



**VISITING TEAM REPORT**  
for

# **Plymouth Christian Academy**

Canton, MI

**Caryn Huntsman**

*Superintendent*

Plymouth Christian Academy

43065 Joy Rd

Canton, MI 48187-2058

**Lori Davis**

*Self-Study Coordinator*

Plymouth Christian Academy

43065 Joy Rd

Canton, MI 48187-2058

**Beth Larabee**

*Self-Study Coordinator*

Plymouth Christian Academy

43065 Joy Rd

Canton, MI 48187-2058

**Bobbie Kelly**

*Chair*

**Mary Smith**

*Assistant Chair*

Christian Academy Schools

2151 W Russell Rd

Sydney, OH 45365-7037

**04/17/2016 - 04/20/2016**

# Intro to the Visiting Team Report

---

Accreditation is what all good educational organizations seek in order to validate their quality and to verify they are striving for excellence. It requires a strong, pervasive, and continuous commitment as well as a demonstrated capacity to maintain quality expectations as defined by the established standards. Typically, accreditation stretches the organization and infuses change into it.

The process of accreditation involves three significant elements:

1. Intensive, program-wide, self-assessment, analysis, and improvement planning
2. External consultation, review, validation, and insights shared from a group of visiting colleagues
3. Ongoing accountability for improvement through annual reporting and reaccreditation

In order to become or continue to be accredited by ACSI, a school must meet foundational requirements. Compliance with all the standards of ACSI accreditation is required for the duration of the term of accreditation. A school is determined to be in compliance with a standard when all the nonnegotiable indicators are shown to be met and the majority of other indicators are determined to be demonstrated at an acceptable level as well. Within each standard area, the school must commit to coming into compliance with all indicators and the standard as a whole, but there may be indicator areas (other than nonnegotiable indicators) that are determined to be in partial compliance and therefore are areas for the school to commit to continuous improvement.

ACSI accreditation is a highly effective way for a Christian school to evaluate itself in light of its unique educational mission. An authentic Christian school excels in all areas of 1) academic thinking, 2) skills for life and living, 3) biblical worldview development, 4) personal character and spiritual formation. The self-study process guides a school to evaluate and reflect on all that it does in light of this distinctive four-pronged mission.

The Visiting Team Review provides the school with a thorough review of their own self-assessment work, concentrating on validating their identification of strengths, areas to improve, and development of appropriate goals for the continuous school improvement plan. Both the school's self-assessment and the visiting team's analysis are measured against the school's own mission, vision, and expected student outcomes as well as defined accreditation standards of the accrediting organizations by which the school has chosen to become accredited. In order to ensure consistency from one school to another, rubrics have been developed to describe what compliance looks like for each indicator of each standard. Commendations and recommendations are developed when aspects of the school are either above or below the expected level of compliance. Both the school and the visiting team use the ratings on the rubrics in order to identify what commendations and recommendations are most appropriate.

## Report Components

The visiting team describes the school by completing a school profile. Information is shared about the school's history, demographics, student achievement, mission, vision for the future, and other pertinent data in order to help the reader understand the context of the school during the time of the team's visit.

Also discussed are any significant changes the school has experienced since the previous accreditation or candidacy visit. These changes may impact the school's ability to meet accreditation standards or implement the continuous school improvement plan.

If the school has been previously accredited, the visiting team assesses whether the major recommendations have been completed or should continue to be addressed in the current cycle of accreditation. If the school is in its initial accreditation, this section may be marked N/A.

In a REACH 2.0 accreditation report, a number of indicators are identified as nonnegotiable because they are considered of utmost importance. A visit may not occur unless all the nonnegotiable indicators are met and the vast majority of other indicators are also in compliance. If a school finds that it cannot meet one of the nonnegotiable indicators, the consultant and school may work together to request an exception. Upon completion of the visit, the visiting team briefly comments on the compliance of the school to the nonnegotiable indicators, specifically mentioning any that were not fully met.

After the visiting team has completed its analysis, the most significant commendations and recommendations are selected as Major Commendations and Major Recommendations. **Major Commendations** are areas in which the school excels beyond other schools of similar size, resources, or make-up. These are areas which have likely contributed to increased student achievement or other identified expected student outcomes.

**Major Recommendations** are areas which need to improve for the school to fully meet compliance in some area, based on the rubrics provided. These become priorities for the school to accomplish in a timely fashion. Progress on these recommendations will need to be addressed in the annual reports sent to the appropriate regional office. Major recommendations are expected to be incorporated into the school's improvement plan. These major recommendations may be a combination of several indicators or certain aspects of indicators. They may also come from only one aspect of an indicator when the indicator otherwise appears to be in compliance.

Commendations and recommendations that do not rise to the level of majors are important for the school to address during the period of accreditation. However, they are not considered as mandatory. The school is encouraged to evaluate them and decide within each department which ones should receive attention, and in what order. There is no requirement to report on these in the annual reports or mid-term reports.

The REACH 2.0 process is thought provoking in its approach, stimulating in its methods, and efficient in its procedures, both for the school and the team. The end result produces a Visiting Team Report that will assist the school in its efforts to improve student learning and organizational effectiveness.

