SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

IMMANUEL CHRISTIAN SCHOOL

201 West Graaf Avenue

Ridgecrest, California 93555

Sierra Sands Unified School District

September 12-14, 2022

<u>Visiting Committee Members</u>

Mrs. Margaret Shoukry, Chairperson
Retired Field Supervisor, LMU

Mrs. Sarah Raba
Administrator, North Valley Christian School

[NOTE: The visiting committee report format now includes the ratings on the accreditation status factors and the rationale integrated throughout the report. Please bold and underline the ratings. Use the Accreditation Status Worksheet.
- **Highly Effective**: The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.
- **Effective**: The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.
- **Somewhat Effective**: The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.
- **Ineffective**: The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.]

Chapter I

- **Succinctly describe the school location, type of school, grades served, demographics, major school programs, and other relevant school information.**
- **Include the school's vision, mission, schoolwide learner outcomes and 2-3 identified major student learner needs.**
- **Synthesize any significant changes and/or developments that have had a major impact on the school and/or specific curricular programs since the last full visit.**

Immanuel Christian School is located in the town of Ridgecrest, a city of 37,000 in the desert mountains of eastern California. The school is a K-12 college preparatory founded in 1975 by the parishioners of the Immanuel Southern Baptist Church. Originally the school served the immediate local population and over time has expanded to include the entire Indian Wells Valley community. The city serves the staff and their families at the Naval Weapons Station in China Lake and its subsidiary businesses. The school enrollment reflects the community.

The mission of the school is to provide a comprehensive Christian education that will prepare students for life in mind, body and spirit. The school is committed to the academic, spiritual and social development of all students as stated on its website.

The school-wide learner outcomes: CROSS, were developed by the staff and voted on by the school board. Students will be Christlike, Respectful, Obedient, Studious, and Self-controlled.

CROSS – ICS School SLO's
C- Christlike
Students are expected to demonstrate:
- A knowledge of Bible history, characters, and post-apostolic Christian development.
- A comprehension of biblical content including the plan of salvation through Jesus Christ.
- Relevant applications of Christian Principals.
- Spiritual Growth

R- Respectful
Students are expected to demonstrate:
- A Comprehension of civic duty.
- A Global Perspective on citizenship.
- Be Sincere in Your Intentions and Respectful in Your Actions

O- Obedient

Students are expected to demonstrate:

- By being global learners who are responsible citizens using technology respectfully and effectively.
- Working individually and collaboratively to solve problems both academically and socially.
- Be Prepared, On-time, and Honest in All Your Affairs
- Productivity and accountability

S- Studious

Students are expected to demonstrate:

- Grade level academic achievement
- The knowledge, comprehension, and application of subject content
- The transference of knowledge.
- The ability to research and solve problems using critical thinking skills.
- Demonstrate age/grade appropriate knowledge through testing, benchmarks, and academic milestones.

S-Self-Controlled

Students are expected to demonstrate:

- Application of Civic responsibilities.
- Student will be self-directed, determined, and exhibit self-perseverance.
- The student will take initiative and work independently.
- Be Persistent in their efforts and patient for results.
- Listen, speak, and write clearly to understand and be understood.

Since the previous self-study the school has committed to developing authentic assessment of student achievement. Because of this focus the school has implemented the use of IEPs for those students requiring individualized support.

Since the 2018 mid-cycle review, Immanuel Christian has experienced two student deaths, two earthquakes, multiple staff changes, three principal changes, a global pandemic, a gas leak and a flood.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating (select one): <u>**Highly Effective**</u>   Effective   Somewhat Effective   Ineffective

Narrative Rationale:

The school's documentation, student testing data, and satisfaction levels of faculty and parents, show that the learning outcomes are clear, achievable, and appropriate for all grade levels.

Chapter II

- **Evaluate the degree to which major student learner needs, school needs and critical areas for follow-up (growth areas for continuous improvement) have been addressed since the last visit through the schoolwide action plan.**

The school has three major areas of growth that were identified during the last WASC visit: offer a college preparatory/career program to all students; implement a formal process for tracking student progress; and develop a professional staff development program/evaluation process.

ICS has a concurrent enrollment program with Cerro Coso Community College that provides the opportunity for students to challenge themselves as well as earn college credits. It is possible to graduate from Immanuel Christian while simultaneously earning an Associate Arts degree. The school also provides training for taking the CLEP exam.

The school now uses a formal tracking process to assure that all students are receiving an appropriate education that meets their individual needs. Staff have received specialized training to document student skill levels. Intervention, when needed, is implemented in a timely manner.

Expectations for teachers are clear and performance reviews are based on them. Teachers are encouraged to collaborate to modify the curriculum and adjust teaching as appropriate. The school collaborates with Sierra Sands Unified for professional development seminars for staff.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating (select one):   Highly Effective   **Effective**   Somewhat Effective   Ineffective

Narrative Rationale:

The curriculum has been revised to reflect A-G requirements. There is a career pathways program supplemented by the local community college. There is a formal evaluation process in place for all faculty and staff outlined in the employee handbook. Testing data has been successfully used to track student progress and curriculum development.

- **Comment on the school's self-study process with respect to the expected outcomes of the self-study.**
    1. **The involvement and collaboration of all staff and other stakeholders to support student achievement.**
    2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards (*note the selected schoolwide learner outcomes examined by the school*).**
    3. **The gathering and analyzing of data about students and student achievement.**
    4. **The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards, and ACS WASC criteria**
    5. **The alignment of a schoolwide action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the schoolwide action plan.**

All staff contributed to sections of the self-study. The completed document was reviewed by all stakeholders and edited as needed. Final review and approval was done by the school board.

