faculty and staff as well as the board of directors, the school board adopted the following mission and vision statements:

School Mission Statement:

To provide the highest quality academic and Biblical worldview training in an environment that encourages spiritual, academic, social, and physical growth. (“Train up a child in the way he should go...” Prov. 22:6a)

School Vision Statement:

Graduates who love the Lord, defend their faith, and pursue lifelong learning. (“...even when he is old he will not depart from it.” Prov. 22:6b)

Vision Casting/Continuous School Improvement

If the Lord continues to bless with a steady enrollment growth and full classes at various grade levels, the school will continue to pursue the additional campus mentioned above. Berkeley County has completed the initial review of the Preliminary Plat and the school should be placed in the “hearing phase” in the coming weeks. Once final approval is given from the county, the school will proceed with initial excavation and widening of route 45, including the preparation of the entrance into the new property.

The school has decided not to borrow money at this time for the construction of a new building. The school has saved over \$300,000 for this initial excavation project. Once this process begins the plan is for the school to conduct a capital campaign to raise the \$3 million needed to complete the excavation and the school building itself. It is anticipated that the initial excavation and widening of route 45 could be completed in one year.

The next phase of excavation will depend on the fundraising efforts but could hopefully be completed in two years. The actual building will require additional funds and would need to be constructed within five years in order to avoid going back for a second review of the Preliminary Plat.

It is also anticipated that the instrumental program will continue to grow and that more and more students will take part in this fine arts opportunity. The school has also begun to coordinate with other local Christian schools to conduct a regional fine arts festival so that students can compete against other talent in the area.

The school would like to continue to increase the salaries of teachers so that the starting salary is more competitive with other Christian schools. This is a delicate balance as benefits such as health insurance have continued to increase.

One of the primary emphases of the academic program will be to increase the science achievement test scores. This will be a focus as the scores are analyzed and additional teacher development efforts are pursued. In line with this improvement priority, the school will look to increase the computer classes offered in the high school and provide for an individual who can assist with instructional technology efforts across all grade levels.

Faith Christian Academy has developed a process for continual improvement that is both inclusive and thorough. Because of the structure of the school board and its committees, it was natural to have the plan broken into six key areas, correlating to the six committees of the board. Here are those committees and their “Strategic Initiative” for the current school improvement plan:

Buildings and Grounds: The current and future facilities for Faith Christian Academy will be well-maintained and secured, providing sufficient space for enrollment needs while bringing honor and glory to God.

Development and Public Relations: The mission and purpose of Faith Christian Academy will be widely known, and the programs and capital improvement plans of the school will be fully funded.

Education: Faith Christian Academy will inspire in its students a passion for learning by providing the highest quality, research-based, academic and Biblical worldview training.

Executive and Administrative: Faith Christian Academy will provide administrative and personnel services that enhance and promote the mission and vision of His school.

Finance: Faith Christian Academy will apply generally accepted accounting principles and Biblical integrity to all financial decisions.

Spiritual Life: Faith Christian Academy will encourage and promote spiritual growth among the members of the school community.

Once the strategic initiative was established by the board for each committee then goals and action plans were established by the committee for implementation over the next three to five years. These goals and action steps were established based on feedback on surveys from all constituent groups and the school’s thorough “Self-Study.” The results of the accreditation visit will also impact this continuous improvement plan. Once recommendations are received from the visiting team, additional goals may be added to the plan.

The board of directors meets every other month and each of these committees is responsible for presenting the progress of the “Continuous School Improvement Plan” (CSIP) to the full board. The committees meet on the months the board does not meet. The school conducts surveys each year of parents, alumni, staff, and students. These surveys often ask for feedback on strengths and weaknesses of the school in general and of specific programs of the school.

The committees of the board are made up of at least one board member, at least one staff member, and several parents from the school community. Occasionally members of the community at large are a part of the committee as well. Committees review the results of surveys and make recommendations to the full board for goals to be included in the CSIP.

The committees then are also very active in carrying out the plan. Members assist the school administration and staff in implementing action items. Because the administrator and the board’s administrative assistant are members of each committee and attend all board meetings, the process is coordinated effectively.

Demographics and Enrollment

The official name of the school is Faith Christian Academy, Inc. The physical location is 138 Greensburg Road, Martinsburg, West Virginia, 25404. The school can be reached on the web at www.faithchristianacademy.net, by phone at 304-263-0011, or by email at info@faithchristianacademy.net. The administrator, Eric L. Kerns, is the “head of school” and can be reached via the same methods above and his phone extension is 227.

Faith Christian Academy offers academic and Biblical worldview training to students from pre-kindergarten through grade twelve. Formerly accreditation has been achieved for grades kindergarten through twelve. This visit seeks to add the early education program to the accredited grades.

The school is owned by the “FCA Association” and operated by a board of directors. Membership in the Association is by application. The two main requirements are that an individual has a testimony of faith in Jesus Christ and is in agreement with the school’s constitution, specifically Articles II and III. These are the “Statement of Purpose and Philosophy of Education” (Article II) and the “Statement of Faith” (Article III).

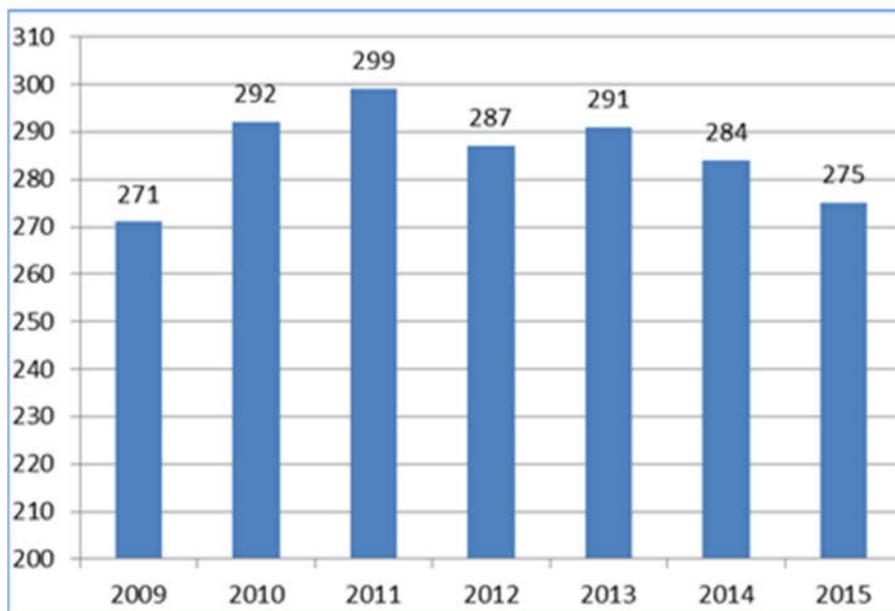
There are currently ten board members. The constitution calls for nine to eleven members. No more than five members of the board can be from the same church. The board forms a Nominating Committee each year in order to seek qualified individuals from the association to be placed on the ballot for election. This process begins in December and an election by the Association is held in May.

The Board Policy Manual describes the responsibility of the board in the following way, “*The board of directors shall have these primary responsibilities: hiring the head of the school (by unanimous vote), general policy-making and strategic planning.*”

The head of school at Faith Christian Academy holds the title of “administrator.” The current administrator has been in office since June of 2001. He was also the administrator from June, 1993 through June 2000. He holds a Bachelor’s Degree in Physical Education from Liberty University, a Master’s Degree in Physical Education from Eastern Illinois University and a Master’s Degree in Educational Leadership from West Virginia University. He holds a lifetime “All-Levels Principal Certificate” from ACSI as well as a lifetime, state-issued Principal Certification from West Virginia.

The elementary principal holds a Bachelor’s Degree in Elementary Education and a Master’s Degree in Educational Leadership from Baptist Bible College (now Summit University). She also holds a lifetime “Elementary Principal Certificate” from ACSI. The elementary principal has a supervisory role over the elementary students and staff. There are a total of 39 employees. Twenty-two of these are teachers and 17 are staff members.

Faith Christian Academy enrolls students in pre-kindergarten through grade twelve. For the 2015-2016 school year there are 275 students enrolled. Of those, 140 are in the pre-kindergarten through fifth grades and 135 are in grades six to twelve.



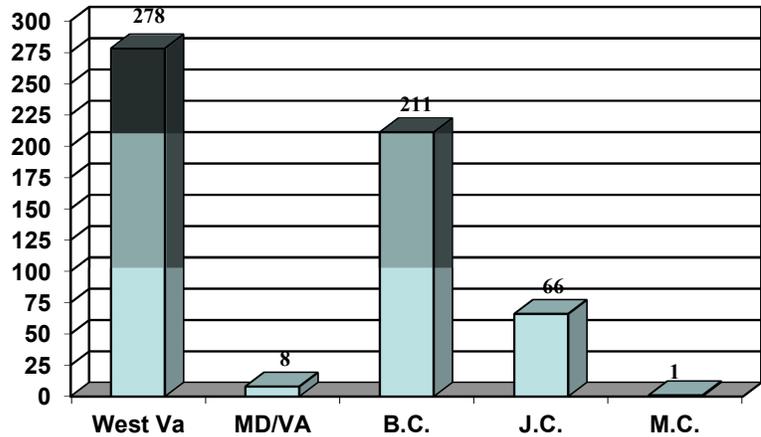
Enrollment has been steady between 275 and 299 for the past five years. The official enrollment number is taken on October 1 of

each school year. This number has to be recorded with the state of West Virginia and becomes our official enrollment for the school year. The pre-kindergarten program is allowed a maximum of 19 students. Kindergarten through grade five is normally capped at 25. Grades six through twelve are normally capped at 24. There are currently four international students, all in grades nine through twelve.

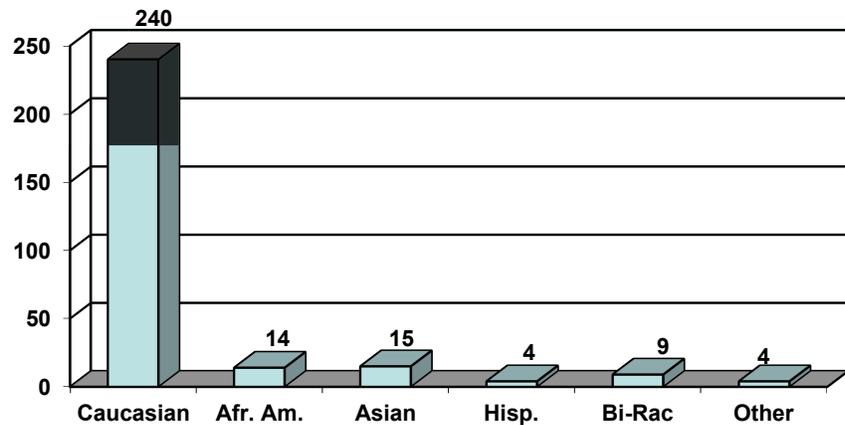
For the 2015-2016 school year there are 19 students in pre-kindergarten, 121 from kindergarten through grade five, and 135 from sixth through twelfth grades. Not included in these numbers are eleven home school students. Eight of those are elementary students, two are middle school students, and one is a high school student. Elementary home school students are allowed to take only “specials” classes such as physical education, music, art, etc. Middle and high school home school students are allowed to take any classes for which they are qualified and in which there is space. The statistics below include home school students.

A demographic survey was conducted in the fall of this year. That information along with the demographic information available through the enrollment process provides the basis for the following demographic statistics.

The overwhelming majority of students come from West Virginia, specifically from Berkeley County (BC), the location of Faith Christian Academy. The three counties of Berkeley, Jefferson, and Morgan make up what is known as the Eastern Panhandle of West Virginia. Jefferson County (JC) is well-represented with 66 students and Morgan County (MC) with only one. Eight students live outside the state of West Virginia either in Maryland or Virginia.



While racial diversity is desired and students are accepted into the school without regard to race or ethnicity, the majority (84%) of our students are Caucasian. The chart to the left indicates the racial makeup of our student body as indicated by the families.



Parents are asked when they enroll or re-enroll to identify the church they attend and their occupation. The three largest churches in this area are independent churches which is the reason that the Bible/Independent churches are the most frequently identified. Most families have at least one parent who would be considered a professional. The primary employers in this region are government and education. There is a large VA Center, an IRS facility, a Coast Guard Facility, and several large hospitals. The region could be described as growing, not only in population, but also in business opportunities.

Denomination	Total Attending
Assembly of God	20
Baptist	52
Bible/Independent	137
Brethern	8
Catholic	15
Church of Christ	4
Church of God	6
Lutheran	1
Presbyterian	2
Seventh Day Adventist	1
United Methodist	22

Facilities and Finances

The Greensburg Road Campus has 16 classrooms, which includes a science lab, library, and computer lab. In addition there are three modular classrooms, and a gymnasium. One of the modular classrooms houses the instrumental band program. There is also a weight room currently under construction. In all there is over 27,000 square feet of building space.

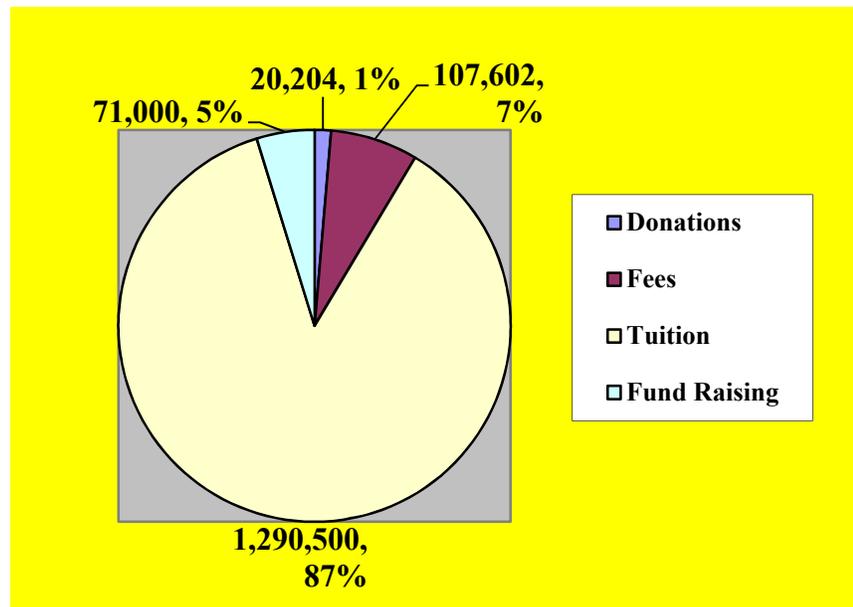
Occupation	Total	Occupation	Total
Banker	6	Medical Field	33
Business Administration	9	Other	76
Building Industry	11	Pastor	3
Counselor/Social Worker	12	Principal	4
Engineer	8	Retired	9
Federal Government	7	Sales	11
Homemaker	26	Self Employed	16
IT Specialist	10	Teacher	25
Law Enforcement/Military	8	Teacher Aide	4
Management	17	Truck Driver	3

The neighbor who owns the farm adjacent to our property has also allowed the school to construct a soccer field. This field is well-maintained by a volunteer and provides an excellent location for home soccer games and practices. All of the work to excavate this field was donated by a local excavation company.

The seventy-five acres purchased in 2012 adds space for growth for the foreseeable future. This land is not currently being used; however, plans are underway for its development. There is approximately \$300,000 saved toward this project. There will be a capital campaign to raise the funds for the remaining need.

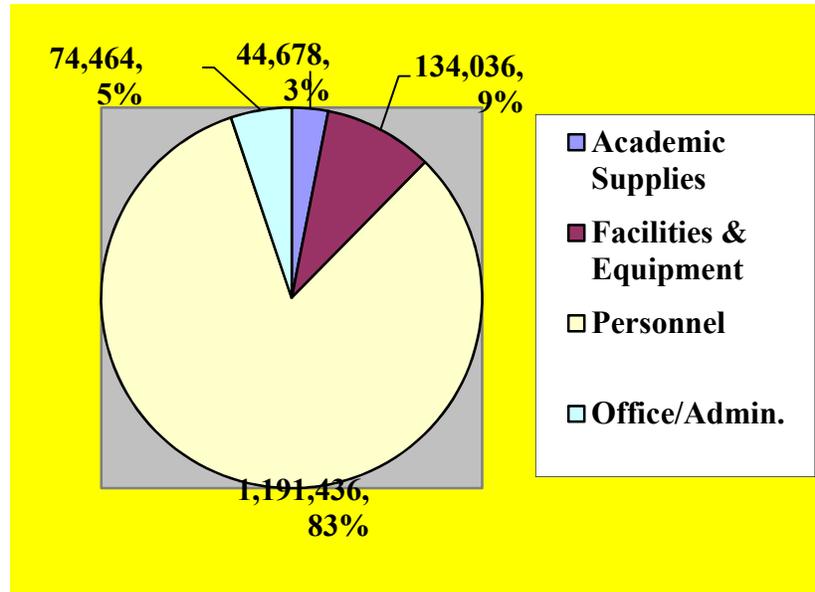
Income Summary:

For the last several years the school's budget has been around \$1,500,000. The charts here, summarizing income and expenses, are from the fiscal year ending in June of 2015. As this chart indicates, tuition and fees income made up 94% of income for that fiscal year. Donations only reflect the donations toward financial assistance or other operational programs. There was an additional \$50,000 in designated donations toward the building program.



Expense Summary:

The current charge for tuition is \$5,658 for a first child in grades pre-kindergarten through eight. High school tuition is an additional \$250 per student. Each student pays a technology fee of \$100 and an enrollment fee of \$100. Families who re-enroll in February for the next year receive a discounted enrollment fee of \$75. The second child from the same family receives a 10% discount, and a third child (along with each additional child) receives a 20% discount.



Instructional Program

The instructional program of the school would be considered traditional classroom instruction with an emphasis on student involvement. A variety of textbook providers are selected with the elementary using a majority of texts from Bob Jones University Press. The middle and high school grades use a variety of publishers to accomplish the standards and objectives set out in the school’s curriculum guides. Curriculum guides are in an electronic format in a program called “Curriculum Trak.”

There are fourteen students who are either serviced with an Individualized Education Plan (IEP) or a 504 Plan. The school employs a Tutoring and Resource Room Specialist whose role is to assist these students by providing tutoring and/or assistance in a quiet environment for testing. The school works closely with Berkeley County which provides testing services for students who are suspected of a learning need. By policy the school will not enroll more than 15% of special needs students in any one class.

