



# Woodland Christian School 2022-2023 Self-Study

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# School Snapshot

## Self Study Committee Members

	Committee Chair	Member 1	Member 2	Member 3	Member 4	Member 5	Member 6
<b>Steering Committee</b>	Matt Diehl	Ryan Devine	Les Toland	LaRon Gordon	Matt Hunt	Jim Morrow	Cathy Geiser
<b>Standard 1</b>	Les Toland	Marla Geer	Natalie Smith	Zak McGaugh			
<b>Standard 2</b>	Matt Diehl	Emily Riley	Jack Hamlin				
<b>Standard 3</b>	LaRon Gordon	Megan Plamondon	Samantha Poole	Amy Gumm	Meredith Heskett	Marie Campbell	
<b>Standard 4</b>	Matt Hunt	Nicole Wilkinson	Debbie Simpson	Lisa Taylor			
<b>Standard 5</b>	Ryan Devine	Richard England	Lisa Greif	Deanna Pascoe	Stacy Johns	Abbey Schroeder	
<b>Standard 6</b>	Jim Morrow	Callie Wissmann	Suzee Naff				
<b>Standard 7</b>	Cathy Geiser	Elisabeth Jee	Angie Lang	Tamara Hawley	Mike Morse		
<b>Standard 8</b>	Matt Diehl	Ryan Devine	Matt Hunt				

### Introductory Statement

Woodland Christian School is an independent, Christian school that’s mission is to prepare students for college and the Christian life. Since 1974, WCS has served, grown and continues to thrive as the nonprofit ‘Foundation for Excellence.’ Today, WCS is a PK-12 serving 1,000 students from Yolo county and the surrounding region.

### Vision, Mission, and Future Goals

Woodland Christian School (WCS) believes that its mission is best carried out by implementing the greatest of the commandments: Love God and love your neighbor. WCS has fostered a community focused upon feeling the presence of Christ through warm greetings, genuine care, deep relationships, and lots of hugs. Students are characterized by their love for one another, upstanding Biblical character, and a desire to form genuine relationships with peers and faculty. Students are comfortable asking questions about the Bible and learning more about Jesus, and are confronted with the decision of who Jesus is to them. Acts of kindness and words of encouragement are commonplace. Conflict is resolved by Biblical principles, with direct confrontation and mediation. We accomplished several growth goals by increasing enrollment to more than 900 students, and building a gymnasium, a Fine Arts theater, an elementary learning center, and a preschool. We also

restructured the leadership team to add a Dean of Academics that assists the Administrator and staff to implement the highest standards possible for academic success.

Authentic assessment and real life learning are the goals for students, faculty, and staff. Graduating seniors are prepared spiritually, socially, and academically to thrive in college and career. Faculty strive to integrate lessons in appropriate ways so that students never have to ask, “why are we learning this?” Learning is highly valued and esteemed in its own right, rather than just for the purpose of good grades or getting into a good college. The faculty is also working on vertical alignment to help make connections across grade levels and campuses.

### **Historical Overview**

Woodland Christian School (WCS) was established as a ministry of First Baptist Church of Woodland in 1974, beginning the year with 39 students in K-6 and finishing the year with 61 students. Jack Hamlin served as both the lower elementary class teacher and school administrator, beginning his thirty-year tenure as the leader of WCS. In 1998, the school began building a new campus on a 43-acre parcel on Matmor in southeast Woodland. In 1999 Woodland Christian High School was founded, beginning with 9th and 10th grades. The new Matmor site opened its doors in the fall of 2000 for 9th, 10th, and 11th grades with 12th grade added in 2001.

In 2009, with the welfare of both the church and school in mind, the church board decided to separate the ministries of the church and school. On July 1, 2009, a school board was selected to oversee Woodland Christian Schools. School began in 2009 with an enrollment of 362 students in P-12. Although enrollment was low, the change made possible a reexamination of bylaws, policies, practices, staffing, and mission. The new Board of Directors developed and adopted current articles of governance and a mission statement. Rather than hiring a school administrator, the BOD implemented a team approach to leadership with a Preschool Director, a K-8 Principal, Director of Curriculum, and High School Principal. After one year, a School Administrator, Justin Smith, was promoted from being K-8 Principal and began to perform oversight of the entire school system. Although the High School was on the Matmor site, the preschool through 5th grade remained at the original campus. In 2013 WCS secured a loan to build an elementary campus on the Matmor site. The project broke ground in October of 2014 and was completed in August 2015, occupying 5.2 acres, with 18 classrooms. The project was completed on time and under budget.

Through the provision of sizable donations, four major building projects began in 2019 - a high school gym complete with lockers, weight room, and wrestling room, a performing arts building designed for our current music program and a future drama, a preschool building, and the Learning Center on the elementary campus. The Learning Center contains a library, resource room, maker space, and arts and crafts area. These projects were completed by June 2022.

### **Demographic Portrait**

Woodland Christian School (WCS) is an independent Christian school, recognized as a 501c3 non-profit educational organization. The governing body, the Woodland Christian School Board of Directors (BOD) serves as a policy board with one designee, the School Administrator, responsible

for execution of all school policies. There are currently eight members on the BOD. Board members are recommended by the current BOD to a nominating committee consisting of a past WCS administrator, former WCS teacher, and local pastor. Once through the nominating committee's screening, the candidates are invited to attend two meetings to gauge their interest and allow the BOD to determine proper fit. Then, the BOD will vote to officially add the candidate. BOD members serve three-year terms and must take at least one year off of the BOD after two consecutive terms. They may then rejoin. All BOD candidates must have a minimum of three years vested as a WCS parent, student, or staff member to be eligible for consideration.

From K-12 WCS employs 92 people:

- 11 Administration (School Administrator, Elementary Principal, Elementary Vice Principal, Middle School Principal, High School Principal, Dean of Academics, Director of Operations and Development, Director of Infrastructure, High School Guidance Counselor, Dean of Students, Athletic Director)
- 49 Teachers (21 Elementary, 13 Middle School, and 15 High School)
- 24 Support Staff (10 Elementary, 6 Middle School / High School, 3 Bookkeeping, 2 Maintenance, 1 HR, 1 IT, 1 Admin Assistant)
- 8 Elementary Extended Care (1 Director, 7 Extended Care Workers)

WCS has ample Elementary, Middle School, and High School facilities on the 43 acre Matmor Campus, 26 acres are developed and 17 acres that are mostly undeveloped with the exception of a practice football/soccer field.

The Elementary School sits on 5.2 acres and includes the recent addition of a Learning Center that opened in September 2022. The 17.5 acre Middle School and High School site is a combined campus. The Middle School has 10 classrooms, the High School has 14 classrooms and they share a multi-use room, a cafeteria, office, boys restroom, and girls restroom.

There are also regulation baseball, softball, and soccer/football fields. The latest additions to the combined campus include a 13,000 ft<sup>2</sup> theater that was opened in June 2021 and a 16,000 ft<sup>2</sup> gymnasium that opened in September 2020 which includes a regulation basketball/volleyball court, weight room and girls and boys locker rooms. An 8000 square foot maintenance building houses maintenance and IT facilities to service our entire campus.

The 2019-20 Operating Budget Income was \$4,658,964 and Expense was \$4,619,652.  
The 2020-21 Operating Budget Income was \$5,052,809 and Expense was \$4,667,361.  
The 2021-22 Operating Budget Income was \$5,766,976 and Expense was \$5,754,191.

WCS manages an endowment account to receive donations outside of planned funding.

A budget surplus at the end of the year results in an allocation based upon the mission and vision of WCS: 50% to debt reduction, 15% to program improvements, 10% capital purchases, 10% financial

aid, 10% to staff incentives, and 5% student and staff missions. In the past three years, WCS has paid down over \$960,000 in debt and maintains a cash reserve of over \$500,000.

Operating expenses are covered by tuition and fees. WCS utilizes Title II money for BITSA funding.

WCS draws the majority of students from the community of Woodland. There are 23 additional communities represented. The school's 714 families are drawn from over 20 churches. Student demographics are representative of the communities served.

Social Media Presence is maintained on major social media sites:

-School Website: [www.woodlandchristian.org](http://www.woodlandchristian.org)

-Vimeo: <https://vimeo.com/user45506621>

-Youtube: <https://www.youtube.com/@woodlandchristianschool>

-Facebook: <https://www.facebook.com/WoodlandChristianSchool>

-Instagram: <https://www.instagram.com/woodlandchristianschool/>

-Twitter: <https://twitter.com/k12wcs>

## **Major Changes Since the Last Visit**

### ***Leadership Changes***

Mr. Smith stepped down as the administrator of Woodland Christian School after the 2019-20 school year. Mr. Smith worked with Mr. Diehl during this year to prepare him for taking on the role beginning the 2020-21 school year.

Mr. Hargadon stepped down as the Director of Business Operations at the end of the 2021-22 school year. Mr. Hunt took up this position the following year after working with Mr. Hargadon in preparation for the role.

Mr. Devine took over as the Elementary School principal in 2019. After 3 years, Mrs. Poole took up this position in 2022 when Mr. Devine became the Dean of Academics. This was part of a structural change for the purpose of strengthening our academic program for future development.

Mr. Toland moved from a Middle School teaching position to become the principal of the Middle School in 2021. Along with this move, Mr. Morse moved from a Middle School teaching position to become the Dean of Students for the Middle and High School when Mr. Ripley stepped down in 2021.

After a period of time with no principal in at the beginning of the 2019-20 school year, Mr. Gordon was hired as the High School principal.

### ***Additional Buildings***

Since the last visit, four buildings have been added to the school. A gym for basketball and volleyball was added to the High School campus. The gym includes collapsible stands, a weight room, boys and girls lockers, a snack bar, and a wrestling room.

The Performing Arts building was also completed shortly after the gym. The Performing Arts building has a stage for performances and rooms for music practice. This building has a capacity of 670 and has been utilized for Back to School events, chapels, musical programs for all campuses, and various productions.

The Preschool was moved from our previous campus at LifePointe across town to a new facility next to the Elementary School.

The Learning Center was the final building added to our Elementary campus in 2021. The Center includes a library, a resources room to support students who need individualized instruction, a maker space, and an area for art lessons or other activities that need extra space.

### ***The Pandemic***

When the pandemic began in March of 2020, the school made a quick transition to distance learning for the remainder of the 2019-20 school year. The Elementary School was able to obtain a waiver from the Health Department to resume onsite instruction to begin the 2020-21 school year. The Middle and High School were able to resume onsite instruction by October of that year. Throughout this time, Woodland Christian sought to adhere to the procedural and reporting requirements and guidance as best as they could with a limited staff.

Toward the end of the 2021-22 school year, the leadership team met to reflect on this period of our history, determining that a 'reset' was needed as various aspects of our culture and practices had been negatively affected by the impact of the pandemic.

The 2022-23 school year was determined to be a rebuilding year, seeking to

- adhere to and/or review and revise our policies
- restore community with our families and communication with our faculty and staff
- develop programs and procedures that will drive our pursuit of excellence in preparing students for college and the Christian life

### **Reaccreditation Visit Update**

Four major recommendations were identified by the 2016 visiting team:

1. The administration develop and implement a clearer reporting document of test results to allow easier analysis of the data by the teachers and administration.

Under the leadership of the Middle School Principal, Mrs. Reynolds, a process of analyzing and reporting the Iowa Test scores was developed. This process was implemented in the Middle School. With the onset of the pandemic in 2020 and the loss of Mrs. Reynolds during the 2021 school year, this process was set aside until it was reincorporated in our team meeting format that was implemented in January 2022 for Middle School and 4th and 5th grade in the Elementary School.

Through the process, teachers identify domains of strength and domains that need improvement. Each grade level or department creates a plan to target specific academic skills through weekly

lessons and activities. The process also involves a reflective piece once scores have been received in May.

Through the self-study this area was identified for further development (ACSI Standard 5, Indicators 7, 8, and 9).

2. The administration and faculty develop and implement the ESLRs in the classroom as a driving force and communicate the outcome to all stakeholders in partnership with the home and school.

Administration continues to develop ways we can utilize our ESLRs as a goal for instruction and a framework for communication. Over the last two years the elementary school has piloted a unit planning process wherein teachers develop a unit of study that targets a specific ESLR. After implementation, teachers analyze the progress students demonstrate, evaluate specific instructional practices, and present their findings to the rest of the elementary teachers.

We are also seeking to publish a yearly magazine that highlights various student accomplishments and programs through the lens of our ESLRs. This publication will help the administration and faculty to better evaluate the ESLR focus of our programs and practices.

The ESLRs have also been incorporated in our yearly staff evaluation forms and is the basis for yearly goals established by teachers in consultation with site principals.

3. The administration develop the CSIP by utilizing a variety of organizational, achievement, and survey data and input from stakeholders which will result in a clear plan for the future of how to best meet the needs of students.

Progress on the items listed on the CSIP that was developed for the 2016 accreditation visit, has been steady.

4. The administration review the current local, state, and federal legal standards for fire protection, sanitation and transportation to ensure campus safety.

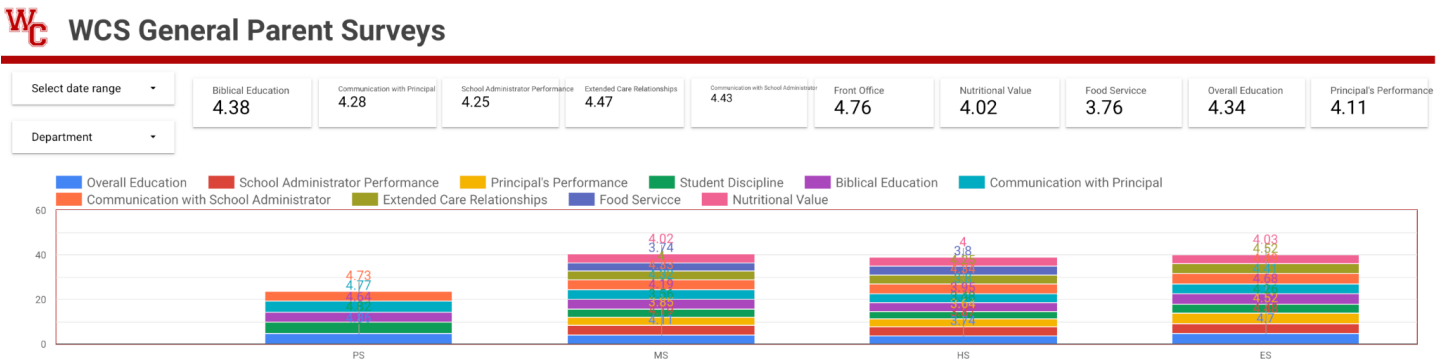
In response to the visiting team's recommendation, an emergency plan was developed with input from our local fire and police departments. Lockdown plans were developed and annual drill schedules have been implemented including monthly fire drills and two lockdown drills each year. Fire extinguisher inspection schedules have been adjusted to align with regulations, as well.

### **Survey Information**

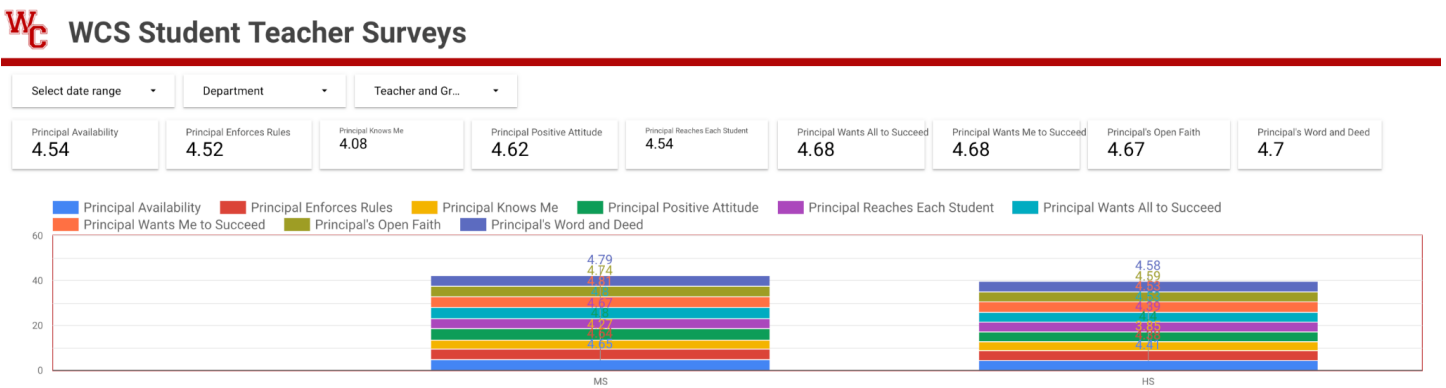
The school conducts an annual survey of our family, high school students, and faculty/staff every year. The results of this survey are reviewed by the leadership and a report is given to the Board. In addition, the survey results are summarized and reported to our school community.