The school has implemented a variety of assessment tools appropriate for specific grade levels. These assessments are used to both evaluate the effectiveness of the programs and the skill levels of individual students. Intervention is provided as needed.

The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating (select one):   Highly Effective   Effective   **<u>Somewhat Effective</u>** Ineffective

Narrative Rationale:

Due to the frequent changes in personnel, the leadership team was diminished to two people who led the self-study process with cooperation of all faculty and staff. Using email almost exclusively, this impacted the total involvement and collaboration of all stakeholders. A leadership team is currently in place.

Chapter III: Quality of the School's Program

Based on the school's self-study and visiting committee findings:
- **For each category of criteria, summarize the findings about the school's effectiveness in addressing each of the *criterion and <u>all</u> the indicators within each category;* include supporting evidence as appropriate.**
- **Rate the effectiveness of each criterion and complete the narrative rationale for the rating**
  - **Highlight the areas of strength**
  - **Highlight the key issues**
  - **List important evidence about student learning from the self-study and the visit that supports these strengths and key issues.**

  Note: When writing the summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the *ACS WASC Accreditation Status Determination Worksheet*).

CATEGORY A. ORGANIZATION FOR STUDENT LEARNING

A1. School Purpose Criterion

To what extent has the school established a clear vision and mission (purpose) that reflect the beliefs and philosophy of the institution?

To what extent is the purpose defined further by adopted schoolwide learner outcomes that form the basis of the educational program for every student?

Online Programs: iNACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Beliefs and Philosophy: The written mission and vision (purpose) reflects the beliefs and philosophy of the school and its constituency.

Purpose, Schoolwide Learner Outcomes, and Profile Data: The student/community profile data has impacted the development of the school's vision and mission and schoolwide learner outcomes.

Involvement of All: The school has a process for involving representatives of the entire school community in the development/refinement of the mission, vision, and schoolwide learner outcomes.

Consistency of Purpose, Schoolwide Learner Outcomes, and Program: There is a strong degree of consistency between the school purpose, the schoolwide learner outcomes, and the school program.

Communication about Vision, Mission, and Schoolwide Learner Outcomes: The school has means to publicize the vision, mission, and schoolwide learner outcomes to the students, parents, and other members of the school community.

Regular Review/Revision: The school has a process for regular review/revision of the school purpose and the schoolwide learner outcomes based on current and future learner needs and other local/global/trends/conditions.

Visiting Committee Comments

ICS's purpose, the learning outcomes, and school requirements show consistency. ICS has implemented a process to involve all stakeholders in developing and refining the SLO's and its mission. While there is evidence that stakeholders had input into the SLO's and mission, the VC encourages increased interaction among all stakeholders.

> *School Purpose* **that supports high achievement for all students. Defining of the school's vision and purpose through schoolwide learner outcomes and academic standards.**
>
> **Visiting Committee Rating (select one):** <u>Highly Effective</u>   Effective   Somewhat Effective   Ineffective
>
> **Narrative Rationale:**
>
> ICS supports not only students at and/or above grade level, the faculty provides additional support necessary to ensure the success of all learners. They are able to accommodate the needs of all learners despite not having a special education teacher on staff.

A2. Governance Criterion

To what extent does the governing authority (a) adopt policies which are consistent with the school's mission and vision (purpose) and support the achievement of the schoolwide learner outcomes, (b) delegate implementation of these policies to the professional staff and (c) monitor results?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Clear Policies and Procedures: There are clear policies and procedures with regard to the selection, composition and specific duties of the governing authority.

Pretraining of Potential Board Members: Individuals who seek board membership or are being considered as appointees by the board will have some form of training in the principles and skills essential to the effectiveness of the school board.

Relationship of Policies: The governing authority's policies are directly connected to the school's vision, mission, and schoolwide learner outcomes.

Involvement of Governing Authority: The governing authority is involved in the regular review and refinement of the school's vision, mission and schoolwide learner outcomes. The governing authority uses a variety of strategies to remain current in research-based knowledge about effective schools.

School Community Understanding: The school community understands the governing authority's role.

Relationship to Professional Staff: There is clear understanding about the relationship between the governing authority and the responsibilities of the professional staff. The governing authority constrains its actions to policy making and strategic planning, while authorizing the administration to implement its decisions.

Board's Evaluation/Monitoring Procedures: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including the review of student performance, overall school programs and operations, and the fiscal health of the school.

Complaint and Conflict Resolution Procedures: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

Evaluation Procedures: The governing authority carries out clearly defined evaluation procedures.

Evaluation of Governing Authority: There is a process for evaluating the governing authority.

Visiting Committee Comments

According to the board's bylaws, the board provides Christian leadership and oversight of ICS. The board is responsible to provide for recommending the direction for the school, future development of the school, major policies, acting as consultants in hiring of faculty and staff, determining tuition assistance eligibility, maintaining fiscal responsibility and providing support

to the school Principal and the Senior Pastor. They provide organization and processes for operating the school and ensure appropriate support and accountability of the Principal.

There is evidence from interviews that faculty, staff, and parents are all familiar and supportive of the complaint and conflict resolution procedures as they apply to the school's stakeholders.

The board conducts a self-evaluation in closed session. The VC encourages the board to post minutes of evaluations to provide more information to all stakeholders regarding this evaluation.

Governance **that supports high achievement for all students.**

Visiting Committee Rating (select one): <u>**Highly Effective**</u>   Effective   Somewhat Effective   Ineffective

Narrative Rationale:

Board members have been of great value in providing specialized skills that have enabled the school to be financially independent this year.