# AdvancED

---

AdvancED is a leader in providing improvement and accreditation services to education providers of all types in their pursuit of excellence in serving students. AdvancED serves as a trusted partner to more than 32,000 public and private schools and school systems – enrolling more than 20 million students - across the United States and 70 countries.

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, and the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (NWAC) that was founded in 1917 became part of AdvancED.

Today, NCA CASI, NWAC and SACS CASI serve as accreditation divisions of AdvancED. The Accreditation Divisions of AdvancED share research-based quality standards that cross school system, state, regional, national, and international boundaries. Accompanying these standards is a unified and consistent process designed to engage educational institutions in continuous improvement.

Institutions seeking to gain or retain accreditation must meet AdvancED Standards specific to their institution type, demonstrate acceptable levels of student performance and the continuous improvement of student performance, and provide evidence of stakeholder engagement and satisfaction. The power of AdvancED Performance Accreditation lies in the connections and linkages between and among the conditions, processes, and practices within a system that impact student performance and organizational effectiveness.

ACSI and AdvancED work together to accredit schools in approximately 70% of the United States and in a number of countries around the world.

# REACH 2.0 Standards

---

**Standard 1 - PHILOSOPHY AND FOUNDATIONS** The school has developed written statements of philosophy, mission, vision, and core values, schoolwide expected student outcomes, as well as a statement of faith. These statements are well defined, systematically reviewed and broadly implemented throughout the school. They outline the school's Christian distinctives and communicate a clear purpose and direction for school effectiveness and student growth and development.

**Standard 2 - GOVERNANCE AND EXECUTIVE LEADERSHIP** The school has Christ-centered governance and executive leadership that promotes effectiveness of the school and growth of the student through an established structure that contributes to an operationally and financially sound Christian educational institution. The executive leadership and governing body work in partnership to ensure the integrity, effectiveness, and reputation of the institution through the establishment of written policies and procedures. The head of school is responsible for the supervision of all operations of the school and implementation of board policies.

**Standard 3 - HOME AND COMMUNITY RELATIONS AND STUDENT SERVICES** The school exists and functions as an institution of reliability and authority by exhibiting a pattern of respect, trust, accountability, and dignity to its constituents, both internally and externally. Effective communication and relationships are fostered with constituents, as well as among constituents. A wide range of strategies are used to incorporate involvement by the parents and the community. It is expected that the school meets the educational and developmental needs of the students it enrolls. Services at the appropriate levels include guidance (both academic and personal) and student activities (curricular and cocurricular). Appropriate resources and planning occur to ensure that the mission, vision, and philosophy are being carried out to meet the expected outcomes.

**Standard 4 - PERSONNEL** The school hires personnel who have made a personal commitment to follow Jesus Christ and endorse the school's statement of faith. They are committed to the written philosophy, mission, vision, and core values of the school. Faculty and staff engage in ongoing professional development to improve instructional practices leading to continual growth in student learning and development of the instructional program. The executive leadership, instructional, and support staff are sufficient in number to provide for the effective delivery of quality education and are appropriately credentialed, degreed, trained, and qualified for their assigned duties.

**Standard 5 - INSTRUCTIONAL PROGRAM AND RESOURCES** The instructional program consists of carefully developed, thoroughly documented, and well-executed curriculum elements that include educational philosophy, schoolwide expected student outcomes, a variety of effective instructional strategies, adequate resources, and appropriate assessments that are based on current research and quality practices. The curriculum of the school is driven by well-written policies and procedures. It is sufficiently funded, comparatively reviewed on a regular basis, and compiled using the school's mission, vision, core values, and schoolwide expected student outcomes to ensure a biblical foundation for instruction. A method for assessing the effectiveness of learning schoolwide expected student outcomes is in place, and the results of the assessments are communicated regularly to all stakeholders.

**Standard 6 - STUDENT CARE** Written policies and procedures are in place to ensure students' well being—emotional, physical, spiritual, and academic. The school facilities (buildings and grounds) are appropriate in size, furnishings, and space to meet the stated philosophy, mission, and vision for the number and age of students served. The entire campus is a safe, healthy, and nurturing environment for teaching and learning. Safety procedures are documented and clearly understood, and they address the prevention and identification of abuse, bullying, and the presence of unwelcome guests. A relevant and thorough crisis management plan is in place, and the faculty and staff have been trained appropriately to handle various emergency situations. Regular Crisis Planning drills and practices occur to assist in preparation for crisis events. Transportation guidelines for staff and students are developed, and written policies and procedures are in place.

**Standard 7 - CHARACTER, VALUES, AND SPIRITUAL FORMATION OF STUDENTS** The school shall provide for spiritual nurture and discipleship of its students with the goal of developing a biblical worldview. Spiritual nurturing of Christlike character is planned, intentional, and systematic in implementation. Bible is a required core subject. Mentoring and discipleship experiences are necessary components in a spiritual formation strategy. Students are given opportunities to serve others and develop a Christlike attitude toward the poor, needy, and vulnerable. A commitment to a community of faith is modeled by the faculty and emphasized to all students. Spiritual formation assessment is integral to effective and ongoing improvement of the school program.