The following charts display the results of the 2022-23 surveys:

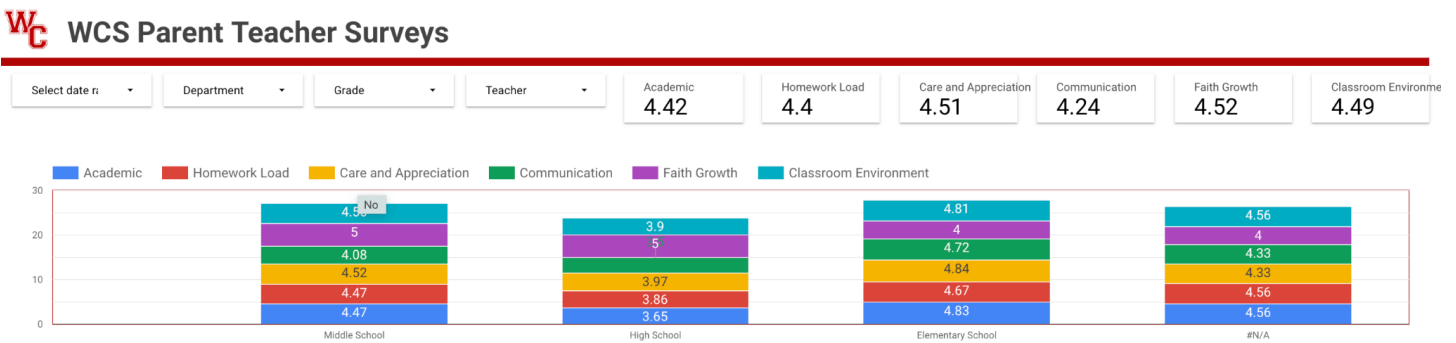
### Parent survey regarding broad perspective of the school



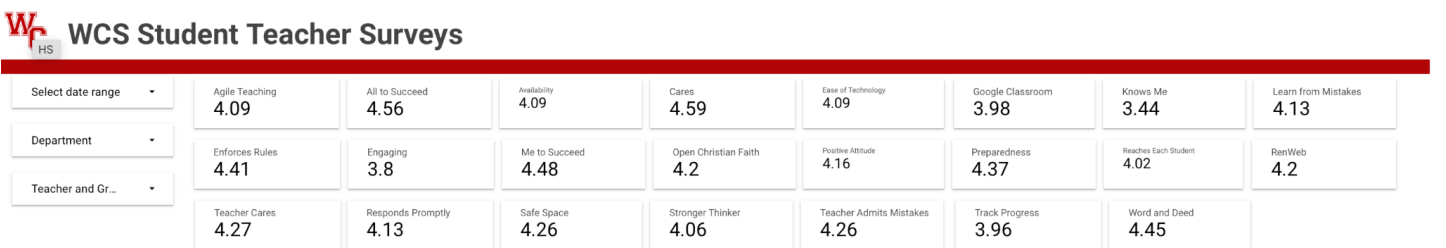
### Student survey regarding principals (MS/HS only)



### Parent survey regarding teachers



### Student survey regarding teachers (HS only)



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In our recent survey we found that parents expressed a strong desire for quality education especially in the upper grades. Having more class options in high school is a desire for families. Parent comments showed their appreciation for the care that their children are experiencing at school. Parents want their child to be known and cared for. Relationships, specifically with teachers are of the utmost importance and attract families to the school through word of mouth. Our families love the interaction of the teachers with our students. There is also an appreciation at all site levels for relational leadership. Faith is a recognized strength of the school and on all campuses the faith growth is the strongest positive attribute. There are some concerns regarding consistency with discipline matters. Parents feel that there are areas where communication can improve schoolwide. Athletics has grown and some families have voiced concern in how rapid it has developed. There is a general concern about governmental vaccine requirements.

Overall, WCS families are satisfied with the educational experience.

### **Student Assessment Profile**

The educational process from Kindergarten through 12th grade at Woodland Christian School (WCS) is built upon a biblical philosophy that provides a Christian worldview and essential truth for life so that students may be prepared to assume their proper place in the home, church, and community. The goal of WCS is for all students to become persons of faith, effective communicators, life-long critical thinkers, quality producers, and community contributors. WCS provides a safe, loving environment for students to learn, seeking excellence in education, and working with parents to prepare and equip students for college and to live as a light in this dark world. With Christ as the example, students are taught the power of serving others, with humility looking to the interests of others. Students and staff strive to live like Christ and to be a light in the home, school, and community. Students are taught to respect those in authority, be known by the fruit of the Spirit, be responsible, respectful, and motivated to excel in all they do. Students receive Biblical training to help them grow in knowledge and faith in Jesus Christ.

The course offerings for all WCS students are comprehensive. Each student receives rigorous academic training and the opportunity to participate in extra-curricular and athletic opportunities. WCS offers coursework to meet the various needs of the student population. Teachers differentiate instruction based upon varied learning styles and academic ability. We are seeking to offer more support for students with learning disabilities through resource and student care services on each campus.

Curriculum is enriched through the use of research-based activities such as cooperative learning, technology integration, problem solving, project-based learning, cross-curricular learning, and critical and creative thinking strategies.

In 2014 WCS began a process to review and revise the K-12 curriculum to meet the REACH 2.0 indicators 5.1 and 5.2. The curriculum guide is based on biblical truth, sound educational practice, and the appropriate selection of standards to drive the instructional program. The elementary faculty met together by grade level and middle school and high school faculties worked individually by subject matter specialty and by department. California State Standards, California Common Core

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Standards, and existing WCS standards were reviewed and then appropriate standards from all three sources were selected to be placed in the newly revised, electronic curriculum guides.

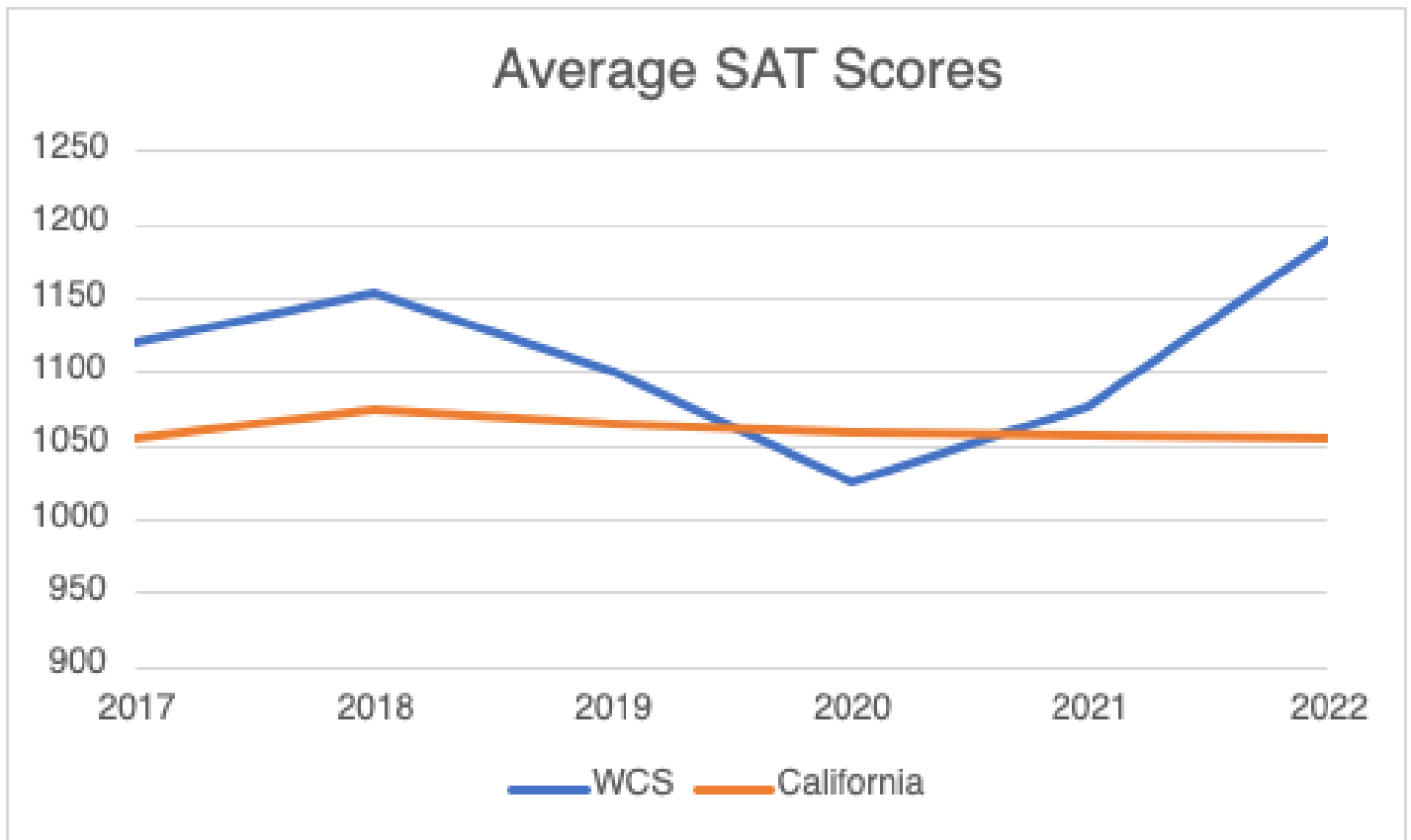
WCS accepts what the College Board© says about test preparation: the best way to prepare is to take demanding courses. This is how the WCS College Prep program is structured. Standardized testing is used to track progress from year to year. Prior to 2018 grades 3-8 used the TerraNova3 standardized tests. The school then made the decision to adopt the Iowa Test of Basic Skills. Grades 9-11 use the PSAT, and grades 11-12 are encouraged to take the SAT and/or ACT.

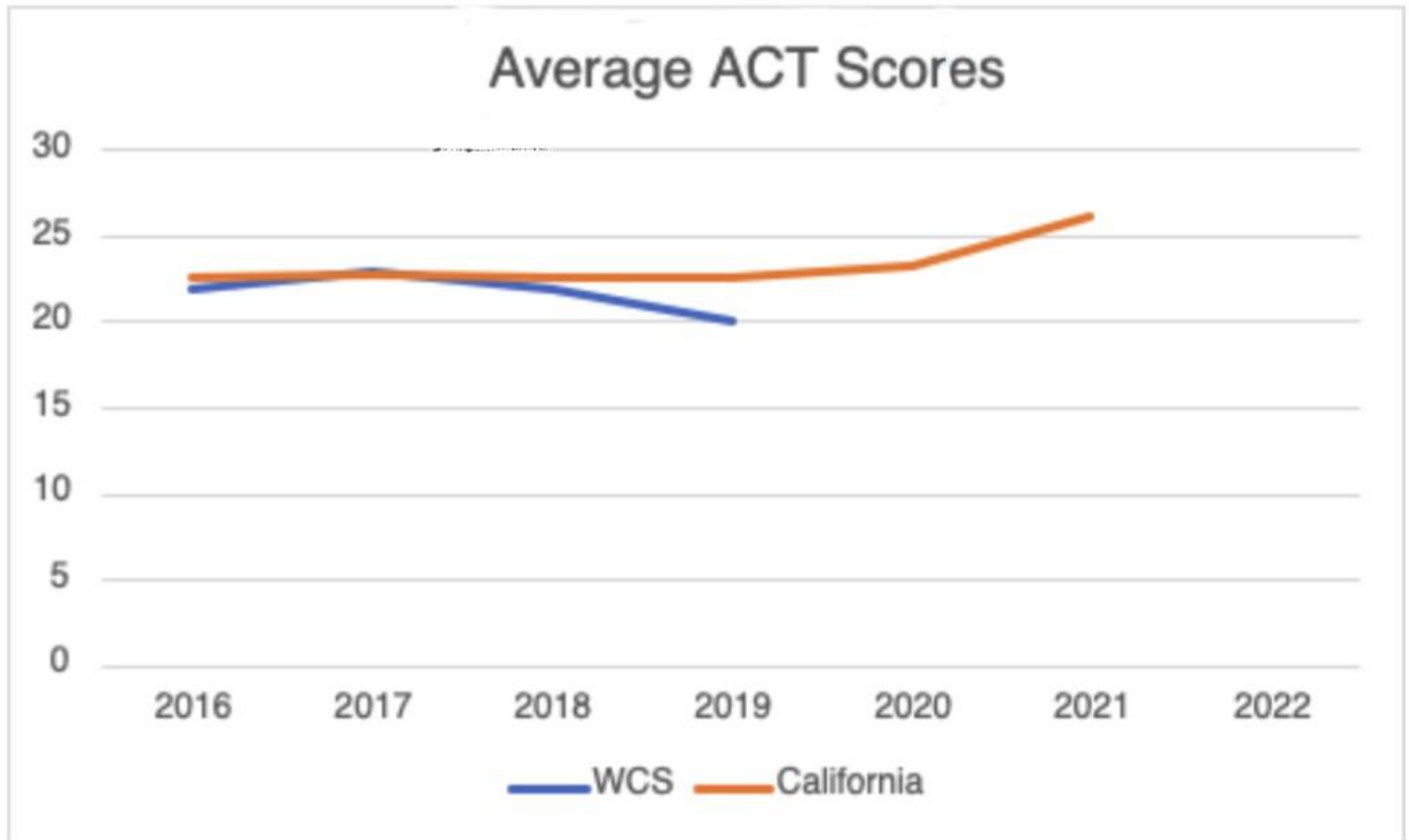
***Iowa Test of Basic Skills - Composite Percentage Ranks***

		2018	2019	2020	2021	2022
<b>3rd grade</b>	<i>ELA</i>	76	77		75	68
	<i>Math</i>	68	79		74	67
<b>4th grade</b>	<i>ELA</i>	72	72		70	65
	<i>Math</i>	65	46		57	53
<b>5th grade</b>	<i>ELA</i>	70	59		68	64
	<i>Math</i>	58	58		58	58
<b>6th grade</b>	<i>ELA</i>	51	71		69	65
	<i>Math</i>	35	63		53	47
<b>7th grade</b>	<i>ELA</i>	53	69		63	64
	<i>Math</i>	36	54		48	43
<b>8th grade</b>	<i>ELA</i>				68	59
	<i>Math</i>				52	51

### SAT and ACT Averages

		2016	2017	2018	2019	2020	2021	2022
SAT Averages	Total		1120	1154	1100	1025	1077	1190
	ERW	Reading: 513 Writing: 480	556	583	560	521	567	619
	Math	508	553	571	540	494	510	571
ACT Averages	English	23	24	22	20			
	Math	21	22	21	19			
	Reading	24	25	23	21			
	Science	22	22	20	20			
	Composite	22	23	22	20			





We are seeking to improve on our use of standardized testing data to look at individual student progress and group strengths and weaknesses. Through our Team Meetings structure, grade-level and department teachers will use the data to revise curriculum to better meet the needs of students. In addition, principals evaluate the results, looking for trends and speak to individual teachers.

All testing done at the high school level is designed to achieve course mastery and prepare students for college admission. To this end, all 9th, 10th, and 11th grade students are required to take the PSAT in the fall of each school year. Many 11th grade students and the majority of our 12th grade students take the SAT as well as the ACT. In all three tests, WCS scores are above the State and National Mean Scores.

WCS is a partner with Kaplan Test Prep and all families have free access to their online test preparation materials. Teachers expose high school students to SAT practice questions, and specific test taking strategies. 95% of all high school graduates continue on to higher education, either to a four year college or University or a two year community college with the intent to transfer to a university. It is the goal of WCS to have all high school seniors, college and career ready.

The pandemic brought many challenges to instructional delivery and standardized testing preparation and engagement. In addition, the school experienced a dramatic increase in enrollment for all campuses. As we move forward in our standardized testing data analysis, the scores for the 2022-23 school year will be utilized as a base year for future curriculum evaluation.

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All seniors participate in a Senior Project of personal interest related to a potential career path. The students spend the first semester researching and preparing a written report about the career chosen. In the second semester the students intern at a company in the field of their career choice. The project culminates in a presentation given to the teacher, a board member, an 11th grade parent, and administration.

Students are given leadership development opportunities on each campus. Through these activities students learn to communicate effectively and contribute to their community in a positive way. The elementary campus has a leadership program that starts in 5th grade. Students plan thematic weeks, present at chapels, and organize and lead charity events.

The middle school's leadership class is designed to encourage and enhance the school community by promoting positive school spirit and drawing others to Christ through outward and inward building up of Christian leadership skills.

The high school has an ASB class where students organize and lead rallies, make preparations for school events such as dances, and plan thematic weeks. The FFA program provides many opportunities for students to develop valuable leadership, social, and public speaking skills through speaking contests, Livestock Judging Team, Parliamentary Procedure Team, and Supervised Agricultural Experience Projects.

While Bible instruction is required at all grade levels, small group times provide opportunities for building discipleship relationships. For the last two years, staff and select volunteers meet weekly with 5th grade students to discuss issues related to a Biblical identity. Small group breakouts are also scheduled during middle and high school chapel days.