Expected Student Outcomes

Students who graduate from Faith Christian Academy: (Spiritual Formation)

1. Possess apologetic skills to defend their faith
2. Understand and commit to a personal relationship with Jesus Christ
3. Know, understand, and apply God’s Word in daily life
4. Personally respond to and carry out the Great Commission locally and around the world in a culturally sensitive manner
5. Are actively involved in a church community, serving God and others

6. Are empowered by the Holy Spirit, pursuing a life of faith, goodness, knowledge, self-control, perseverance, godliness, brotherly kindness, and love
7. Can articulate and defend their Christian worldview while having a basic understanding of opposing worldviews

(Phil. 4:8, Phil. 2:5-8; I Pet. 2:13-15; Prov. 20:11)

(Academic Formation)

1. Are well prepared in all academic disciplines and are skilled in reading, writing, speaking, listening, and thinking
2. Are proficient in mathematics and science
3. Have a knowledge and an understanding of people, events, and movements in history (including church history) and the cultures of other peoples and places
4. Value intellectual inquiry and engage in the marketplace of ideas (open, honest exchange of ideas)
5. Have the skills to question, solve problems, and make wise decisions
6. Are committed to lifelong learning
7. Know how to utilize resources—including technology—to find, analyze, and evaluate information
8. Understand, value, and engage in appropriate social (community) and civic (political) activities
9. Have an appreciation for the natural environment and practice responsible stewardship of God's creation
10. Appreciate literature and the arts and understand how they express and shape the students' beliefs and values

(Ps. 139:13-16; Neh. 8:8; I Thess. 5:21; Rom. 13:1, 2, 4; Ps. 24:1)

(Social and Personal Formation)

1. Understand the worth of every human being as created in the image of God
2. Respect, and relate appropriately with integrity to, the people with whom they work, play, and live
3. Have a critical appreciation of languages and cultures of other peoples, dispelling prejudice, promoting interethnic harmony, and encouraging biblical hospitality for the alien, or stranger
4. Embrace and practice justice, mercy, and peacemaking in family and society
5. Are good stewards of their Finances, time (including discretionary time), and all other resources
6. Understand that work has dignity as an expression of the nature of God
7. Are prepared to practice the principles of healthy, moral, family living
8. Treat their bodies as a temple of the Holy Spirit
9. Understand the value of physical exercise
10. Develop a love for lifelong sports and activities

(II Tim. 2:20-21; Rom. 12:10; I Cor. 12:20-26; II Tim. 2:15; Is. 40:31; I Tim. 6:6-10)

Achievement Levels and Accomplishments

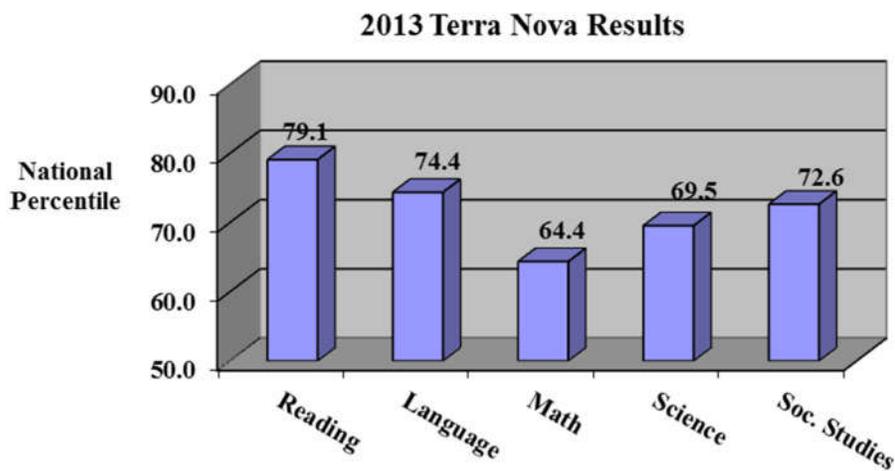
Faith Christian Academy has maintained a strong academic program with college preparatory classes being the focus. About 90% of the students who graduate from Faith attend college. Many choose a Christian college, but the majority attends a public college or university.

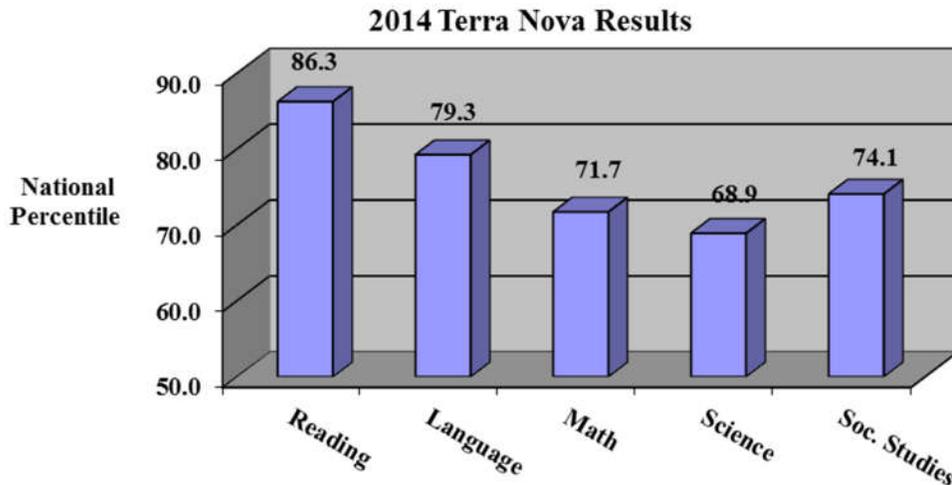
Faith Christian Academy tests each child in grades kindergarten through grade eleven each year with the Terra Nova Achievement Test. Membership in ACSI allows the school to compare its scores to all schools who take the test and also to other Christian (ACSI) schools. When these results come back to the school, the principals at each division prepare summaries and provide them to teachers.

In the elementary division, student scores are analyzed individually and a summary is provided to parents at the fall parent/teacher conferences along with goals for student improvement. In the secondary division scores are analyzed as a part of the faculty department meetings in order to determine areas of strength and weakness. "Objectives" from each of the subject area tests are identified that are lower than average. The department then talks about ways that these weaknesses can be eliminated or improved. At times this has led to recommendations of a change in textbook providers.

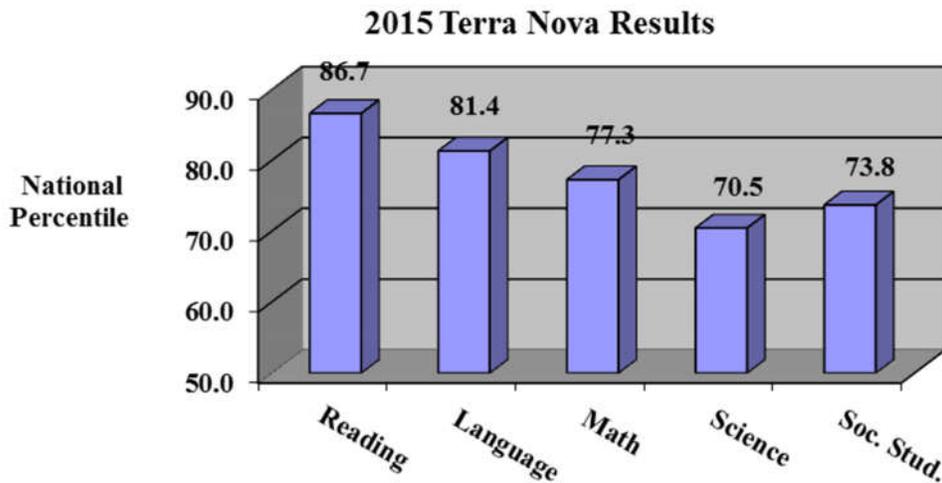
When a recommendation such as this is made, the principals take it to the Education Committee of the board for discussion. If a change is going to be made in a textbook provider for a core subject area that recommendation is made by the Education Committee to the full board for their approval.

An example of this process is from the subject area of math. In 2012 and again in 2013, the scores for math were the lowest of all the major core subject areas. This had been identified as an area that needed improvement even after the 2010 ACSI accreditation visit. The math department had been reviewing different textbook providers and recommended a change in provider to BJU Press in 2011.





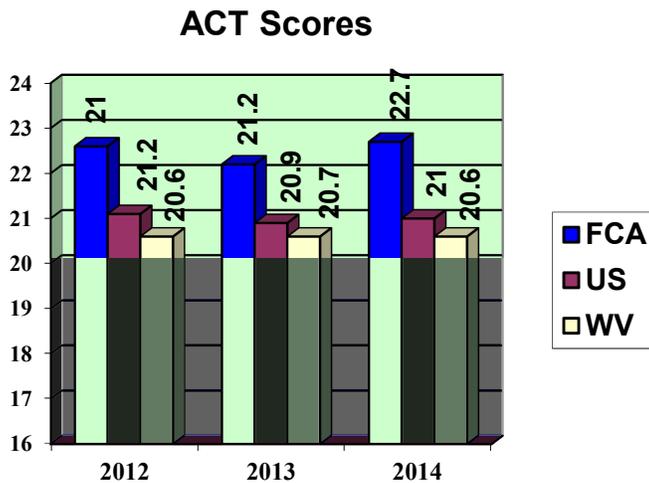
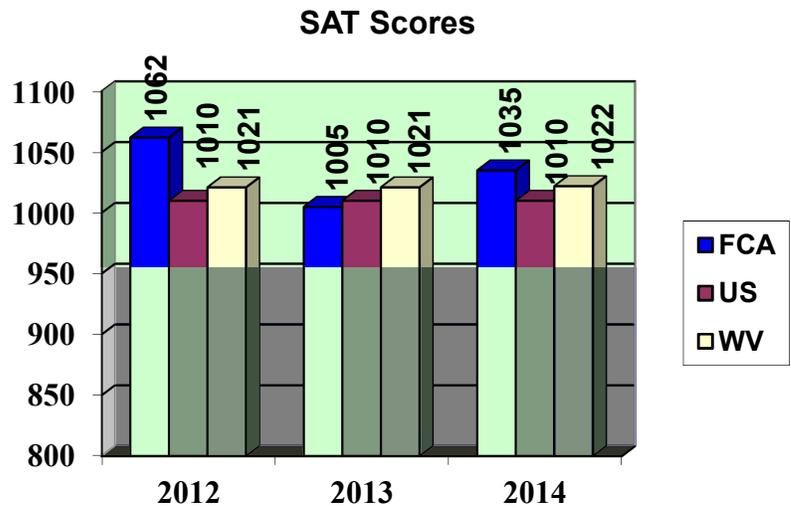
That change was made and the new curriculum was implemented. It took a couple of years for the changes to have the desired effect. As more and more focus was placed on the math scores and teachers worked with students to increase their achievement in this area, the scores began to rise. In the spring of 2015 the math scores were up to third in the ranking of subject areas.



For more than 5 years, the school has published an “Annual Report Card.” This report card summarizes academic achievement levels of the students and communicates progress to many constituents. These report cards were provided to the families of Faith and most donors to the school.

Another measure of the students’ academic achievement is their scores on the national college entrance exams. The scores from SAT and ACT exams have been tracked for many years. The charts here indicate their scores over the past three years. The SAT score presented is a combination of the Math and Reading score. Fewer students are now choosing to take the SAT test. The majority of students take the ACT test.

Faith Christian Academy graduates are accepted at major universities around the country. The school's desire is to see the students follow God's plan for their lives, whether they choose a Christian or secular university. In the past five years FCA graduates attending college have received an average of just over \$20,000 in scholarships for their four years of college.



Faith Christian Academy divides its expected student outcomes into three areas: Spiritual Formation,” “Academic Formation,” and “Personal and Social Formation.” Just in the past year the school has begun to intentionally include these as a part of the overall assessment of students.

This process began by revising curriculum guides in the fall of 2015 to include a notation where certain expected student outcomes are covered and assessed. These are labeled in our electronic “Curriculum Trak” program by the name of the area and the number of the outcome. For example, the “Academic Formation” outcomes number 1-10 so the “Expected Student Outcome” column in Curriculum Trak may appear as the following: “Academic #2.”

Expected student outcomes are assessed in other ways as well. Surveys of students and alumni are used to identify the accomplishment of many of the expected outcomes. “Spiritual formation” of students is a difficult area to assess. The Spiritual Life Committee of the board has been looking into ways to assess spiritual formation in students. In the fall of this year a survey was

taken of students in grades six through twelve to determine the degree to which chapel services and messages were helping to accomplish these outcomes.

For this survey students were asked to state their agreement with each statement in the chart. **A rating of one (1) indicated strong agreement; a rating of two (2) indicated agreement; a rating of three (3) indicated disagreement; and a rating of four (4) indicated strong disagreement.** The results are below:

The Chapel Messages have:	6th	7th	8th	9th	10th	11th	12th	Totals
Helped me know how to defend my faith	1.48	1.82	1.95	2.3	2.31	2.24	2.53	2.09
Helped me understand what it means to have a personal relationship with Jesus Christ	1.33	1.55	1.71	1.9	2	1.94	2	1.77
Helped me know, understand, and apply God's Word in my daily life	1.52	1.86	1.95	1.6	1.94	2	1.87	1.82
Helped me understand that others around me need the Lord	1.48	1.77	1.66	1.3	2	1.94	2.07	1.74
Helped me understand the importance of being involved in a church community	1.95	2.41	2.57	2.4	2.56	2.59	2.2	2.39
Impacted how I live my Christian life out before others	1.33	1.68	1.9	2.3	2.25	2.59	2	2.01
Contributed to my understanding of a Biblical worldview	1.33	2.09	1.9	2	2.06	2.18	2.4	1.99
Total by Grade:	1.49	1.88	1.95	1.96	2.16	2.21	2.15	

These results have been reviewed by the Spiritual Life Committee of the board and shared with the full board. The dean of students, guidance counselor, and administrator have also discussed the results and the implications for chapel services moving forward.

Faith Christian Academy
ACSI Accreditation Self-Study
Ch. 3: Progress Report on Previous Recommendations

Major Changes

Most of the major changes in the school have been identified above. Physically, the addition of three modular classrooms and a weight room have impacted the square foot availability for classroom space. The excavation improvements to the soccer field have also added to the value of the sports programs.

The acquisition of the new property for future construction has likely been the most recognized “major change” for the school. This property will provide the location for many years of enrollment growth as the Lord sees fit to provide the funds for development.

From an academic standpoint, the major changes are the addition of the instrumental band program and a greater focus on differentiated instruction and the total participation of all students in the learning process. This has led to higher achievement test scores across the board and higher math scores specifically.

Progress on Continuous School Improvement Plan

The Continuous School Improvement Plan established in 2010 after a thorough self-study and informed by the accreditation visiting team, was implemented and resulted in many of the changes already mentioned. In addition, each of the six areas of the plan along with the progress for each area is listed below:

Buildings and Grounds:

The primary goals for the Buildings and Grounds Committee were 1.) the location of additional modular classrooms for extra classroom space and the instrumental band program, 2.) the renovation of school bathrooms, and 3.) the development of a plan for the new property.

Modular classrooms have been added along with the additional weight room building. These are having a positive impact on learning as they have alleviated some of the “space” issues in the main classroom building. The renovation of bathrooms is about 67% complete with two bathrooms remaining to be updated in the 2016 school year. Each bathroom is receiving new flooring, new partitions, and updated sinks and toilets.

There has been a tremendous amount of activity on the new property including a site plan accomplished by the end of 2013 by Gordon Engineering firm, an architect’s rendering of the new classroom building in 2014, and construction documents completed in 2015. The first phase of excavation and construction is basically ready when the Finances are in place to accomplish the project.

Development and Public Relations:

The primary goals for the Development and Public Relations Committee were in the areas of communication with constituents, attraction of new donors, updating the school's website, and updating the schools surveys.

This committee is very active and actually meets every month. They have had numerous "meet and greet" events at the school to bring in potential donors. There has been a "Business Sponsorship" program instituted which has attracted donors for various school events and activities. They have also accomplished these other goals of updating surveys and the website for greater two-way communication.

Education:

The Education Committee was focused on teacher training, creating and implementing an evaluation system for teachers to use for the purpose of analyzing achievement test scores, increasing math scores,

This part of the plan has had the greatest impact on student achievement. The combination of teacher professional development in the areas of active learning, differentiated instruction, and "Total Participation Techniques," has led to greater student involvement and higher student achievement tests cores. The focus on math and the implementation of a new textbook provider in the elementary grades has led to higher math test scores.

Executive and Administrative:

The Executive and Administrative portion of the plan deals with areas of employment, benefits, and governance. This part of the school's improvement plan had goals that led to the hiring of a part-time director of development in the fall of 2014, the hiring of a full-time technology coordinator/computer teacher in 2011, a full-time instrumental music teacher in the fall of 2015, and a new "Mentoring and Induction Program" for new teachers in the fall of 2015.

While the technology director position did not last long (the individual hired stayed only one year), the other positions have had and will continue to have a direct impact on student achievement. The mentoring program for new teachers was essential in a year when we have hired five new teachers. Two of them are part-time and three are full-time.

Finance:

This part of the plan focused on providing financially for the expansion of fine arts programs and being more intentional about the budget process. The addition of the instrumental band program and the greater focus on fine arts programs was a direct result of this plan. Surveys from parents had supported this need and the funds were budgeted for the 2015-2016 school year.

The school has also implemented a budget request form for department heads to complete. This form has assisted the school administrator and business manager in preparing a budget for the Finance Committee and the board.

Spiritual Life:

The Spiritual Life Committee had goals that included, emphasizing prayer inside and outside the classroom, coordinating Bible memorization across grade levels, investigating a community service requirement for graduation, and increasing awareness of the “FCA Association.”

The work of this committee did result in a Bible memory scope and sequence that teachers can reference. There have been several times throughout the past five years that teachers have had increased time for prayer in the classroom. Coaches are evaluated by the athletic director and prayer and a short devotional is required as a part of practice times.

The committee looked at the issue of graduation requirements related to community service and instead settled for encouraging students to participate in 10 hours each year of community and Christian service. Those who would be able to accomplish this and have it documented with the administration would receive special recognition on their final high school transcript.

Summary of Major Recommendations from 2010 Accreditation Visit

Major Recommendations #1:

“The teachers adopt a variety of teaching methodologies, emphasizing student involvement and reducing the amount of class time spent in lecture, resulting in better student engagement and retention.”