**Standard 8 - SCHOOL IMPROVEMENT** The school must, with appropriate stakeholder input, systematically develop and annually update a continuous school improvement plan (CSIP). The plan, based on the school's philosophy, mission, vision, core values, and schoolwide expected student outcomes, includes specific long-range and short-range goals, as well as action items. The process is driven by data collection and analysis. This plan must have significant focus on how it will promote organizational growth and high achievement of schoolwide expected student outcomes. The CSIP reflects a pervasive culture of ongoing improvement and accountability.

# Introduction to the Visiting Team Report

---

## Intro to the Visit

***This section is a narrative introduction to the Visiting Team Report. It contains comments and pertinent information about the visit that helps the reader understand any special considerations or conditions that may have existed.***

Plymouth Christian Academy (PCA) is not new to the accreditation process. PCA was initially accredited by the University of Michigan, then by North Central Accreditation Association in 1994, and eventually by AdvancED. The last AdvancED visit was in 2008. PCA was granted ACSI accreditation through the Crosswalk protocol in 2012. This visit, a dual accreditation visit with ACSI and AdvancED, is the first ACSI team visit to the school.

PCA's accreditation term was to expire in Spring of 2013, but due to the Crosswalk to ACSI they were granted an extension to 2014. With the change in the administration ACSI then granted an additional extension in 2014 and the visit was scheduled for Spring of 2016.

As the school administration started planning for the accreditation visit, they requested an informational meeting with the team chair. That meeting took place at PCA on January 16, 2015. At that time questions were raised and discussed pertaining to the use of the ASSIST online protocol through AdvancED, with ACSI as the lead partner. The chair once again met with the administrative staff on September 14, 2015, to complete the ACSI/AdvancED Standards and Indicators Checklist.

During this time-frame, ACSI published their updated accreditation protocol, REACH 2.0, and made it available as a pilot for schools in the spring of 2016.

In November of 2015, the administrator contacted the team chair asking if it was possible to switch from the AdvancED/ACSI Partnership Protocol to the newly revised ACSI Protocol, REACH 2.0. A phone conference took place on November 10, 2015, confirming the change in protocols and review of the Standards and Indicators Checklist for REACH 2.0. Committees were reorganized from the five AdvancED standards to accommodate the eight REACH 2.0 standards.

## Significant Changes

***This section describes any significant changes the school has experienced and how they have dealt with those. Of special note would be the impact of these on the accreditation standards or the school's ability to accomplish their continuous school improvement plan.***

Plymouth Christian Academy (PCA) was first accredited through North Central Association of Colleges and Schools (NCA, now AdvancED) in 1994. Their last team visit was in the spring of 2008 with AdvancED and they obtained dual accreditation with ACSI via the Crosswalk program in 2012.

Since their last team visit, PCA has worked diligently to improve their instructional program and facilities and to keep up-to-date in the area of technology. The following is a summary of the significant changes since their last

visit.

## **2009-10**

- Improvements were made to the playground area and a nature trail was opened on the school grounds.

## **2010**

- Began Homeschool Partnership Program
- Implemented SHINE - a week-long service project for all grade levels
- Revised and adopted the school's purpose and mission statements

## **2011**

- Began a robotics team

## **2012-13**

- New interim-superintendent who eventually became the Superintendent/Principal
- Became accredited through ACSI via the Crosswalk
- Began *Think Tank* sessions which resulted in the establishment of a Superintendent-Parent Cabinet and various Parent Advisory Teams

## **2013**

- Started a Begingergarten Program for 5 year olds not quite ready for Kindergarten

## **2014**

- Established the XPlore Week for grades 9-12 which allows students to study a topic in depth and explore opportunities within that field
- A parent donation enabled the start of a Bring Your Own Device program.
- All 9th grade students received a device from the school while students in grades 10-12 brought their own devices to school. The Elementary Computer Lab was also upgraded.

## **2015-16**

- Smart boards were installed in all classrooms
- The Fine Arts Booster Board was established

## **Other**



- A new Course Description Guide for secondary students was developed which includes new elective courses
- The campus security system was upgraded to include student hallway lock downs
- Addition of new locker rooms, athletic hallway and offices, capital campaign completion
- Hired an Assessment Coordinator, Education Specialist, and two, part-time Student Services Coordinators to assist with Response to Intervention (RtI)
- Implemented the International Student Program
- Implemented leadership programs in 8th grade and high school (StepUP and Student Seminar)

## Response to Major Recommendations (for reaccreditations)

***This is a list of the school's major recommendations from the previous accreditation visit and the team's assessment on whether these have been completed or should continue to be addressed in the current cycle of accreditation.***

The AdvancED team visit in 2008 resulted in three Major Recommendations for PCA:

**Major Recommendation #1.** Investigate further ways to connect with Alumni.

PCA hired a Development Director and a Social Media Services Specialist to prioritize and increase alumni feedback and involvement. They have developed and maintained an alumni information database. PCA utilizes social media to build a network of graduates with a shared vision for the school through Facebook (both PCA and Alumni pages), Twitter, Instagram, Pinterest, YouTube, LinkedIn, and Google.