A3. School Leadership Criterion

To what extent does the school leadership (a) make decisions to facilitate actions that focus the energies of the school on students' achievement of the schoolwide learner outcomes (b) empower the staff and (c) encourage commitment, participation and shared accountability for student learning?

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

Online Programs: iNACOL Standard F: Commitment: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Defined Responsibilities, Practices, etc.: The school has administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Existing Structures: The school has existing structures for internal communication, planning and resolving differences.

Involvement of Staff: The school leadership has processes and procedures for involving staff in shared responsibility, collaborative structures and actions, and accountability to focus ongoing improvement on teaching and learning that supports student learning.

Evaluation of Existing Processes: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

Visiting Committee Comments

There is evidence in the employee handbook of documented processes for responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. The school faculty works together on a daily basis to focus on continuing improvement in teaching and to support student learning. Due to the 2021 survey, leadership determined teachers need to be involved in continued improvement of curriculum, which was addressed in 2022. The staff agreed that while there had been an occasion in which they were informed rather than consulted on a board decision, that occasion was related to COVID-19 and not the norm.

School Leadership **that supports high achievement for all students.**

Visiting Committee Rating (select one): **Highly Effective**   Effective   Somewhat Effective   Ineffective

Narrative Rationale:

The school leadership weathered many obstacles in addition to COVID-19 and has been successful in building up the school. This highlights their vision and commitment to ICS.

A4. Staff Criterion

To what extent are the school leadership and staff qualified for their assigned responsibilities, committed to the school's purpose and engaged in ongoing professional development that promotes student learning?

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Employment Policies/Practices: The school has clear employment policies/practices related to qualification requirements of staff.

Qualifications of Staff: The school reviews all information regarding staff background, training, and preparation.

Maximum Use of Staff Expertise: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and specialized programs so that the expertise of the staff members is maximized in relation to impact on quality student learning.

Defining and Understanding Practices/Relationships: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Staff Actions/Accountability to Support Learning: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. This includes an evaluation of the collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentoring, group presentations.

Support of Professional Development: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the schoolwide learner outcomes.

Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Measurable Effect of Professional Development: There are effective operating processes that determine the measurable effect of professional development, coaching, and mentoring on student performance.

Visiting Committee Comments

The employee handbook clearly outlines faculty and staff requirements, expectations, and responsibilities. There is evidence in student growth throughout the academic year that professional development, coaching, and mentoring provided to new faculty and other staff members has a positive effect on student performance. The school is in the process of implementing an intranet to assist new employees in locating policies, procedures, and other pertinent documents needed for their success.

Staff **that supports high achievement for all students.**

Visiting Committee Rating (select one): **Highly Effective**   Effective   Somewhat Effective   Ineffective

Narrative Rationale:

The staff demonstrates their expertise in working with a diverse student population daily. This is a testament to a caring and committed staff who view their role as a ministry to students and not just a job. They go to great lengths to ensure high quality resources are available to all learners.

A5. School Environment Criterion

To what extent does the school have a safe, healthy, nurturing environment that reflects the school's purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student?

> **Online Programs: iNACOL Standard G: Financial and Material Resources**: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Caring, Concern, High Expectations: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual and cultural differences.

Student Self-Esteem: The school fosters student self-esteem through high expectations for each student and recognition of successes.

Mutual Respect and Communication: Mutual respect and effective communication among and between staff, students, and parents is evident.

Teacher Support and Encouragement: There is a level of support and encouragement for teachers to use innovative approaches to enhance student learning.

Safe, Clean, and Orderly Environment: The school has existing policies, regulations and uses its resources to ensure a safe, clean and orderly place that nurtures learning, including internet safety.

Visiting Committee Comments

As evidenced by interviews and anecdotes from many school stakeholders, the school demonstrates caring, concern, and high expectations for students, and honors individual and cultural differences. There is recognition of student success in areas more than academic only. The professional development provided for new software purchased is in motion for faculty; they have already implemented their PBIS training and it is being reinforced throughout grade levels. The school is safe, clean, and orderly, and there are also clearly defined internet safety protocols.

School Environment **that supports high achievement for all students.**

Visiting Committee Rating (select one):   __Highly Effective__   Effective   Somewhat Effective   Ineffective

Narrative Rationale:

The classrooms are all filled with manipulatives, technical devices, and a variety of desk and seating options to accommodate every student's learning style.

A6.   Reporting Student Progress Criterion

To what extent do the school leadership and staff regularly assess student progress toward accomplishing the schoolwide learner outcomes and report students' progress to the rest of the school community?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Reporting Student Progress: There are effective processes to keep the board and parents informed about student progress toward achieving the academic standards and the schoolwide learner outcomes.

Monitoring of Student Growth: The school has an effective system to monitor all students' progress toward meeting the academic standards and schoolwide learner outcomes.

Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

Visiting Committee Comments

Parents are informed about student growth and progress through a variety of means, including personal contact and tech apps used to share about students and classroom information and updates. These processes are currently in place. Assessment results are incorporated to make changes in the school program, including professional development plans, and effectively provide insight into the school program. These assessment results are communicated to the board annually; additionally, the board is informed with monthly data regarding student growth.

> *Reporting Student Progress* **that supports high achievement for all students.**
>
> **Visiting Committee Rating (select one)**: <u>**Highly Effective**</u>   Effective   Somewhat Effective   Ineffective
>
> **Narrative Rationale:**
>
> GradeLink and Class Dojo keep parents informed regarding their student on a daily basis.