School Year 2011-2012: Year 1 of Accreditation Cycle:

- a. Purchased videos with Title II funds in the areas of math, science and differentiated instruction.
- b. Utilized the ACSI Nexus virtual content for professional growth for all teachers

*Both of these objectives have been accomplished. Staff training in November of 2011 focused on differentiated instruction. All teachers have been registered with Nexus virtual and many have begun using that professional development tool.

School Year 2012-2013: Year 2 of Accreditation Cycle:

- a. A new teacher evaluation system was implemented this year with an increased emphasis on classroom instructional strategies and student involvement. Teachers are placed in professional growth and evaluation categories based on their “performance.”
- b. Additional monies have been spent from Title II funds to purchase technology of an interactive nature (Interactive Whiteboards IWB).

School Year 2013-2014: Year 3 of Accreditation Cycle

- a. The teacher evaluation system has created an atmosphere of evaluation and improvement with consistent observations and “performance” assessments for teachers. The personalized professional growth plans have been implemented.
- b. Student surveys were used last year for the first time giving teachers a glimpse of their classrooms from the students’ perspective.

- c. Additional in-service was provided in the area of instructional technology. In-service funds from Title II and ACSI 'ConNEXUS' were used with teachers.

School Year 2014-2015: Year 4 of Accreditation Cycle

- a. Additional professional development presentations focused on group and partner activities. This was very successful.
- b. Students surveys were conducted again this year and feedback provided to teachers in this area.

Major Recommendation #2:

“Provides additional opportunities for technology training for faculty and staff, resulting in better use of electronic instructional tools.”

School Year 2011-2012: Year 1 of Accreditation Cycle:

- a. The technology coordinator will provide training for staff on utilizing the new Promethean Interactive Whiteboards.
- b. The technology coordinator will provide training for staff on utilizing the new Microsoft Windows and Office software.

*Training was provided in August of 2011 for the new Promethean Interactive Whiteboards (IWB). Some training has occurred on the use of Office 2010, but more is planned for the coming summer.

School Year 2012-2013: Year 2 of Accreditation Cycle:

- a. In-service training was held in August of 2012 to train teachers in the use of the IWB.
- b. In-service training in the use of the new Microsoft Office products was also held in August of 2012.

School Year 2013-2014: Year 3 of Accreditation Cycle

- a. In-service training was held in August of 2013 to provide further training in the use of the IWB. Teachers also learned how to utilize the Mimio Vote and Mimio View devices.
- b. The school was able to purchase two of each of these devices with Title II funds.
- c. In-service training is also planned for the spring in the use of the Curriculum Trak program. This program is being utilized for the purpose of loading all curriculum guides on the Internet. This will allow teachers to access their curriculum guides and even build lesson plans from anywhere that they have an Internet connection.

School Year 2014-2015: Year 4 of Accreditation Cycle

- a. Title II funds were utilized to bring in a professional development leader who presented a full-day seminar on “Practical Strategies for Differentiating your Classroom.” This included some technology training for using interactive tools in the classroom
- b. Teachers were provided the opportunity to train on the use of the iPad in the classroom. Several teachers attended this one-day seminar provided through our county school system.

Major Recommendation #3:

“The board and administration make the budget process more intentional as it relates to providing funding for various departments and meeting student needs, such as the expansion of the fine arts program.”

School Year 2011-2012: Year 1 of Accreditation Cycle:

- a. The school administration will create a budget worksheet/ wish list for the various departments.
- b. The business manager will contact other Christian schools about their budget process.
- c. The administration will provide a draft copy of the new form to the Finance Committee for their review.
- d. The Finance Committee will approve or modify the form for use in the budget process.

*A new budget worksheet has been developed and approved by the Finance Committee. It has been implemented for use in the 2012-2013 budget. Evaluation of this new form and process will take place over the coming year.

School Year 2012-2013: Year 2 of Accreditation Cycle:

- a. The budget process is in place and has improved the way funds are applied.
- b. The administrator attended an ACSI workshop at a board/administrator conference on strategic financial planning. This process and plan will be incorporated into the revised strategic plan for more efficient financial planning.

School Year 2013-2014: Year 3 of Accreditation Cycle

- a. The budget process is in place and working. Funding further goals will be dependent upon the ability of the school to expand.
- b. Surveys are conducted every year. Families indicate a high level of satisfaction with the school administrative operations.
- c. The school has placed a priority on providing the space for a band program and finding an instrumental band teacher.

School Year 2014-2015: Year 4 of Accreditation Cycle

- a. Avenues for funding this new program are being researched.
- b. The school has incorporated an instrumental band teacher into the budget for the 2015-2016 school year.
- c. The school has decided to locate a modular classroom for this new band program and place it near the other modular classrooms. Donations will be sought for this capital improvement.

**Faith Christian Academy
ACSI Accreditation Self-Study
Ch. 4: Self-Study Process**

The self-study process began in the spring of 2015 with the collection of evidence. Surveys and other data was collected by the administration and categorized in electronic format on the school's public files network. The school administrator and elementary principal met to identify individuals that they believed would be good members of the "Steering Committee." It was decided that the Steering Committee would be made up of the individuals who were leading each standard committee. A board member was assigned to each committee and one parent (not a board member or employee) was also selected and invited to participate. The names of the Steering Committee and standard committee members are listed above in chapter 1 of this self-study.

The school administrator sent out emails inviting the individuals to serve on the Steering Committee and to lead a standard section. The first meeting of the steering Committee was held in late May to discuss the process and give out standard sections and explain where information could be found electronically.

The first committee meetings for the eight standards occurred on June 8 during the teacher work days. This first meeting included the following agenda items: review of the standard and rubrics, an initial rating of the degree of compliance with each indicator, and a beginning list of where necessary documentation may be found to support indicators.

Throughout the summer, the administrator, elementary principal, and other office staff members gathered evidence and organized files for documentation purposes.

The second meeting of the standard committees occurred on August 11 when the teachers arrived back from summer break. This agenda included: completion of all goals from the first meeting, gathering of evidence to support indicator ratings, and a second indicator rating.

The third meeting was on September 24 and was for the primary purpose of writing the brief narrative section of the standard. The group was also tasked with identifying any missing policies or documents that may need to be gathered by the administration or even taken to the board of directors for approval.

The Steering Committee then met again to discuss the process and clarify what was expected for the "strengths" and "areas for continuous school improvement" for each standard. The next meeting with the standard committees was on October 29 and was for the primary purpose of writing the strengths and areas for continuous school improvement.

The standard committees met once more for an all-day meeting on November 12 to finalize their entire section of the self-study, including gathering electronic documentation and labeling each piece of documentation to correspond to the indicator that it supported. They also completed a third rating of the indicators for their area.

During these work days in November, the academic departments of the school also met to discuss the portion of standard five that deals with an assessment of each subject area at each level of the school. The departments were provided survey feedback and achievement test scores from the past three years to analyze the strengths and weaknesses in each subject area at each division. The result of this was the subject area analysis presented in standard five.

Near the end of these work days, each committee presented their standard to the entire faculty and staff. As they presented the narrative, strengths and areas for continuous improvement, faculty members were asked for feedback and comments of agreement or disagreement. There was also a joint review of the indicator ratings for each standard.

The board of directors began receiving portions of the self-study at their October 2015 board meeting. The standard sections were emailed electronically and each member reviewed each section. There was a time set up at the meetings in October, December, and again in February to discuss any questions or concerns that the board may have had regarding the Self-Study.

Committees of the board were also involved beginning back in the spring of 2015 as they reviewed survey comments and prioritized strengths and weaknesses in their area. This was a natural process for the committees as they were accustomed to reviewing survey comments and analyzing them for areas of continuous school improvement.

Chapter five, which follows, includes the work from each standard committee. The committee prepared a brief narrative on how the school accomplishes the standard, the agreed upon strengths of the school, and the areas for continuous school improvement. The indicators are also listed with the supporting documentation noted in alphabetical order. At the end of each indicator is a number in parenthesis. This number correlates to the school's self-assessment of its compliance with the indicator. A "2" indicates partial compliance, a "3" indicates compliance, and a "4" indicates a rating of exceeds compliance.

Standard 1: Philosophy and Foundations

Brief Narrative

Based upon the school's constitution, Faith Christian Academy has developed philosophy and foundations statements which include a mission, vision, statement of faith, core values, and expected student outcomes (Indicator 1.1). The original founders of the school had the foresight to establish a strong Biblical foundation to encourage the development of the whole child—spiritually, intellectually, physically, emotionally, and socially (1.5). The ownership group of the school is the "Faith Christian Academy Association." This group meets once each year to vote on constitutional changes and elect a board of directors from its body. Articles II and III of the school's constitution can only be changed by a 90% vote of the Association. These two articles, consisting of the school's "Statement of Purpose and Philosophy of Education" and "Statement of Faith," are extremely difficult to alter.

The constitution is regularly and systematically reviewed according to constitutional mandate. Faith Christian Academy frequently communicates the contents of the document in both verbal and written form to all its constituents (1.1).

The Faith Christian Academy Statement of Faith contains the truth that provides a Biblical worldview foundation for all aspects of the programs, operations, and curriculum (1.3, 1.4). Faith Christian Academy employees, board members, and Association members indicate in writing their understanding and support of Articles II & III of the constitution (1.2, 1.4). The school routinely reviews its policies and programs to insure consistency with the stated philosophy. Feedback is sought from the families annually to determine the degree to which the school is accomplishing its purpose.

Strengths

1. Faith Christian Academy thoroughly and frequently communicates its philosophy, vision, mission, core values, and schoolwide expected student outcome statements in a variety of ways including the school website, the Family Handbook, Personnel Handbook, brochures, billboards, and radio announcements.
2. Faith Christian Academy demonstrates a commitment to the development of the whole child from a distinctly Christian perspective.

Documentation and Supporting Evidence

1.1 The statement of faith and the philosophy, vision, mission, core values, and schoolwide expected student outcomes statements of the school are established and are reviewed regularly and systematically in a collaborative manner. (C) (3)

- Board Planning Calendar
- Board Policy Manual (Personnel Section, p. 26)
- Board Policy Manual (Administrative Section, p.6)

- Board Review of Mission and Philosophy Statements
- FCA Constitution, Articles II & III
- Staff Mission Statement Review
- Systematic Review of Policies

1.2 The school communicates its philosophy, vision, mission, and core values statements and schoolwide expected student outcomes to its constituents and community. (C) (3)

- Annual School Report Cards
- Enrollment Packet (Provided on Site)
- Family Handbook (pp. 8-16)
- Mission and Vision Statements (Posted in School Entryway and Classrooms)
- Personnel Handbook (pp. 7-14)
- School Brochures

1.3 The philosophy statement is consistently applied as an integrative, coordinating, and examining device throughout all aspects of the programs, operations, and curriculum. (C) (4)

- Board Policy Manual (Organizational Section, pp. 2-4)
- Curriculum Guides (Curriculum Trak)
- Family Handbook (Faith Family Fellowship, Appendix J, pp. 53-55)
- Family Handbook (Parental Covenant, Appendix I, p. 52)
- Family Handbook (pp. 8-16)
- FCA Constitution, Articles II & III (See 1.1)
- Parent Surveys 2014 and 2015 (Survey Notebook)

1.4 The executive leadership, faculty, and staff continually support the advancement of the philosophy, vision, and mission of the school. (C) (3)

- Employee Annual Goals (Personnel Files found in Administrator's Office)
- Employee General Duties (Personnel Handbook, pp. 44-46)
- Family Handbook (Expected Student Outcomes, pp.8-9)
- Personnel Handbook (Employee Evaluations, Appendix D, p. 74)
- Staff/Coach Application
- Teacher Application
- Teacher Contract

1.5 From a distinctively Christian perspective, all staff demonstrate a commitment to the development of the whole child—spiritually, intellectually, physically, emotionally, and socially (Luke 2:52). (C) (4)

- Athletic Program
- Chapel Schedules
- Clubs
- Elementary Character Education Program
- Family Handbook (Expected Student Outcomes, pp. 8-9)
- Fine Arts Competitions
- Middle School and High School Retreats
- New Family Orientation and Mentoring

- Spiritual Emphasis Week (See Chapel Schedule)
- Student Council Activities
- Student Mentoring Program/Calendar

Areas for Continuous School Improvement

1. Faith Christian Academy leadership will revise its process for reviewing and evaluating foundational documents to ensure that all staff members are included.

Standard 2: Governance and Executive Leadership

Brief Narrative

Faith Christian Academy is a Christ-centered educational institution that was founded on the truth of God’s Word. The original founders established an “Association” of parents who would form the ownership group of the school. Membership in the Association is conditional upon an application that includes a salvation testimony, and written agreement with Article’s II and III of the Constitution. These are the school’s “Statement of Purpose and Philosophy of Education” (Article II) and “Statement of Faith” (Article III) (Indicator 2.2). Members of the Association vote on constitutional changes and elect board members from their body (2.2). Board members are elected to three year terms and can be re-elected by the Association.

The board of directors has the primary responsibility of establishing a Board Policy Manual, hiring and supervising the administrator, and leading the school in strategic planning (2.3). The Board Policy Manual provides the administrator with direction in the operation of the school (2.1). The administrator along with the staff has created personnel handbooks and family handbooks which further clarify board policies to the various constituents (2.5). All of these documents are reviewed regularly for consistency and effectiveness in promoting the mission of the school.

The board maintains six committees which provide accountability for various aspects of the school’s functioning and strategic planning. These committees are Executive and Administrative, Finance, Buildings and Grounds, Development and Public Relations, Spiritual Life, and Education. These committees are made up of at least one board member, a staff member, and several parents and/or Association members. One of these standing committees, the Finance Committee, meets regularly to review the monthly financial statements and make recommendations regarding budget amounts, tuition and fees charges, and staff benefits (2.7). This committee also secures a financial review by an independent auditor at the end of each fiscal year (2.9).

The school has been intentional in seeking input from its constituents and stakeholders on the school’s policies and procedures. There have been family, student, and employee surveys on numerous items that have resulted in positive changes. After the surveys are completed, each of the five standing committees is presented with the comments dealing with their department. These comments are discussed and changes that need to be implemented are suggested and recommended to the Board (2.4).

Strengths

1. Faith Christian Academy’s constitution and policy manuals have instituted distinct functions and responsibilities for the board of directors, its committees, and the administrator.

2. Faith Christian Academy regularly utilizes surveys to its stakeholders and constituents to seek ways to improve its program's effectiveness and efficiency.
3. Faith Christian Academy's Finance Committee provides accountability and oversight to the school's financial operations through its regular meetings.

Documentation and Supporting Evidence

2.1 A governing body has been established, and its primary responsibilities include developing general school governance policy, hiring the head of school, providing direction and strategic planning, ensuring the financial stability of the institution, defining the role of the governing body, defining the role of the head of school, and conducting systematic board self-evaluation.

(C) (4)

- Administrator Job Description
- Board Member Self-Evaluation Form
- Booster Club By-Laws
- Continuous School Improvement Plan
- Faith Family Fellowship By-Laws
- FCA Constitution
- Organizational Flow Chart

2.2 The governance and executive leadership team of the school reflects a clear Christ-centered governance and executive leadership model. A policy is in place that requires a testimony and evidence of faith in Jesus Christ from all board members and executive leadership. (C) (3)

- Administrator Job Description (see 2.1)
- Board Member Annual Affirmation Statement
- Board Policy Manual (Administrative Section, p. 7)
- FCA Association Membership Application

2.3 The governing body supports the head of school prerogatives and responsibilities, and it provides for an appropriate annual evaluation of the head of school. (C) (3)

- Administrator Evaluation by Board of Directors
- Administrator Evaluation by Committee
- Administrator Evaluations (Personnel File in Administrator's Office)
- Board Policy Manual (Administrative Section, pp. 6-7)

2.4 Constituents and stakeholders are provided appropriate input by leadership in the decision-making process, a practice that promotes a culture of participation, responsibility, transparency, and ownership. (C) (3)

- Employee Surveys (Survey Notebook)
- Family Surveys (Survey Notebook)
- Student Surveys (Survey Notebook)
- Survey Comments (Survey Notebook)

2.5 Established written policies and procedures promote effective operations in admissions, governance, Finance, and other operational aspects. Appropriate legal documents and

clearly articulated articles of incorporation, governing body policies, and bylaws are established and are available for review. (C) (3)

- Articles of Incorporation
- Board Policy Manual
- Family Handbook
- FCA Constitution (See 2.1)
- Personnel Handbook

2.6 Established written policies are in place to see that the educational and developmental needs of each admitted student are being met on the basis of biblical principles, professional ethics, and high standards. Staff members are sensitive to the culture, gender, language, and special needs of students and their families. (C) (3)

- Admissions Packet (Provided on Site)
- Board Policy Manual (Student Section, pp. 4-11)
- Special Concerns Student Information

2.7 Financial resources are available to fulfill the mission and programs of the school, and financial operations and decisions are conducted with integrity and in accordance with biblical principles. Income received from tuition is appropriately used for education-related expenses within the school. (C) (4)

- Annual School Report Card (2015)
- Board Policy Manual (Finance Section)
- FCA Budget
- Financial Statements

2.8 The budget is constructed carefully—using input from program heads—and is managed properly in accordance with the stated goals of the school. The budget reflects an accurate assessment for educating a student, including instructional supplies and informational technology. Stated student outcomes are appropriately financed. (C) (3)

- Board Policy Manual (Finance Section, p. 3)
- Budget Request Form
- FCA Budget (See 2.7)

2.9 A financial review is conducted by an external CPA that has no vested interest in the school at the time of initial accreditation and renewal. The annual statement of financial practices is submitted with the annual accreditation report. The school complies with GAAP. (C) (3)

- Board Policy Manual (Finance Section, p. 4)
- Financial Review

2.9a Stand-alone preschool programs, with an annual budget of \$250,000 or less, may choose to have an annual examination of their Finances in lieu of a financial statement review. The examination must be completed by a qualified accountant who is independent of the program and its sponsoring church, school, or board. (EE) (N/A)

- N/A

2.10 Just compensation packages are documented for all employees and are commensurate with the training and services rendered. (C) (3)

- Administrative and Hourly Staff Salary Schedules
- Board Policy Manual (Finance Section, pp. 10-11)
- Coaching Salary Schedule
- Faculty and Staff Contracts
- Faculty Salary Schedule
- Personnel Handbook (Personnel Policies, pp. 20-28)

2.11 The school ensures compliance with *applicable* local, state, and federal laws, and it is in good standing with all regulatory agencies. (C) (3)

- Asbestos Management Plan (Located in Office)
- Business License (Located in Teacher's Lounge)
- Employment Posters (Located in Teacher's Lounge)
- Exemption K Status Letter
- Fire Drill Reports (Located in Office)
- Fire Inspection Reports (Located in Office)
- Health Inspection Reports (Located in Office)
- IRS Determination Letter
- Liability Insurance Policy
- Pest Management Plan (Located in Office)
- Pre-Kindergarten License
- Vehicle Insurance Policy
- Water Testing (Located in Office)
- Worker's Compensation Policy

Areas for Continuous School Improvement

1. Faith Christian Academy will purposefully look for ways to increase constituent involvement in the Association and Faith Family Fellowship.
2. Faith Christian Academy will evaluate the tuition collection service and student information system utilized by the school in order to potentially lower overhead costs.