Alumni are recognized at various school events and featured in the *Eagle Vision* magazine. An Alumni Relations Mission Statement was developed and communicated throughout the PCA community: *“Alumni Relations at PCA serves to promote the lifetime connection between PCA alumni and Plymouth Christian Academy.”*

The future goals include the development of Alumni Recognition in the areas of Fine Arts Awards, Athletic Awards, Distinguished Alumni Awards, and a sustainable financial alumni account.

PCA has exceeded compliance with this recommendation.

**Major Recommendation #2.** Research and implement an articulated writing curriculum.

The school implemented the Six Trait Writing Model and adopted a reading series in the elementary that utilizes this model. They analyzed their current standardized assessment program and switched to the MAP tool which allows them to track student progress throughout the year and from year to year.

PCA also utilized a company, Write Score, LLC, for fourth grade students to inform the baseline for elementary growth in writing.

In alignment with the 20/20 Vision, administrators and teachers will be working collaboratively to re-evaluate, update, and implement the “Writing Across the Curriculum” Program to ensure the quality, originality, and technicality of students' writing performance in PreK-12th Grade.

PCA is in compliance with this recommendation.

**Major Recommendation #3.** Develop and implement a plan to use writing assessment and student data for substantive conversations about student progress.

PCA is utilizing the Rubrics for Writing Form along with the 6 1 Writing Traits as the basis for analysis of student writing. Teachers communicate this analysis with students, focusing on areas that need improvement.

Sequential development of writing skills begins in Pre-Kindergarten with story journals; through elementary with simple book reports, poetry, myths, tall tales, essays, and research reports; and the writing of formal research papers and expository pieces starting in the eighth grade.

ASPIRE/MAP Assessment writing data is analyzed and communicated to teachers and parents.

The PCA English Department has initiated a lunchroom writing center in which students can have conferences concerning writing assignments in any course.

PCA is in compliance with this recommendation.

## **Summary Assessment of Compliance to Nonnegotiable Indicators**

***In this section the visiting team comments on the nonnegotiable indicators that were not fully met. There must be corresponding recommendations for unmet nonnegotiable indicators.***

Plymouth Christian Academy is compliant or exceeds compliance for all standards in REACH 2.0. They are also compliant or exceeding compliance in all indicators with the exception of Nonnegotiable Indicator 6.13. This indicator has to do with the security of the PCA buildings. Although PCA has made great strides in assuring the security of the buildings through the addition of security cameras, secured egress windows, perimeter fencing and a door pass system, there continues to be potential security breeches of two exterior doors and the modular classrooms. This will be addressed through their response to Major Recommendation #4.

# School Profile Review

---

## Historical Overview

*This section is a summary of the founding of the school, as well as the original mission. Also included are any significant developments, accreditation history, awards/recognition, and challenges the school has faced.*

PCA has experienced God's faithfulness, provision, and blessing since its inception in 1976 with only 64 students. Calvary Baptist Church (CBC) established the school as a private, non-denominational school to fill a need for academic excellence in northwestern Wayne County. During the 1978-1979 school year, grades K-9 were offered with a total enrollment of 310 students and a faculty and staff of 20 people. By 1986, the school had expanded to include preschool through grade 12 with over 500 students and a faculty of 31. In 2010, PCA celebrated the 1000th graduate to matriculate through the system. Today, the school ministry provides a solid education to an enrollment of 500 students.

The mission, vision, and purpose statements were revised in 2010. Currently, the mission statement reads as follows: *Plymouth Christian Academy, in partnership with parents, educate students from a biblical worldview and equips them for a lifetime of learning, leadership, and service.* The purpose statement reads as follows: *Produce students, **mature** in their love for God, **steeped** in His word, **educated** about His world, **dedicated** to lives of service and learning, and **prepared** to fulfill their calling in His kingdom.*

Over the years, the facility and property acquisitions have expanded extensively to support increased enrollment and diverse activities. From 1993-1998, new classroom wings and modular units were added, in addition to a library expansion project. In the spring of 2000, God opened the door for the purchase of 19 acres adjacent to the school. In 2002, the property to the south of the campus became available, and once again, God blessed the school and enlarged their borders. Between 2009-2011, additional improvements included playground equipment, a nature trail, and the construction of an athletic wing and locker rooms. Currently, the total church and school campus comprises 45 acres.

CBC leadership has delegated authority to the PCA Regent Board to provide strategic direction and oversight of the Superintendent. Financial operations are managed by the Trustee Board of the church and the PCA Business Manager. In 2012, CBC developed a ministry footprint to express how PCA supports the ministry objectives of the church to sustain long-term focus and improvement. During the summer of 2013, PCA adopted the Superintendent-Parent Cabinet and Parent Advisory Teams as a result of the *Think Tank* input from parents, alumni, students, and staff.

Two-way communication to stakeholders has improved over the course of time as a result of development personnel focusing on marketing strategies and technology infrastructure. Originally, installation of cabling throughout the campus resulted in a school-wide computer network, but more recently wireless access was installed to support the "Bring Your Own Device" initiative.