### **Self-Study Process**

The self-study began with a review of the previous accreditation documents including the 2016 visiting team report, the mid-term report, and the most recent annual report. Towards the end of the 2022 school year, Mr. Diehl and Mr. Devine invited several staff to lead a subcommittee for the self-study. These leaders would compose the steering committee.

We met with the subcommittee leaders at the beginning of the 2022-23 school year to discuss the process, the standards, and to select members for each of the subcommittees. After the subcommittee members were determined, the subcommittees met toward the end of September to discuss the process, read through the indicators for their standard, determine possible evidence, and divide up responsibilities.

The leaders of the subcommittees met afterwards to answer questions, clarify goals, and determine next steps. The subcommittees met again at the end of October to review the evidence collected for each indicator, determine any further needs, begin preliminary voting on compliance, and preliminary

commendations and recommendations. They also determined who would be responsible for writing the narrative on their sections.

The leaders of the subcommittees met again to once again answer questions, clarify goals, and determine next steps. The subcommittees met a third time at the end of November to read through the rough draft narratives, provide feedback, and finalize compliance levels and commendations and recommendations.

The leaders of the subcommittees met afterwards to review the writing that had been completed and provide any feedback regarding clarity and evidence. The self-study was finalized between December and January and submitted to the Board of Directors for discussion and approval at the February 6 Board meeting.

The approved self-study was presented to the WCS staff at an inservice on February 10.

### **Conclusion Summary**

The self-study process occurred at a providentially significant time in the history of the school as we emerged from the pandemic and underwent significant leadership changes on all campuses. The process gave us an opportunity to examine all aspects of the operations of the school in the spirit of the year's theme of 'Reset.'

Through this process we were given a means of evaluating the state of the school, and many valuable areas for improvement were identified. The action plans developed will help steer our course, strengthening our Christian educational institution as we seek to fulfill our mission to prepare students for college and the Christian life.

We wish to thank the members of the subcommittees who served with honesty, humility, and a desire to see Woodland Christian School continue to be a place where the Gospel of Christ shines brightly for our community.

The following major commendations were identified:

The Board of Directors and administration seeks to ensure that its employees have and demonstrate a commitment to the Gospel and the mission of Christ. **(ASCI Indicator 4.1)**

WCS prioritizes the opportunity to introduce students to faith-driven life as evidenced by the emphasis placed on staying true to our ESLRs and Mission Statement, careful provision of Christian staff and faculty, consistent and sound biblical instruction, consideration given to the spiritual impacts and opportunities of provided activities, and dedication to finding ways to best encourage a godly foundation for students' lives. **(ACSI Indicator 7.1)**

WCS encourages our students and faculty to find ways to impact the world for Christ through personal service in our community as well as opportunities to provide for tangible needs discovered in our community and around the world. Groups such as our fifth grade leadership

team, MS and HS ASB, and others intentionally seek out and provide ministry opportunities for our students under the guidance and leadership of staff. **(ACSI Indicator 7.6)**

In addition, the following major recommendations were identified:

Develop and implement an orientation and training program for newly hired and veteran substitute teachers. **(ACSI Indicator 4.3)**

Develop a process of formal evaluation of business, maintenance, support staff, and coaches that is in alignment with the school mission. **(ACSI Indicator 4.9)**

Create a curriculum review process that maintains updated guides, identifies areas for development, and allows for teacher-led proposals in alignment with the schools mission. **(ACSI Indicator 5.2)**

Develop a systematic process for each campus to evaluate instructional practices, learning activities, and instructional technologies for effectiveness. **(ACSI Indicator 5.4)**

We believe that the recommendation for 4.3 is reflective of a larger issue of onboarding that is deficient in our practice. Currently, we are working on developing a more robust onboarding process for new teachers and will continue to develop a more thoughtful approach to acquiring and onboarding substitute teachers to support the ongoing learning of students.

The recommendation for 5.2 and 5.4 is also vital to professionalizing our practice and ensuring that we are delivering a relevant and Biblically based curriculum with research based best practices for instruction and learning activities. We believe the implementation of our Team Meetings will be a step towards fulfilling these recommendations.

The mission of the school is not only for teachers and administrators to fulfill. It is vital that every employee is seeking to further the mission of the school as they engage in their specific responsibilities. An evaluation process for business, maintenance, support staff, and coaches will help to bring further mission growth to every aspect of the schools operations.

## **Standards Report and Compliance Levels**

[Standard 1](#): Philosophy and Foundations

[Standard 2](#): Governance and Executive Leadership

[Standard 3](#): Home and Community Relations and Student Services

[Standard 4](#): Personnel

[Standard 5](#): Instructional Program and Resources

[Standard 6](#): Student Care

[Standard 7](#): Character, Values, and Spiritual Formation of Students

[Standard 8](#): Continuous School Improvement Plan



## Standard 1: Philosophy and Foundations

### Compliance levels for each indicator

Indicator		Compliance Level
1.1	The statement of faith and the philosophy, mission, vision, core values, and schoolwide expected student outcome statements of the school are established and are reviewed regularly and systematically in a collaborative manner.	Exceeds Compliance ▾
1.2	The school communicates its philosophy, mission, vision, core values, and schoolwide expected student outcome statements to its constituents and community.	Compliance ▾
1.3	The foundational documents are consistently applied as integrative, coordinating, and examining devices throughout all aspects of the programs, operations, and curriculum.	Compliance ▾
1.4	The executive leadership, faculty, and staff continually support the advancement of the philosophy, mission, and vision of the school.	Exceeds Compliance ▾
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).	Exceeds Compliance ▾

Woodland Christian School has developed in writing a Mission Statement, Expected Schoolwide Learning Results (ESLRs), and a Statement of Faith. These philosophical foundations of Woodland Christian are appreciated with consistency by the WCS Board of Directors, Administration, Site Leaders, and Staff. The interview process, in-service training, orientations, and staff meetings all reinforce the mission and values of the school, in addition to the expectations of moral integrity and excellence in the classroom which are clearly articulated to all on a regular basis.

The Board of Directors has established the policies and procedures of the school in accordance with the school’s governing documents and based on the input from, and collaboration with, the Administrator and Principals. The Principals lead their respective campus staff who review these documents and recommend any changes should any be deemed necessary.

In the classroom, teachers develop and deliver lessons that are aligned with the ESLRs. Informal and Formal Evaluations likewise assess the development of these learning results in the students through clear instruction. At each site, teachers work in departments or by grade to align their practices and instruction with these expected results.

Communication with students and families is marked by consistency and reference to the mission and values. This is seen in the various means of communication including but not limited to weekly emails from the administrator, newsletters from teachers, updates from site leaders on email or on the school websites, and academic ceremonies (senior awards night, NHS induction ceremony, graduation).

Overall, Woodland Christian staff, administration, and community members demonstrate a sincere commitment to the stated mission and values as this has been shown in their implementation across campuses, throughout a staff member's tenure at the school, in the curriculum maps for classes, and in the practices and traditions that distinguish Woodland Christian as a school.

### **Commendations**

1. The development of evaluation tools that includes additional accountability ensures lessons and instruction are in accordance with the ESLRs and mission of the school. (ACSI Indicator 1.1)

The observation and evaluation forms are reviewed at yearly individual meetings between the site principal and teachers. Site principals schedule regular observations and provide positive and constructive feedback for development in their respective areas of responsibility. (Informal observation forms, formal evaluation forms, Self-study pg. 16)

2. At all levels of leadership, the expectation of involvement in a local Christian church, moral integrity, and agreement with the statement of faith have created and sustained an environment where those teaching, leading, and supporting students are committed to their own spiritual growth and the spiritual growth of the students. (ACSI Indicator 1.5)

Weekly chapels, biblical integration in the lessons taught, monthly small groups (at the high school), spiritual retreat in the fall (for the middle school and high school), and informal discipleship that happens between teachers and students reflect a distinctly Christian environment whereby students are surrounded by those committed to their well-being spiritually, intellectually, physically, emotionally, and socially. (Employee Manual, employment contract, Self-study pg. 17)

### **Recommendations**

1. Assess the effectiveness of the schools communication of its stated ESLRs and regularly monitor plans for student development according to the ESLRs. (ACSI Indicator 1.2)

The school has made more intentional efforts to communicate its ESLRs by publicly displaying posters in each classroom. Administration can conduct further discussions with staff to further emphasize and realize the ESLRs through communication to parents and classroom instruction. (Administration interviews, staff interviews)

2. Administration and high school faculty evaluate further ways to promote the ESLR growth of HS students. (ACSI Indicator 1.3)

Integrating the Expected Student Learning Results, in particular, into the curriculum maps and implementing regular review and integration of these will make sure that these documents are applied as integrative, coordinating, and examining devices throughout all campuses.  
(Administration interviews, staff interviews)

[Top of Standard 1](#)

## Standard 2: Governance and Executive Leadership

### Compliance levels for each indicator

Indicator		Compliance Level
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, effectiveness, and consistency between all campuses of the institution; defining the role of the governing body; defining the role of the head of school, and conducting systematic board self evaluation and training.	Compliance ▾
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.	Compliance ▾
2.3	The governing body supports the head of school's prerogatives and responsibilities, and it provides for an appropriate annual evaluation of the head of school.	Compliance ▾
2.4	Constituents and stakeholders are given opportunities to provide feedback to leadership regarding decisions of the school, a practice that promotes a culture of participation and transparency.	Compliance ▾
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.	Compliance ▾
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.	Compliance ▾
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.	Compliance ▾

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 of the cost of educating a student, including instructional supplies and informational technology. Stated student outcomes are appropriately financed.	Compliance ▾
2.9	A review of the school’s finances is conducted by an external CPA, who 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.	Compliance ▾
2.10	Just compensation packages are documented for all employees and are commensurate with the training and services rendered.	Compliance ▾
2.11	The school ensures compliance with applicable local, state, and federal laws, and it is in good standing with all regulatory agencies.	Compliance ▾

Woodland Christian School highly values strong relationships amongst staff, students and parents, hence there is strong accountability and focus on collaboration at all levels of school operations. The Board of Directors (BOD) and Executive Leadership work well together to set short and long term goals that enhance the school offerings and place the utmost value on Christ centered education. Oversight is provided for accountability, evaluation, advocacy facilitation of guiding documents and policy development. A high importance is placed on local governance, sound fiscal practices and staff development. Godly stewardship of resources provided the utmost priority to WCS. The mission and vision are valued in all decisions made at WCS.

The School Administrator works solely for the school board as their one employee while working hand in hand with the WCS leadership. The school leadership team comprises of the Director of Development (DOD) along with the recent addition of the Dean of Academics (DA) as well as site Principals/Leaders. The BOD is very collaborative with the Administrator and provides annual evaluations along with regular support and feedback regarding job performance. Any significant school development is communicated in a timely manner by the Administrator to the BOD President.

All new BOD members are recommended to the WCS Board Nominating Committee by current BOD members with the School Administrator’s input. The process allows for the BOD to ensure that new members meet the spiritual and professional expertise requirements desired in a BOD member. This approach has proven to be very successful for the past 13 (since July 1 of 2009) years of the school being fully independent.

The BOD has clearly established the role of the Administrator and tasked him to lead all school staff, develop the school and provide oversight for all programs within the school. The Administrator

provides regular reports involving admissions, governance, finance, and other operational aspects of the school.

Since the last school accreditation visit WCS built a Gymnasium, Performing Arts Center, Preschool and Learning Center that all respectfully house growing, effective school programs. The BOD and Executive Leadership also effectively maneuvered through the Global Pandemic so much so that the WCS has grown into a new territory of success.

The BOD has implemented training practices with the input of ACSI as well as establishing a systematic evaluation of governance practices. The BOD also developed and implements an annual evaluation of the School administrator, to ensure cohesive leadership in the day-to-day operations of the school. This includes a formal plan for evaluation and improvement along with clearly communicated expectations to the Administrator to ensure continuous leadership growth.

The BOD holds regular monthly meetings. Employees and parents are welcome to attend the open session of these meetings. The schedule of meetings, agendas, and minutes are posted on our school app. Parents may address the BOD by submitting a request with the topic one week in advance. The BOD schedules yearly observations and interacts with the faculty and staff in order to hear concerns and gather feedback as well. Surveys are a regular method to obtain feedback from all stakeholders within the school community. These are conducted each school year to help guide decision making.

Woodland Christian School articles of incorporation and bylaws associated with the board of directors are reviewed regularly as they guide the overarching operations of the school along with the financial procedures that regulate business practices. The bylaws require the creation of a policy and procedure handbook, employee handbook, and parent handbooks to guide the operations of the school.

Admissions and standards for student placement procedures have been established by executive leadership and site principals along in collaboration with outside agencies such as the local school district, ACSI, and WASC. Academic counseling is available for high school students. Resource services and academic support are available.

The Director of Development and Operations guides the business practices as delegated by the Administrator to lead the business office, work hand in hand with the CPA and ensure that the Business Manager follows legal and Biblical principles as it relates to financial management. A third party is used to allocate scholarships and consistent discounts are applied with families including staff. Compensation packages are approved by the Administrator and all employees are approved by the BOD.

The BOD and executive leadership seek to comply with local, state and federal laws. There are no outstanding issues with any of these agencies as it pertains to school operations and compliance is highly valued amongst all stakeholders.

### **Commendations**

1. The school maintains close and positive relationships with local agencies such as city, health, and education department officials. (ACSI Indicator 2.11)

The school has worked closely with police and fire personnel in the development of our emergency procedures. The school has a good working relationship with city planning officials as we seek to develop our site in accordance with local and state codes. School facilities are regularly made available to outside agencies. These positive relationships are in accordance with our desire to be good citizens of our local community. (Self-study pg. 22)

### **Recommendations**

1. BOD research outside training and development in governance board best practices. (ACSI Indicator 2.1)

Annual offline meetings are conducted and best practices are discussed. Developing relationships with ACSI schools of comparable size and offerings, along with training from ACSI recommended experts would further help with implementation of governance practices while supporting the mission and vision of Woodland Christian School. (Self-study pg. 21, 41)

[Top of Standard 2](#)

## Standard 3: Home and Community Relations and Student Services

### Compliance levels for each indicator

Indicator		Compliance Level
3.1	Enrollment is sufficient to establish the viability of the school and all divisions it offers (i.e., EE, elementary, secondary).	Exceeds Compliance ▾
3.2	The school conducts regular demographic assessments of its constituents in order to better fulfill its stated mission: 1) educational levels, 2) ethnic diversity, 3) faith backgrounds, and 4) other pertinent family information.	Partial Compliance ▾
3.3	The length of the school day and year, as well as the number of instructional hours and days, complies with applicable laws.	Exceeds Compliance ▾
3.4	Regular, established, and effective two-way communication occurs between the school and its constituents.	Exceeds Compliance ▾
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.	Exceeds Compliance ▾
3.6	The school systematically seeks input/feedback from parents, staff, and current and past students in order to adjust its instructional and operational practices. Survey data is regularly gathered and analyzed for feedback regarding program satisfaction.	Compliance ▾
3.7	The nondiscrimination statement is published and evident in the actions, relationships, and programs of the school.	Compliance ▾
3.8	Guidance services are provided at age appropriate levels and communicated to families. High school guidance services provide academic course selection along with college and career planning.	Exceeds Compliance ▾
3.9	The school has a process to identify the unique learning needs of individual students, and support is provided in order for them to meet the expected student outcomes.	Exceeds Compliance ▾
3.10	Confidential records of students are complete, organized, current, accessible only to appropriate personnel, compliant with applicable legal requirements, and kept in a safe location.	Compliance ▾



3.11	The school has a written plan in place for the transfer of student records to an appropriate accredited school, association, or local school district in the event of closure.	Non Compliance ▾
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.	Exceeds Compliance ▾

Woodland Christian School has continued to show high retention rates and interest from new families that is demonstrated in increased annual growth in enrollment and income, which carries with it an increase in course offerings for both Middle and High School students, extracurricular activity offerings K-12, and an increase in the number of full and part time staff. Enrollment is more than sufficient to establish the viability of the school. Our annual budget income is set based on a conservative prediction of enrollment each spring and an average per-student income rate based on current tuition rates and is adjusted as needed in the fall to reflect the income based on actual enrollment. The school has a history of excess funds each year due to careful stewardship of the budget as well as generous donations received from the community by way of fundraisers and giving and are redistributed per our bylaws.

The school conducts regular demographic assessments and has used some of its constituent responses in order to better fulfill its stated mission. WCS collects student educational background information, student ethnicity, family church attendance, and other pertinent family information including parent and guardian contact information, occupations, place of employment and alumni status, at the time of initial enrollment. The school also requests re-enrollment families update their information online annually via the FACTS online portal. WCS intentionally does not collect certain demographic information on parents and families as a means to not ask potentially intrusive information. The school does not have a formal process to review all of this information in order to better fulfill its stated mission.

All of our campuses meet the minimum required days of instruction, and exceed the minimum minutes set forth for public schools in the state of California, even though we are not required to follow these per California Education Code §48222.