Standard 3: Home and Community Relations and Student Services

Brief Narrative

Faith Christian Academy is an institution that takes great care and concern in communicating effectively with its constituents. The school clearly communicates its mission to the constituents and community through the Faith Christian Academy website as well as in all advertising and correspondence. Visitors and constituents of the school can also observe the mission posted in the hall and classrooms.

Regular communication occurs through the weekly newsletter (“Voice of Faith”), which is emailed to constituents and posted online with school announcements and upcoming events. A quarterly newsletter is sent to parents and individuals in the community highlighting academic and athletic achievements. The administration also provides an “Annual Report Card” to our constituents indicating progress on accomplishing the school’s long range plan. Daily communication with families is facilitated through the grading system, Renweb. Informally, communication between the school and constituents is accomplished through email, social media (Facebook and Twitter), as well as face to face in parent/teacher conferences (Indicator 3.2).

The school conducts an annual survey of families that is related to the school implementation of strategic initiatives and objectives (3.2). The surveys inform the school’s decision making process at all levels of operation. Regular demographic surveys are conducted as a part of the annual survey and through the re-enrollment process (3.2). Other surveys include, exit surveys for families leaving the school and student surveys given annually in the classrooms. The use of surveys has led to specific changes. For example, surveys have indicated that the parents and students would appreciate more fine arts options. As a result, the school implemented a band program this school year.

Families are involved in the daily operation of the school through volunteer activities. One opportunity for parental involvement is through the “Faith Family Fellowship,” which raises funds primarily to purchase items needed by teachers in the classroom. This is an effective communication tool between teachers and parents regarding classroom needs. Many parents actively volunteer in one capacity or another in the school. One particular group has evolved from the fellowship called the “Falcon Fanatics Booster Club.” They are responsible for raising the funds for the operational budget of the athletic department. This group of parents organizes the sports banquet, operates the concession stand and the admission gate at the athletic events, and performs a variety of other functions. Faith Christian Academy has begun a new mentoring program for new families. Existing families are paired with new families to facilitate the building of relationships between the school and new families.

The school employs a guidance counselor who assists the principals at both the elementary and secondary levels with counseling and referrals for students of all ages. The primary focus of the position is to provide college preparatory testing, as well as career and college information for

students in the high school grades. The guidance counselor regularly communicates with high school students regarding upcoming events such as college entrance exams and scholarship opportunities. Students are also assisted in making Godly life choices through an elective course offered each year entitled “College and Career” that teaches Biblical financial principles and helps students seek the Lord for His plan for their future (3.8).

Student activities are an important component of a Christian education. Faith Christian Academy strives to offer various activities from a distinctly Biblical worldview to impact as many students as possible (3.12). The faculty members build relationships with students through shared interests as they lead clubs for students in middle school and high school. There are a wide variety of options available reflective of the needs and interests of the students (3.12). The athletic director oversees the school’s athletic program which includes sports for secondary students in all three seasons at the middle and high school level (3.13). The school has implemented a student mentoring program where the secondary students act as mentors to the elementary students in a supervised manner. The students meet monthly and spend time together. This program is beneficial to both the mentees and mentors as they build relationships with one another.

Strengths

1. Faith Christian Academy offers students a variety of opportunities for activities with a distinctly Biblical worldview.
2. The Faith Christian Academy pre-kindergarten program effectively meets the physical, emotional, and social needs of students and provides a healthy atmosphere for learning.
3. Faith Christian Academy is sensitive to our constituents’ needs expressed in surveys as evidenced by the implementation of an instrumental music program this year.

Documentation and Supporting Evidence

3.1 Enrollment is sufficient to establish the viability of the school and all divisions it offers (i.e., EE, primary, elementary, secondary). (C) (3)

- FCA Enrollment Patterns

3.2 The school conducts regular demographic assessments of its constituents in light of the stated mission: (1) educational levels, (2) ethnic diversity, (3) faith backgrounds, (4) family income and vocation. (C) (3)

- Demographic Information 2015-16
- Renweb Student Information System (Provided on Site)

3.3 The length of the school day and year, as well as the number of instructional hours and days, complies with state or provincial laws, if applicable. (E/S) (3)

- Master Schedule 2015-2016
- Sample Student Report Card
- School Calendar Online (faithchristianacademy.net)
- WV State Code Applying to Private Schools Chapter 18

3.4 Regular, established, and effective two-way communication occurs between the school and its constituents. (C) (4)

- Annual School Report Card 2015
- Board Policy Manual (Administration Section, pp. 10-13)
- Constant Contact Online Communications
- Exit Survey 2015 (Survey Notebook)
- Family Orientation Presentation 2014
- Parent/Teacher Conference Forms
- Parent/Teacher Conference Schedule
- Punchbowl Online Communications
- School Surveys (Survey Notebook)
- Voice of Faith Example

3.4a Conferences with each child's parents/guardians are offered at least twice per year and at other times as needed to discuss the child's growth and developmental progress. (EE) (3)

- Parent Teacher Conference Forms (See 3.4)
- Parent Teacher Conference Schedule (See 3.4)
- School Calendar Online (faithchristianacademy.net)

3.5 The school has established biblical principles for resolving differences between the school and its constituents. These policies are written, reviewed, and communicated for effective implementation. (C) (3)

- Board Policy Manual (Personnel Section, p. 16)
- Personnel Handbook (pp. 39-40)

3.6 The school systematically seeks input/feedback from current and past students in order to adjust its instructional and operational practices. (C) (4)

- Alumni Survey Results 2015 (Survey Notebook)
- Exit Survey Results 2015 (Survey Notebook)
- Student Chapel Survey Results 2015 (Survey Notebook)
- Student Survey Results 2014 (Survey Notebook)

Guidance Services

3.7 **The nondiscrimination statement is published and evident in the actions, relationships, and programs of the school.** (C) (4)

- Advertising Sample with Non-Discrimination Statement
- Community Helpers Program Assignments 2015
- Family Handbook (p. 6)
- Personnel Handbook (p. 16)

3.8 Guidance services include (1) standardized and/or criterion-referenced testing, (2) student intervention services, and (3) referrals for students with academic needs. High schools also provide post-high school planning. (E/S) (3)

- Family Handbook (p. 18)
- Family Handbook (pp. 6-7)
- Guidance Counselor Job Description
- Personnel Handbook (pp. 66-67)

- Terra Nova Test Scores

3.9 Processes are in place to identify and address students who have special needs. (C) (3)

- Board Policy Manual (Student Section pp. 4-7)
- Personnel Handbook (p. 68)

3.10 The school communicates effectively with families regarding all guidance services provided by the school. (C) (3)

- Board Policy Manual (Student Section p. 17)
- Family Handbook (p. 22)
- Four Year High School Planning Sheet 2016
- Four Year High School Planning Sheet 2017 and Beyond
- Voice of Faith (See 3.4)

3.11 Confidential records of students are complete, organized, current, accessible only to appropriate personnel, compliant with applicable legal requirements, and kept in a safe location. (C) (4)

- Fireproof File Cabinet in Main Office
- Personnel Handbook (pp. 50-51)
- Renweb Student Information System
- Sign on Permanent Record Cabinet

Student Activities

3.12 Student activities are consistent with the mission of the school, are a balanced variety, and are reflective of the needs of all students. (E/S) (4)

- Announcing the New Band Instructor to Parents
- Announcing the New Band Program to Parents
- Club Offerings
- Community Helpers Program Assignments (See 3.7)
- FCA Sports Program Information (faithchristianacademy.net, Athletics Tab)
- Fine Arts Festival

3.13 The school provides sufficient facilities, appropriate personnel, and financial support for each component of the student activities program. (E/S) (3)

- Academic Fairs and Competitions (Family Handbook p. 17)
- Announcing the New Band Instructor to Parents (See 3.12)
- Announcing the New Band Program to Parents (See 3.12)
- Athletic Handbook (faithchristianacademy.net, Athletics Tab)
- Booster Club Bylaws
- Personnel Handbook (p. 46)
- Secondary School Retreats
- Student Mentoring Program Description and Guidelines

3.14 The director ensures that daily transitions and regrouping of children are minimized through organization, written policies, and staffing. (EE) (3)

- Elementary Specials Schedule 2015
- Pre-Kindergarten Aid Schedule 2015
- Pre-Kindergarten Daily Schedule 2015
- Pre-School Parent Handbook

3.15 Each group of children has one primary teacher/caregiver to help ensure that the individual child is cared for and nurtured. (EE) (4)

- Early Education Personnel Professional Information
- Pre-Kindergarten Class Roster

3.16 Staff members intentionally prepare and maintain an emotionally healthy environment (outlined in the EE Evidence Guide for REACH Indicators on the accompanying CD). (EE) (4)

- Early Education CEU Chart
- Observation Comments from Pre-Kindergarten Teacher Personnel File

3.17 The program has a written plan to address children who exhibit varying needs. Needs may include developmental delays, special needs, or English language learners (outlined in the *EE Evidence Guide for REACH Indicators* on the accompanying CD). (EE) (3)

- Board Policy Manual (Student Section, pp. 7-8)

3.18 Families are provided with materials and resources to assist with health and educational needs of their child. (EE) (3)

- Pre-School Parent Handbook (See 3.14)

Areas for Continuous School Improvement

1. Faith Christian Academy will evaluate its guidance position to determine if expansion of this role to include more counseling services is warranted.
2. Faith Christian Academy will seek support from all constituents for the development of the new campus to meet future enrollment needs.

Standard 4: Personnel

Brief Narrative

The heart of Faith Christian Academy is the people who serve God on this ministry team. Because students are so impressionable and learn so much through what they observe, the character, attitudes, and words of Christian teachers have great influence on the lives of students in their care.

Faith Christian Academy hires personnel who have made a clear personal commitment to follow Jesus Christ (Indicator 4.1). A salvation testimony is required of all applicants for employment as a part of the application process. Additionally all applicants are asked if they agree with the school's statement of faith and attend a church that agrees. Teachers and administrators must be in full and complete agreement with all tenets of this document. Non-administrative staff members may disagree only with the paragraph on eternal security. Applicants are provided with a copy of the school's Statement of Faith and Philosophy of Education (articles II and III of the school's constitution) (4.3).

Each applicant for employment must state in writing and provide explanation in the interview process of their agreement with these foundational documents. These documents are reviewed annually by the board of directors and all employees. The school administration keeps on file the appropriate screening and background information for each employee (4.11).

New employees are provided with a special orientation to introduce them to school procedures, expectations, as well as other pertinent information (4.11). In addition a "Mentoring and Induction" program for new teachers is in place to insure a smooth transition and clear understanding of expectations.

Each employee also signs a statement of agreement with and adherence to a "Moral Conduct Policy." This is in addition to signing a contract that stipulates the importance of being a "Godly Role Model." A "Code of Ethics" is also a part of the employee notebook and is reviewed by employees. This code of ethics provides helpful information on proper relationships with other employees, parents, and students (4.2).

The school administrator and elementary principal hold lifetime, professional, administrative certificates with the Association of Christian Schools International (ACSI) (4.4). All teachers hold bachelor's degrees at a minimum from accredited colleges and 30% hold master's degrees (4.5). One hundred percent of full-time equivalents hold a teaching certificate from ACSI. (4.6)

In 2012 a new evaluation and professional growth model was put into place with "Standards of Performance" and "Teacher Performance Levels." The evaluation form and process results in teachers being placed in one of these performance levels (4.9). These levels then come with corresponding professional growth items that will help the teacher move from one level to the

next (4.7). Faculty members complete self-evaluations, submit to observation and evaluation, survey families and students, and engage in ongoing professional development in order to improve instructional practices. These processes are reviewed annually by the employees as well as the Education Committee of the board.

Student surveys are conducted annually and made a part of the evaluation process for teachers. This survey data is instrumental in providing teachers with goals for the next school year. Family surveys are also conducted annually. The results and comments provide the basis for employee discussion and impact goals for the school's improvement plan.

The teachers also meet in departments regularly and review achievement tests scores as a part of their curriculum review process. Departments make recommendations related to textbook adoption and curriculum guide revision.

Strengths

1. Faith Christian Academy's teachers and staff show a clear testimony of their faith in Jesus Christ.
2. Faith Christian Academy's executive leadership provides professional development for teachers and encourages advanced degrees by providing financial incentives.
3. Faith Christian Academy implements and regularly reviews a systematic observation and evaluation process for all staff members.

Documentation and Supporting Evidence

4.1 Each staff member has a clear testimony of faith in Christ, has signed the school's statement of faith, and endorses the school's code of ethics/lifestyle statement. (C) (4)

- Board Policy Manual (Personnel Section, pp. 5-6)
- Faculty Job Description
- Moral Conduct Policy/Statement (Employee Handbook, p. 19)
- Professional Christian Educator Code of Ethics
- Staff/Coach Application
- Teacher Application

4.2 The executive leadership of the school ensures that staff members know and understand the ethical considerations of their respective positions. (C) (3)

- Faculty and Staff Contracts
- Faculty Job Descriptions (See 4.1)
- Mentoring and Induction Program (Personnel Handbook, pp. 29-32)
- Moral Conduct Policy/Statement (See 4.1)
- Personnel Handbook (pp. 7-14, 55)
- Professional Christian Educator Code of Ethics (See 4.1)
- Teacher Meeting Agenda

4.3 School personnel, including volunteers, clearly indicate their commitment to the mission and philosophy of the school and biblically based relationships therein. (C) (3)

- Board Member Annual Affirmation Statements
- Board Policy Manual (Personnel Section, pp. 22-23)

- Employee Applications (See 4.1)
- Parental Covenant
- Teacher Contracts (See 4.2)

4.4 The K–12 head of school and all K–12 principals hold an ACSI administrative certificate. (3)

- Administrator Job Description
- Elementary Principal Job Description
- Organizational Flow Chart
- Personnel Files (Found in Administrator’s Office)
- Teacher and Administrator Certification Report

4.4a EE Director: The director of the early education program has professional training as evidenced by having obtained, at minimum, a bachelor’s degree in early childhood education/child development or related field from an accredited institution, or a bachelor’s degree in a nonrelated field and a CDA, or a bachelor’s degree in a nonrelated field and nine credit hours of college course work in early childhood education/child development or related field.

The director also has a working understanding of business practices as evidenced by nine credit hours of college course work in administration/business (or its equivalent). The course work includes training in leadership development and supervision of adults. Refer to the EE Equivalency Chart: Director on the accompanying CD. (EE) (3)

- Personnel Files

4.5 All K–12 teachers hold, at minimum, a bachelor’s degree from an accredited college/university or an institution recognized by ACSI. (E/S) (4)

- Board Policy Manual (Personnel Section, p. 5)
- Personnel Files
- Teacher and Administrator Certification Report (See 4.4)

4.5a EE Teachers: Early education teachers have obtained, at minimum, an associate’s degree in early childhood education/child development or related field from an accredited institution or an AA degree out of field with six credit hours of early childhood/child development in college course work. Refer to the EE Equivalency Chart: Teacher on the accompanying CD. (EE) (3)

- Early Education Personnel Professional Information
- Personnel Files

4.5b EE Teacher Assistants: Early education teacher assistants have obtained, at minimum, a state/nationally recognized competency credential. Refer to the EE Equivalency Chart: Teacher Assistants on the accompanying CD. (EE) (3)

- Early Education Personnel Professional Information (See 4.5a)
- Personnel Files

4.6 A minimum of 80 percent of K–12 faculty, based on full-time equivalents (FTEs), hold current ACSI certification. (E/S) (4)

- Personnel Files
- Teacher and Administrator Certification Report (See 4.4)

4.7 Professional development for K–12 faculty, guidance personnel, informational resources staff, and other appropriate staff is ongoing and integral to the school and aligned with specific goals and instructional programs, and it includes training in Christian school philosophy of education. (C) (3)

- Board Policy Manual (Personnel Section, p. 15)
- Continuing Education Charts
- Department Feedback on Professional Growth Topics
- Individualized Plan for Teachers (Personnel Handbook, pp. 32-38)
- Membership with ConNEXUS Premium for all teachers
- Personnel Files
- Professional Growth and Development Plan (Personnel Handbook, pp. 32-38)
- Teacher and Administrator Certification Report (See 4.4)

4.7a All EE staff who are responsible for the care and education of the children in the program participate annually in a minimum of 12 documented clock hours (or meet the state-mandated clock hours) of continuing education or professional development relating to topics specific to early education. Refer to the EE Yearly Professional Development Report on the accompanying CD. (EE) (3)

- Continuing Education Chart for Early Education

4.7b A minimum of four clock hours of biblical studies (a formal group or individual Bible study) is accepted with documentation of completion. (EE) (3)

- Continuing Education Chart for Early Education

4.7c Eighty percent of all early education teachers and teacher assistants complete ACSI's *Principles and Practices of Christian Early Education* course. (EE) (4)

- Continuing Education Chart for Early Education
- Personnel Files

4.8 Policies and procedures that reflect ethical employment practices regarding faculty/staff and separation from service are implemented and regularly reviewed. (C) (3)

- Board Policy Manual (Personnel Section, pp. 4, 15-19)
- Professional Growth and Evaluation Plan (See 4.7)
- Systematic review of Policies

4.9 Executive leadership supports the implementation of effective instructional practices of faculty/staff through annual observation, evaluation, and goal setting to more effectively achieve desired student outcomes. (C) (3)

- Board Policy Manual (Personnel Section, pp. 19-21)
- Continuing Education Charts (See 4.7)

- Individualized Plan for Teachers (See 4.7)
- Personnel Files
- Professional Growth and Development Plan (See 4.7)

4.9a The director ensures that a formal evaluation of new employees takes place no later than six months into the orientation period. (EE) (4)

- Personnel Files

4.10 The number of instructional and support staff is sufficient for the scope of the school. (C) (3)

- Personnel List
- Secondary Master Faculty Schedule

4.11 All personnel, including volunteers and substitute teachers, have the appropriate screening and background checks on file, and they are supervised by qualified staff. Orientation for new staff members is thorough and is conducted before any new staff has contact with the students. (See the Orientation Training Chart for EE personnel.) (C) (3)

- Board Policy Manual (Personnel Section, pp. 4-6)
- Faculty Orientation Checklist
- Mentoring and Induction Program (See 4.2)
- Personnel Files
- Staff Orientation Checklist

4.12 The program policy provides a schedule for staff that includes appropriate planning time and breaks in the work schedule. (EE) (4)

- Aid Work Schedules
- Pre-Kindergarten Teachers' Daily Schedules
- Secondary Master Faculty Schedule (See 4.10)

Areas for Continuous School Improvement

1. Faith Christian Academy will develop and implement an ongoing program of professional development aligned with specific goals and instructional programs.
2. The Faith Christian Academy school board will adopt a more thorough and comprehensive policy dealing with volunteers and background screening.