The instructional program began as a rigorous, college-prep, accredited program. Today, it continues to demonstrate academic mastery. The school culture is expanding to include the home-school community as well as international students. This accreditation visit serves to validate PCA's quality and verify that PCA is striving for excellence based on a solid, Christian philosophy of education. PCA is excited to see what the Lord has in store with the latest initiatives. Truly, PCA has experienced God's faithfulness throughout their 40 years of educating students for a lifetime of learning, leadership, and service.

# Mission, Vision, and Future Goals

*This portion includes the school's mission, vision, and goals for the future.*

## Mission

Plymouth Christian Academy, in partnership with parents, educates students from a biblical worldview and equips them for a lifetime of learning, leadership, and service.

## Vision

At Plymouth Christian Academy, students become world-changing community leaders who impact lives for Christ with unmistakable purpose.

## Purpose

The purpose of PCA is to produce students **matured** in their love for God, **steeped** in His word, **educated** about His world, **dedicated** to lives of service and learning, and **prepared** to fulfill their calling in His kingdom.

## Core Values

1. Centrality of Jesus Christ
2. Authority of Scripture
3. Commitment to share God's message of salvation
4. Personal relationship with Jesus Christ in all regents, faculty and staff
5. Spiritual unity among all stakeholders
6. Individuals respected as unique creations of God
7. Excellence in everything we do

## Expected Student Outcomes

*We aspire to graduate students with a Christian worldview who live out expected student outcomes. These outcomes reflect the core values and mission of Plymouth Christian Academy and serve as a foundation for life.*

### Academic Preparedness:

1. Educated in all academic disciplines, and are skilled in reading, writing, speaking, listening, and thinking
2. Possess and apply vocabulary appropriate for effective communication and understand the significance of speech as we communicate with others and with God
3. Demonstrate content mastery in each subject area to allow critical thinking, higher order inquiry and further learning in preparation for post education endeavors
4. Demonstrate the use of technology to communicate, find, analyze and evaluate information in a God-honoring manner
5. Appreciate literature and the arts and understand how they express and shape their beliefs and values
6. Committed to lifelong learning

### Spiritual Foundation:

1. Trust Jesus Christ as personal Savior
2. Personally act upon and share the Good News of salvation throughout our community and in the world
3. Apply biblical principles for conflict resolution God's way
4. Understand the worth of every human being as created in the image of God and care for the needs and feelings of others
5. Evaluate and articulate the distinctions among competing worldviews and evaluate them in terms of a biblical perspective
6. Know, understand, and apply God's Word in daily life
7. Possess and practice apologetic skills to defend their faith
8. Pursue a life of faith, goodness, knowledge, self-control, perseverance, godliness, brotherly kindness, and love
9. Treat their bodies as the temple of the Holy Spirit
10. Actively involved in a church community, serving God and others
11. Evaluate strengths and weaknesses and recognize and develop Godly character and leadership skills, first in themselves, then within our community
12. Rely on Christ as THE Example

#### Social Interaction and Global Engagement:

1. Express a knowledge and an understanding of people, events, and movements in history and engage with others in our community and world in a culturally sensitive manner
2. Summarize the influence of the Christian faith throughout the history of civilization and culture and explain how the person of Jesus Christ impacted the course of history
3. Demonstrate ability to actively listen to others and demonstrate effective interpersonal skills

#### Critical and Creative Thinking

1. Recognize and evaluate his/her own learning styles and set goals to improve one's ability to gain, process and assimilate information
2. Compare, contrast and apply biblical principles and beliefs in a variety of fields
3. Select and evaluate appropriate evidence to support or discredit an argument or position
4. Construct a persuasive argument and apply sound reasoning, support and evidence of such
5. Demonstrate creative problem solving skills

**PCA Ends Statement:** The purpose of Plymouth Christian Academy is to produce students:

- *Matured in their love for God;* Confess and believe Jesus is Lord, Lead transformed, joy-filled, Spirit-led lives
- *Steeped in His Word;* Habitually apply biblical understanding to all aspects of life, Practice in devotional use of Scripture
- *Educated about His world;* Demonstrate understanding of history and present day-peoples, events, and cultures-in the context of God's sovereignty, Exhibit proficiency in mathematics, science, fine arts, language arts, and technological, financial, and life skills, Appreciate the need for physical activity to become lifelong stewards of their bodies, Maintain a balance between academic and extracurricular pursuits
- *Dedicated to lives of service and learning;* Become critical and logical thinkers who read proficiently, strategically, and continually, actively engage our pluralistic society as salt and light, demonstrate a servant spirit and sacrificial giving

#### Vision Casting

Feedback from PCA faculty, parents, and alumni was obtained through surveys, *Think Tanks*, and conversations. The PCA Regent Board, with support of CBC leadership, has established strategic directions for the 2015-2020 time frame. The high-level outline is included below. Details on each of the strategic directions has been shared with PCA stakeholders via the Superintendent's Uplink communications, State of the School presentation, and CBC business meetings.