Our school has established effective ways of communicating with our constituents through multiple methods, including: social media, WCS app, emails, class websites, weekly class newsletters, weekly administrative update emails, school websites, prayer families, class syllabus, Back to School Night, and Meet the Teacher Day. The school also holds parent teacher conferences in the beginning of the year. Staff is required to respond to emails within 24 hours. Parents can submit absences through our school app or by calling the office. Teachers and other staff are reviewed twice a year through parent surveys. All board meetings and notes are public information and published online. Comments and feedback are continually solicited from school families. The app also has a link for prayer requests.

In line with our mission statement, a variety of regular, two-way effective communication methods and efforts to resolve differences with constituents is a high priority. The school has established biblical principles for resolving differences between the school and its constituents, and allows for parents to bring issues to the board/school. These policies are written, reviewed annually (by board), and communicated for effective implementation and reviewed annually at staff training. The school uses Matthew 18 as the biblical model for resolving differences, and the policy is stated in the Student Handbook, Teacher Handbook and Personnel Manual.

The nondiscrimination statement is published in each site handbook and written on enrollment paperwork. We also work with the Yocha Dehe Wintun Nation to provide a cultural assembly, incorporate tribal educational resources into elementary curriculum, and to ensure that school activities are non-discriminatory toward the Indigenous culture of our area.

Individualized college and career planning services are vital to the fulfillment of Woodland Christian School's mission to educate and prepare students for college and a Christian life. There is ample evidence of the school's commitment to providing guidance services to students.

Resource services are available to all students K-12. Student Accommodation and Resource Guides have been developed for both elementary and upper grades to outline the process of identifying individual students with unique learning needs. WCS assists families with requesting testing through the LEA for eligibility for special education services. ISP and 504 plans are created based upon student needs. Teachers receive training from resource teachers to help identify students who may present common learning disabilities and common classroom accommodations and modifications. Teachers work with the Resource Teachers, Academic Counselor (HS) and Principal to determine if further testing is recommended. Gifted (or advanced) high school students can participate in Honors and/or AP classes throughout their course of study. Advanced track options are also available in math, Spanish and science classes, starting from 8th grade. Advanced students receive one-on-one counsel during the class selection process (as do all students) to help them choose which honors and AP classes are right for them. We also offer academic clubs such as the National Honor Society and the California Scholarship Federation that eligible students may participate in. Students who present with social and emotional needs can receive counsel in the office. Students who have serious needs are recommended to licensed therapists, and we provide connections with local resources to make that process smooth. Students with diagnosed depression or anxiety (for example) may be placed on a 504 plan, if their doctor and/or teachers recommend accommodations for them.

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

Our school offers a wide variety of classes, electives, and extracurricular activities that are consistent with the mission of the school across all three campuses. The school has worked hard to bring in not just sports, but also agriculture/FFA, music/drumline, as well as a robotics team and student-led clubs to include a balanced variety that meets the needs of our student population. Middle School and High

School ASB programs, as well as the start of a 5th grade elementary leadership program help to provide opportunities for student leadership and engagement in school spirit activities.

## **Commendations**

1. The multiple methods of communication used shows that WCS values the importance of communication between the school and its constituents. (ACSI Indicator 3.4).

The WCS staff as a whole recognizes the Biblical role of parents as the primary educators of their children, and that we are their partners in the educational process. This is accomplished in part by staff responding to parent communications within 24 hours during the working week, as well as providing regular updates regarding events, academics, behaviors, and encouragement. (Self study pg. 24)

2. Designated guidance services are provided in order to fulfill the mission statement of WCS “to educate and prepare students for college and the Christian life” (ACSI Indicator 3.8).

WCS begins to prepare students for college by providing PSAT opportunities beginning in 8th grade. Academic orientations are available for all high school students, and individual meetings with the academic counselor are held to guide students in choosing course offerings to help them prepare for college. Several college and career fairs are held throughout the school year. Resources for college and career preparation are provided to families through regular communications and available on the school website and app. For younger students, elective offerings for middle school students and projects for elementary students that promote and provide real-life experiences for the Christian life are offered. (Guidance services list, Self-study pg. 25)

3. Processes for identifying the unique learning needs of Individual students and supporting them are in place and implemented K-12 (ACSI Indicator 3.9).

WCS has trained and dedicated resource teachers that work with teachers, administration, and parents to identify and support students who are gifted/talented, have documented learning disabilities, and/or have social/emotional needs. Process documents have been developed and are utilized to provide consistent support to all students. Resource teachers also provide training to teaching staff during in-service and staff training. (Self-study pg. 25)

## **Recommendations**

1. Conduct regular assessment of demographic information to better fulfill the stated mission of WCS (ACSI Indicator 3.2).

Currently the data collected during the initial enrollment and re-enrollment of students is not assessed through a formal process. Review how demographic information that is collected is used to further fulfill the mission of the school. (Self-study pg. 24)

2. Initiate a focus on finding resources for inclusion of other cultures, clubs for students, and further staff training (ACSI Indicator 3.7).

It is important to explore what resources are available to provide more inclusion for students of all cultural backgrounds. This may include, but is not limited to, having clubs available for students. Additional training for staff could also prove valuable to assist in promoting a more inclusive campus for students of all cultural backgrounds. (Self-study pg. 24)

[Top of Standard 3](#)

## Standard 4: Personnel

### Compliance levels for each indicator

Indicator		Compliance Level
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.	Compliance ▾
4.2	The executive leadership of the school ensures staff members know and understand the ethical considerations of their respective positions. Examples include: appropriate student/teacher relationships, confidentiality with student information, and use of copyrighted material.	Compliance ▾
4.3	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 have contact with the students.	Compliance ▾
4.4	The K–12 head of school and all K–12 principals hold an ACSI administrative certificate (or current state, national, provincial administrative certificate, plus Christian philosophy and Bible requirements). (Other administrators, such as academic deans, directors of curriculum and instruction, assistant principals, etc. may be included with the teacher and professional staff certification required in Indicator 4.6.)	Partial Com... ▾
4.5	All K–12 teachers hold, at minimum, a bachelor’s degree from an accredited college/university or an institution recognized by ACSI. Contact the ACSI Certification Department for information regarding recognized institutions.	Compliance ▾
4.6	A minimum of 80 percent of K–12 faculty, which includes professional positions such as guidance counselors, athletic directors, library/media specialist, etc., based on full-time equivalents (FTEs), hold current ACSI certification (or current state, national, provincial certificate, plus Christian philosophy and Bible requirements).	Compliance ▾
4.7	Professional development for K–12 faculty, guidance personnel, informational resources staff, and other appropriate staff is ongoing	Compliance ▾

	and integral to the school and aligned with specific goals and instructional programs, and it includes training in biblical studies and the Christian philosophy of education.	
4.8	Policies and procedures that reflect ethical employment practices regarding faculty/staff and separation from service are implemented and regularly reviewed.	Exceeds Co... ▾
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.	Partial Com... ▾
4.10	The number and professional preparation of instructional and support staff is sufficient for the scope of the school.	Compliance ▾
4.11	Teachers and administrators work collaboratively with each other to positively affect school culture, encourage student learning, and promote organizational effectiveness.	Compliance ▾

Woodland Christian School makes distinctive efforts to hire, train and maintain a level of quality amongst its staff and volunteers that matches its mission and vision. According to our bylaws, all Board members and employees of Woodland Christian are to be born-again believers, committed and active members of a church, and agree with our statements on the authority of Scripture, our statement of faith, and marriage and sexuality. Applicants to all positions must state his/her testimony, involvement in a church, express his/her belief on specific doctrinal issues, and acknowledge his/her agreement with our statement of faith and statement on marriage and sexuality. Adherence to these statements are renewed annually.

Weekly in-services and teacher devotionals help teachers to grow in their profession and faith. A survey of staff prior to the start of school indicated that 20 different churches are represented at Woodland Christian School. Active participation in a local church is required of all Woodland Christian staff and head coaches.

All coaches, substitute teachers, and regular employees are fingerprinted with reports from DOJ and FBI. Our CORI is Lindsay Ledezma and she maintains those sites/reports. References are checked for all regular employees and at least two spiritual and two professional are returned with satisfactory information before an offer is extended. Nicole Wilkinson, HR Coordinator, maintains those records. Volunteers fill out a volunteer application and each site office maintains those applications. Only those volunteers who might be alone with a student are required to be fingerprinted with DOJ and FBI reports.

Employees and coaches are required to complete mandated reporting training each year. Mandated reporting procedures as well as proper relationships with parents and students, positive communication, and issues of confidentiality are addressed at inservice each year as well as in our employee handbooks and policy guides.

Regarding new employees, a full day of orientation for all new employees is held at the beginning of inservice week each year. In addition, there are orientation meetings held by each principal during inservice week. In order to check for effectiveness, HR does a six-month check-in with each new employee to ask how WCS can improve the orientation experience.

A paid day to observe is provided for new substitute teachers in order to orient them to the school.

All K-12 teachers hold, at minimum, a bachelor's degree from an accredited college or university. This is verified at time of hiring and kept track of on our WCS Longevity, Education, Certification spreadsheet. To improve the quality of education, the Board of Directors requires that our teachers have a teaching credential or Masters degree in the subject(s) they are assigned to teach. Teachers who did not yet qualify for this requirement must create a plan to obtain a teaching credential or Masters degree. The plan is supervised by the site principal. In order to assist them, the Board of Directors created an Education Assistance Program to provide funds to help defray some of the costs involved.

Through our school-based professional development, Woodland Christian School is making positive steps to continual growth in student learning and development with all areas of the school. In the past we have conducted professional development on developing school culture, the use of Google Classroom to enhance instruction and learning, growth mindset, and meeting students' social-emotional needs. In addition, the faculty and staff have devoted time to Biblical instruction in topics such as prayer and worldviews.

Over the last two years, the elementary campus has piloted a 'grassroots' professional development program where grade level teachers develop units that have an ESLR focus. Teachers develop and implement an instructional practice and present its effectiveness to the other elementary school teachers toward the end of the year.

Policy and procedures for employee disciplinary issues that may result in separation of services are stated in the employee handbook and reviewed during inservice. Two weeks notice is recommended when employees decide to leave employment with Woodland Christian School. Procedures are also stated in the Performance, Discipline and Termination Issues section of the employee contract.

Policies are reviewed regularly by the WCS Board. As new laws are passed, the HR Coordinator makes recommendations to the Director of Operations and Development as well as the Administrator, who then bring it to the Board for discussion, review, and if necessary, a vote. In the last two years the HR Coordinator has implemented exit interviews for employees leaving WCS. All interviews are conducted privately by the HR Coordinator. Only the responses are recorded (no names) and



reported. The Board, the Administrator, and the Director of Operations and Development see the responses to those interviews which prompts discussion of possible changes/areas of improvement, and if needed, further investigation.

At the beginning of each school year, site principals meet with each of their teaching staff to discuss goals, the observation schedule, and evaluation expectations. Informal observations are intended to provide positive formative feedback in preparation for formal observations and evaluation. Formal evaluations take place between November and January. Our ESLRs are central to informal and formal observations. When appropriate, input from parent and student surveys are included in evaluations.

Currently, there is no evaluation process for business, maintenance, and support staff.

Over the last 3 years, enrollment at WCS has increased pushing our ES classes to near capacity. Additional support staff have been added to assist teachers with the increased workload. The school intends to hire additional high school teachers as well as we seek to respond to increased enrollment and expand our course offerings.

Surveys and interviews from teachers following the pandemic indicated that communication and collaboration between teachers and administrators was weakened. In an effort to create clear and open communication and mission-focused collaboration several changes were initiated. First, time was set aside at the end of the year to reflect on the year, identify areas of concern, determine goals, and provide feedback and make tentative plans for the next school year. Second, time was devoted to reviewing policies and procedures at each staff meeting. This was important to clarify, make, or propose changes to our policies and procedures. Due to these meetings, several policy changes were proposed to the Board of Directors and approved. Third, grade-level or departmental meetings were structured to improve communication between administration and teachers and to coordinate and focus our efforts to improve instruction.

### **Commendations**

1. The Board of Directors and administration seeks to ensure that its employees have and demonstrate a commitment to the Gospel and the mission of Christ. (ACSI Indicator 4.1)

WCS Board has adopted strong policies that require a vital commitment to Biblical doctrine and practice from its employees. Before hiring, each applicant is required to provide a written summary of their personal testimony on their application followed by a verbal discussion about their testimony during their interviews. Through the hiring process, the administration seeks to ensure that its faculty and staff are committed to the mission of preparing students for college and the Christian life. The staff seeks to model Biblical faith as they minister the Gospel to students and to one another. (Bylaws, Employee Application, Self-study pg. 29)



## Recommendations

1. Develop a process of formal evaluation of business, maintenance, support staff, and coaches that is in alignment with the school mission. (ACSI Indicator 4.9)

A formal evaluation process for business, maintenance, and support staff employees, and coaches does not currently exist. All employees of a school are vital to achieving its mission. A formal process of evaluation will provide focused development and targeted growth in all aspects of the schools operations. (Administration interviews, Self-study pg. 31)

2. Develop and implement an orientation and training program for newly hired and veteran substitute teachers. (ACSI Indicator 4.3)

Currently, new substitute teachers are provided with a Substitute Guide as well as a paid day to observe in classrooms before being assigned for duty. Further ongoing training will provide continuity for students and confidence in fulfilling expectations for substitute teachers. (Administration interview, Self-study pg. 30)

[Top of Standard 4](#)

## Standard 5: Instructional Program and Resources

### Compliance levels for each indicator

Indicator		Compliance Level
<b>5.1</b>	The curriculum documents developed by the school provide a well-documented biblical basis for all courses consistent with the goal of developing a biblical worldview in students.	Compliance ▾
<b>5.2</b>	The curriculum guides/maps drive the instructional program. The guides/maps are current and include the following components: 1) schoolwide expected student outcomes, 2) course goals and objectives, 3) biblical integration concepts, 4) school-selected standards, 5) resources, 6) time allotted for each unit, 7) instructional methods, and 8) assessments. A document, often called a Scope and Sequence, is available to guide the overall curriculum plan through electronic means (curriculum mapping software) or a traditional written format. The guides/maps are accessible to all faculty and inform instruction that clearly values the development of the whole child— spiritually, intellectually, physically, emotionally, and socially.	Compliance ▾
<b>5.3</b>	Bible content and instruction are required in the core curriculum.	Compliance ▾
<b>5.4</b>	The school systematically evaluates its instructional strategies, learning activities, and instructional technology, ensuring they are research-based and reflect sound educational practice.	Compliance ▾
<b>5.5</b>	Instructional strategies and equitable learning activities focus on active student engagement, the achievement of essential knowledge and skills, biblical wisdom and understanding, and higher-order thinking skills.	Compliance ▾
<b>5.6</b>	There is a systematic process in place for the assessment of student learning and development that includes multiple assessment measures over time to accomplish the expected student outcomes.	Compliance ▾
<b>5.7</b>	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 outside groups.	Partial Compliance ▾

	Teachers are trained in data assessment and analysis for program improvement.	
5.8	The school uses the analysis of data in making educationally sound decisions regarding students, instructional strategies, and programs to better attain expected student outcomes.	Partial Compliance ▾
5.9	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.	Partial Compliance ▾
5.10	Age-appropriate instructional and information resources which support teaching and learning are appropriate in number, culturally representative of the students, and include the Christian distinctives of the school.	Compliance ▾
5.11	Information resources are readily accessible to students and staff. Training for students and staff on the use of information resources is supported by specially trained staff.	Compliance ▾
5.12	Instructional technology competencies are incorporated into the teaching and learning process to improve the achievement of expected student outcomes. Well-integrated technology promotes creativity, collaboration, innovation, research skills, problem-solving, and digital citizenship.	Compliance ▾
5.13	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.	Compliance ▾
5.14	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.	Partial Compliance ▾
5.15	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.	Compliance ▾

5.16	The school has, and regularly evaluates, a technology plan that includes the acquisition, inventory, and maintenance of software and hardware as well as program philosophy, acceptable use policies, student learning outcomes, and strategies for integration of technology into the curriculum.	Non Compliance ▾
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The mission of WCS is to prepare students for college and the Christian life. One of the key components of this preparation is explicit biblical instruction as well as biblical integration in each of the subjects taught. Statements articulating a biblical philosophy of instruction for English, History, Math, Science, Fine Arts, World Language, and Physical Education have been developed and are intended to inform students and parents and guide teachers.

Curriculum guides have been developed or are currently being updated for each subject and course from Kindergarten through 12th grade. These guides document the schoolwide expected student outcomes, course goals and objectives, biblical integration concepts, school-selected standards, resources, time allotted for each unit, instructional methods, and assessments. These guides are available to faculty through teacher websites that have been developed for each campus.

Prior to 2020, the curriculum review process was driven by cycles in which subject committees were organized consisting of faculty from each of the campuses. However, the adoption of subscription contracts for various curricula have made that cycle difficult to maintain.