Standard 5: Instructional Program and Resources

Brief Narrative

The instructional program of Faith Christian Academy consists of carefully developed curriculum guides for each subject taught (Indicator 5.1). Each curriculum guide documents national and/or state benchmarks, essential questions, Biblical worldview integration, knowledge and skills, assessment techniques, instructional strategies, and resources used. This information is organized by the content that is taught each quarter. Teachers are expected to utilize these guides to meet written standards and expected school-wide student outcomes (5.2). Specific daily lesson plans are created from these curriculum maps, and annual analysis is required to assess effectiveness.

The instructional program is evaluated on a systematic basis (5.3). The school utilizes parent survey results as one method of determining overall instructional strengths and weaknesses. Also, each teacher serves on a Committee whose purpose is to analyze standardized achievement test scores for one core subject for all grade levels to determine strengths and weaknesses within that particular subject. Comparisons are made between that data and the curriculum content at each grade level. Overlaps, gaps, or omissions are analyzed by the Committee and recommendations are made by the faculty for more effective instructional strategies. Another component of this analysis includes assessing the curriculum's effectiveness in meeting state and national standards as well as comparing trend data of student performance from comparable schools (5.4, 5.5 & 5.7). In addition, individual student performance is tracked longitudinally in the elementary, and student-specific goals are communicated annually to the parents (5.5 & 5.7). A board policy provides the basis for curriculum evaluation in a well-defined five year cycle.

The instructional program is based on instructional strategies that engage the student in active learning and are reflective of sound educational practice (5.4). Annual funds are budgeted for teacher training and professional development. Teachers provide input for the use of grant money in purchasing resources appropriate for the programs offered. Teachers are challenged to meet student learning needs by using a variety of instructional methods and evaluation techniques. Annual achievement testing at all grade levels influences appropriate educational practices (5.5 & 5.7). FCA has consistently chosen to hold itself to a higher standard by publishing test scores in comparison to other ACSI schools as well as the national test results (5.7).

The elementary curriculum is designed to teach students to read proficiently, write effectively, and think critically. Priority is also placed on the understanding of number concepts, number relations, and basic math facts. Special attention is given to the development of a personal relationship with God followed by Godly character development.

Middle school courses are designed to prepare students to be more independent in preparation for high school courses. These courses tend to be more survey in nature. Academically, students in

the middle school are challenged to understand what they are reading, write effectively what they have learned, and further develop their critical thinking skills. Spiritually, students are challenged to respect God and others and to make wise choices.

High school courses are designed to prepare students for college and their selected career. Honors level courses offer opportunities for enhanced academic studies. Special attention is given to the development of a Biblical world view. Students are taught to defend their faith as they prepare to accomplish God's will for their lives. High school students are encouraged to take college level dual credit classes. Faith Christian Academy has developed a relationship with Appalachian Bible College to offer two courses (twelfth grade Bible and English) on site using the school's teachers resulting in dual college and high school credit. Students have the opportunity through this program to earn twelve college credits while simply taking required high school courses.

Faith Christian Academy meets the indicators of Standard 5. Feedback from annual parent surveys, annual achievement test analysis, frequent assessment of curriculum, and school-sponsored teacher training demonstrate that the school places priority on high academic achievement and research-based educational strategies.

Strengths

1. Faith Christian Academy has developed curriculum guides at each grade level that is based on Biblical truth and integrates a Biblical worldview throughout all subjects.
2. Faith Christian Academy, responding to parent surveys, placed a priority on implementing band and strings instruction by hiring a qualified band/orchestra teacher and requiring instrumental instruction of fifth and sixth grader students.
3. Faith Christian Academy has established a systematic process of analyzing test scores, collecting parent feedback, collaborating with colleagues, and evaluating the instructional program. The result of this process has been a documented increase in student achievement across all grade levels and subject areas.
4. Faith Christian Academy's Education Committee is extremely active, participating in the review of survey data and achievement test scores and holds the administration accountable for the implementation of board policy related to curriculum review.

Documentation and Supporting Evidence

5.1 The curriculum guide/plan is based on biblical truth, sound educational practice, and appropriate school selected standards that inform the instructional program for the development of the whole child—spiritually, intellectually, physically, emotionally, and socially. (C) (3)

- Continuing Education Charts
- Curriculum Guides (Curriculum Trak)
- Elementary Lesson Plans (Public Files/Lesson Plans)
- Samples of High-Yield Student Projects (Hallway and Classroom Displays, Classroom Observations)
- Upper Division Lesson Plans (Renweb)

5.2 The curriculum guide/plan, printed or electronic, includes the following components: (1) schoolwide expected student outcomes, (2) an educational philosophy statement that includes a biblical basis for each subject area, and (3) mapping or scope and sequence of instruction for each subject area at each grade level (incorporating items such as time frame for each instructional unit, overall instructional goals for each course, specific instructional objectives for each unit of study including the developmentally appropriate application of Christ-like character and values, instructional methods, instructional resources and textbooks, and evaluation and assessment strategies.) (E/S) (4)

- Curriculum Guides (Curriculum Trak)
- Curriculum Introduction & Philosophy Course Descriptions
- Elementary Lesson Plans (Public Files/Lesson Plans)
- Upper Division Lesson Plans (Renweb)

5.2a The EE director ensures that the program has developed a curriculum guide/plan that flows out of the philosophy and foundational statements and that is based on current early education research and principles. The curriculum plan includes the following components: (1) an educational philosophy of teaching and how children learn based on early education research, (2) schoolwide expected student outcomes, (3) mapping of instruction for each age group, (4) incorporating overall goals and objectives aligned with state/national standards for each domain, (5) developmentally appropriate instructional methods, (6) instructional resources, and (7) evaluation and assessment strategies (outlined in the *EE Evidence Guide for REACH Indicators* on the accompanying CD). (EE) (4)

- Pre-Kindergarten Curriculum Guide (Curriculum Trak)

5.3 The school systematically evaluates its instructional strategies, learning activities, and instructional technology, ensuring that these are research based and that they reflect sound educational practice. (C) (4)

- Board Policy Manual (Personnel Section, p. 26)
- Continuing Education Charts (See 5.1)
- Curriculum Evaluation and Textbook Selection Procedure (Personnel Handbook, p. 72)
- Parent Surveys (Survey Notebook)
- Terra Nova Analysis and Department Work (Standard 5 Notebook)
- Terra Nova Test Scores Verifying Historical Pattern of Learning Environment (Standard 5 Notebook)

5.4 Instructional strategies and learning activities focus on active student engagement, the achievement of essential knowledge and skills, biblical wisdom and understanding, and higher-order thinking skills.(E/S) (4)

- Continuing Education Charts (See 5.1)
- Curriculum Guides (Curriculum Trak)
- Elementary Sample Lesson Plans
- Employee Annual Goals, Elementary
- Employee Annual Goals, Secondary
- Samples of Learner-Centric Activities (Hallway and Classroom Displays)
- Teacher Evaluations, Personnel Files (Found in Administrator's Office)

- Upper Division Sample Lesson Plans

5.4a Appropriate instructional strategies include the following developmental domains: spiritual, social, emotional, physical, and cognitive to include language, math, science/discovery (outlined in the *EE Evidence Guide for REACH Indicators* on the accompanying CD). (EE) (4)

- Early Education CEU Chart
- Pre-Kindergarten Curriculum Guides (Curriculum Trak)
- Pre-Kindergarten Sample Lesson Plans

5.4b Teachers incorporate appropriate instructional strategies and learning activities in the lesson plans that reflect the goals of the program and connect with the overall expected child outcomes (outlined in the *EE Evidence Guide for REACH Indicators* on the accompanying CD). (EE) (4)

- Pre-Kindergarten Curriculum Guides (Curriculum Trak)
- Pre-Kindergarten Sample Lesson Plans (See 5.4a)

5.4c The daily schedule provides for stability, security, and flexibility to meet the group's needs, capitalizing on the children's interest and attention span. The classroom schedule includes a balance of activities that are age appropriate in length (outlined in the *EE Evidence Guide for REACH Indicators* on the accompanying CD). (EE) (4)

- Elementary Specials Schedule, PK-5th
- Pre-Kindergarten Curriculum Guides (Curriculum Trak)
- Pre-Kindergarten Daily Schedule
- Pre-Kindergarten Sample Lesson Plans (See 5.4a)
- Pre-School Parent Handbook, pp. 4-5 (Director's Office)

5.5 There is a systematic process in place for the assessment of student learning and development that is used for program analysis and improvement. (C) (4)

- 4 ½ Week Assessments for Elementary Students, Sample Forms
- Completed 4 ½ Week Assessments for Elementary Students (Standard 5 Notebook)
- Directions for Assessment of Elementary Terra Nova Scores and Individualized Yearly Goals
- Terra Nova Analysis and Department Meeting Work (Standard 5 Notebook)
- Terra Nova Test Scores Login Information (Standard 5 Notebook)

5.5a Developmentally appropriate child assessments such as portfolios, work samples, and observation data are collected at least twice per year and shared with parents. (EE) (3)

- Pre-Kindergarten Quarterly Assessments
- Pre-Kindergarten Quarterly Student Report Cards (Student Permanent Files in Main Office)

5.6 The school gathers, analyzes, and uses data and research in making educationally sound decisions regarding students, instructional strategies, and the allocation of resources. (C) (3)

- 4 ½ Week Assessments for Elementary Students, Sample Forms (See 5.5)
- Announcing the New Band Instructor to Parents
- Announcing the New Band Program to Parents

- Community Helpers Program
- Completed 4 ½ Week Assessments for Elementary Students (See 5.5)
- Curriculum Guides (Curriculum Trak)
- Directions for Assessment of Elementary Terra Nova Scores and Individualized Yearly Goals (See 5.5)
- Parent Surveys (See 5.3)
- Terra Nova Analysis and Department Meeting Work (See 5.5)
- Terra Nova Test Scores Login Information (See 5.5)

5.7 The school analyzes student performance data including (1) implications of schoolwide trends seen from year to year; (2) monitoring the progress of individual students; (3) disaggregation of data by gender, ethnicity, and other factors important to the school; and (4) comparison to comparable outside groups. (E/S) (4)

- 4 ½ Week Assessments for Elementary Students, Sample Forms (See 5.5)
- Annual School Report Card (Standard 5 Notebook)
- Authentic Assessments (Hallway and Classroom Displays)
- Completed 4 ½ Week Assessments for Elementary Students (See 5.5)
- Directions for Assessment of Elementary Terra Nova Scores and Individualized Yearly Goals (See 5.5)
- Parent Surveys (See 5.3)
- School Newsletters (Standard 5 Notebook)
- Terra Nova Analysis and Department Meeting Work (See 5.5)
- Terra Nova Test Scores Communicated to Parents Annually

5.8 Instructional resources are adequate and appropriate for the programs offered and are systematically evaluated and selected with appropriate input. (C) (3)

- Board Policy Manual (Personnel Section, p. 26)
- Curriculum Evaluation and Textbook Selection Procedure (Employee Handbook, p. 72)
- Education Committee Meeting Minutes: March 15, 2011, March 20, 2012, January 28, 2013, etc. (Education Committee Notebook in Administrator's office)
- Parent Surveys (See 5.3)
- Textbook Inventory (Inventory Notebook)

5.8a Developmentally appropriate materials and equipment are provided in each classroom including child-sized tables and chairs and adequate furniture in good repair to meet the needs of the children. (EE) (4)

- Indoor-Outdoor Sample Safety Check

5.9 The school has an appropriate, accessible, and balanced variety of informational and research resources for students and staff that includes the Christian distinctive of the school and supports the learning objectives of the instructional programs. (C) (3)

- Computer Lab Schedule
 - Description of Library Contents
 - Description of Technology Used to Support the Academic Program

5.10 Informational and research resources are culturally sensitive, representing the enrolled demographic, surrounding communities, and students' countries of citizenship. (C) (3)

- 2013-2014 Take a Trip With Us Around the World Yearbook (Main Office)
- Description Of Library Contents (See 5.9)
- Multi-cultural Library Holdings

5.11 Faculty members, students, and other relevant constituents provide input into the selection of instructional and research resources that support the attainment of schoolwide expected student outcomes. (C) (3)

- Computer Class Connections Form
- Education Committee Meeting Minutes (See 5.8)
- Faculty Technology Competency Survey
- Library Policy Manual (Materials Selection Policy, p. 10)
- Library Policy Manual (Teacher's Request for Purchase, p. 19)
- Parent Surveys (Survey Notebook)
- Teacher Wish List

5.12 Informational resources are readily accessible to students, staff, and faculty. (C) (3)

- Computer Class Connections Form (See 5.11)
- Computer Room Schedule (See 5.9)
- Description of Library Contents Including Times the Library is Accessible (See 5.9)
- Librarian's Daily Schedule
- Library Policy Manual (Materials Selection Policy, p. 10) (See 5.11)
- Master Room Schedule 2015-2016 Verifying Accessibility of Library and Computer Lab
- Mobile Computer Lab Sign-Up Form (Mobile Lab Cart, Elementary Hallway)

5.12a Passive media (television, DVDs, CDs), when used, meet the following requirements: (1) are appropriate to the age and the attention span, (2) enhance the effectiveness and values of the program, (3) are previewed by the staff for overall content and age appropriateness, (4) serve as an occasional supplement to daily activities rather than a significant part, and (5) include appropriate teacher involvement in introducing and following up the viewing with questions and activities that elicit children's active involvement. (EE) (3)

- Pre-Kindergarten Lesson Plans (See 5.4a)

5.12b If the program includes computers for children's use, program guidelines have been developed for classroom use to ensure children's active involvement. Guidelines address strategies to ensure interactive involvement and consider the needs of the young learner. (EE) (3)

- Pre-Kindergarten Computer Curriculum Guides (Curriculum Trak)

5.13 The school formally evaluates the instructional program on a systematic basis, including monitoring of the school environment to ensure that it is conducive to the learning and development of the whole child. (C) (4)

- Board Policy Manual (Personnel Section, p. 26)
- Board Policy Manual (Student Section, p. 26)
- Curriculum Evaluation and Textbook Selection Procedure (Personnel Handbook, p. 72)

- Elementary Character Education Program 2015-2016
- High School Retreat Schedule 2015
- Middle School Retreat Schedule 2015
- Parent Surveys (Survey Notebook)
- School Improvement Plan 2010
- Student Council Purpose, Guidelines, and Policies
- Student Council-Led Activities
- Student Surveys, 2013 & 2015 (Survey Notebook)
- Supervision Schedule for Lunch and Porch Upper Division
- Upper Division Chapel Schedule Verifying Spiritual Emphasis Week

5.14 The school has a written classroom management philosophy and policies that are developmentally appropriate and biblically based, and they are implemented effectively and communicated to the school community. (E/S) (3)

- Board Policy Manual (Student Section, pp. 20-23)
- Family Handbook, pp. 26-33
- Personnel Handbook, p. 67

5.14a Child guidance policies and procedures are in place and published for parents and staff. The policies and procedures support staff in maintaining effective orderly classrooms (outlined in the *EE Evidence Guide* on the accompanying CD). (EE) (3)

- Pre-School Parent Handbook, pp. 6-7 (Director's Office)

5.15 Written policies and procedures are in place to allocate and protect instructional time and learning opportunities and support student learning and graduation requirements. The number of students per classroom is monitored for effective learning and student-teacher relationships. (C) (3)

- Board Policy Manual (Student Section, Student-Teacher Ratio Policy, p. 11)
- School Calendar Verifying 180 Days In Session (school website)
- WV State Code Applying to Private Schools

5.16 The school instructs teachers and students in the ethical and moral use and evaluation of source materials, including verification, attribution and credit, appropriate referencing, and media literacy. (E/S) (4)

- Academic Integrity/Plagiarism Guidelines
- Professional Christian Educator Code of Ethics

5.17 The school has, and regularly evaluates, a technology plan that includes the acquisition, inventory, and maintenance of software and hardware as well as acceptable use policies. (C) (3)

- Equipment Inventory Purchased with Title II Funds
- Faculty Technology Competency Survey (See 5.11)
- Family Handbook (Internet Policy: Guidelines For Internet Use, p. 38)
- Parent Signature Form for Handbook Verifying that Parents Understand the School Policies, including Use of Internet
- Technology Plan Revised 2014

5.18 The school has implemented procedures for regular communication of student achievement to all stakeholders. This communication includes the following: (1) major tests used, (2) schoolwide trends in achievement, (3) accomplishment of schoolwide expected student outcomes, and (4) annual progress of individual students. (C) (4)

- 4 ½ Week Assessments for Elementary Students, Sample Forms (See 5.5)
- Annual School Report Card (Standard 5 Notebook)
- Authentic Assessments (Hallway and Classroom Displays)
- Completed 4 ½ Week Assessments for Elementary Students (See 5.5)
- Directions for Assessment of Elementary Terra Nova Scores and Individualized Yearly Goals (See 5.5)
- School Newsletters (Standard 5 Notebook)
- Terra Nova Scores Communicated to Parents Annually (See 5.7)

Areas for Continuous School Improvement

1. Faith Christian Academy will investigate increasing the offering of high school computer courses and/or the use of online forums, blogs, etc. that will more fully prepare students for the role technology plays in college coursework.
2. Faith Christian Academy will investigate ways to strengthen middle school students' organizational and study skills
3. Faith Christian Academy will provide teacher instruction/workshops/in-service on classroom management techniques with the goal of engaging students more effectively and lessening discipline issues.
4. Faith Christian Academy will place an emphasis on science instruction, techniques, and skills in an effort to improve the students' overall science performance.