A7.   School Improvement Process Criterion

To what extent does the school leadership facilitate school improvement which (a) is driven by plans of action that will enhance quality learning for all students, (b) has school community support and involvement, (c) effectively guides the work of the school, and (d) provides for accountability through monitoring of the schoolwide action plan?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Broad-Based and Collaborative: The school's planning process is broad-based, collaborative and has commitment of the stakeholders, including the staff, students, and parents.

School Plan Correlated to Student Learning: The school's action plan is directly correlated to the analysis of student achievement data about the critical learner needs, schoolwide learner outcomes, and academic standards.

Systems Alignment: Within the school there is evidence of systems alignment in areas such as professional goals, teacher evaluation, and strategic planning for the purpose of ongoing school improvement.

Correlation between All Resources, Schoolwide Learner Outcomes, and Plan: There is correlation between allocation of time/fiscal/personnel/material resources and the implementation, monitoring, and accomplishing of the schoolwide action plan.

Visiting Committee Comments

ICS faculty formulate individual goals at the beginning of each academic year. The principal conducts observations with evaluation each semester, with more frequent walk-throughs in classes.

The principal has put a leadership team in place which is responsible for monitoring the implementation of the school action plan. This is necessary to ensure the ongoing changes and accomplishment of the plan for the success of the school. The team is led by the principal and includes Mrs. Sarah Hoekman, Mrs. Emilie LeJune, and Mr. Gary Noel.

> *School Improvement Process* **that supports high achievement for all students.**
>
> **Visiting Committee Rating (select one)**: Highly Effective   <u>**Effective**</u>   Somewhat Effective   Ineffective
>
> **Narrative Rationale:**
>
> ICS's school improvement process is effective and will become more so as the leadership team continues to implement the schoolwide goals.

CATEGORY A: ORGANIZATION FOR STUDENT LEARNING

Areas of Strength for Organization for Student Learning:

- Staff have a renewed sense of school purpose after a yearlong PBIS training. This is verified by interviews with the Board, parents, and faculty.

- Staff size is small, which means frequent, informal collaboration. This is verified by staff comments and parent observation.

- Class size is small which allows for individualized lesson planning and frequent parent and teacher communication. This is verified by interviews with students, parents, and teachers.

Areas of Growth for Organization for Student Learning:
- Continued integration of 21st century skills into instruction, professional development, and operating procedures.
- Development of formal, long-range, tracking of student learner needs and behaviors for the purpose of evaluating curriculum, teaching methods, resource allocations, and professional development.

Important evidence from the self-study and the visit that supports these strengths and growth areas include the following:

Self-study evidence includes surveys and PD minutes, agendas, and notes

Visit interviews with the school board, parents, faculty, and leadership team supports these areas

CATEGORY B. CURRICULUM, INSTRUCTION, AND ASSESSMENT

B1. What Students Learn Criterion

To what extent does the school provide a challenging, coherent and relevant curriculum for each student that fulfills the school's purpose and results in student achievement of the schoolwide learner outcomes through successful completion of any course of study offered?

"Schoolwide learner outcomes are interdisciplinary statements about what all students should know, understand and be able to do by the time they complete the planned program or graduate." One example: every student will demonstrate higher order thinking skills of application, analysis, synthesis, and evaluation.

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Current Educational Research and Thinking: The comprehensive and sequential documented curriculum is modified as needed to address current educational research and thinking, other relevant international/national/community issues and the needs of all students.

Academic Standards for Each Area: The school provides a comprehensive and sequential documented curriculum that is articulated within and across grade levels for the improvement of programs, learning, and teaching.

Congruence: There is congruence between the actual concepts and skills taught, the academic standards, and the schoolwide learner outcomes.

Student Work — Engagement in Learning: The school's examination of representative samples of student work and snapshots of student engagement in learning demonstrates the implementation of a standards-based curriculum and the schoolwide learner outcomes.

Accessibility of All Students to Curriculum: A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and other activities facilitate access and success for special needs students.

Acceptable Student Achievement: The school demonstrates acceptable student learning of the academic standards and the schoolwide learner outcomes through defined performance indicators.

Integration Among Disciplines: There is integration among disciplines at the school and, if applicable, integration of outsourced curriculum into the program for which curricular integrity, reliability, and security is maintained.

Curricular Review, Revision, and Evaluation: The school assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy regarding the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.

Collaborative Work: The administrators and teachers use various collaborative strategies to examine curriculum design and student work in order to refine lessons, units, and/or courses.

Policies — Rigorous, Relevant, Coherent Curriculum: The school assesses the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, use of technology, etc.

Articulation and Follow-up Studies: The school conducts student follow-up studies that provide insight to the effectiveness of the instruction to prepare students for pursuing further education, entering the work force, or meeting their personal goals.

Visiting Committee Comments

The administration works with faculty and provides leadership in reviewing curriculum. The records clerk and principal monitor alignment of classes with graduation requirements quarterly. In addition, teachers meet regularly to identify gaps using assessment data and classroom observations. This also includes the Iowa Assessments.

There is an informal process of curriculum review which occurs annually, and is based on teacher reviews and observations. This may also include parent input gathered from parent meetings and conferences. The school could benefit from a more formalized process of curriculum review.

There is evidence of appropriate and inclusive assessment strategies used by faculty.

What Students Learn **that supports high achievement for all students.**

Visiting Committee Rating (select one): **Highly Effective**   Effective   Somewhat Effective   Ineffective

Narrative Rationale:

In addition to academics, the students are learning social-emotional skills that support consistent academic achievement and personal growth over time. The SLO's support both academic and behavioral skills that promote lifelong achievement.

B2. How Students Learn Criterion

To what extent does the professional staff a) use research-based knowledge about teaching and learning; and b) design and implement a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and schoolwide learner outcomes?