As a result, grade-level/subject department meetings have recently been developed to provide the basis for ongoing curriculum development that can result in new course or substantive change proposals. These proposals are reviewed by an academic committee composed of the site principal, academic counselor (HS), dean of academics, and superintendent. If necessary, feedback will be provided before a decision is made. Upon approval by the superintendent, the administration will prepare the proposal for the Board.

Systematic Bible instruction is implemented on all campuses. Bible instruction on the elementary campus focuses on learning the major people and events in redemptive history from creation to the establishment of the early church with an emphasis on the centrality of Jesus in God’s redemptive plan. In middle school, students review the Old and New Testament narratives and begin laying a foundation of a biblical worldview. Students also begin to evaluate how a biblical worldview compares and contrasts with other religious perspectives. In high school, students learn about a biblical worldview and its personal implications, how this differs from other worldviews, and the impact a biblical perspective has in our culture.

The elementary school implemented a process of evaluating instructional practices and learning activities especially as it relates to developing our students according to our expected schoolwide learning results. Through this process, teachers collaborate in the development of ESLR-focused

units, analyze the results through student-created products, and evaluate the results to determine best practices. Teachers present their findings to elementary teachers towards the end of the year.

Other forms of evaluation take place during staff meetings or during the teacher evaluation process. More informal evaluations of instructional practices take place between teachers during grade-level or department meetings.

Teachers utilize various instructional strategies beyond direct instruction to various degrees. Each of the campuses provide programs outside the classroom in which students are engaged in activities that seek to develop effective communication skills and allow students to contribute to the school and local community.

Cardinal County is a yearly activity for 3rd grade in which students develop businesses and keep track of their sales while paying for expenses. A leadership team has also been developed for 5th grade students in which they plan thematic weeks, prepare presentations for the elementary school, and organize charitable events.

A leadership team has also been developed in the middle school. In addition, students in the Journalism class produce a monthly newsletter with articles about school events and people.

The high school has an ASB class where students organize and lead rallies, make preparations for school events such as dances, and plan thematic weeks. The FFA program provides many opportunities for students to develop valuable leadership, social, and public speaking skills through speaking contests, Livestock Judging Team, Parliamentary Procedure Team, and Supervised Agricultural Experience Projects.

Students in 3rd through 8th grade take the Iowa Test of Basic Skills annually. Parents are given a report of their child's results provided by Riverside Insights.

Students in 8th-11th grade are given the PSAT in preparation for potentially taking the SAT in 11th or 12th grade. Results are communicated through CollegeBoard®.

Prior to 2020, a process of analyzing standardized testing data for elementary and middle school was developed and implemented for the purpose of evaluating academic objectives and pacing. The process involved staff training, subject-level collaboration in analyzing student scores, and creating a plan to strengthen targeted skills prior to the next standardized test. Parents were also provided with information on how to understand their child's test results.

However, the onset of the pandemic and the loss of our middle school principal who piloted that process disrupted this annual analysis.

Currently, a plan is being developed to restart this process in the elementary and middle school in order to go beyond providing parents with the results of their students standardized test results. The

process will be part of regular grade-level and department meetings under the oversight of the site principals.

The high school will adopt a similar process utilizing PSAT and SAT scores.

Instructional and information resources are proposed by site principals with input from teachers. Proposals are approved by the School Board and must account for the biblical integrity of its composition or use. Students and staff are given access to resources either physically or digitally. Training in accessing resources, especially digital resources, typically takes place during inservice and/or between teachers. Occasionally professional development has been provided especially for the use of Google Classroom and other digital resources. Teachers utilize instructional technologies such as projectors, document cameras, laptops, and iPads to various degrees.

Classroom management policies are articulated in the handbooks for each campus. Procedures have been developed to support the implementation of those policies. Each campus reviews these policies and procedures regularly for consistency as well as evaluation for policy proposals or procedural improvements.

These policies are also reviewed during Back to School/Orientation Nights.

Expectations for student behavior are articulated in the Conduct and Discipline Handbook covering such topics as plagiarism and cheating, respect for authority, the use of technology including cell phones, respect for property, and appropriate relationships between males and females.

The Elementary School Principal and Vice Principal oversee the implementation of discipline for the Elementary campus. The Dean of Students works with the Middle and High School principals in overseeing discipline in the Middle and High School. A behavior matrix provides guidance for administrators in responding to various unacceptable behaviors.

The academic calendar is set to provide 180 days for school. The Elementary School day is typically from 8:15am to 2:45pm. The Middle School day is typically from 8:25 am to 2:55pm. The High School day is typically from 7:50 am to 2:35pm

The High School provides an academic program that supports California state graduation requirements for students, especially for students entering into the UC system. Courses are submitted and textbooks are selected for A-G approval.

Significant technological developments have taken place in recent years resulting in wifi improvements, instructional technology supports, and technology resources for students. Teachers utilize projectors, document cameras, online resources, laptops and iPads to varying degrees.

Due to the pandemic and distance learning requirements, the middle and high school moved towards the use of Google Classroom. This continues to be used to various degrees as well.

The school's technology needs depend on the goals of each of the site principals and is supported by the Maintenance/Technology Department.

### **Commendations**

1. WCS has developed programs at each level to foster leadership and collaborative learning experiences in fulfillment of their goal to develop community contributors (ACSI Indicator 5.5)

Over the years, various programs and activities have been developed that provide students with out-of-the-classroom opportunities to be active learners in including 3rd grade Cardinal County and the 5th grade leadership team in the Elementary School, ASB and the Journalism class in the Middle School, and ASB and FFA in the High School. Through these programs and activities students are provided with guided opportunities to grow as effective communicators and community contributors. (Interviews with administrators and teachers, Self-study pg. 36)

### **Recommendations**

1. Create a curriculum review process that maintains updated guides, identifies areas for development, and allows for teacher-led proposals in alignment with the schools mission. (ACSI Indicator 5.2)

The current curriculum review process has been disrupted by publishers' move to longer-term subscription-based contracts. A plan that provides a process that adapts to this change is needed to ensure on-going evaluation of instructional best practices, learning activities, and assessment, and the resources that are utilized to support student achievement in academic objectives and school standards. The process should be responsive to the latest research, response to student and teacher needs, supportive of the school's mission, and collaborative between administration, faculty, and parents. (Interviews with teachers and administrators)

2. Develop a systematic process for each campus to evaluate instructional practices, learning activities, and instructional technologies for effectiveness. (ACSI Indicator 5.4)

Evaluation of instructional strategies, learning activities and instructional technologies takes place systematically through PLCs in the elementary school. Evaluation of these components typically takes place at staff meetings, through evaluations, and informally at the middle and high schools. A formal process that features high collaboration between teachers and administrators will provide an academic program that is responsive to student needs and accountability for student development. (Interviews with teachers and administrators)

3. Develop a systematic process of analyzing standardized testing data. (ACSI Indicator 5.7)

A process of analysis of student performance was initiated prior to 2020. With the phasing out of pandemic precautions, the school would benefit from the reinstatement of this analysis for



academic evaluation, student responsiveness, and instructional improvement (Interviews with teachers and administrators, teacher evaluation form, Self-study pg. 36)

4. Develop a systematic process of collaboratively evaluating academic objectives, assessment practices, pacing, and curriculum resources based on annual standardized testing results. (ACSI Indicator 5.8)

The middle school piloted an evaluation process that utilized standardized testing results to inform instructional practices and pacing. Regular and timely analysis would help the teachers and administration to work collaboratively to develop academic goals for the benefit of student growth. (Interviews with teachers and administrators, teacher evaluation form, Self-study pg. 36)

5. Develop a communication plan to ensure parents are informed of their students' results and educated on the meaning of those results as well as informed on overall academic results and goals. (ACSI Indicator 5.9)

A copy of a child's standardized test results are provided by the school upon parent request. The middle school provided a guidance packet for parents to help them to understand the results of their individual student. In conjunction with the development and implementation of a process of analysis, evaluation, and academic goal-setting, the administration should equip the parent community to understand the results as well as clearly articulate how the school will be working to improve academic performance. (Interviews with teachers and administrators, teacher evaluation form, Self-study pg. 36)

6. Consider the adoption of written policies related to class size and instructional time. (ACSI Indicator 5.14)

Currently, graduation requirements for the high school are articulated in the high school handbook. There is a general understanding for class size limits and instructional time. However, no written policy or procedures exist to govern these aspects of the school. Written policies will provide clear boundaries as administrators plan programs and events. (Interviews with teachers and administrators)

7. Conduct an assessment of technological use and needs and develop a comprehensive plan to address current needs as well as future developments and support. (ACSI Indicator 5.16)

Currently, the technology needs of the school are dependent on the goals of the site principals for each campus. The school would benefit from the development of a technology plan that provides a cohesive approach to implementing and instruction with technology. (Interviews with teachers and administrators, Self-study pg. 38)



## Standard 6: Student Care

### Compliance levels for each indicator

Indicator		Compliance Level
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.	Compliance ▾
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.	Compliance ▾
6.3	The school complies with applicable local, state, and federal laws regarding safety and health issues.	Compliance ▾
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.	Compliance ▾
6.5	Written policies and procedures for all areas of health and safety services have been developed, reviewed, and implemented.	Compliance ▾
6.6	Biblically-based plans and procedures are developed that educate the school community regarding harassment, intimidation, and bullying. Students and families are educated on how to build biblically-based relationships, have caring interaction, and resolve conflicts with peers.	Compliance ▾
6.7	The school has developed policies and procedures that promote child safety; define conduct expectations for staff and volunteers; and provide training for staff, volunteers, and students. Staff training includes legal reporting responsibilities in cases of alleged or suspected child abuse, neglect, or other areas in which reporting is mandated.	Compliance ▾
6.8	The school complies with local, state, and federal regulations regarding preparation, delivery, handling, and storage of food. The school provides a suitable and hygienic eating space for the staff and students.	Compliance ▾
6.9	Meals and snacks offered by the school are based on sound	Partial Compliance ▾

	nutritional standards.	
<b>6.10</b>	Required local, state, and federal legal standards for fire protection, sanitation, and transportation are met.	Compliance ▾
6.11	The school maintains the site, facilities, services, and equipment to provide an environment that is safe, secure, and orderly.	Compliance ▾
<b>6.12</b>	The facilities are secure and suitable for the size of the school; the school environment is monitored and maintained to ensure it is conducive to the instruction and development of the whole child.	Compliance ▾
6.13	The recreation area/playground, common areas, and athletic areas are safe, age appropriate, and large enough for the number of students.	Compliance ▾
6.14	Facilities planning is in place to address future programs; enrollment changes; staff, facility, and technology needs; as well as future capital improvements.	Compliance ▾
6.15	Vehicles and drivers used to transport students for all school activities follow the school's policies as well as government and insurance regulations.	Compliance ▾
6.16	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.	Compliance ▾

After the 2016 accreditation visit, a comprehensive security and crisis management plan was developed for fire, medial, and lockdown emergencies. These plans were developed with the input and feedback from local fire and police department personnel. The procedures are documented in the employee handbook and reviewed during inservice week. In addition, drills are planned throughout the school year. The school communicates to parents via email and push notifications when there are situations on campus or drills.

The school complies with all applicable local, state, and federal laws regarding safety and health issues. Vaccinations are obtained during registration, reviewed, and filed. When accidents occur, parents are notified either through Ouch Reports, emails, or phone calls depending on the age and/or incident.

Health, security, and safety policies are published in the parent handbooks. In addition safety and security policies are published in the employee handbook and reviewed during inservice.

All faculty, staff, and volunteers who are supervising children are required to complete background checks prior to working with children.

Policies supporting healthy relationships between students and adults are published in the parent handbook under 'Student Conduct'. All administration, faculty, and staff are required to complete anti-harassment training assigned by human resources. In addition, an anti-harassment policy and procedure is published in the Employee Handbook and reviewed each year during inservice.

Employees are also required to complete mandated reporting every year and a policy is included in the Employee Handbook.

Victor Rodriguez leads our food service staff and holds a food handlers license. In addition, the facilities are thoroughly cleaned each day and are inspected by the health department on a regular basis.

Each campus provides designated eating spaces for staff and students. The elementary school has a covered outdoor area for snacks and lunches. The multipurpose room is utilized during inclement weather. An indoor lunch room is also provided on the MS/HS campus. Recently, a staff lounge was created where faculty and staff can eat and relax in a quiet area.

Currently, the school does not publish nutritional information about lunch items.

Inspections by the health department are scheduled every year. Fire inspections by the fire department are also scheduled every year. All fire systems are inspected by a licensed company twice a year. The school does not own vehicles for staff use or student transportation. However, all staff and parent volunteers who are transporting students for field trips or athletic events during school hours are required to have a copy of his or her valid insurance certificate on file with the school and a valid driver's license. Drivers are required to have at least \$300,000 worth of liability and comprehensive insurance. In the event a student will be leaving early and/or not utilizing the pre-arranged transportation on the way home, the student's parent/guardian must notify the responsible staff person. Any non-staff chaperones on field trips must be fingerprinted if they will have unsupervised access to students.

In order to provide a safe environment, a fence has been constructed around the entire campus. Entrance into each campus is limited to the elementary and middle/high school offices. Visitors are required to sign in and out at the office and wear visitor badges. In addition, teachers are required to keep classroom doors locked during the day.

Despite challenges in maintenance personnel, the campus is regularly maintained in order to provide a safe and orderly environment. As much as possible, any construction, repair, or maintenance work requiring third parties is scheduled at times that students are not on campus.

For recreation on the elementary campus, students can play basketball and foursquare on the blacktop. There is also an open grass field and play structure. Students can also read books provided by a lending library donated by one of our high school students. Various types of building blocks are also provided for students. Recess schedules are staggered so that there aren't too many students out at one time. Supervision is also provided by staff and volunteers and is overseen by our Director of Student Life, Suzee Naff.

The MS/HS share a recreation area consisting of basketball courts and a soccer/football field. The fields as well as the softball and baseball fields are maintained weekly. The MS/HS break and recess times are staggered and supervision is provided by administration and volunteers.

The last Master Plan was developed in 2012 as part of the elementary school construction project on the Matmor campus. Nearly all of the projects in the 2012 Master Plan have been completed and the school is in a much different position in terms of enrollment and expansion constraints.

A new plan is currently in development to position WCS for potential growth scenarios, which may include phased expansions or conditional projects based on City/County approval. Growth at the school has also brought complexities that increase variable costs and overhead (admin support, maintenance support, utility costs, etc.). The facility planning committee will be working on long-term planning that will include designs for buildings that will meet the classroom needs of each campus.

### **Commendations**

1. The planning and preparation of food services provides variety and consistency that is appreciated by students. (ACSI Indicator 6.8)

The Food Services department, led by Victor Rodriguez, has adapted to the growing demands of increased enrollment, coordinating services between the preschool, elementary, and middle/high school campuses in a way that maintains quality and expands a variety of offerings. (Self-study pg. 42)

### **Recommendations**

1. The Administration to establish nutritional standards for meals and snacks which will result in healthier students. (ACSI Indicator 6.9)

Establishing and following nutritional standards for the lunch program will ensure that students are eating nutritious meals and that they are receiving the proper amount of calories. This will help students perform better in and out of the classroom throughout the day. (Lunch menu, Self-study pg. 42)

2. The Administration to evaluate the need for more maintenance personnel (ACSI Indicator 6.11)

The school continues to maintain the facility to ensure a clear and safe environment for students. With increasing enrollment and the addition of new buildings, further maintenance

staff may be required to address the needs that arise with increasing usage of fields and additional buildings. (Self-study pg. 42)

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## Standard 7: Character, Values, and Spiritual Formation

### Compliance levels for each indicator

Indicator		Compliance Level
7.1	Schoolwide expected student outcomes include character development, acquisition of Christian values, and spiritual formation.	Compliance ▾
7.2	Christlike respect, compassion, and caring for self and all others is taught and demonstrated by school personnel.	Compliance ▾
7.3	Mentoring and discipleship experiences focus on spiritual formation, character development, and the instilling of Christian values. The school provides a structure whereby each student is known personally by at least one adult who can provide support for that student's spiritual formation.	Compliance ▾
7.4	Board, administration, faculty, staff, and student interactions reflect the attitude of Christ. Communication among them demonstrates sensitivity and responsiveness to the individual needs, interests, and temperaments of the students.	Compliance ▾
7.5	All aspects of the school and its instructional program reflect developmentally appropriate application of a biblical worldview and Christlike character and values.	Partial Compliance ▾
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.	Compliance ▾
7.7	Active participation in a local Christian church community is required of the faculty and emphasized within the school's philosophy and goals.	Compliance ▾
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.	Compliance ▾

Providing an opportunity for students to grow in their understanding of biblical worldview, growth in Christian character and, most importantly, giving opportunity to hear and respond to the Gospel is of utmost importance at WCS. Our mission statement and ESLRs specifically cite the importance of intentionally weaving our faith in and through all that we offer our students and their families.