Elementary Instructional Program

Elementary Art

Brief Narrative:

Elementary Art is taught once each week for 40 minutes to each elementary class. Art instruction is based on the understanding that God is the creator and man is made in his image, therefore, each student possesses creative abilities as well. Through our creativity, we have the opportunity to bring glory to God.

The students are introduced to the basic elements of art-line, shape, color, texture, etc. Each grade level works on increasingly more complicated projects. The students create art in a variety of media based on their imaginations and personal experiences.

Strengths:

1. The students learn to appreciate art in various contexts through the use of children's literature illustrations.
2. The students learn to see beauty in nature and appreciate God's creative work.
3. The students are introduced to fine arts through artist studies.

Areas for Continuous School Improvement:

1. It would be helpful to have some art storage in the elementary wing.
2. It would be beneficial to schedule time between classes for clean-up and set up.

Elementary Bible**Brief Narrative:**

Elementary Bible is taught daily, usually at the start of the school day. Bob Jones University Press is used as the textbook provider throughout the elementary grades. It is crucial that students become excited about a relationship with Jesus Christ as they see Him in the Bible. It is also important that students in the elementary grades grow in their relationship with Christ through Scripture memorization, meditation on God's Word, and character education.

To that end, our students learn about many Bible characters. These Godly examples are explored as a means of demonstrating the desired character traits that our students should develop. The life of Christ is studied as our ultimate model of holiness. The importance of daily devotions, prayer, and church attendance are highlighted as key components of personal Christian growth.

Strengths:

1. There is a strong emphasis on making a personal salvation decision and Godly character development.
2. By the end of any given school year, all elementary students have memorized the Bible passage relating to the current year's school theme, a Bible passage unique to their individual classroom, and a variety of topical verses that provide Biblical application of weekly Bible lessons.

Areas for Continuous School Improvement:

1. There is a need to place a greater emphasis on student engagement during daily Bible lessons in a way that brings the Bible to life.

Elementary Computer**Brief Narrative:**

Elementary computer is taught in a 20 minute segment one day each week to pre-kindergarten students, 30 minutes each week to kindergarten through first grades, and 40 minutes each week to second through fifth. The West Virginia technology standards are a guideline for concepts that are introduced to these students. Installed on the computers are educational software programs that emphasize typing, math, and creative skills. Various websites are also utilized to teach (and reinforce classroom instruction) math, language arts, science, social studies, and technology skills. Third through fifth grade students learn basic functionality of Microsoft Office products.

It is important that the student in elementary school become familiar with the location of keys on the keyboard and the use of the mouse. These skills are taught beginning in pre-kindergarten. Students are also taught the basics of computer hardware beginning in pre-kindergarten (identifying various parts of the computer), as well as basic troubleshooting of computer problems beginning in third grade. Students are alerted to security issues in the use of the

computer.

Linking computer use with moral and ethical principles is essential for our students to develop godly wisdom that will allow them to use these technology tools in a way that is pleasing to God and helpful to others.

Strengths:

1. Beginning with pre-kindergarten, all elementary students participate in weekly computer sessions in the computer lab.
2. Elementary students are gaining knowledge of basic word processing functionality and keyboarding skills that are allowing them to become more self-sufficient at creating typed electronic works by upper elementary.
3. A mobile computer lab is available to all teachers for in-classroom use.
4. Through the use of various online resources, students in grades kindergarten through five are gaining experience in basic computer programming skills.

Areas for Continuous School Improvement:

1. As computer hardware, software, and online technology change at a very rapid pace, it is important, and can be challenging, to stay up-to-date on the latest technologies and resources that are available as teaching tools.
2. Purchasing additional age-appropriate educational software is limited due to funding constraints.

Elementary Foreign Language

Brief Narrative:

Elementary foreign language is taught to the pre-kindergarten through fifth grade students. The pre-kindergarten students receive instruction once a week for 15 minutes. The kindergarten through fifth grade students are instructed once a week for 30 minutes by class.

The elementary Spanish program is focused on making exposure to and learning of a foreign language a fun and enjoyable experience. Students are introduced to basic Spanish vocabulary through the use of worksheets, song-singing, scripture memorization, and games.

Strengths:

1. All elementary students participate in the weekly Spanish instruction.
2. Language learning is fun and unpressured.

Areas for Continuous School Improvement:

1. Instruction focuses mostly on vocabulary building. Older elementary students could be challenged to communicate at a more advanced level.

Elementary English/Spelling/Penmanship

Brief Narrative:

Bob Jones University Press is the textbook provider for elementary English. Students learn and

utilize the correct principles of communication through written and spoken language. Proper grammar, parts of speech, sentence structure, and mechanics are taught. The curriculum is well balanced between grammar and writing, and the writing process is emphasized in a consistent way throughout the elementary years. Students move from writing good, clear, creative sentences to larger, more detailed paragraphs and essays. Students also learn to use the dictionary, encyclopedia, and thesaurus as reference materials. As an addition to the textbook, the students are taught good speaking skills through Fine Arts recitations and classroom and chapel presentations.

Good spelling is a key factor in students' written communication of feelings, values, and beliefs. Students are tested weekly on word lists that are cross-curricular, and they practice using these words appropriately in sentences and other daily activities. Sentence dictation is used weekly to enhance listening and writing skills. Teacher created worksheets prepare the students for SAT-style testing.

Students are taught a combination of pre-cursive print and cursive writing in grades pre-kindergarten through second grade. Students learn and demonstrate correct posture, hand position, placement of paper, formation of letters and numbers, pencil pressure, and spacing between letters and numerals. By third grade, students have mastered both print and cursive. Print is used in diagramming and mapping skills while cursive writing is primarily required in third through fifth grades.

Strengths:

1. The emphasis on phonics instruction produces excellent decoding skills.
2. The adoption of a new curriculum has enabled the writing process to be taught in a consistent format from first through fifth grades.

Areas for Continuous School Improvement:

1. Editing skills continue to be a weakness for elementary students.
2. It is the school's desire to enhance the fine arts program which includes teaching expression, articulation, and confidence in speech recitations.

Elementary Math

Brief Narrative:

Elementary math is taught daily. Pre-kindergarten uses the A Beka math curriculum. Kindergarten through fifth grade uses the BJU Press math curriculum. Second through fifth grades also use a coordinated program of math fact speed drills. There is a strong focus on each student mastering the basic math facts (addition, subtraction, multiplication, and division) before leaving the elementary grades.

Achievement test score analysis led to a change in curriculum/textbook provider and as a result test scores have improved dramatically. The regular use of manipulatives benefits students in visualizing mathematical concepts and increasing student understanding. Emphasis is given on developing and strengthening students' problem-solving skills and real-life applications. The curriculum focuses on moving the students from procedural knowledge to conceptual learning

which involves interpreting and applying concepts and understanding the connection between those concepts.

Strengths:

1. Increased use of concrete manipulatives has led to a deeper understanding of mathematical concepts as students move from procedural knowledge to conceptual learning.

Areas for Continuous School Improvement:

1. Many students continue to struggle with rapid recall of basic math facts without the use of finger counting.
2. Conceptual learning is a developing skill.

Elementary Music

Brief Narrative:

Elementary Music is taught twice each week for 40 minutes to each elementary class. Faith Christian Academy's music curriculum desires to train students in the basic skills of music and to have them develop an appreciation for music which will honor and glorify Jesus Christ as they strive to minister for Him. Throughout scripture, God's people are encouraged to "sing unto the Lord, O ye saints of His..." (Psalm 30:4), as well as to praise Him with the trumpet, psaltery, harp, timbrel, stringed instruments, organs, and cymbals (Psalm 150).

Learning to play an instrument is an important developmental milestone in musical training. For that reason, fifth grade students are taught either Beginning Band or Beginning Strings class instead of a general music class. To help prepare students for this elementary music capstone, the third and fourth grade music classes include increasingly more substantial investigations of music theory and performance of pre-band instruments.

Strengths:

1. FCA now has a separate music room (modular classroom), which was an improvement suggested by previous ACSI accreditation teams and staff surveys.
2. Vocal performance instruction continues to be very strong, especially in the lower elementary music classes.

Areas for Continuous School Improvement:

1. Some elementary classes are still taught in the main building; perhaps the modular music classroom could be utilized for all music classes to eliminate distractions in the building.
2. The school family's perception of the elementary music department is currently an expectation of impressive musical concerts and it needs to include an appreciation for the academic training students are receiving in the discipline of music.

Elementary Phonics and Reading

Brief Narrative:

Faith Christian Academy seeks to bring glory to God by developing a desire to read God's Word

and other reading material throughout life. Students are introduced to the basic rules, letters, sounds, blends, sight words, and decoding skills needed for good reading. Individual student understanding is assessed through silent reading and written comprehension, and priority is given to higher-level thinking questions. Oral reading instruction involves tone, accuracy, expression, and clarity. The expected outcome is that students will become independent readers who develop an interest in books and literature. Students will understand that one of the greatest gifts is to read God's Word.

Strengths:

1. Reading instruction is differentiated using reading groups from pre-kindergarten through third grade.
2. Basic understanding is high on standardized tests.

Areas for Continuous School Improvement:

1. Analyzing text is a developing skill especially as students move at various paces from decoding mastery to critical thinking analysis in first through third grades.

Elementary Physical Education

Brief Narrative:

Elementary physical education is taught twice each week for 15 minutes each in pre-kindergarten. It is taught twice each week for 30 minutes each in kindergarten. It is taught twice each week for 40 minutes each in first through fifth grades. The purpose of physical education is to use exercise as a way to keep one's body in good condition. One's body is a 'vehicle' meant to be used for God's glory. If the 'vehicle' is in poor condition, it will limit its ability to be used effectively for its intended purpose. If one's body is in poor condition physically, it will limit one's spiritual effectiveness.

The focus of elementary physical education in the lower elementary grades is primarily locomotor and gross motor skills. In the upper elementary grades, the skills learned in lower elementary are applied to modified games and beginning sport skills. The goal is preparation for middle school physical education sport units.

Strengths:

1. Physical education is taught by qualified, experienced instructors.
2. Physical Education provides instruction in a wide variety of fundamental motor skills designed to enhance development and growth in sport and fitness (hand/eye coordination, locomotors, gross motor, etc.).
3. The link between skills from lower elementary physical education and their progression to the next stages of development is emphasized.
4. Physical Education provides fitness assessment in the form of *Fitnessgram* testing (grades 3-5) that allows for understanding and improvement of physical well-being.

Areas for Continuous School Improvement:

1. Physical education at the elementary level would be improved by adding more instructional time. To accomplish this, additional hours of physical education staff time would need to be added.
2. There is a lack of age appropriate equipment (climbing wall, additional nerf balls, youth sized balls, etc.).

Elementary Science

Brief Narrative:

Science is taught for one semester in the elementary grades. The textbook provider for science was changed from A Beka Book to BJU Press in 2012. Students are taught science processing skills through hands-on activities and experiments. The students are given a strong foundation of scripture to support Biblical creation.

Strengths:

1. The elementary science curriculum includes supplemental activities and materials which provides hands-on learning at each grade level.
2. Life Science and Earth Science are two areas in which the majority of students consistently score in the high mastery range.

Areas for Continuous School Improvement:

1. Terra Nova Analysis reveals that the majority of students demonstrate only moderate mastery in the objectives of Physical Science, Personal and Social Perspectives, and Science Technology.
2. Science is only taught for one semester in most elementary classes and teachers desire more time and resources to develop science experiments and activities.

Elementary Social Studies

Brief Narrative:

Social studies are taught in the elementary first through fifth grades. Students receive instruction in Social Studies for one semester each year. The A Beka curriculum is used throughout the elementary school, but is supplemented with material as desired by individual classroom teachers. The Social Studies curriculum encompasses a wide variety of subject areas including U.S. History, World History, Civics, and Geography and Economics. Each of these is taught from a Biblical worldview. It is important that our students understand God's Sovereignty in the creation of the world and His direction and control of history.

Strengths:

1. The elementary curriculum is particularly strong in the area of Biblical worldview integration.
2. Elementary teachers have supplemented classroom instruction with hands-on experiences and technology that enhance learning ("West Virginia Day," field trips, role play, "Egyptian Day," to name a few).

Areas for Continuous School Improvement:

1. There is a need to increase the students' ability to utilize and interpret maps, graphs, charts, and other data.
2. Terra Nova analysis reveals that students are weakest in the areas of Economic Perspectives and Civics and Government, and teachers must address these objectives by supplementing the current curriculum.

Middle School Instructional Program

Middle School Art

Brief Narrative:

Middle School Art is taught every other day. The fine arts constitute a fundamental component of basic education based on the Biblical truth that God is the Supreme Creator of all things in heaven and on earth. He, in His goodness, has provided abundant beauty in all things. The appropriate response to this provision should be praise to His name through creative and artistic works.

The sixth grade art students are introduced to the major elements of art. They use these principles in several art projects. The seventh grade art students are introduced to art history and appreciation in cooperation with their world history class. Students create projects from the different time periods learning about its culture and artist. The eighth grade art students are introduced to American art history and appreciation. Students create projects from the different time periods in American history learning about its culture and artists.

Strengths:

1. There has been an increase in the art supply storage in the science lab.
2. The students are introduced to culturally diverse artists and artwork.
3. Projects can be completed by students regardless of artistic talent.

Areas for Continuous School Improvement:

1. Having art every day rather than every other day would allow for increased continuity.
2. Having longer class times uninterrupted by athletic events would allow more time for students to be on task with art projects rather than setting up and cleaning up.

Middle School Bible

Brief Narrative:

Middle school Bible is taught daily. The middle school uses a variety of textbooks from Positive Action for Christ and Purposeful Design. There is an emphasis on a personal relationship with Jesus Christ. It is also important that, through Bible study and meditation, students gain Scriptural foundations that are relevant to their daily walk with the Lord.

To that end, the curriculum focuses on teaching students to apply Scripture as they face the challenges of everyday living. A transition is in process to Old Testament survey for sixth grade and New Testament survey for seventh grade. Eighth grade focuses on basic areas that need to

be present in the life of every believer. The emphasis of the middle school Bible classes is to lay foundational truths that are Scriptural, practical, and applicable to everyday life.

Strengths:

1. The curriculum is doctrinally accurate.
2. Terra Nova analysis indicates that “application to daily life” is an area of strength.
3. Scripture memorization is an integral part of the Bible curriculum.

Areas for Continuous School Improvement:

1. Terra Nova analysis indicates that recollection of Bible stories is a weakness.

Middle School Computer

Brief Narrative:

Sixth grade computer is taught three days each week. Seventh grade computer is taught five days each week during the first and third quarters. Eighth grade computer class is taught five days each week for the second and fourth quarters. The A Beka keyboarding curriculum is used in sixth grade, Microsoft Office is used with all middle school grades. Various websites are utilized to teach technology skills, including computer programming and website creation.

It is important that the students in middle school learn proper typing techniques. Linking computer use with moral and ethical principles is essential for our students to develop godly wisdom that will allow them to use these technology tools in a way that is pleasing to God and helpful to others.

To that end, our middle school students are exposed to word processing, spreadsheet preparation, and presentation software (Microsoft Office). Students are taught principles of acknowledging copyrighted and quoted material. Students are alerted to security issues in the use of the computer. Various internet safety issues are also taught in middle school. Other current and relevant computer programs and websites are used for instruction in the computer lab.

Strengths:

1. Through the use of various online resources, middle school students are gaining experience in basic computer programming skills.
2. A mobile computer lab is available to all teachers for in-classroom use.
3. Computer hardware is updated on a regular basis to ensure reliability.

Areas of Continuous School Improvement:

1. While students are gaining a basic knowledge of computer programming skills, more advanced programming instruction and software is not currently available.
2. Students lack a basic knowledge of computer troubleshooting skills.

Middle School Language Arts

Brief Narrative:

Middle school Language Arts is taught daily and encompasses grammar, spelling, vocabulary,

and writing. The curriculum is a combination of *Prentice Hall* and *A Beka Books*. Students are taught to “think critically, articulate precisely, and write effectively to function in a secular world from a Christian perspective.”

To achieve this goal, a comprehensive curriculum is in place that makes strengthening grammar skills a continued priority. The application of these skills in composition will be used as an assessment tool. Spelling and vocabulary will be used to continue strengthening the students’ communication skills.

Strengths:

1. The grammar curriculum provides a strong base to be reviewed and added to over the course of three years.
2. The curriculum offers ample practice in writing/applying the grammatical concepts taught.
3. The spelling/vocabulary curriculum is practical and provides a review on roots, prefixes, suffixes introduced and mastered in elementary.

Areas for Continuous School Improvement:

1. Retention of content: Application of proven successful review methods should be utilized as studies show that retention of information can be most challenging during the middle school years.
2. Practical application of weekly spelling/vocabulary lists should be incorporated into curriculum to encourage meaningful and associative learning over rote learning.

Middle School Math

Brief Narrative:

Middle school math is taught daily and includes General Math, Pre-algebra, and Algebra I. The curriculum is a combination of BJU Press for grades six and seven and McDougal Littell for pre-algebra and algebra. Beginning with the 2015-2016 school year, all seventh grade students will be taking Pre-algebra instead of allowing a separate track for general math. This decision was made after reviewing our achievement test scores for students in grades seven through ten. The goal will be to raise the level of expectation for all seventh grade students and allow the separate track after algebra 2 has been taken in high school.

The middle school focuses on the review of such concepts as basic arithmetic, decimals, and fractions, while new concepts such as equation solving and negative numbers are introduced. It is important that students understand the basic concepts of algebra in order to succeed at the high school level. These math concepts are taught with a Biblical integration to help students understand that God is a part of every aspect of their education. An emphasis is placed on the order and design which is seen in creation.

Strengths:

1. Faith Christian Academy sets a high standard by requiring every student to take Pre-Algebra in seventh grade.
2. Ongoing review provides students with a solid foundation of mathematical concepts.

Areas for Continuous School Improvement:

1. Increased emphasis on problem solving in real life situations is needed.

Middle School Music**Brief Narrative:**

Faith Christian Academy's music curriculum desires to train students in the basic skills of music and to have them develop an appreciation for music which will honor and glorify Jesus Christ as they strive to minister for Him. Throughout scripture, God's people are encouraged to "sing unto the Lord, O ye saints of His..." (Psalm 30:4), as well as to praise Him with the trumpet, psaltery, harp, timbrel, stringed instruments, organs, and cymbals (Psalm 150).