Online Programs: iNACOL Standard H: Equity and Access: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Research-based Knowledge: The administrators and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning. All students regardless of background and ability are actively involved in the learning that is based on the schoolwide learner outcomes and academic standards.

Planning Processes: The planning processes, including the use of formative assessment results, focus on the engagement of all student activity at a high level of learning consistent with the academic standards and schoolwide learner outcomes.

Professional Collaboration: Administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem solving, knowledge, and application. This would include examples of the selection of the instructional approaches based on the learning purpose(s) desired.

Professional Development: The school uses ongoing professional development to enhance the curriculum and improve learning and teaching.

Challenging and Varied Instructional Strategies: The teachers strengthen student understanding and achievement of the learning outcomes through the use of a variety of instructional strategies that are selected on the basis of the learning purpose(s) and effectively engage students at a high level of learning. This includes the integration of multimedia and technology as appropriate.

Technological Integration: Teachers systematically integrate technology within the school so that all students develop a wide range of technological skills.

Evidence of Results based upon Challenging Learning Experiences: Students working and their work demonstrate critical and creative thinking, problem solving, knowledge attainment, and application skills.

Student Understanding of Learning Expectation: The students know the standards/expected performance levels for each area of study.

Student Perceptions: Interviews and dialogue with representative students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.

Student Needs: Teachers address student needs through the instructional approaches used.

Student Use of Resources: Students use resources for learning beyond the limits of the textbook such as effective use of collaborative activities, technology, library/media resources, and community resources.

Visiting Committee Comments

The VC observed evidence of a variety of instructional strategies used in the classrooms with engaged students at every level. Technology is definitely incorporated throughout the classrooms, as well. Students demonstrated critical and creative thinking, problem solving, knowledge attainment, and application skills. In interviews with students and alumni, they stated that they had relevant experiences that prepared them for college, career, and life.

The school draws from the entire Indian Wells Valley, and this indicates that the community recognizes the value and quality of education provided at ICS.

How Students Learn **that supports high achievement for all students.**

Visiting Committee Rating (select one): **Highly Effective**   Effective   Somewhat Effective   Ineffective

Narrative Rationale:

The school demonstrates a caring environment in which learning takes place consistently for a diverse group of students. This speaks to the professionalism, expertise, creativity, and dedication of the faculty and staff.

B3. How Assessment is Used Criterion

To what extent is teacher and student use of assessment frequent and integrated into the teaching/learning process?

To what extent are the assessment results the basis for (a) measurement of each student's progress toward the schoolwide learner outcomes and academic standards, (b) regular evaluation, modification, and improvement of curriculum and instructional approaches, and (c) allocation of resources?

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online learning program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

> **Online Programs: iNACOL Standard R: Program Evaluation**: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Appropriate Assessment Strategies: The teachers regularly use appropriate assessment strategies to measure student progress toward acquiring understanding of a specific body of knowledge or skills, such as critical thinking and communication skills; examples of assessment strategies include essays, portfolios, individual or group projects, tests, etc.

Basis for Determination of Performance Levels: The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

Demonstration of Student Achievement: A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the schoolwide learner outcomes, including those with special needs.

Correlation: The teachers correlate assessment to schoolwide learner outcomes, academic standards, course competencies, and instructional approaches used.

Modifications/Decisions based on Assessment Data: Assessment data is collected and analyzed and used to make changes and decisions about curriculum, instruction, professional development activities and resource allocation. Teachers modify and revise the curriculum and instruction as a result of student assessment, both collectively and individually.

Student Feedback: Student feedback is an important part of monitoring student progress over time based on the schoolwide learner outcomes and the curricular objectives.

Teacher Monitoring: Teachers monitor student progress over time and use student feedback as appropriate to determine whether course objectives and standards have been met.

Visiting Committee Comments

The school staff has a solid basis for student grades and performance levels which is clearly outlined in the Parent/Student Handbook. This provides an expectation of high achievement for all students, demonstrated by student work and various classroom assessments.

The staff is currently correlating assessment to schoolwide learner outcomes, academic standards, course competencies and instructional approaches used. They are also pursuing student feedback from alumni as part of monitoring student progress over time in relation to the SLO's and curricular objectives.

At ICS, performance indicators include course grades, standardized annual testing, college performance and input from parents and alumni. Policies for successful performance are outlined in the Parent/Student Handbook. Teachers may have additional course specific policies. Student learning is measured by summative and formative assessment.

How Assessment is Used **that supports high achievement for all students.**

Visiting Committee Rating (select one): <u>Highly Effective</u>   Effective   Somewhat Effective Ineffective

Narrative Rationale:

The school is committed to continuing standardized testing as well as review of student work. Assessment is used to support curricular changes, ensure accurate student placement, and inform appropriate delivery of instruction.

CATEGORY B: CURRICULUM, INSTRUCTION, AND ASSESSMENT

Areas of Strength for Curriculum, Instruction, and Assessment:

• ICS faculty are involved in all aspects of curriculum and instruction planning.

• ICS faculty annually review standardized testing data to plan. ICS's small staff size allows for frequent collaborations.

• ICS gives all eligible high school students the opportunity to be dual-enrolled at CCCC.

• ICS works with SSUSD to provide access and referral for services.

Areas of Growth for Curriculum, Instruction, and Assessment:

• ICS needs to develop a formalized process to involve all stakeholders in textbook adoption.

• ICS will continue a formalized process of tracking student assessment data over multiple years to understand learning gains and losses.

• ICS needs to develop a formalized plan for career and college planning.