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Finding ways to encourage teachers, students, and families to care for and support each other is valued. Weekly staff devotional and prayer times on each of the campuses, staff prayer partners/buddies, and provision of a way to send out prayer requests to fellow staff all encourage staff members to be connected and compassionately support one another. Providing opportunities for students and families to share concerns and praises in the form of prayer requests helps develop Christlike compassion and opens up opportunities to see the practical needs as they become apparent within our community. "Catching a Cardinal" and Commendations are a way for staff to honor and recognize students choosing to display outstanding Christian character. The elementary behavior plan is built on a discipleship model, seeking to discipline using biblical guidelines as the foundation for disciplinary procedures and is utilized in the kindergarten through fifth grade classrooms.

Bible is considered an essential part of the curriculum plan for students in kindergarten through twelfth grade. In addition, opportunities are given to further encourage and grow faith through student involvement in electives in MS and HS, chapel groups (MS, HS), and weekly fellowship groups in 5th grade. Where possible, much of the elementary and middle school curricula chosen is from a Christian publisher and biblical integration is expected to be an important consideration in all lessons and all subject areas, kindergarten through 12th grade. Weekly chapels for ES, MS, and HS are designed to give opportunity to worship and also grow through age-appropriate chapel talks provided by staff, local pastors, youth pastors, and other Christian leaders. Annual retreats are a valued opportunity for our middle schoolers and high schoolers to spend some extended time developing Christian community and benefitting from biblical instruction.

Providing for and encouraging communication between all school community members is considered important. In an effort to support and encourage students and families, opportunities to meet needs of all types are shared, when appropriate. Recognizing that meeting the needs of students requires focusing on the whole child requires us to meet their academic needs through a filter that factors in students' unique interests, temperaments, backgrounds, and experiences. Our resource program provides an additional opportunity to make sure we are ministering to the whole child, especially caring for students with emotional, behavioral, or academic challenges that could impact their success in the classroom.

An ongoing effort is being put into assuring that a biblical worldview and godly training is prioritized in every aspect of WCS. A Philosophy of Instruction has been developed for each subject and the school is in the process of more intentionally implementing the guidelines and goals established by those documents in kindergarten through 12th grade. Biblical integration is an expectation in all subjects at all grade levels. Professional development sessions have provided opportunities for instruction and training in Bible truths and practical ways to weave biblical truth into all instruction.

Reaching not only our local community but also people of other areas and countries around the world with the Gospel is considered a high priority. High schoolers are required to participate in community service hours. Opportunities to meet needs both locally and globally are provided throughout the

year and through a variety of programs including Operation Christmas Child, Great Kindness Week (ES, specifically targets local needs), and March Kindness (MS, also focused on needs in the local community). Woodland Christian has funds set apart for the specific purpose of supporting students, staff, and alumni who are going out on short term missions trips. This school year we will be sending a group of high students on a mission trip to Honduras. This is an opportunity that was opened up to any high school student who showed interest. The group is currently meeting to prepare for this trip.

Hiring faculty and staff who are positively and consistently participating in a local group of believers is important. As part of the application and hiring process, every applicant is asked to share their personal testimony of faith both on the application and as part of the interview process. Regular attendance and participation in church is expected of every staff member. Local churches support the school in a variety of ways, including involvement in chapel music and chapel speakers, pastors meeting with students in small groups, and various churches supporting school events through participation and donation of space or items.

While WCS does not have a formal tool for assessing the spiritual impact of the school's program or the growth of students, conversations about faith and the application of biblical truths occur regularly. Recognizing the impact of the Gospel in the lives of students and families is important to staff. Students are encouraged to have meaningful conversations about faith with the adults who are hired to assist the students—whether support staff, extended care staff, teachers, or administration. Assessment of spiritual development in the lives of students can also be observed through encouraging personal application of Bible lessons. Conversations about faith and the application of biblical truths occur regularly. Grades 2 through 12 give opportunity to document application of the current Bible lessons through application questions on the Bible assessments given. Through conversation with students, reports are frequently provided to the staff, and even the school community at large, regarding decisions being made by individuals. Whenever staff is aware of events, such as baptisms, a concerted effort is made to have a staff member be part of those celebrations.

### **Commendations:**

1. WCS prioritizes the opportunity to introduce students to faith-driven life as evidenced by the emphasis placed on staying true to our ESLRs and Mission Statement, careful provision of Christian staff and faculty, consistent and sound biblical instruction, consideration given to the spiritual impacts and opportunities of provided activities, and dedication to finding ways to best encourage a godly foundation for students' lives. (ACSI Indicator 7.1; 7.3)

The WCS staff, as a whole, is truly passionate about the privilege of encouraging and training students to become people of faith. The provision of opportunity for students and families to realize that God has a desire to have a personal relationship with each person and a plan for their best life is considered an important responsibility and privilege. This is accomplished through carefully chosen curriculum, valuing daily Bible instruction and weekly chapels, and providing for an environment that encourages viewing life's situations and circumstances



through a biblical lens. (Philosophy of Instruction, Chapel schedules, Weekly updates, Self-study pg. 45-46)

2. WCS encourages our students and faculty to find ways to impact the world for Christ through personal service in our community as well as opportunities to provide for tangible needs discovered in our community and around the world. Groups such as our fifth grade leadership team, MS and HS ASB, and others intentionally seek out and provide ministry opportunities for our students under the guidance and leadership of staff. (ACSI Indicator 7.6)

Providing service opportunities for students from the youngest to the oldest to is an ongoing focus resulting in a growing number of opportunities for students to participate in those ministry opportunities. Providing the opportunity to participate in established programs such as Operation Christmas Child as well as responding to needs that the school becomes aware of is encouraged. Sock drives, diaper drives, canned food drives, packing backpacks for local children in need, and more have been spearheaded by students and staff. WCS has supported students and families who are willing and able to travel to other places to meet needs and share the Gospel. (Operation Christmas Child, application for missions trips funds, Self-study pg. 46)

## Recommendations

1. Further develop the “Philosophy of Instruction” documents for each subject area by identifying goals based on that biblical philosophy for grades K-12 with the expectation that it will inform instruction. (ACSI Indicator 7.5)

A better defined and documented expectation for biblical integration in all subject areas would help teachers evaluate and develop lessons that are more intentionally biblically integrated. This would be especially beneficial for the high school, where most of the curricula are secular publications, creating a situation where teachers must provide biblical integration. Publishing these documents for parents would help them to better understand how our philosophy and our ESLRs drive our instruction. It would also help our teachers to clarify instructional goals through a biblical framework. (Philosophy of Instruction, Interviews with administration and teachers)

2. Further develop ways of understanding the effectiveness of our biblical teaching in impacting the beliefs and values of our students and their families. (ACSI Indicator 7.8)

It will be important to explore and establish ways to be more aware of and document more consistently the impact of the biblical teaching that is provided. This would be encouraging as well as improve our ability to follow up on the opportunity to help students continue to grow in faith. (Self-study pg. 47)

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## Standard 8: Continuous School Improvement Plan

### Compliance levels for each indicator

Indicator		Compliance Level
8.1	The school improvement plan is developed by utilizing a variety of organizational, achievement, and survey data and input from all stakeholder groups.	Compliance ▾
8.2	The CSIP reflects the fulfillment of the philosophy, mission, and vision of the school and the attainment of schoolwide academic and nonacademic expected student outcomes and school effectiveness.	Compliance ▾
8.3	The planning process is organizationally comprehensive and establishes goals and priorities for development.	Compliance ▾
8.4	Each action item in the improvement plan addresses the fiscal, personnel, resources, and time implications for implementation.	Compliance ▾
8.5	The school evaluates and documents the effectiveness and impact of its improvement plan and regularly communicates the results to all stakeholders.	Compliance ▾

Through the 2022-23 self-study process, 19 recommendations for improvement were identified. The Steering Committee, in collaboration with the subcommittees, created action plans to thoughtfully make progress in the areas identified.

The WCS steering committee looks forward to further input from the ACSI/WASC accreditation team as we seek to develop a clear and effective improvement plan in accordance with the schools mission to prepare students for college and the Christian life.

### Actions Plans for the Self-Study Recommendations

1. [Improvement 1](#): Assess the effectiveness of the schools communication of its stated ESLRs and regularly monitor plans for student development according to the ESLRs. (ACSI Indicator 1.2)
2. [Improvement 2](#): \*Administration and high school faculty evaluate further ways to promote the ESLR growth of HS students. (ACSI Indicator 1.3)
3. [Improvement 3](#): BOD research outside training and development in governance board best practices. (ACSI Indicator 2.1)
4. [Improvement 4](#): Conduct regular assessment of demographic information to better fulfill the stated mission of WCS (ACSI Indicator 3.2).
5. [Improvement 5](#): \*Initiate a focus on finding resources for inclusion of other cultures, clubs for students, and further staff training (ACSI Indicator 3.7).

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6. [Improvement 6](#): \*\*Develop and implement an orientation and training program for newly hired and veteran substitute teachers. (ACSI Indicator 4.3)
7. [Improvement 7](#): Develop a process of formal evaluation of business, maintenance, support staff, and coaches that is in alignment with the school mission. (ACSI Indicator 4.9)
8. [Improvement 8](#): \*Create a curriculum review process that maintains updated guides, identifies areas for development, and allows for teacher-led proposals in alignment with the schools mission. (ACSI Indicator 5.2)
9. [Improvement 9](#): Develop a systematic process for each campus to evaluate instructional practices, learning activities, and instructional technologies for effectiveness. (ACSI Indicator 5.4)
10. [Improvement 10](#): \*Develop a systematic process of analyzing standardized testing data. (ACSI Indicator 5.7)
11. [Improvement 11](#): Develop a systematic process of collaboratively evaluating academic objectives, assessment practices, pacing, and curriculum resources based on annual standardized testing results. (ACSI Indicator 5.8)
12. [Improvement 12](#): Develop a communication plan to ensure parents are informed of their students' results and educated on the meaning of those results as well as informed on overall academic results and goals. (ACSI Indicator 5.9)
13. [Improvement 13](#): Consider the adoption of written policies related to class size and instructional time. (ACSI Indicator 5.14)
14. [Improvement 14](#): Conduct an assessment of technological use and needs and develop a comprehensive plan to address current needs as well as future developments and support. (ACSI Indicator 5.16)
15. [Improvement 15](#): The Administration to establish nutritional standards for meals and snacks which will result in healthier students. (ACSI Indicator 6.9)
16. [Improvement 16](#): The Administration to evaluate the need for more maintenance personnel (ACSI Indicator 6.11)
17. [Improvement 17](#): Further develop the “Philosophy of Instruction” documents for each subject area by identifying goals based on that biblical philosophy for grades K-12 with the expectation that it will inform instruction. (ACSI Indicator 7.5)
18. [Improvement 18](#): Further develop ways of understanding the effectiveness of our biblical teaching in impacting the beliefs and values of our students and their families. (ACSI Indicator 7.8)

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## WCS 2022-23 CSIP

### Area of Improvement #1

Assess the effectiveness of the schools communication of its stated ESLRs and regularly monitor plans for student development according to the ESLRs. (ACSI Indicator 1.2)

The school has made more intentional efforts to communicate its ESLRs by publicly displaying posters in each classroom. Administration can conduct further discussions with staff to further emphasize and realize the ESLRs through communication to parents and classroom instruction.

**Goal:** To provide more effective integration of the ESLRs in our communication to our community

**Time Frame:** August 2023 - March 2024

Actions	Who is Responsible	Resources Needed	Action Due Date	Evidence of Progress
1. Inservice discussion of ESLR communication	-Superintendent -Dean of Academics -Site principals	ESLRs	August 2023	-Inservice schedule -Summary of discussion evaluation with action points
2. Determination of communication changes and/or developments	-Superintendent -Dean of Academics -Site principals	Summary of discussion evaluation with action points	August 2023	Communication plan
3. Inclusion of ESLR communication discussion at staff meetings	Site principals	Schedule	September 2023 - June 2024	Meeting notes
4. ESLR Survey	-Superintendent -Dean of Academics -Director of Business and Operations -Site principals	Survey questions	October 2023 - December 2023	Survey results
5. Evaluate survey results for revision of communication plan	-Superintendent -Dean of Academics -Director of Business and Operations -Site principals	Survey results	January 2024 - March 2024	Revision of communication plan

**Communication to Constituents:** Teachers at staff meetings; parents through survey

**ESLR(s) Addressed:** All ESLRs

## Area of Improvement #2

\*Administration and high school faculty evaluate further ways to promote the ESLR growth of HS students. (ACSI Indicator 1.3)

Integrating the Expected Student Learning Results, in particular, into the curriculum maps and implementing regular review and integration of these will make sure that these documents are applied as integrative, coordinating, and examining devices throughout all campuses.

**Goal:** To promote the development of ESLR-focused instruction for the development of the learning outcomes for students

**Time Frame:** August 2023 - April 2024 (and on going)

<b>Actions</b>	<b>Who is Responsible</b>	<b>Resources Needed</b>	<b>Action Due Date</b>	<b>Evidence of Progress</b>
1. Inservice discussion of ESLR implementation and assessment of training needs	-Superintendent -Dean of Academics -Site principals	ESLRs	August 2023	-Inservice schedule -Summary of discussion evaluation with action points
2. Determination of training needs and schedule as well as staff meeting discussions	-Superintendent -Dean of Academics -Site principals	Summary of discussion evaluation with action points	August 2023	-Training schedule -Staff schedule discussions
3. Inclusion of ESLR integration in Team Meeting agendas	-Dean of Academics -Site principals -Team leaders	Team Meeting agendas	August 2023	Agendas
4. Development of ESLR focused units of study	-Site principals -Team leaders -Grade level or department teachers	-Subject-specific curriculum and course guide -ESLRs	September 2023 - December 2023	Unit outline
5. Assess student ESLR level prior to unit	Grade level or department teachers	-Unit outline -Pre Assessment	January 2023	Pre assessment results
6. Implementation of unit	Grade level or department teachers	Unit outline	January 2024 - February 2024	Student products
7. Assess student ESLR level after the unit is taught	Grade level or department teachers	-Unit outline -Post Assessment	February 2024	Post assessment results
8. Analysis and evaluation of best practices	-Site principal -Grade level or department	-Pre and post assessment results -Student products	March 2024	-Reflection -Summary of findings

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	teachers			
9.Presentation of findings to teachers	Grade level or department teachers	-Pre and post assessment results -Student products	April 2024	Presentation slides
Repeat of steps 3-9				
<b>Communication to Constituents:</b> Teachers through inservice and team and staff meetings				
<b>ESLR(s) Addressed:</b> All ESLRs				

### Area of Improvement #3

BOD research outside training and development in governance board best practices. (ACSI Indicator 2.1)

Annual offline meetings are conducted and best practices are discussed. Developing relationships with ACSI schools of comparable size and offerings, along with training from ACSI recommended experts would further help with implementation of governance practices while supporting the mission and vision of Woodland Christian School.

**Goal:** To create an evaluation tool and training schedule for the development of best practices in Board governance

**Time Frame:** May 2023 - December 2023 (and on going)

Actions	Who is Responsible	Resources Needed	Action Due Date	Evidence of Progress
1.Revise or create an evaluation tool for the Board of Directors	Board of Directors President	-ACSI Standard 2 indicators <a href="https://core.ac.uk/download/pdf/58826738.pdf">-https://core.ac.uk/download/pdf/58826738.pdf</a> -Example Board evaluation tools	May 2023 - July 2023	-Evaluation tool -Evaluation process and schedule
2.Evaluate the Board of Directors	Board of Directors President	Evaluation tool	June 2023	Evaluation summary and action goals
3.Revise or create a training process for new Board members	Board of Directors President	-Bylaws -Policies and Procedure Handbook -Employee Handbook -Parent Handbook <a href="https://www.acsi.org/docs/default-source/documents/professional-development/csm-training-flyer.pdf">-https://www.acsi.org/docs/default-source/documents/professional-development/csm-training-flyer.pdf</a>	June 2023 - July 2023	Training process
4.Determine current training needs of the Board of Directors	Members of the Board of Directors	-Evaluation summary and action goals <a href="https://christianschoolmanagement.org/page-events/">--https://christianschoolmanagement.org/page-events/</a>	July 2023 - December 2023	Training schedule
5.Conduct an annual evaluation review of the Board of Directors	Board of Directors President	Evaluation tool	Every June	Evaluation summary and action goals

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4.Determine current training needs of the Board of Directors	Members of the Board of Directors	-Evaluation summary and action goals -- <a href="https://christianschoolmanagement.org/page-events/">https://christianschoolmanagement.org/page-events/</a>	Every July - December	Training schedule
<b>Communication to Constituents:</b> Members of the Board of Directors				
<b>ESLR(s) Addressed:</b> No specific ESLR addressed				



### Area of Improvement #4

Conduct regular assessment of demographic information to better fulfill the stated mission of WCS (ACSI Indicator 3.2).

Currently the data collected during the initial enrollment and re-enrollment of students is not assessed through a formal process. Review how demographic information that is collected is used to further fulfill the mission of the school.