#### Strategic Direction 2015-2020: PCA 20/20 VISION

Plymouth Christian Academy, as the educational ministry of Calvary Baptist Church, is committed to pursuing the following strategic directions in the 2015-2020 time frame:

1. Prepare Christian Servant leaders - Emphasis on:

- Leadership Initiatives
- Student Seminars / Mentoring programs
- Bible/Chapel program
- Special Speakers
- Service and outreach opportunities

2. Develop Well-Rounded Students of Distinction - Emphasis on:

- Fine & Performing Arts
- Athletics
- Student body diversity via International Program
- Excellent core and elective courses

3. Value and Support Committed Faculty - Emphasis on:

- Teacher Evaluation System
- Strategic Compensation
- Professional Development Opportunities
- Targeted Recruiting of Faculty
- Impactful Relationships with Students

4. Strengthen Foundational Education - Emphasis on:

- New Science lab (ready for fall of 2016)
- Science-Technology-Engineering-Math (STEM) program
- Latest Technology
- Written and oral communication skills

5. Provide Distinctive learning Opportunities - Emphasis on:

- Robotics program
- Technology in the classroom
- Opportunities for outreach and missions
- Unique and varied XPlore experiences
- Student Statesmanship Institute

6. Implement Facilities/Infrastructure/Facilities Improvements - Emphasis on:

- Security improvements
- New Science lab (Fall of 2016)
- Elimination of Debt

- Other Infrastructure (e.g. buses, parking lot, HVAC)
- Seeking God's direction on use of back property

7. Cultivate Ministry Partners - Emphasis on:

- Communicating our vision of God's direction for PCA
- Aligning ministry partners with areas they are passionate about

**Future PCA**

The envisioned future of PCA is a highly-rated, highly-valued school recognized for its outstanding graduates who are matured in their love for God, steeped In His Word, educated about His World, dedicated to lives of service and learning, and prepared to fulfill their calling in His kingdom.

Future PCA is marked by excellence in all areas, including academics, extracurriculars, athletics, fine and performing arts, and student leadership development. Teachers at Future PCA leverage technology in the classroom to expand and support the student learning experience. Students at Future PCA are able to acquire college credit through multiple AP classes or dual enrollment opportunities and are accepted into the college of their choice. Parents at Future PCA readily recognize the value proposition of their investment dollars and eagerly share their enthusiasm for PCA with their friends and family. Parents at Future PCA willingly share their time and talents by participating on Parent Advisory Teams, the Booster Board, and/or Parent Teacher Fellowship committees.

At Future PCA, ministry partner donors are valued for their loving financial support of the school. Their donations have created teacher endowment and a needs-based scholarship fund allowing Christian families to send their children to PCA regardless of their financial means.

Enrollment at Future PCA grows, multiplying the reach of the ministry. Alumni of Future PCA have a genuine desire to "give back" to the school because of the pivotal role it played in their spiritual and academic development.

Students at Future PCA are characterized by their community outreach and desire to serve. They are recognized by their Christ-like character and servant leadership. They embrace a biblical worldview, understand why they believe what they believe, and are equipped to share their faith with sincerity and confidence, including the PCA international students. Students at Future PCA reap the benefits of strategic investments in academics, technology, Bible/chapel program, fine and performing arts, and leadership development.

Future PCA is able to attract and retain highly competent teachers and administrators who are valued for the impact they have on students' lives and who receive compensation that reflects their important contributions inside and outside the classroom.

**Demographic Portrait**

***This section summarizes the demographic portrait provided by the school and what implications that information might have for future growth or accomplishments of students.***

**Plymouth Christian Academy**

43065 Joy Road

Canton, MI 48187

P: 734-459-3505

[Plymouthchristian.org](http://Plymouthchristian.org)

## **Grade Levels Seeking Accreditation**

K-12

## **Governance Structure**

PCA is a church-owned school whose governance structure was revamped three years ago. The Calvary Baptist Church (CBC) Elder Board is the visionary body that oversees the combined mission and vision of the church and school. Under the new governance structure, The Board of Deacons is responsible for the pastoral care of church members and the newly created Board of Trustees is responsible for the oversight of facilities, finances, human resources and the legal affairs for the church and its ministries. The Board of Regents, the third governing body under the Elder Board, is responsible for the ministry of PCA.

The Board of Trustees have the ultimate responsibility for all CBC finances including Plymouth Christian Academy. The CBC Business Manager acts as the Chief Financial Officer of PCA and works collaboratively with the Regent Board and Superintendent to assure ministry excellence and financial stewardship.

The PCA Finance Committee consists of two Deacons, one of which is the Deacon representative to the Regents, two Regents, the Business Manager, and the Superintendent. Additional at-large members may come from either the CBC congregation or the PCA family.

The Board of Regents serves as an arm of the church and has the responsibility and authority for the establishment, function, and maintenance of PCA's ministries PreK through grade 12. The superintendent is empowered to manage the financial affairs of PCA within the boundaries of the annual budget approved by the Trustee Board.

The membership of the Board of Regents consists of a minimum of eight members of CBC and are elected by the membership of the church. A member of the Elder Board and one representative from the Board of Trustees also sit on the board. The Superintendent and Elder Regent Co-chair positions are not counted in the number of members. The Board of Elders may additionally appoint up to four mature Christians representing the constituency of PCA as board members. Board members must be born again believers in Christ and be in agreement with the CBC Statement of Faith. There are currently eleven members serving on the Board of Regents. Elected members serve a term of three years and then may be appointed to serve an additional three year term. At the end of the second term, the board member is required to take a period of one year's absence from the board before being considered once again for a seat on the board.