Important evidence from the self-study and the visit that supports these strengths and growth areas include the following:

Self-study evidence includes surveys and PD and other meeting minutes and agendas, assessment data, student and teacher portfolios

Visit interviews with the school board, parents, faculty, and leadership team verifies the above

CATEGORY C. SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

C1. Student Connectedness Criterion

To what extent are students connected to a system of support services, activities and opportunities at the school and within the community that meet the challenges of the curricular and co-curricular program in order to achieve the schoolwide learner outcomes?

> **Online Programs: iNACOL Standard N: Organizational Support**: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

> **Online Programs: iNACOL Standard O: Guidance Services**: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

> **Online Programs: iNACOL Standard P: Organizational Support**: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Adequate Personalized Support: The school has available adequate services, including referral services, to support all students in such areas as health, career and personal counseling, and academic assistance.

School Support Systems: The school coordinates a system of support services that provides for maximum effectiveness, including the processes for intervention and referral.

Strategies Used for Student Growth/Development: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

Support Services and Learning: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students.

Co-Curricular Activities: School leadership and staff link curricular and co-curricular activities to the academic standards and schoolwide learner outcomes.

Student Involvement in Curricular/Co-Curricular Activities: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Student Perceptions: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

Visiting Committee Comments

ICS has adequate services including referral services and provides support to all students in areas of health, career and personal counseling, and academic assistance. This includes processes for intervention and referral. Personalized approaches to learning and alternative instructional options were particularly noted by parents in the faculty support provided during COVID-19

distance and online learning. Students were personally supported by ICS faculty to ensure their success.

While currently there are no in-house support services provided, each teacher works to ensure the success of their students. If an IEP is present, the teacher attends meetings as required and works to provide the needed accommodations.

Student Connectedness **that supports high achievement for all students.**

Visiting Committee Rating (select one):   Highly Effective   **Effective**   Somewhat Effective   Ineffective

Narrative Rationale:

Given the constraints of having no special education person on staff and working through the public school system for diagnostic information, the staff is effective in supporting high achievement for all students.

C2. Parent/Community Involvement Criterion

To what extent does the school leadership employ a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students?

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Regular Parent Involvement: The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the learning/teaching process for all programs. The school involves non-English speaking parents and/or online parents.

Use of Community Resources: The school uses community resources to support students such as professional services, business partnerships, speakers, etc.

Parent/Community and Student Achievement: The school ensures that the parents and school community understand student achievement of the academic standards/schoolwide learner outcomes through the curricular/co-curricular program.

Visiting Committee Comments

As evidenced by parent surveys and parent interviews during the VC visit, parents and the school community are involved and active partners in the learning/teaching process. The academic standards and SLO's are being communicated, and parents volunteer as expert community resources. The military base provides much of this type of support.

> *Parent/Community Involvement* that supports high achievement for all students.
>
> **Visiting Committee Rating (select one)**: <u>Highly Effective</u>   Effective   Somewhat Effective   Ineffective
>
> **Narrative Rationale:**
>
> Based upon parent and school board interviews, parents and the community at large are directly involved in providing for high student achievement by supporting ICS in its myriad programs.

CATEGORY C: SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of Strength for Support for Student Personal and Academic Growth:
- ICS communicates continually with parents about student achievement data.

- ICS works in collaboration with SSUSD, CCCC, NAWCWD, Maturango Museum, Ridgecrest Public Library, Ridgecrest Chamber Musical Society, China Lake Rotary, VFW, and Daughters of the American Revolution to provide students with diverse learning experiences.

- ICS has a variety of school programs that create a well-connected community.

Areas of Growth Support for Student Personal and Academic Growth:
- ICS would benefit from a formalized talk about career and college preparedness that specifically addresses the entrance into trade schools, community colleges, and universities.

- ICS would benefit from overall reporting of formal student achievement data that include resources for parents to assist their students in continued progress.

- ICS would benefit from hiring a Resource Teacher/Special Education teacher to assist learners and teachers.

- ICS needs to restart the Parent Teacher Organization.

Important evidence from the self-study and the visit that supports these strengths and growth areas include the following:

Self-study evidence includes surveys, lesson plans, yearbooks, school programs, and minutes of parent meetings

Visit interviews with the students, school board, parents, faculty, and leadership team supports these areas; classroom visits also provided evidence

CATEGORY D. RESOURCE MANAGEMENT AND DEVELOPMENT

D1. Resources Criterion

To what extent are the resources available to the school sufficient to sustain the school program and used effectively to carry out the school's purpose and student achievement of the schoolwide learner outcomes?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Allocation Decisions: There is a relationship between the decisions about resource allocations, the school's vision, mission, and student achievement of the schoolwide learner outcomes and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

Practices: The school develops an annual budget, has an annual audit, and at all times conducts quality business and accounting practices, including protections against mishandling of institutional funds.

Facilities: The school's facilities are adequate, safe, functional and well-maintained and support the school's mission, desired learner goals, and educational program.

Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Well-Qualified Staff: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college/career.

Visiting Committee Comments

Resources are allocated to support the approved budget for the fiscal year. In addition, the school board can approve additional expenditures for non-budgeted items or authorize fund-raising to provide the additional revenue.

Requests for resources are granted by the principal and the school board. Currently, the school has purchased assessment software for several grades. Using Title Grants via the local school district the school has acquired manipulatives for use with English and Math classes.

Standard accounting practices are used. Annual external audits are conducted. To safeguard funds, all deposits are reviewed by two different persons and all monies are receipted. The budget is determined by the Finance Committee of the board and the principal.

Parent and staff surveys indicate that the school facilities are safe and adequate to support student needs. Because of a recent earthquake all gas lines were repaired and a full safety inspection of the school was conducted.