**Goal:** To collect and purposefully utilize demographic information for the fulfillment of the mission of WCS in our community

**Time Frame:** June 2023 - August 2025 (and on going)

Actions	Who is Responsible	Resources Needed	Action Due Date	Evidence of Progress
1. Identify demographic information that is currently being collected through the enrollment and re-enrollment process	-Superintendent -Director of Business and Operations	Enrollment documents	June 2023 - July 2024	Summary of demographic categories
2. Identify demographic information that is not being collected	-Superintendent -Director of Business and Operations	Examples of demographic information collected by other schools (e.g., private christian schools, college applications)	June 2023 - July 2024	Summary of demographic information typically collected by schools
3. Research a Biblical perspective on diversity and inclusion - related to such areas as socio-economics, education, spiritual background, ethnicity, etc.	-Board of Directors -Superintendent -Director of Business and Operations -Dean of Academics	-Interview Steven McGriff : diversity director from Valley Christian -Evans, Tony. <i>Kingdom Race Theology: God's Answer to Our Racial Crisis.</i> -Piper, John. <i>Bloodlines: Race, Cross, and the Christian.</i> -Plantinga, Cornelius. <i>Engaging God's</i>	August 2023 - June 2024	Meeting notes

		- <i>World: A Christian Vision of Faith, Learning, and Living.</i> -Eric Mason, <i>Woke Church</i>		
4. Conduct a survey of our staff, students, and parents on issues related to diversity and inclusion	-Board of Directors -Superintendent -Director of Business and Operations -Dean of Academics	-Summary of demographic categories -Summary of demographic information typically collected by schools	August 2023 - June 2024	Evaluation and summary of survey data
5. Determine and articulate what demographic information is important to the schools mission, why it is important, and how it will be utilized	-Board of Directors -Superintendent -Director of Business and Operations -Dean of Academics	-Collection of above summaries -Meeting notes -Evaluation and summary of survey data -Mission statement	June 2024 - August 2024	Demographic purpose and guide (with action items)
6. Update any enrollment documents with the demographic information that has been identified as important for mission-focused academic, programmatic, and student activities planning	-Director of Business and Operations	Enrollment forms	August 2024 - December 2024	Updated enrollment forms
7. Create a document that summarizes demographic information collected for planning purposes	-Superintendent -Director of Business and Operations	Demographic purpose and guide	June 2025	Demographic summary report
8. Implement summary report according to the relevant action items articulated in the demographic purpose and guide	-Superintendent -Director of Business and Operations	Demographic purpose and guide	June 2025 - August 2025	Evidence related to action plans in the demographic purpose and guide

Repeat steps 7 and 8			Every June - August	
<b>Communication to Constituents:</b> Board of Directors, Administration, Teachers, Students				
<b>ESLR(s) Addressed:</b> Community contributors				

## Area of Improvement #5

\*Initiate a focus on finding resources for inclusion of other cultures, clubs for students, and further staff training (ACSI Indicator 3.7).

It is important to explore what resources are available to provide more inclusion for students of all cultural backgrounds. This may include, but is not limited to, having clubs available for students. Additional training for staff could also prove valuable to assist in promoting a more inclusive campus for students of all cultural backgrounds.

**Goal:** To create resources to promote diversity and inclusion on campus

**Time Frame:** August 2023 - April 2024

Actions	Who is Responsible	Resources Needed	Action Due Date	Evidence of Progress
1. Research ways Christian schools have promoted diversity and inclusion	-Superintendent	List of local Christian schools	August 2023 - June 2024	Notes
2. Form a committee to discuss issues and challenges related to cultural diversity on campus	-Superintendent	Survey information from Area of Improvement #4, step 4	January 2024 - February 2024	Meeting notes
3. Research resources for staff training	-Committee	-Notes in step 1 -Meeting notes in step 2	March 2024	List of resources (to be included in the Demographic Purpose and Guide in Area of Improvement #4, step 5)
4. Identify ways the school can promote Biblical inclusion and diversity on campus	-Committee	-Notes in step 1 -Meeting notes in step 2	April 2024	List of ideas (to be included in the Demographic Purpose and Guide in Area of Improvement #4, step 5)

**Communication to Constituents:** Administration; teacher and student representatives

**ESLR(s) Addressed:** Community contributors

## Area of Improvement #6

\*\*Develop and implement an orientation and training program for newly hired and veteran substitute teachers. (ACSI Indicator 4.3)

Currently, new substitute teachers are provided with a Substitute Guide as well as a paid day to observe in classrooms before being assigned for duty. Further ongoing training will provide continuity for students and confidence in fulfilling expectations for substitute teachers.

<b>Goal:</b> To provide additional support and development opportunities for substitute teachers	<b>Time Frame:</b> April 2023 - August 2023
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Actions	Who is Responsible	Resources Needed	Action Due Date	Evidence of Progress
1. Assess current training program to determine additional areas that need to be addressed	-Director of Operations & Development -Human Resources -Dean of Academics -Site principals -Teacher representative from ES, MS, and HS campus	Substitute Guide	April 2023	Action plan
2. Create training program for substitute teachers	-Director of Operations & Development -Human Resources -Dean of Academics -Site principals -Teacher representative from ES, MS, and HS campus	Action plan	August 2023	Revised Substitute Guide with schedule of trainings

**Communication to Constituents:** Administration, teachers, and substitutes

**ESLR(s) Addressed:** No specific ESLR addressed

## Area of Improvement #7

Develop a process of formal evaluation of business, maintenance, support staff, and coaches that is in alignment with the school mission. (ACSI Indicator 4.9)

A formal evaluation process for business, maintenance, support staff employees, and coaches does not currently exist. All employees of a school are vital to achieving its mission. A formal process of evaluation will provide focused development and targeted growth in all aspects of the schools operations.

**Goal:** To create mission focused evaluation forms and processes for business and maintenance personnel, support staff, and coaches

**Time Frame:** May 2023 - August 2023

Actions	Who is Responsible	Resources Needed	Action Due Date	Evidence of Progress
1. Identify personnel that are currently not evaluated formally	-Superintendent -Director of Business and Operations -Human Resources	Organization chart	May 2023	List of personnel that are not currently evaluated formally
2. Determination of evaluation responsibilities	-Superintendent -Director of Business and Operations -Human Resources	Organization chart	June 2023	Identification of evaluators and those they are responsible for evaluating
3. Creation of evaluation forms	-Superintendent -Director of Business and Operations -Human Resources	-Mission statement -ESLRs	July 2023	Evaluation forms for business personnel, maintenance personnel, support staff, and coaches
4. Creation of evaluation process	-Superintendent -Director of Business and Operations -Human Resources	-Calendar -Evaluation forms	August 2023	Publication of evaluation packet with form, process, and schedule
5. Training in evaluation process of business personnel	-Director of Business and Operations -Human Resources	Evaluation packet for business personnel	August 2023	Inservice schedule
6. Training in evaluation process for maintenance personnel	-Director of Business and Operations -Human Resources -Director of Infrastructure	Evaluation packet for maintenance personnel	August 2023	Inservice schedule
7. Training in	-Director of	Evaluation packet	August 2023	Inservice schedule

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evaluation process for support staff	Business and Operations -Human Resources -Extended Care Supervisor -Playground Supervisor	for support staff		
8.Training in evaluation process for coaches	-Director of Business and Operations -Human Resources -Athletic Director	Evaluation packet for coaches	August 2023	Inservice schedule
<b>Communication to Constituents:</b> Evaluation training for designated supervisors of business and maintenance personnel, support staff supervisors, and the athletic director; evaluation packet for business and maintenance personnel, support staff, and coaches				
<b>ESLR(s) Addressed:</b> All ESLRs				

## Area of Improvement #8

\*Create a curriculum review process that maintains updated guides, identifies areas for development, and allows for teacher-led proposals in alignment with the schools mission. (ACSI Indicator 5.2)

The current curriculum review process has been disrupted by publishers' move to longer-term subscription-based contracts. A plan that provides a process that adapts to this change is needed to ensure on-going evaluation of instructional best practices, learning activities, and assessment, and the resources that are utilized to support student achievement in academic objectives and school standards. The process should be responsive to the latest research, response to student and teacher needs, supportive of the school's mission, and collaborative between administration, faculty, and parents. (Interviews with teachers and administrators)

**Goal:** To ensure curriculum review and adoption is systematic, mission-centered, research-based, and horizontally and vertically aligned.

**Time Frame:** November 2022-January 2025 (and ongoing)

Actions	Who is Responsible	Resources Needed	Action Due Date	Evidence of Progress
1. Development of a systematic process of curriculum evaluation and adoption	Dean of Academics	Input from business department, administration, and teachers	November 2022	Team meeting document
2. Review of developed process	Dean of Academics	Team meeting document	December 2022	Revised Team meeting document
3. Development of agendas	-Dean of Academics -Site principals	Past grade level, department meeting notes	December 2022	Creation of agendas for ES grade level teams, MS/HS departments
4. Introduction of process	Dean of Academics	Staff meetings	January 2023	Meeting with the teachers of each campus to introduce the process
5. Implementation of process	-Site principals -ES grade-level teams -MS/HS departments	Agenda	February 2023	Identify curriculum area of review for agenda
6. Monthly team meetings	-Site principals -ES grade-level teams -MS/HS departments	-Agenda -Subject specific curriculum -Subject specific curriculum	March 2023-May 2023	Submission of curriculum proposal rough drafts to site principal, Dean of Academics, and



		document		Superintendent for review
7. Curriculum proposal rough draft review	-Superintendent -Dean of Academics -Site principals -Director of Business and Operations and/or designee	Proposal rough drafts	May 2023	Feedback on proposals
8. 2023-24 team planning meeting	-Site principals -ES grade-level teams -MS/HS departments	Feedback on rough draft proposals	June 2023	Review of feedback and response planning
9. 2023-24 Inservice	-Site principals -ES grade-level teams -MS/HS departments	-Team meeting document -Agendas -Curriculum proposal rough draft	August 2023	Schedule for finalizing proposal
10. Monthly team meetings	-Site principals -ES grade-level teams -MS/HS departments	-Agendas -Subject specific curriculum -Subject specific curriculum document	September 2023-December 2023	Submission of curriculum proposals to site principal, Dean of Academics, Superintendent, and Director of Business and Operations for review and/or approval by BOD
11. Curriculum proposals presented to the Board of Directors	-Board of Directors -Superintendent -Director of Business and Operations -Dean of Academics	Curriculum proposals	December 2023-January 2024	-Curriculum proposal approvals -Purchase new curriculum
12. Monthly team meetings	-Site principals -ES grade-level teams -MS/HS departments	-Agenda -Subject specific curriculum -Subject specific curriculum document	January 2024-May 2024	-Identify curriculum area of review for agenda -Curriculum proposal rough draft
13. Curriculum proposal rough	-Superintendent -Dean of	Proposal rough drafts	May 2024	Feedback on proposals

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draft review	Academics -Site principals			
14.2024-25 team planning meeting	-Site principals -ES grade-level teams -MS/HS departments	Feedback on rough draft proposals	June 2024	-Review of feedback and response planning -Training for new curriculum
15.2024-25 Inservice	-Site principals -ES grade-level teams -MS/HS departments	-Team meeting document -Agendas -Curriculum proposal rough draft -New curriculum	August 2024	-Schedule for finalizing proposal -Training for new curriculum -Scope and sequence for new curriculum
16.Monthly team meetings	-Site principals -ES grade-level teams -MS/HS departments	-Agendas -Subject specific curriculum -Subject specific curriculum document	September 2024-December 2024	-Submission of curriculum proposals to site principal, Dean of Academics, Superintendent, and Director of Business and Operations for review and/or approval by BOD -Revision of curriculum guides for new curriculum
17.Curriculum proposals presented to the Board of Directors	-Board of Directors -Superintendent -Director of Business and Operations -Dean of Academics	Curriculum proposals	December 2024-January 2025	-Curriculum proposal approvals -Purchase new curriculum
Repeat steps 12-17				
<b>Communication to Constituents:</b> Monthly team meetings, yearly review and future planning meeting (Admin and campus level), inservice, BOD agenda				
<b>ESLR(s) Addressed:</b> All ESLRs				

## Area of Improvement #9

Develop a systematic process for each campus to evaluate instructional practices, learning activities, and instructional technologies for effectiveness. (ACSI Indicator 5.4)

Evaluation of instructional strategies, learning activities and instructional technologies takes place systematically through PLCs in the elementary school. Evaluation of these components typically takes place at staff meetings, through evaluations, and informally at the middle and high schools. A formal process that features high collaboration between teachers and administrators will provide an academic program that is responsive to student needs and accountability for student development. (Interviews with teachers and administrators)

**Goal:** To create a culture of identifying and promoting instructional practices and learning activities that promote student learning

**Time Frame:** November 2022-May 2024 (and ongoing)

Actions	Who is Responsible	Resources Needed	Action Due Date	Evidence of Progress
1. Development of a systematic process of evaluation of instructional practices and learning activities to determine and promote best practices	Dean of Academics	Input from administration and teachers	November 2022	Team meeting document
2. Review of developed process	Dean of Academics		December 2022	Revised Team meeting document
3. Development of agendas	-Dean of Academics -Site principals	Past grade level, department meeting notes	December 2022	Creation of agendas for ES grade level teams, MS/HS departments
4. Introduction of process	Dean of Academics	Staff meetings	January 2023	Meeting with the teachers of each campus to introduce the process
5. Implementation of process	-Site principals -ES grade-level teams -MS/HS departments	Agendas	February 2023	Identify subject area for evaluation of teaching practices/learning activities
6. Monthly team meetings	-Site principals -ES grade-level	-Subject specific curriculum	March 2023	-Evaluation of student work

	teams -MS/HS departments	-Subject specific curriculum document -Lesson plans -Student work -Standardized testing scores		-Identification of effective instructional practices/learning activities
7.Campus specific presentations	-Site principals -ES grade-level teams -MS/HS departments	Student work	April 2023 - May 2023	Presentation to faculty of effective instructional practices/learning activities
8.2023-24 team planning meeting	-Site principals -ES grade-level teams -MS/HS departments	Agendas	June 2023	Determine subject specific area of focus for evaluation of instructional practices/learning activities
9.2023-24 Inservice	-Site principals -ES grade-level teams -MS/HS departments	Agendas	August 2023	Confirmation of subject specific area of focus for evaluation of instructional practices/learning activities
10.Monthly team meetings	-Site principals -ES grade-level teams -MS/HS departments	-Subject specific curriculum document -Subject specific curriculum document -Lesson plans -Student work -Standardized testing scores	September 2023 - March 2024	-Evaluation of student work -Identification of effective instructional practices/learning activities
11.Campus specific presentations	-Site principals -ES grade-level teams -MS/HS departments	Student work	April 2024 - May 2024	Presentation to faculty of effective instructional practices/learning activities
Repeat steps 8-11				
<b>Communication to Constituents:</b> Agenda, Presentations				
<b>ESLR(s) Addressed:</b> All ESLRs				

### **Area of Improvement #10**

\*Develop a systematic process of analyzing standardized testing data. (ACSI Indicator 5.7)

A process of analysis of student performance was initiated prior to 2020. With the phasing out of pandemic precautions, the school would benefit from the reinstatement of this analysis for academic evaluation, student responsiveness, and instructional improvement (Interviews with teachers and administrators, teacher evaluation form)

### **Area of Improvement #11**

Develop a systematic process of collaboratively evaluating academic objectives, assessment practices, pacing, and curriculum resources based on annual standardized testing results. (ACSI Indicator 5.8)

The middle school piloted an evaluation process that utilized standardized testing results to inform instructional practices and pacing. Regular and timely analysis would help the teachers and administration to work collaboratively to develop academic goals for the benefit of student growth. (Interviews with teachers and administrators, teacher evaluation form)

[Steps 9, 10, & 14]

### **Area of Improvement #12**

Develop a communication plan to ensure parents are informed of their students' results and educated on the meaning of those results as well as informed on overall academic results and goals. (ACSI Indicator 5.9)

A copy of a child's standardized test results are provided by the school upon parent request. The middle school provided a guidance packet for parents to help them to understand the results of their individual student. In conjunction with the development and implementation of a process of analysis, evaluation, and academic goal-setting, the administration should equip the parent community to understand the results as well as clearly articulate how the school will be working to improve academic performance. (Interviews with teachers and administrators, teacher evaluation form)

[Steps 9, 10, 12 & 13]

**Goal:** To systematically analyze standardized testing scores for the purpose of student learning analysis and instructional/curriculum development

**Time Frame:** November 2022 - March 2025 (and ongoing)

<b>Actions</b>	<b>Who is Responsible</b>	<b>Resources Needed</b>	<b>Action Due Date</b>	<b>Evidence of Progress</b>
1. Development of a systematic process of analyzing standardized testing scores for instruction and curriculum development	Dean of Academics	Input from administration and teachers	November 2022	Team meeting document
2. Review of developed process	Dean of Academics		December 2022	Revised Team meeting document