PCA is administered by the Superintendent who reports directly to the Regent Board. The faculty and staff work directly under the leadership of the Superintendent, who is responsible for formulating and administering the curriculum; recruiting, supervising and evaluating teachers, office, kitchen, and support staff; authorizing and monitoring student activities; interacting directly with parents; and aiding parent organizations.

## **Incorporation Status**

Plymouth Christian Academy is a 501 c 3 tax exempt organization.

## **Head of School Credentials**

The Superintendent holds a Bachelor's Degree in Education and a Master's Degree in Administration/Educational Leadership. She has been involved in education for over twenty-eight years, with twenty-four of those years at PCA. She has experience as an elementary classroom teacher, elementary music teacher, elementary principal



at PCA, and assumed the role of Superintendent/K-12 Principal at PCA in January of 2013. She holds a current ACSI Superintendent's Certificate.

## **Leadership Team**

The Administrative Team consists of:

- Mrs. Beth Larabee, Elementary Coordinator/Development Director
- Mr. Nathan Yates, Secondary Coordinator/Athletic Director/International Program Director
- Mrs. Julie Bottorff, Educational Services Specialist
- Mrs. Karen Baker, School Counselor
- Mr. Daniel Hammar, Technology Director

## **Enrollment**

PCA is a Preschool - 12th grade school and enrolls students in PreK, Begindergarten, grades K-12, the Home School Partnership, and the International Student Program.

3 Year Old Preschool - 39

4 Year Old Preschool - 39

Begindergarten - 12

Kindergarten - 19

Grade 1 - 30

Grade 2 - 19

Grade 3 - 28

Grade 4 - 22

Grade 5 - 35

Grade 6 - 39

Grade 7 - 26

Grade 8 - 39

Grade 9 - 33

Grade 10 - 52

Grade 11 - 46

Grade 12 - 23

Home school Partnership - 32

**Total Enrollment - 533**

**Total without Preschool - 455**

**International Students - 5**

## **Enrollment Trends**

Enrollment at PCA in the 2006-07 school year was at 727 and since that time they have experienced a downward trend in enrollment. This ten year decline in enrollment has resulted in program and staffing cuts and minimal salary adjustments. The Home School Partnership Program and the International Student Program have had a minimal impact on the enrollment.

The PCA administration, board, and staff continue to seek input from stakeholders as to the reasons for lower enrollment and continue to address ways in which to enhance their enrollment. The board realizes the need to identify alternative revenue streams to ensure the long-term sustainability of the school.

## **Finances**

The PCA/CBC budget for 2015-16 is \$3,741,968. The school has not conducted any capital campaigns in the recent past, but it is important to note that approximately \$125,00 is raised via fundraising each year that goes toward the operational budget. CBC has a targeted effort to eliminate the organizational debt of the church/school over a five year period and has a separate building fund set up to receive donations for this purpose. The current school year's Tuition and Fee Schedule determines tuition, fees, and payment terms under PCA's financial contract.

The oversight of the financial operations of PCA is the responsibility of the CBC Trustee Board and the PCA Chief Financial Officer. The CFO and Superintendent provide financial reports to the Regents each month.

## **Family and Student Descriptions**

Students enrolled at PCA come from a variety of backgrounds and family demographics. The majority of students live with both married parents in a single home. However, there are many who do come from single-parent homes. The social economic status ranges from middle to high income.

Located in Canton, MI, PCA has students from a wide range of cultural backgrounds (African American 22, Asian 8, Indian 13, Caucasian 473 and Hispanic). This is best showcased during the international open houses, when students and classrooms exhibit their various cultures. Ranging from Greek, Indian, Middle-eastern, Spanish, Chinese, Korean, Japanese, African-American, and more, their classrooms come alive with food, art, music, and more.

Students travel to PCA from over fifteen different communities with the largest percentage (44%) coming from the Canton area. The PCA student body is comprised of students from over 110 different churches. Approximately 18% attend Calvary Baptist Church, 15% from North Ridge Church and 9% have no church affiliation listed. All students and families are required to confirm their agreement with the PCA Statement of Faith before being admitted to the school. Although the number of churches represented is rather large, PCA's mission is to present a consistent biblical worldview to all students.

## **Achievement of Academic Expected Student Outcomes**

***In this section, the team includes the accomplishments of the students in academic area of expected student outcomes. Information should present summary data, analysis, and an explanation of how they are used in setting school improvement goals.***

One of the ways that the staff at PCA strive to accomplish their mission is through rigorous coursework and curriculum prepared for and presented to their students. It is the goal of PCA to prepare students academically

for the challenges ahead. The achievement of Expected Student Outcomes (ESO) are measured in several ways: achievement testing, graduation rates, surveys, and student accomplishments in extracurricular activities, in academics, fine arts, and missions.