Textbooks and technology are inventoried. Fundraising supplements the budget, as well as donations from private donors and local businesses. Additionally, COVID-19 Relief bill provided additional funding.

The 2022 budget increased teacher salaries. In addition to the budget, the school uses Sierra Sands Unified monies for staff development. The school is committed to hiring qualified staff .and supports on-going education to enhance teacher skills.

> *Resources* **that support high achievement for all students.**
>
> **Visiting Committee Rating (select one)**: __Highly Effective__   Effective   Somewhat Effective
> Ineffective
>
> **Narrative Rationale:**
>
> Processes for money handling and decisions about resource allocation all support high achievement for students by involving faculty and leadership in decision making as well as reflecting student interests in elective course options.

D2. Resource Planning Criterion

To what extent do the governing authority and the school leadership execute responsible resource planning for the future?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Long-Range Resource Plan: The school has developed and implemented a long-range resource plan. The school has a process for regular examination of this plan to ensure the continual availability of appropriate resources that support the school's vision, mission, and student learning of schoolwide learner outcomes and academic standards.

Use of Research and Information: The school uses research and information to form the master resource plan.

Involvement of Stakeholders: Stakeholders are involved in the future planning.

Informing: The governing authorities and school leaders are involved in informing the public and appropriate governmental authorities about the financial needs of the organization.

Marketing Strategies: The school has marketing strategies to support the implementation of the developmental program.

Visiting Committee Comments

The Immanuel Christian School is a ministry of the Immanuel Baptist Church and as such has received funds to supplement its budgetary needs. Currently there is no long-range resource plan in place. However, they have worked with the Timothy Group to create a master resource plan. The school is working toward being financially independent from the church.

The school's two "Townhall" meetings are designed to provide an opportunity for parents to voice concerns to the board.

ICS uses social media as well as conventional mailers to keep all stakeholders informed. In addition, teachers use Gradelink and Class Dojo to keep parents abreast of their children's progress.

Limited marketing was done prior to this current academic year. As a result of this marketing the school is enjoying a significant increase in enrollment. In addition to the marketing, returning to in-person learning has also attracted new students.

> **Resource Planning that supports high achievement for all students.**
>
> **Visiting Committee Rating (select one)**: Highly Effective   **Effective**   Somewhat Effective   Ineffective
>
> **Narrative Rationale:**
>
> As it is developed by the leadership team, the long range plan will further support high achievement for all students. Implementation of the plan will provide consistent support for high student achievement.

CATEGORY D: RESOURCE MANAGEMENT AND DEVELOPMENT

Areas of Strength for Resource Management and Development:

- A supportive school board with skills that enhance fund-raising and budget planning.

- ICS has a formal method of receiving monies and accounting for them.

- The school's ability to balance its budget through various sources beyond basic tuition.

- The parents are committed to raising funds through a variety of events and activities.

- ICS has received grants to supplement student learning, i.e., robotics and art.

Areas of Growth for Resource Management and Development:

- ICS needs to continue to apply for grants, business partnerships, and private donors.

- The school will benefit from long-term resource planning, which involves all stakeholders.

- The need to maintain consistent marketing.

Chapter IV: Synthesis of Schoolwide Strengths and Growth Areas

Schoolwide Strengths
The purpose of identifying schoolwide strengths is to provide input and support for the school to use these strengths in their continuous improvement to ensure high quality student learning and well-being. Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

The visiting committee identified the following <u>specific</u> schoolwide strengths and their rationale for the identification: **<u>Include a Who, What, and Why for each schoolwide strength.</u>**

1. ICS faculty are involved in all aspects of curriculum and instruction planning.

   Who: Administration, Faculty

   What: Reviewing testing data, lesson plans, and classroom evaluations

   Why: Continue providing high quality Christian education for all students

2. ICS faculty annually review standardized testing data to plan instruction.

   Who: Administration, Faculty

   What: Reviewing standardized testing data

   Why: Continue providing high quality Christian education for all students

3. ICS communicates continually with parents about student achievement data.

   Who: Administration, Faculty, Staff, Parents

   What: Social media, email, notes, phone calls, face-to-face communication

   Why: To maintain high quality parent engagement which supports student growth

4. ICS's small staff size allows for frequent collaboration.

   Who: Administration, Faculty, Staff

   What: All staff collaborate organically in this family-like environment.

   Why: Continue providing high quality Christian education for all students

5. ICS works in collaboration with SSUSD, CCCC, NAWCWD, Maturango Museum, Ridgecrest Public Library, Ridgecrest Chamber Musical Society, China Lake Rotary, VFW, and Daughters of the American Revolution to provide students with diverse learning experiences.

   Who: Administration, Faculty, Staff, Community Resources

   What: Field trips, career education, expanded co-curricular activities

   Why: Provides support for diverse learning experiences for all students

6. ICS has a formal method of receiving monies and accounting for them.

   Who: Administration, Office Manager, Bookkeeper, Records Clerk

What: Operational procedures

Why: Fiduciary responsibility

7. Currently, the school is operating with a balanced budget.

Who: Administration, School Board

What: Operational expenses set in budget; discretionary funds administered by the principal

Why: Maintain fiscal responsibility

8. The parents are committed to raising funds through a variety of events and activities.

Who: Administration, Faculty, Staff, Parents

What: Parents bring suggestions and volunteer for ongoing school fundraisers

Why: To provide supplementary funds to enhance the learning experience of all students

Schoolwide Growth Areas

The purpose of supporting the school's identified growth areas and sharing additional growth areas is to ensure the school's continuous improvement for student learning and well-being encompasses the greatest student and school needs.