Students are encouraged to use their training and their talents to glorify God with music of all kinds in all forms of performance. Options currently available to middle-school students include Choir, Band, and Strings.

Strengths:

1. In response to previous ACSI accreditation recommendations and staff surveys, Faith Christian Academy now has a separate music room (modular classroom).
2. In response to previous ACSI accreditation recommendations and parent surveys, Faith Christian Academy now has a qualified instrumental teacher and has launched a band and strings program.

Areas for Continuous School Improvement:

1. Having two elective periods is recommended to allow for full participation in instrumental music classes at either beginner or advanced level.
2. There is considerable interest in adding a guitar class, but there is currently no room in the schedule for it.

Middle School Physical Education**Brief Narrative:**

Middle school physical education is taught five days each week for 45 minutes for sixth grade. Students in seventh and eighth grades have physical education every day for 45 minutes for two quarters each year. The physical education philosophy for high school students remains that a physical body in poor condition will limit the ability of an individual to accomplish spiritual goals.

It is also a goal that students will be introduced to various sports, and this introduction will make them comfortable enough to be willing to play sports at a recreational or interscholastic level. An experience in physical education class should not be depended upon for physical conditioning, but seen as a doorway to an active lifestyle. Fitness instruction is integrated with weekly fitness testing and quarterly implementation of the "Fitnessgram" national fitness testing initiative.

Strengths:

1. Faith Christian Academy has two qualified, experienced instructors.
2. The curriculum emphasizes instruction in both a sport education model and fitness education.

Areas for Continuous School Improvement:

1. Co-ed classes are less desirable at this age.
2. The lack of a locker room facility for changing purposes.

Middle School Reading

Brief Narrative:

Middle School Reading is taught daily with the exception of 6th grade reading which meets every other day. It encompasses literature, vocabulary, poetry, and writing. The curriculum is a combination of secular and Christian based novels and textbooks.

The focus is on teaching students to develop “an appreciation for the written word and be able to comprehend it and apply it to their own lives in a practical way.” Emphasis will be on character building. Characters should be observed in a variety of circumstances and then compared to Biblical standards.

Through critical thinking, students will determine positive as well as negative role models. This will equip them to do the same in their personal lives. Students will accomplish this by reading different genre of literature including fiction and nonfiction as well as poetry and drama. Themes will be recognized and discussed. The students will respond orally and in written form to reading and class discussion. Literary concepts will be studied as well as related vocabulary. Critical thinking skills, along with oral communication, will also be developed as students engage in class discussions and literature related projects.”

Strengths:

1. The curriculum provides an excellent range of genre and themes.
2. The curriculum encourages the students to go beyond the literal and read on the figurative level, making inferences on their own. Many opportunities are provided to introduce, explore, and review literary terms and concepts.
3. The curriculum is varied and offers frequent opportunities for writing content.
4. Students are exposed to radio theater and audio books whenever possible.

Areas for Continuous School Improvement:

1. The novels used in reading class should be evaluated for the purpose of avoiding any material that has become outdated or to avoid overlooking excellent newer novels.
2. Students should be motivated to choose positive reading material independently. An incentive program could be partnered between the reading and library faculty.

Middle School Science

Brief Narrative:

Science at the middle school level is taught in a manner which prepares students for high school science courses. The primary goal of the middle science curriculum is the exploration of the

creation that yields a direct appreciation for the creative work of God. Students will continually be called on to see the divine order of creation and its implications for other subjects, and will be stirred to think about the work of an infinitely loving God who has prepared a place for us to live temporally and eternally.

Students take general physical and life science survey courses to prepare them for the more detailed high school courses. Inherent in the Biblical integration plan for middle school students is the vision to equip middle school students with the skills necessary to become responsible members of their home, school, and community as evidenced by their respect for God and others, their responsibility in the classroom, and their ability to make wise choices.

Strengths:

1. Life science instruction is an area that is thoroughly taught.
2. Earth science instruction is an area that is thoroughly taught.
3. There are sufficient supplies for labs.

Areas for Continuous School Improvement:

1. Achievement testing shows a weakness in the interpretation of graphs and charts.
2. Achievement testing shows a weakness in the subcategory of “Science Inquiry.”

Middle School Social Studies

Brief Narrative:

Social studies are taught daily to each middle school student. U.S. History and World History are taught in the sixth and seventh grades. Eighth grade students study Civics and West Virginia history. The A Beka curriculum is used for U.S. History and World History. All classes are taught from a Biblical worldview. We emphasize to our students God’s Sovereignty over all history and that there exists no distinction between the sacred and the secular for the Christian.

Strengths:

1. There exists a strong emphasis on Biblical worldview integration throughout all courses that are taught.
2. Both the U.S. History and World History courses provide a strong overview of history in preparing students for more in-depth study in high school.

Areas for Continuous School Improvement:

1. Students need improvement in the area of higher level thinking, particularly data analysis.
2. Additional emphasis on geography is needed.

High School Instructional Program

High School Art

Brief Narrative:

High school Art is taught every other day. Art instruction is based on the understanding that God is the creator and man is made in his image, therefore, each student possesses creative abilities as

well. Through creativity, individuals have the opportunity to bring glory to God.

The students review the basic elements of art-line, shape, color, texture, etc. The students are also introduced to several types of media in the context of art appreciation. They are also introduced to several different artists and their styles. The students create art in a variety of media and styles based on imagination and personal experiences.

Strengths:

1. Art supply storage space in the science lab has been increased.
2. The high school art curriculum is easily tailored to student interest.
3. The art department has acquired a variety of tools so that many different mediums can be taught.

Areas for Continuous School Improvement:

1. Having art every day rather than every other day would allow for increased continuity.
2. Having longer class times uninterrupted by athletic events would allow more time for students to be on task with art projects rather than setting up and cleaning up.

High School Bible

Brief Narrative:

High school Bible is taught daily for high school students. Bible is a required class each year a student is enrolled in high school. The curriculum used in the high school is Positive Action for Christ, Purposeful Design, Summit Ministries, and other resources. It is important to show the students how and why they should be excited about their relationship with Jesus and how He affects their lives. It is also important that students in the high school grow in their relationship with Christ through meditation on God's word, journaling, and character education.

To that end, our students learn many different things. The ninth grade's curriculum is Mastering Bible Study Skills (Purposeful Design). The main topic of the curriculum is Bibliology and how to study the Bible effectively and accurately. The curriculum used in tenth grade is *Behold Your God*. This curriculum is motivated to teach students to grow more in their understanding of who God is and what He has done, taking a deeper approach to theology proper, Christology, and pneumatology.

Strengths:

1. Terra Nova analysis supports "Doctrine and Attributes" as a strength for the high school.
2. The high school Bible curriculum places a high priority on Bible study skills.
3. There is a strong foundation found in the Scriptures. Although the curriculum uses sources outside the Word of God, it still remains true to the Word of God.

Areas for Continuous School Improvement:

1. The various Bible "translations" used by the students creates some difficulty when teaching, especially when reading in class.
2. The Terra Nova analysis has identified the recollection of Bible stories as a weakness.

High School English

Brief Narrative:

High school English is taught daily and encompasses grammar, literature, and writing. The grammar curriculum is *Prentice Hall*. Literature textbooks are A Beka. Novels are classic works of literature chosen by the teacher and approved by the administrator. It is important that students “think critically, articulate these thoughts clearly, and communicate them effectively from a God-centered viewpoint.”

To achieve this goal, students will read a variety of works of literature from several different genres. Discussion of the literature will focus on understanding the work and its literary elements, as well as how a Christian perspective can be integrated. Grammar lessons build upon the excellent foundation achieved in the middle school grades and prepare students to write effectively. Most writing assignments will be based on the literature selections. A final research paper will combine all of the above elements.

Strengths:

1. The high school curriculum is a continuation of the middle school curriculum with a strong blend of grammar, literature, and writing.

Areas for Continuous School Improvement:

1. Faith Christian Academy should consider offering a greater variety of electives focusing on writing techniques such as poetry, journalism, and creative writing.

High School Foreign Language

Brief Narrative:

High school foreign language is taught five days each week to ninth Grade students who take Spanish 1 and five days each week to tenth grade students who take Spanish 2. The *Spanish for Christian Schools* curriculum from Bob Jones University Press is used.

It is important that the student in high school develop an understanding of the value of foreign language study. Realizing that a language spoken by another culture is different and unique, students will develop an appreciation and respect for these cultures and its people.

To that end, our high school Spanish students learn basic communication skills, including practical vocabulary, grammar principles, and cultural insights pertaining to a variety of Spanish speaking countries. Practical conversation techniques as well as scripture applications enhance the curriculum.

Strengths:

1. Course content is presented in realistic settings with relevant vocabulary, grammar, and cultural insights.
2. Students show good Spanish pronunciation ability.
3. Curriculum-focused projects and activities encourage students to apply course content practically.

Areas for Continuous School Improvement:

1. Opportunities for authentic conversational exchanges are limited.
2. Exposure to and appreciation of the varied Hispanic cultures is limited.

High School Health**Brief Narrative:**

High school health is taught at the tenth grade level, five days each week for 45 minutes. The goal of the program is ‘total health’. Total health is physical, mental, social and spiritual wellness. Physical, mental, and social well-being can lead to an improved functioning in our life, but only when viewed as an outgrowth of our spiritual wellness will we experience the ‘abundant life’ promised in Scripture.

Christian high schools need a health curriculum that is biblical as well as scientific. Morality is a healthy basis for life and a very necessary part of health and health education. We find our key to morality in God’s Word. We will also cover principles of physical, emotional, and intellectual health. In order to be truly healthy, all parts of a person must be healthy. Our ability to impact our world spiritually is limited by our ability to function physically.

Strengths:

1. Faith Christian Academy provides a qualified instructor for the health class.
2. The curriculum is written from a Christian perspective.

Areas for Continuous School Improvement:

1. The health curriculum is outdated.
2. The health curriculum is technically meant for one semester, but is currently being stretched to a full year.

High School Math**Brief Narrative:**

High school math is taught daily and includes Algebra I, Geometry, Algebra II, Pre-Calculus, Calculus, and Consumer Math. Students have the option to take either a standard track or an advanced track that will allow them to complete Calculus by the time they graduate.

Algebra 1, Geometry, and Algebra 2 are required courses for graduation for all students. One additional math credit is required and can be selected from the list above. Pre-Calculus and Calculus are weighted, honors courses.

Students are challenged to take the math skills that they are taught and apply them to real life situations. Students are given application word problems so that they continue to develop this skill. Students are taught math with a Biblical worldview and are able to see Biblical connections to practical areas of life through mathematics.

Strengths:

1. A curriculum that provides for ongoing review gives students a solid foundation of mathematical concepts.
2. Smaller class size allows for greater individualized instruction.

Areas for Continuous School Improvement:

1. Increased emphasis on problem solving in real life situations
2. A smaller percentage of students are choosing to take the advanced math classes in their senior year.

High School Music

Brief Narrative:

Faith Christian Academy's music curriculum desires to train students in the basic skills of music and to have them develop an appreciation for music which will honor and glorify Jesus Christ as they strive to minister for Him. Throughout scripture, God's people are encouraged to "sing unto the Lord, O ye saints of His..." (Psalm 30:4), as well as to praise Him with the trumpet, psaltery, harp, timbrel, stringed instruments, organs, and cymbals (Psalm 150).

Students are encouraged to use their training and their talents to glorify God with music of all kinds in all forms of performance. Options currently available to high-school students include Choir, Chapel Praise Team, Band, and Strings.

Strengths:

1. In response to previous ACSI accreditation recommendations and staff surveys, Faith Christian Academy now has a separate music room (modular classroom).
2. In response to previous ACSI accreditation recommendations and parent surveys, Faith Christian Academy now has a qualified instrumental teacher and has launched a band and strings program.

Areas for Continuous School Improvement:

1. Having two elective periods is recommended to allow for full participation in instrumental music classes at either beginner or advanced level. This may also allow the option of starting new fine arts classes, better serving students with multiple interests.
2. A music appreciation or theory class could be a fine arts option for students who lack the talent or desire for vocal or instrumental music.
3. There is considerable interest in adding a guitar class, but there is currently no room in the schedule for it.

High School Physical Education

Brief Narrative:

High School Physical Education is offered as a one credit course, taught 45 minutes each day, and is required for graduation. The high school physical education curriculum provides a consistent implementation of sport philosophy from the previous two divisions. Students are taught that their bodies are physical vehicles to accomplish things of eternal significance.

The goal of the high school physical education program is to continue to introduce students to sports through sport units. The inclusion of recreational sports/games is an important part of a post high school active lifestyle, especially during the college years. Good fitness habits are also stressed through weekly fitness testing. Fitness competence is also measured through the “Fitnessgram” national initiative which is implemented at the end of each quarter.

Strengths:

1. Faith Christian Academy has employed two qualified, experienced instructors.
2. The current sport facilities, including a gymnasium, soccer fields, and weight room are well maintained and are available for student use.

Areas for Continuous School Improvement:

1. Only one credit of physical education is required for graduation.
2. Because of limited staff hours, there are currently no physical education elective offerings.

High School Science

Brief Narrative:

Science at the high school level is taught in a manner which prepares students for college courses and career choices. The primary goal of the high school science curriculum is to bring glory to God by developing in each student an appreciation and understanding of the orderliness of His created universe. This will be accomplished by employing the language, instruments, methods, and materials of science for collecting, organizing, interpreting, and communication information effectively.

Students take physical science and biology as required courses. They then select from honors chemistry, honors physics, honors anatomy and physiology, and environmental science to fulfill their required number of science courses. Inherent in the Biblical integration plan for high school students is the vision to help them discern right and wrong, develop a Biblical world view, and defend their faith as they prepare to accomplish God’s will for their lives

Strengths:

1. Students participate in field studies applying the classroom instruction to real life community issues.
2. Dissections and labs allow students to experience the subject being taught in a more concrete manner.
3. Achievement test results show students score well in the area of “Science Inquiry “

Areas for Continuous School Improvement:

1. Overall achievement test scores are lower than other subject areas. A more thorough analysis of this reality is needed to make adjustments in curriculum and/or teaching methods.
2. There should be a greater emphasis on using technology specifically for science applications.

High School Social Studies

Brief Narrative:

Social studies are taught daily each year in the high school. Four credits of social studies are required for graduation. Students take courses in World History, United States History I & II, and Government & Economics. The Bob Jones University Press curriculum is used for all high school courses. All classes are taught from a Biblical worldview. There is a strong emphasis on God's Sovereignty over all history.

Strengths:

1. There exists a powerful emphasis on Biblical worldview integration throughout all courses that are taught.
2. Students perform well on standardized tests in the areas of U.S. and World History.
3. Students are developing the research and writing skills required of college students.

Areas for Continuous School Improvement:

1. Students need continued improvement in the area of higher order thinking.
2. More emphasis on geographic perspectives is needed.

Standard 6: Student Care

Brief Narrative

Faith Christian Academy provides a safe and healthy environment for its students and employees. Thorough and well-written policies and procedures are in place to address crisis planning, safety, health, food/nutrition services, facilities, environment, and transportation (Indicator 6.1). There is a detailed written crisis response plan in each teacher's classroom that defines procedures for all emergency situations. Each emergency situation is drilled regularly to ensure clarity for teachers and students. A formal and written plan is in place to communicate with legal authorities, parents, media, and community members in the event of an emergency. The health and safety of all students is considered an integral part of the overall school program. All local, state, and federal laws regarding safety and health issues are met (6.3). The school handbook clearly defines instances of bullying and the appropriate response by administration, teachers, and students. All areas of the school building are regularly inspected to ensure safety and cleanliness (6.6).

The school building is not equipped with the facilities to provide prepared lunches. Lunch options prepared by local restaurants are available for students to purchase three days each week. Guidelines are in place regarding healthy options for elementary morning snacks (6.10). Transportation for school events is provided by two school-owned buses or two school-owned vans. School vehicles are regularly inspected to ensure compliance with state vehicle operation regulations and safety for students. Commercially licensed drivers are obtained for bus operation and school vans are operated according to local safety and vehicle insurance standards (6.16). In the event that parent drivers are requested, appropriate documentation is obtained prior to transporting students.

Faith Christian Academy's campus consists of approximately five acres of essentially flat land. Buildings include an L-shaped, brick, classroom building, gymnasium, and three modular buildings. The gymnasium is attached to the main building by a covered breezeway secured on one side by glass doors. All doors are kept locked throughout the day and the building is secured by a security system that allows office staff to see and speak to visitors prior to allowing them to enter the building. Students are supervised when walking between the main building and modular buildings (6.13).

The main building consists of 16 classrooms including a fully equipped science lab, computer lab and library. The main office suite includes five offices, a teacher's lounge and two secretarial stations. There are three sets of boys and girls bathrooms spaced evenly throughout the building and a single faculty bathroom. The pre-kindergarten room is also equipped with a bathroom. There are two classrooms in one modular building and a fully functional band room in the other. The third detached building serves as a fully functional weight room facility. The outdoor facilities include a regulation soccer field, a smaller field for recess and physical education class use, and a mulched playground. The elementary recess space is enclosed by a metal chain link

fence (6.14). The parking area is an asphalt surface with designated parking spaces and painted arrows to aid traffic flow. The parking area includes the appropriate curbing, sidewalks, and storm water management.

While the Lord has blessed Faith Christian Academy with a well-equipped facility, it is insufficient for future enrollment growth. The school has addressed this need by purchasing 75 acres of land close to the current campus. This property, formerly known as the Beacon Hill Property, will be the location of short and long term growth for the school. A vision statement has been developed that states, "Faith Christian Academy seeks to bring glory to God by developing the Beacon Hill Property in accordance with the mission and vision of His school until He comes."

As of January 28, 2014, Faith Christian Academy has entered into an agreement with Grove and Dall'Ollio Architects to design the first building on the new land. That "schematic design" phase has been completed and the school administration and Building Committee continue to move forward on plans for this exciting new phase of school growth (6.15).

Strengths

1. Faith Christian Academy provides a thorough and detailed Crisis Response Plan and conducts all required drills regularly.
2. Faith Christian Academy has implemented policies and procedures for identifying and addressing instances of bullying, harassment and intimidation, including an acknowledgement form signed annually by parents and students.
3. The Faith Christian Academy facilities, recreation, playground, and athletic areas are well maintained and age appropriate.