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3. Development of agendas	-Dean of Academics -Site principals	Past grade level, department meeting notes	December 2022	Creation of agendas for ES grade level teams, MS/HS departments
4. Introduction of process	Dean of Academics	Staff meetings	January 2023	Meeting with the teachers of each campus to introduce the process
5. Implementation of process	-Site principals -ES grade-level teams -MS/HS departments	-2022 standardized testing scores -Testing materials	February 2023	-Agenda notes regarding observations (AI.11) -Development of testing schedule (AI.11)
6. Third-eighth grade students take standardized tests	-Site principals -3rd-8th grade teachers	-Testing materials -Testing forms	March 2023 - April 2023	Student testing forms (AI.11)
7. Student testing forms submitted to Riverside Insights	Dean of Academics	-Student test forms	April 2023 - May 2023	Submission forms (AI.11)
8. Student score reporting	-Dean of Academics -ES/MS site principals -3rd-8th grade teachers	Reporting forms	May 2023 - June 2023	Grade level reporting forms for ES/MS teachers (AI.11)
9. Administrative planning	-Superintendent -Dean of Academics -ES/MS site principals	Reporting forms	June 2023 - July 2023	-Identification of academic goals (AI.11 - 13) -Rough draft plan to address academic program based on standardized testing (AI.12 & 13)
10. Teacher feedback regarding academic goals during orientation week	-Superintendent -Dean of Academics -ES/MS site principals	Rough draft	August 2023	Updated plan (AI.12 & 13)
11. Inservice review of scores	-Superintendent -Dean of Academics	Academic goals	August 2023	Updated team meeting agendas to include review of

	-ES/MS site principals -3rd-8th grade teachers			previous years standardized scores (AI.11)
12. Communication of academic plan to BOD	-Superintendent -Dean of Academics	Academic goals	September 2023	Board report (AI.13)
13. Communication of academic plan to parents	-Superintendent -Dean of Academics	Academic goals	September 2023	Publication (AI.13)
14. Analysis of student standardized testing scores	-ES/MS principals -3rd-8th grade teachers	-Team meeting agendas -Academic goals -Analysis forms	September 2023 - October 2023	-Updated team meeting agenda to include evaluating academic objectives, assessment practices, pacing, and curriculum resources and included in the curriculum review cycle (AI.12) -Completion of Strengths/Areas of Improvement form (AI.11)
15. Development of Preparation Guide	-ES/MS principals -3rd-8th grade teachers	-Team meeting agenda -Academic goals -Strengths/Areas of Improvement form -Preparation Guide	October 2023 - November 2023	Completion of Preparation Guide (AI.11)
16. Implementation of Preparation Guide	3rd-8th grade teachers	-Strengths/Areas of Improvement form -Preparation Guide	January 2024 - March 2024	Student assessment samples (AI.11)
17. Preparation for standardized testing	-ES/MS principals -3rd-8th grade teachers	-Team meeting agenda -Academic goals -Strengths/Areas of Improvement form -Preparation Guide -Testing materials -Testing forms	February 2024 - March 2024	-Agenda to include standardized testing (AI.11) -Development of testing schedule (AI.11)
18. Third-eighth grade students take standardized tests	-Site principals -3rd-8th grade teachers	-Testing materials -Testing forms	March 2024 - April 2024	Student testing forms (AI.11)

19. Student testing forms submitted to Riverside Insights	Dean of Academics	Student test forms	April 2024 - May 2024	Submission forms (AI.11)
20. Student score reporting	-Dean of Academics -ES/MS site principals -3rd-8th grade teachers	Reporting forms	May 2024 - June 2024	Grade level reporting forms for ES/MS teachers (AI.11)
21. Administrative planning	-Superintendent -Dean of Academics -ES/MS site principals	Reporting forms	June 2024 - July 2024	Identification of academic goals (AI.11)
22. Inservice review of scores	-Superintendent -Dean of Academics -ES/MS site principals -3rd-8th grade teachers	Academic goals	August 2024	Updated team meeting agendas to include review of previous years standardized scores (AI.11)
23. Analysis of student standardized testing scores	-ES/MS principals -3rd-8th grade teachers	-Team meeting agendas -Academic goals -Analysis forms	September 2024 - October 2024	-Updated team meeting agenda to include evaluating academic objectives, assessment practices, pacing, and curriculum resources and included in the curriculum review cycle (AI.12) -Completion of Strengths/Areas of Improvement form (AI.11)
24. Development of Preparation Guide	-ES/MS principals -3rd-8th grade teachers	-Team meeting agenda -Academic goals -Strengths/Areas of Improvement form -Preparation Guide	October 2024 - November 2024	Completion of Preparation Guide (AI.11)
25. Implementation of Preparation Guide	3rd-8th grade teachers	-Strengths/Areas of Improvement form -Preparation Guide	January 2025 - March 2025	Student assessment samples (AI.11)
26. Preparation for	-ES/MS principals	-Team meeting	February 2025 -	-Agenda to include

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standardized testing	-3rd-8th grade teachers	agenda -Academic goals -Strengths/Areas of Improvement form -Preparation Guide -Testing materials -Testing forms	March 2025	standardized testing (AI.11) -Development of testing schedule (AI.11)
Repeat steps 18-26				
<b>Communication to Constituents:</b> Staff meetings, department meetings, inservice, BOD reports, parent publication				
<b>ESLR(s) Addressed:</b> ESLRs are embedded in #12				

### Area of Improvement #13

Consider the adoption of written policies related to class size and instructional time. (ACSI Indicator 5.14)

Currently, graduation requirements for the high school are articulated in the high school handbook. There is a general understanding for class size limits and instructional time. However, no written policy or procedures exist to govern these aspects of the school. Written policies will provide clear boundaries as administrators plan programs and events. (Interviews with teachers and administrators)

**Goal:** To determine optimal class size and instructional time that supports student learning, and establish reasonable policies and procedures based on research and within any relevant state laws

**Time Frame:** July 2023 - June 2025

Actions	Who is Responsible	Resources Needed	Action Due Date	Evidence of Progress
1. Research state requirements regarding instructional time	Dean of Academics	CDE documents	July 2023	Research notes
2. Research studies regarding class size	Dean of Academics	Internet	August 2023	Research notes
3. Research scheduling practices (e.g., block, modified block, traditional)	Dean of Academics	Internet	September 2023	Research notes
4. Research policies and procedures of local private/public schools	Dean of Academics	Private and public school handbooks and schedules	October 2023	Research notes
5. Determine enrollment and budgetary constraints	-Dean of Academics -Superintendent -Director of Business and Operations	WCS Budget	November 2023	Research notes
6. Rough draft policy, procedure, and schedule proposal	Dean of Academics	Research notes	December 2023	Rough draft proposal
7. Receive feedback from constituents (BOD, administration, teachers, parents,	Dean of Academics	Survey	January 2024 - April 2024	Survey results

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students)				
8.Revise proposal	Dean of Academics	Survey results	May 2024 - August 2024	Revised proposal
9.Receive feedback from constituents (BOD, administration, teachers, parents, students)	Dean of Academics	Survey	September 2024 - November 2024	Survey results
10.Revise and submit proposal to the BOD	-Superintendent -Director of Business and Operations -Dean of Academics	-1st rough draft -Survey results	December 2024	Proposal (including changes itemized)
11.Revise relevant documents (e.g.,	-Superintendent -Director of Business and Operations -Dean of Academics	Current Parent Handbooks, Policy and Procedures Manual, Policy and Procedure Guide, enrollment procedure, ES/MS/HS schedules	January 2025 - June 2025	Possible revised of: -Parent Handbooks -Policy and Procedures Manual -Policy and Procedure Guide -enrollment procedure -ES/MS/HS schedules
<b>Communication to Constituents:</b> Board of Directors reports, Administration, Teachers, Parents, Students surveys				
<b>ESLR(s) Addressed:</b> No specific ESLR addressed				

## Area of Improvement #14

Conduct an assessment of technological use and needs and develop a comprehensive plan to address current needs as well as future developments and support. (ACSI Indicator 5.16)

Currently, the technology needs of the school are dependent on the goals of the site principals for each campus. The school would benefit from the development of a technology plan that provides a cohesive approach to implementing and instruction with technology. (Interviews with teachers and administrators)

**Goal:** To create a technology plan that defines our technology goals, assess our infrastructure needs, and defines a process for the creation of action plans for ongoing development of our educational program with technology as a support

**Time Frame:** July 2023 - August 2024

Actions	Who is Responsible	Resources Needed	Action Due Date	Evidence of Progress
1. Determine the creation of a technology committee tasked with the development of a technology plan	-Superintendent -Director of Business and Operations -Dean of Academics	Technology committee examples	July 2023	-Document defining the purpose, objectives, and scope of the committees work -Invite members to the committee
2. Inventory our current technologies	Technology committee	Survey	August 2023 - September 2023	Inventory list
3. Identify the technology goals and objectives in alignment with our mission “to prepare students for college and the Christian life”	Technology committee	Mission statement	October 2023 - December 2023	Goals and objectives document
4. Outline the process to research technologies and submit proposals for the purchase and/or implementation of specific equipment and/or software	Technology committee	Goals and objectives document	January 2024 - March 2024	Proposal process
5. Determine the	Technology	-Inventory	April 2024 - June	Training proposal

technologies and training needed based on our current inventory and practice and our stated technology goals and objectives	committee	-Goals and objectives document	2024	with budgetary impact and schedule
6. Yearly review and update technology plan created by steps 2-5	-Superintendent -Director of Business and Operations -Dean of Academics -Technology committee	Technology plan	July 2024 - August 2024	Revised Technology Plan
<b>Communication to Constituents:</b> Board of directors and teachers through input in and presentation of a technology plan; parents through school updates publishing goals of the technology plan; Superintendent, Director of Business and Operations, Dean of Academics, and Board of Directors through technology proposals				
<b>ESLR(s) Addressed:</b> No specific ESLR addressed				

## Area of Improvement #15

The Administration to establish nutritional standards for meals and snacks which will result in healthier students. (ACSI Indicator 6.9)

Establishing and following nutritional standards for the lunch program will ensure that students are eating nutritious meals and that they are receiving the proper amount of calories. This will help students perform better in and out of the classroom throughout the day. (Lunch Menu)

**Goal:** To ensure nutritious meals by formalizing standards

**Time Frame:** July 2023 - June 2026

Actions	Who is Responsible	Resources Needed	Action Due Date	Evidence of Progress
1. Review current food service program to gauge nutrition levels	-Director of Business and Operations -Food Service Personnel	Survey	July 2023 - June 2024	Report of current food service program
2. Develop nutritional standards based on widely accepted health information	-Director of Business and Operations -Food Service Personnel	Federal, state, and local nutrition standards	July 2024 - June 2025	Adoption of nutrition standards for WCS
3. Develop menus and an inventory of food that meet the standards	-Director of Business and Operations -Food Service Personnel	Examples of nutritional standards based menus	July 2025 - June 2026	Menus that communicate and reflect adopted nutrition standards

**Communication to Constituents:** Parents through publication of nutrition standards based menus

**ESLR(s) Addressed:** No specific ESLR addressed

## Area of Improvement #16

The Administration to evaluate the need for more maintenance personnel (ACSI Indicator 6.11)

The school continues to maintain the facility to ensure a clear and safe environment for students. With increasing enrollment and the addition of new buildings, further maintenance may be required to address the needs that arise with increasing usage of fields and additional buildings.

**Goal:** To hire additional maintenance personnel

**Time Frame:** July 2023 - June 2024

Actions	Who is Responsible	Resources Needed	Action Due Date	Evidence of Progress
1.Audit regular and seasonal maintenance responsibilities	Director of Business and Operations	-Equipment maintenance schedule -Lawn/field maintenance schedule -Building maintenance schedule -Seasonal maintenance issues	July 2023 - November 2023	Schedule of regular and seasonal maintenance responsibilities
2.Proposal for additional hire of maintenance personnel	-Superintendent -Director of Business and Operations	-Schedule of regular and seasonal maintenance responsibilities -2024-2025 Budget -Job description	December 2023 - January 2024	Proposal for additional hire of maintenance personnel submitted to Board of Directors for approval
3.Advertise for maintenance position	-Director of Business and Operations -Human Resources	-Job description -Applications	January 2024 - June 2024	Submitted applications
4.Interview for position	-Director of Business and Operations	-Job description -Interview questions	January 2024 - June 2024	Recommendations for hire for approval from Board of Directors

**Communication to Constituents:** Proposal for Board of Directors; community through job posting

**ESLR(s) Addressed:** No specific ESLR addressed

## Area of Improvement #17

Further develop the “Philosophy of Instruction” documents for each subject area by identifying goals based on that biblical philosophy for grades K-12 with the expectation that it will inform instruction. (ACSI Indicator 7.5)

A better defined and documented expectation for biblical integration in all subject areas would help teachers evaluate and develop lessons that are more intentionally biblically integrated. This would be especially beneficial for the high school, where most of the curricula are secular publications, creating a situation where teachers must provide biblical integration. Publishing these documents for parents would help them to better understand how our philosophy and our ESLRs drive our instruction. It would also help our teachers to clarify instructional goals through a biblical framework. (Philosophy of Instruction)

**Goal:** To apply our Biblical philosophy of instruction to day-to-day instruction

**Time Frame:** June 2023 - June 2025

Actions	Who is Responsible	Resources Needed	Action Due Date	Evidence of Progress
1. Review and/or revise subject specific Philosophy of Instruction statements	-Superintendent -Dean of Academics	Subject specific Philosophy of Instruction documents	June 2023 - August 2023	Revised Philosophy of Instruction documents
2. Identify and define Biblical worldview standards and themes to be utilized K-12	-Superintendent -Dean of Academics	Revised Philosophy of Instruction documents	September 2023 - December 2023	Biblical worldview standards and themes
3. Conduct K-12 subject specific discussion groups to identify applications and age-appropriate language for subject specific applications of standards/themes	-Dean of Academics -Site principals -K-12 teachers	-Revised Philosophy of Instruction documents -Biblical worldview standards and themes	January 2024 - June 2024	Subject-specific, grade leveled statements of standards/themes
4. Revise course guides	-Dean of Academics -Site principals -ES Grade level teams -MS/HS department teams	-Revised Philosophy of Instruction documents -Biblical worldview standards and themes -Subject-specific, grade leveled statements of	August 2024 - June 2025	Revised course guides



		standards/themes -Course guides		
5. Biblical integration of standards/themes in unit design	-Dean of Academics -Site principals -ES Grade level teams -MS/HS department teams	-Revised Philosophy of Instruction documents -Biblical worldview standards and themes -Subject-specific, grade leveled statements of standards/themes -Revised course guides	August 2024 - June 2025	Biblical integrated units
6. Instruction in Biblical standards and themes	-Dean of Academics	-Revised Philosophy of Instruction documents -Biblical worldview standards and themes	September 2023 - June 2024	Training materials
7. Publish the Philosophy of Instruction along with grade/course expectations	-Superintendent -Dean of Academics	-Websites -HS course catalog -Course guides -Syllabi	June 2024	Revised -websites -HS course catalog -course guides -syllabi
<b>Communication to Constituents:</b> Faculty and staff meetings, team meetings; parents through various school publications				
<b>ESLR(s) Addressed:</b> Persons of Faith				

## Area of Improvement #18

Further develop ways of understanding the effectiveness of our biblical teaching in impacting the beliefs and values of our students and their families. (ACSI Indicator 7.8)

It will be important to explore and establish ways to be more aware of and document more consistently the impact of the biblical teaching that is provided. This would be encouraging as well as improve our ability to follow up on the opportunity to help students continue to grow in faith.

Goal: To document and assess the spiritual impact			Time Frame: August 2023 - June 2024	
Actions	Who is Responsible	Resources Needed	Action Due Date	Evidence of Progress
1. Appoint a spiritual impact committee to assess the spiritual growth of WCS student	-Superintendent -Director of Business and Operations -Dean of Academics	Purpose and objectives	August 2023 June 2024	Spiritual impact report with directional guidance
2. Document student/family spiritually significant events (e.g., salvations, baptisms, ministries)	-Dean of Academics	Shared Google doc	August 2023	Shared Google doc with explanation
3. Document spiritually significant moments (e.g., successful classroom conversations addressing spiritual issues, interesting responses from Bible assessments)	-Site principals	ES, MS, HS staff websites	August 2023	Spiritual anecdote section on each staff website
4. Investigate and choose age appropriate resources that could be given to students who make a decision for Christ with follow up by a designated staff member.	-Superintendent -Director of Business and Operations -Dean of Academics	Budget for purchase of materials	August 2023 - June 2024	Resource list and inventory
5. Explore on campus ministry	-Superintendent -Director of	Community spiritual leaders	August 2023 - June 2024	Action plan

opportunities	Business and Operations -Dean of Academics			
<b>Communication to Constituents:</b> Faculty and staff through spiritual impact report				
<b>ESLR(s) Addressed:</b> Persons of Faith				