Synthesize schoolwide growth areas and list numerically. *Be sure that these can be documented by other sections of the report.*

- **Ensure that all Growth Areas have a "who," "what," and a "why" in relation to the impact on student learning**
- **Confirm areas already identified by the school in the action plan sections**
- **Confirm areas to be strengthened within the already identified areas**
- **Identify any additional areas to be added to the action plan that have been identified by the visiting committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.***

The visiting committee <u>concurs</u> with the school's identified growth areas that are outlined in the schoolwide action plan. The school's growth areas are explained below: **Include a Who, What and Why for each growth area.**

1. Continued integration of 21st century skills into instruction, professional development, and operating procedures.

Who: Administration, Faculty, Staff

What: See Schoolwide Action Plan - 1

Why: To ensure continued quality learning, school will continue to integrate life skills with academics through curriculum improvement and professional development

2. Development of formal, long-range, tracking of student learner needs and behaviors for the purpose of evaluating curriculum, teaching methods, resource allocations, and professional development.

Who: Administration, Faculty, Records Clerk

What: See Schoolwide Action Plan - 2

Why: Support comprehensive education to students with diverse needs

3. ICS needs to develop a formalized process to involve all stakeholders in textbook adoption.

Who: Administration, Faculty, Parents of students with special needs

What: See Schoolwide Action Plan - 1

Why: Reflect the ongoing quality religious education and support the SLO's

4. ICS will continue a formalized process of tracking student assessment data over multiple years to understand learning gains and losses.

Who: Administration, Faculty, Records Clerk

What: See Schoolwide Action Plan - 2

Why: Provide comprehensive education to students with diverse needs

5. ICS needs to develop a formalized plan for career and college planning.

Who: Mara McDermott, with support of Administration & Records Clerk

What: See Schoolwide Action Plan - 1

Why: For students to make appropriate choices for their future, students must be aware of options available to them.

6. ICS would benefit from overall reporting of formal student achievement data that includes resources for parents to assist their students in continued progress.

Who: Administration, Faculty, Records Clerk

What: See Schoolwide Action Plan - 2

Why: Maintain and expand formal procedures for tracking progress and offering resources to diverse learners for improved academic, social, physical, and mental health success

7. ICS would benefit from hiring a Resource Teacher/Special Education teacher to assist learners and teachers.

Who: Administration & School Board

What: See Schoolwide Action Plan - 2

Why: Maintain and expand formal procedures for tracking progress and offering resources to diverse learners for improved academic, social, physical, and mental health success

8. ICS needs to restart the Parent Teacher Organization.

Who: Administration & Parents

What: Reestablish PTO on campus

Why: To provide increased access for parent engagement in their student's learning

In addition, the visiting committee has identified <u>additional concrete, specific</u> growth areas that need to be addressed: **Include a Who, What and Why for each growth area. (Note: Show the relationship to what the school has already identified, if possible.)**

The VC did not identify growth areas not already indicated in the self-study.

Chapter V: Ongoing School Improvement

- **Include a brief summary of the schoolwide action plan**
- **Evaluate the school improvement issues:**
  - **The effectiveness of the action plan to enhance student learning and support the identified major student learner needs**
  - **The level of commitment to accomplish the action plan, schoolwide and systemwide**
  - **The soundness of the follow-up process for implementing and monitoring the accomplishment of the schoolwide action plan.**

The school has three main action plan goals, as follows:

- Maintain and expand curriculum, technology, and school procedures to provide deep and meaningful learning experiences to build 21st century skills and global competencies.
- Maintain and expand formal procedures for tracking student progress and offering resources to diverse learners for improved academic, social, physical, and mental health success.
- Maintain and improve a professional work environment in which: 1) expectations of staff in the workplace are clearly delineated and communicated, 2) all staff receives timely performance feedback based on clearly understood criteria and ratings, 3) staff training meets specific instructional goals to build 21st century skills and global competencies,4) new staff is mentored by veteran staff.

The action plan is directly tied to enhancing student learning and specifically supports student learning needs as identified in the self-study. The action plan is succinct yet detailed to indicate appropriate responsible personnel and timelines, with benchmarks indicated as needed.

The entire school community is committed to accomplishing the action plan as evidenced from interviews with all stakeholders. The follow-up process compliments the skills of the personnel involved. It is realistic in terms of the skill levels of those involved as well as the time required for accomplishment.

The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

Visiting Committee Rating (select one): **Highly Effective**   Effective   Somewhat Effective   Ineffective

Narrative Rationale:

The action plan is an accurate reflection of the self-study.

The capacity to implement and monitor the schoolwide action plan.

Visiting Committee Rating (select one): **Highly Effective**   Effective   Somewhat Effective   Ineffective

Narrative Rationale:

The leadership team and the administration has committed to monitor and sustain the implementation of the action plan.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
Acceptable progress by all students toward clearly defined major student learner needs, academic standards, and other institutional and/or governing authority expectations	X			
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.		X		
The involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.			X	
School Purpose (A1)	X			
Governance (A2)	X			
School Leadership (A3)	X			
Staff (A4)	X			
School Environment (A5)	X			
Reporting Student Progress (A6)	X			
School Improvement Process (A7)		X		
What Students Learn (B1)	X			
How Students Learn (B2)	X			
How Assessment is Used (B3)	X			
Student Connectedness (C1)		X		
Parent/Community Involvement (C2)	X			
Resources (D1)	X			
Resource Planning (D2)		X		
The alignment of a schoolwide action plan to the school's areas of greatest need	X			
The capacity to implement and monitor the schoolwide action plan	X			