Documentation and Supporting Evidence

6.1 A comprehensive written security and crisis management plan has been developed, regularly reviewed, and implemented, and it is supported by appropriate training for all staff and students. (C) (3)

- Crisis Response Plan
- Evacuation Plan (posted in rooms)
- Fire Drill Procedure-Greensburg
- Fire Escape Modular Classrooms
- Fire Escape Plan
- Gymnasium Fire Escape
- Shelter-in-Place Chemical Plume Gym
- Shelter-in-Place Procedures
- Shelter-in-Place weather
- Shelter-in-Place weather gym

6.2 The school communicates with legal authorities (i.e., the fire department, police department, and other applicable agencies), parents, media, and community members when a crisis or a major incident occurs. (C) (3)

- Crisis Response Plan (See 6.1 - section 2/Crisis Communications)

6.3 The school complies with applicable local, state, and federal laws regarding safety and health issues. (C) (3)

- Drill Log 2015-16 (For all Crisis Drills)
- Fire Marshal Drill Log (located in office)
- Fire Marshall Reports (located in office)
- Health Department Inspections (located in office)
- Water Testing (see file in office)

6.3a The program does not offer foods that present a risk of choking to children. A written policy is communicated to all staff and parents. (EE) (4)

- Pre-School Administrative Handbook (p. 42)
- Pre-School Parent Handbook (p. 9)

6.4 Students are in compliance with the requirements of civil authorities regarding immunizations, physical examinations, and communicable diseases. Records of health services rendered to students (including accidents and injuries) are appropriately noted and filed. (C) (4)

- Injury Report Form
- Renweb – accidents/injuries, medication administration (parents are notified through this program)
- Student Permanent Files (Found in Main Office) – Immunization Records
- Student Secondary Files (Found in Main Office) – Accident Reports

6.5 Written policies and procedures for all areas of health and safety services have been developed, reviewed, and implemented. (C) (3)

- Board Policy Manual (Student Section, p. 9-12)
- Crisis Response Plan (See 6.1)
- Family Handbook (Health Services, p. 38)
- Personnel Handbook (Health Services, p. 60)

6.5a The program has specific written policies that guide the consistent implementation of a wellness and illness management plan as well as staff training in their responsibilities (outlined in the *EE Evidence Guide for REACH Indicators* on the accompanying CD). (EE) (3)

- Pre-School Parent Handbook (p. 10)

6.5b The program has an established plan for sanitizing toys and equipment regularly. Toys that have been contaminated by saliva or other body secretions are washed and sanitized before they are used by another child. (EE) (4)

- Pre-School Administrative Handbook (p. 81)
- Indoor/Outdoor Sample Safety Check

6.6 Biblically based plans and procedures are developed that educate the school community regarding harassment, intimidation, and bullying. (C) (3)

- Family Handbook (Appendix G, p.50)
- Personnel Handbook (pp. 46-47)
- Student Council Anti-Bullying Campaign

6.7 The school provides training for staff and complies with its legal reporting responsibilities in cases of alleged child abuse, neglect, or other areas in which reporting is mandated. (C) (3)

- Board Policy Manual (Personnel Section, p. 24)
- Employee Meeting Schedule 2015-2016
- Family Handbook (p. 41)
- Notice Posted in Hall and in Pre-kindergarten Classroom
- Personnel Handbook (p. 47)
- Pre-School Parent Handbook (p. 17)

6.8 The school complies with local, state, and federal regulations regarding preparation, delivery, handling, and storage of food. (C) (3)

- Board Policy Manual (Personnel Section, p. 25)
- Record of Early Ed CEU yearly
- Health Department Permit for Child Care Center
- Personnel Handbook, (p. 48)
- Pre-School Parent Handbook (pp. 9, 20- 21)

6.9 The school provides a suitable and hygienic eating space for the staff and students. (C) (3)

- Lunch Locations, Procedures, and Nutritional Meal Patterns
- Pre-School Parent Handbook (pp. 20-21)

6.10 Nutritional standards for meals and snacks have been established. (C) (3)

- Schedule for Vending Machine Use (posted on vending machine)
- Personnel Handbook (pp. 59, 63)
- Lunch Locations, Procedures, and Nutritional Meal Patterns (See 6.9)
- Pre-school Parent Handbook (pp. 9; 18, 19)

6.10a The nutritional needs of children are met and supported by the staff and facilities (outlined in the *EE Evidence Guide for REACH Indicators* on the accompanying CD). (EE) (3)

- Lunch Locations, Procedures, and Nutritional Meal Patterns (See 6.9)
- Personnel Handbook (p. 59)
- Pre-School Parent Handbook (pp. 9, 18, 19)

6.11 Required local, state, provincial, and federal legal standards for fire protection, sanitation, and transportation are met. (C) (3)

- Asbestos Management Plan – located in administrator’s office
- Drill Log 2015-16 (See 6.3)
- Facilities Supervisor Job Description
- Fire Drill Log (See 6.3)
- Fire Marshal Guidelines for Principals
- Fire Marshall Inspection (See 6.3)
- Health Department Inspection (See 6.3)
- Transportation Policies and Procedures

- Vehicle Inspection and Repair Schedule
- Water and Sanitation Permits – located in office files

6.12 The school maintains the site, facilities, services, and equipment to provide an environment that is safe, secure, and orderly. (C) (3)

- Access Control Procedures
- Drill Log 2015-16 (See 6.3)
- Fire Drill Log (See 6.3)
- Fire Marshall Inspection (See 6.3)
- Health Department Inspection (See 6.3)
- Health Department Permit for Child Care Center (See 6.8)
- Part-Time Custodian Lunch Time Job Description
- Vehicle Inspection and Repair Schedule (See 6.11)

6.13 The facilities are secure and suitable for the size of the school; these facilities are well maintained, enhancing quality instruction for the students. (C) (3)

- Access Control Procedures (See 6.12)
- Classroom Diagram and Cleaning Schedule
- Crisis Response Plan (See 6.1)
- Facilities Supervisor Job Description (See 6.11)
- Greensburg Classrooms with Square Footage

6.13a The program provides an ongoing maintenance plan that ensures the health and safety of the children (outlined in the *EE Evidence Guide for REACH Indicators* on the accompanying CD). (EE) (3)

- Access Control Procedures (see 6.1)
- Classroom Diagram and Cleaning Schedule (See 6.13)
- Facilities Supervisor Job Description (See 6.11)
- Indoor/Outdoor Sample Safety Check (See 6.5b)

6.13b Sinks and toilets are readily accessible to children. (EE) (3)

- Greensburg Classrooms with Square Footage (See 6.13)

6.14 The recreation area/playground, common areas, and athletic areas are safe, age appropriate, and large enough for the number of students. (C) (3)

- Indoor/Outdoor Sample Safety Check (See 6.5b)
- Miracle Equipment Company Compliance Letter
- Site Plan – located in administrator’s office

6.14a The early education playground supports the developmental growth of children within a context of safety (outlined in the *EE Evidence Guide for REACH Indicators* on the accompanying CD). (EE) (3)

- Child Care Center Inspection Report
- Indoor/Outdoor Sample Safety Check (See 6.5b)
- Miracle Equipment Company Compliance Letter (see 6.14)

6.15 A written facilities plan is in place to address future programs; enrollment changes; staff, facility, and technical needs; as well as future capital improvements. (C) (3)

- Architect’s Drawings for Beacon Hill Property
- Continuous School Improvement Plan

6.16 Vehicles and drivers used to transport students for all school activities follow the school’s policies as well as government and insurance regulations. (C) (3)

- Driver Covenant
- Transportation Policies and Procedures, (See 6.11)
- Vehicle Insurance Policy

6.17 Adequate liability, vehicle, and property insurance are in place. (C) (4)

- Liability Insurance Policy
- Vehicle Insurance Policy (see 6.16)

6.18 Written policies and procedures are in place for routine safety inspections, service, and repair of school-owned vehicles and for reporting vehicle accidents—including communication with all constituents. (C) (3)

- School-Owned Vehicle Accident Report Form
- Transportation Policies and Procedures (See 6.11)
- Vehicle Inspection and Repair Schedule (See 6.11)

6.19 Infants and Toddlers: Appropriate health, safety, and supervision practices ensure the specific needs of infants and toddlers are met (outlined in the *EE Evidence Guide for REACH Indicators* on the accompanying CD). (EE) (N/A)

- NA

Areas for Continuous School Improvement

1. Faith Christian Academy will explore options to improve campus security, specifically during after-care and after-school activities.
2. Faith Christian Academy will develop the Beacon Hill Property for future enrollment growth.

Standard 7: Character, Values and Spiritual Formation

Brief Narrative

Faith Christian Academy views the character, values, and spiritual development of its students as very valuable and essential to the purpose of the school. Student values are shaped by hearing and understanding of the Word of God. The Bible is taught to students through daily Bible classes, Biblical integration in other subjects, and through weekly chapel services (Indicator 7.5). Scripture memory is an integral part of daily Bible classes (7.5). “Core Values” and “Expected Student Outcomes” are published and include character development, acquisition of Christian values, and spiritual formation as a priority (7.1).

Character development for students at Faith Christian Academy comes in many different ways. A strict screening process and a focus on Godly character result in a faculty and staff that provide a strong example to the students of what good Christian character ought to be (7.2). The staff at Faith Christian Academy strives to interact with students in a Christ like manner, through clubs, eating lunch together, and before and after school.

Parent and student comments are included in faculty member evaluations as a part of an ongoing effort to provide accountability in each aspect of the staff-student relationship (7.4). Students are also given opportunities to serve others inside and outside of school (7.6). The opportunity for character development through service happens in the Community Helpers Program. These projects allow the students in each grade to go into their community and serve others. Students also have the opportunity to serve others by being a teacher’s aide, setting up for our chapel services, and setting up for fundraisers and sporting events (7.6).

A mentoring program pairs secondary students with elementary students. This opportunity provides a time when older students can invest in the lives of younger students (7.3). The senior class goes on a one day leadership retreat to help train them to be the leaders that they should be. The week-long senior trip also incorporates a service project with a ministry in that area.

Students have chapel services weekly in which they are able to hear the Word of God and respond to the message. Each year the high school students attend a two day retreat while the middle school students attend a one day retreat. Both retreats are created with an emphasis on spiritual formation and the development of Godly teacher-student relationships. This also provides an opportunity for teachers to mentor the students in a more personal manner. Students and faculty are encouraged to be an active part of a local church (7.7). This is emphasized as local pastors and youth group leaders are invited to lead chapel services. Teachers share personal testimonies of their service in their local church.

Assessment of spiritual formation in students is a difficult process. The school uses surveys completed by parents, students, and alumni to gauge the degree in which the school has accomplished the expected student outcomes related to spiritual formation (7.8). There is also

informal assessment as teachers meet each year to discuss chapel services, retreats, and other student activities.

Strengths

1. The Faith Christian Academy faculty and staff teach and model the disciplines of a Christian life, including Bible reading, prayer, and Bible study.
2. Faith Christian Academy provides mentoring and discipleship opportunities for students which focus on spiritual formation and character development.
3. Faith Christian Academy faculty and staff members are actively involved with local churches and ministries.

Documentation and Supporting Evidence

7.1 Schoolwide expected student outcomes include character development, acquisition of Christian values, and spiritual formation. (C) (3)

- Core Values (Personnel Handbook, p. 13)
- Expected Student Outcomes (Personnel Handbook, pp. 13-14)
- School Mission Statement (Personnel Handbook, p. 7)
- Statement of Purpose and Philosophy of Education (Personnel Handbook, pp. 12-13)

7.2 Christ-like respect, compassion, and caring for self and all others is taught and demonstrated by school personnel. (C) (4)

- Board Policy Manual (Personnel Section, p. 23)
- Elementary Character Education Program
- Harassment, Bullying, and Intimidation Policy (Personnel Handbook, pp. 46-47)
- Moral Conduct Policy Agreement

7.3 Mentoring and discipleship experiences focus on spiritual formation, character development, and the instilling of Christian values. (C) (3)

- Athletic Handbook
- Elementary Chapel Schedule
- High School Chapel Schedule
- Retreat Schedule and Descriptions
- Student Mentoring Program Description and Guidelines

7.4 Staff-student interactions reflect the attitude of Christ. Communication between staff and students demonstrates sensitivity and responsiveness to the individual needs, interests, and temperaments of the students. (C) (3)

- Chapel Schedules (See 7.3)
- Faculty Contracts
- Faculty Member Job Description
- Guidelines for Selection of Chapel Speakers
- Moral Conduct Policy Agreement (See 7.2)
- Parent Surveys (Survey Notebook)
- Personnel Handbook (pp. 16-17)
- Student Surveys (Survey Notebook)

- Teacher Application

7.5 All aspects of the school and its instructional programs reflect developmentally appropriate application of a biblical worldview and Christlike character and values. (C) (3)

- Athletic Handbook (See 7.3)
- Community Helpers Program
- Curriculum Guides (See Curriculum Trak website)
- Faculty Contracts (See 7.4)
- Faculty Member Job Description (See 7.4)
- Moral Conduct Policy Agreement (See 7.2)
- Personnel Handbook, (pp. 16-17)
- Retreat Schedules and Descriptions
- Student Application

7.6 Age-appropriate opportunities for service and missions, including compassionate outreach to the poor, needy, or vulnerable, are provided as a means of spiritual growth and formation. (C) (3)

- Community Helpers Program (See 7.5)
- Labors of Love
- Mentoring Schedule and Description (See 7.3)
- Senior Mission Trip Schedules

7.7 Active participation in a local Christian church community is required of the faculty and emphasized within the school's philosophy; schoolwide expected student outcomes, and goals. (C) (4)

- Community Helpers Program (See 7.5)
- Employee Contract (See Conditions of Employment #4)
- Expected Student Outcomes (See 7.1)
- Personnel Handbook (See Policy 3030, Spiritual Qualifications, p. 17)

7.8 Assessment of the spiritual development of students is intentionally included in the ongoing evaluation of the school's effectiveness in formally measuring its schoolwide expected student outcomes. (E/S) (2)

- Chapel 6-12 Survey
- College Tracking
- Curriculum Guides (See 7.5)
- Discipline System (See Personnel Handbook, p. 67, and Family Handbook, pp. 26-32)
- Parent Surveys (Survey Notebook)
- Student Surveys (Survey Notebook)
- Terra Nova Testing Analysis (Bible Department)

Areas for Continuous School Improvement

1. Faith Christian Academy will investigate ways to assess the spiritual formation of students in a formal, systematic, and intentional manner.
2. Faith Christian Academy will provide more opportunities for one-on-one and small group, teacher to student mentoring and discipleship.

Standard 8: Continuous School Improvement

Brief Narrative

Faith Christian Academy utilizes a continuous school improvement process that incorporates data from multiple annual surveys, the results of the school's self-study for accreditation, standardized testing results, and college entrance exam results. Survey data is obtained from parents, students, staff, and alumni (Indicators 8.1, 8.4).

The board of directors provides the basis for this process through policy and through the establishment of "strategic initiatives" that are given to each standing Committee. These committees are: Buildings and Grounds, Development and Public Relations, Education, Executive and Administrative, Finance, and Spiritual Life (8.3). Each Committee is comprised of at least one board member, school staff members, and parents (8.1).

The task of each committee is to review pertinent data and establish short and long range goals to accomplish the strategic initiative given by the board (8.3). The committees meet every other month and report their plan progress to the full board at the following board meeting.

The board agenda gives priority to continuous school improvement presentations from each committee. A primary responsibility of the board is to receive these reports and hold individual committees responsible for implementation of action steps to accomplish their strategic initiative.

The plan itself consists of the strategic initiative, broad goals, actions steps to accomplish the goals, the person assigned the action step, the fiscal impact of the goal, the expected completion date, and how this supports the mission of the school through the school's expected student outcomes (8.2, 8.5). This process results in each committee having its own plan that is then blended into one continuous school improvement plan.

Each year the school reports progress on this plan through an "Annual Report Card," updates on the website, and school newsletters. The Annual Report card provided to parents electronically and to major donors in paper, has taken on a variety of forms over the past 10 years. The school's financial position, the completion of school-wide goals, survey data, and changes the school is making as a result of parental feedback are all a part of the report back to parents (8.6).

Strengths

1. The Faith Christian Academy continuous school improvement process involves a wide range of constituents.
2. Faith Christian Academy utilizes a board committee structure that provides for systematic and comprehensive revision and accountability for the implementation of the continuous school improvement plan.

Documentation and Supporting Evidence

8.1 The ongoing planning process is collaborative, and it includes opportunities for input from all stakeholders. (C) (4)

- Board Policy Manual (Administrative Section, p. 6 & pp. 17-18)
- Continuous School Improvement Plans (2010 and 2015 versions)
- Planning Documents, Fall 2015
- Sample Board Committee Minutes, Spiritual Life Committee
- School Surveys (Survey Notebook)

8.2 The CSIP reflects the attainment of schoolwide expected student outcomes and school effectiveness. (C) (3)

- Annual School Report Cards
- Board Policy Manual (See 8.1)
- Continuous School Improvement Plan (See 8.1 2015 version)
- Sample Board Committee Minutes, Spiritual Life Committee (See 8.1)
- School Surveys (See 8.1)

8.3 The planning process is organizationally comprehensive and establishes priorities for short- and long-range development. (C) (4)

- Board Policy and Process (See 8.1)
- Continuous School Improvement Plan (See 8.1)

8.4 The school improvement plan is developed by utilizing a variety of organizational, achievement, and survey data and input from stakeholders. The plan is viewed as a strategy for strengthening mission effectiveness and vision accomplishment. (C) (3)

- Annual Report Cards (See 8.2)
- Board Policy and Process (See 8.1)
- Continuous School Improvement Plans (See 8.1)
- School Surveys (See 8.1)

8.5 Each action item in the improvement plan addresses the fiscal, personnel, resources, and time implications for implementation. (C) (3)

- Continuous School Improvement Plans (See 8.1)

8.6 The school evaluates and documents the effectiveness and impact of its improvement plan and regularly communicates the results to all stakeholders. (C) (3)

- Annual Report Cards (See 8.2)
- Planning Documents Fall 2015 (See 8.1)
- Sample Board Committee Minutes, Spiritual Life Committee (See 8.1)

Areas for Continuous School Improvement

1. Faith Christian Academy will align staff professional development goals with the continuous school improvement plan.
2. Faith Christian Academy will provide more consistent implementation of goals and objectives specifically related to school-wide expected student outcomes.