The assessment program has changed in the last few years with the move from the Stanford Achievement Test to the TerraNova to the NWEA MAP testing. PCA is currently using data from NWEA MAP testing for students in grades K-8, ASPIRE for grades 9-10, and the PLAN assessment for grade eleven. Assessment information has been and will continue to be analyzed at the student, class, grade, and district level. Progress reports are analyzed and individual goals are set for ongoing growth. Educational Services evaluate the individual progress of students to determine need for academic support or for additional challenge. Individual teachers or subject area teachers disaggregate the assessment for their specific classes. Grade level and district reports are evaluated by the Administrative team and Assessment Coordinator for curriculum development and monitoring student/grade level growth. The continuity of using the same instrument throughout the grades will allow PCA to systematically measure and evaluate the academic performance, needs, and growth of both students' achievements and the educational program over time. The data from assessments is analyzed and shared with the Superintendent and the Regent Board on a regular basis.

The analysis of the 2014-15 MAP testing revealed that overall, the scores of K-6 students were consistently at or above the national norms in all subject areas tested. While pleased with their strong performance, PCA utilized the testing results to identify some areas of concern in Language Arts and Math.

PCA has a graduation rate of 100%, with 98% of graduates attending college. The remaining 2% of the graduates serve in the military or join mission organizations. Two seniors were named as recipients of the National Merit Scholarship in 2012 and 2013, and PCA has also had three students named as Commended in the same program.

# Standard 1 - Philosophy and Foundations

---

## Indicator 1.1

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

C (Compliance) The school has developed a statement of faith along with philosophy, vision, mission, core values, and schoolwide expected student outcome statements. The leadership of the school has developed a systematic review process for these statements, and feedback from all stakeholders is considered when evaluating the statements.

## Indicator 1.2

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

C (Compliance) The school communicates its philosophy, vision, mission, core values, and schoolwide expected student outcome statements regularly to its constituents and community for understanding and support. These foundational statements are communicated to each segment of its constituency through multiple means and methods.

## Indicator 1.3

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

EC (Exceeds Compliance) The philosophy statement is consistently applied as an integrative, coordinating, and examining device throughout all aspects of the programs, operations, and curriculum. Stakeholders knowledgeably discuss the guiding statements and affirm the importance of the purpose of the school.

## Indicator 1.4

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

EC (Exceeds Compliance) All staff are committed to and consistently look for opportunities to advance the philosophy, vision, and mission of the school.

## Indicator 1.5

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

EC (Exceeds Compliance) The school demonstrates a commitment to the development of the whole child (spiritually, intellectually, physically, emotionally, and socially) from a distinctly Christian perspective. The school is engaged in the following: Continually assessing effective implementation of this commitment; Making this commitment evident throughout all aspects of the programs and operations, including curricular, cocurricular, and extracurricular programs.

## Standard 1 Overview

***The following narrative provides an overview of "what is" in relation to this standard. The team refers to evidence or examples regarding the school's compliance to the standard in their comments.***

The school's mission, vision, and purpose statements were revised and adopted in 2010. Plymouth Christian Academy (PCA) collaborated with parents to educate students from a biblical worldview and equip them for a lifetime of learning, leadership, and service. These statements were carefully and thoughtfully constructed, but have not yet become part of the school culture. Although the school's website, social media, and printed publications state the vision, mission, and purpose statements, few of the stakeholders could identify them.

The PCA Regent Board has created policies to strategically direct the management of the school and to ensure steady and consistent progress towards reaching the 20/20 Vision. Furthermore, the *Expected Student Outcomes 2015-2020 Action Plan* was developed with the support of administration, the Regent Board, Calvary Baptist Church (CBC) leadership, parents, faculty and students. These outcomes provide the under-girding of the school's advancement. Each month the Superintendent gives an Ends progress report to the Board on the accomplishment of the 20/20 Vision goals.

The current superintendent has served since 2012, providing over three decades of experience both as Christian school principal and teacher. She is passionate about training young people in a Christ-centered environment, equipping them to live lives of service to the Lord. In regards to executive leadership, PCA is blessed with the leadership of eleven dedicated individuals who serve together as the Regent Board. The Regent Board engages in an on-going process of strategic assessment endeavoring to plan for the future of PCA.

PCA aims to be a place where students can flourish spiritually, as well as academically and socially. In accordance with the mission, PCA considers it a privilege to be the "hands and feet" of Christ.

## Commendations

***Each commendation has two parts: A. the statement declares the positive behavior or action the school has taken and the beneficial result that is related. B. The second part is the description which includes the evidence.***

### Commendation #1

Stem: The PCA staff demonstrates a commitment to the development of the whole child spiritually, intellectually, physically, emotionally, and socially. (Indicator 1.5)

Description: Expected Student Outcomes (ESO) have been developed to provide a systematic process of educating and nurturing the whole child. (Self-Study, p. 45; Standard 1; Interviews)

## Recommendations

***Each recommendation has two parts: A. the statement declares needed improvement the school should take and the beneficial result that would be realized. B. The second part is the description which includes the evidence.***

### **Recommendation #1**

Stem: Develop, integrate, and communicate focused and concise statements of mission, vision, and core values. (Indicator 1.2)

Description: The vision, mission, and core values are well-written and displayed in a variety of communications, but are difficult for stakeholders to commit to memory. (Interviews; Observation)

## **Adherence to the Standard**

***The following is the visiting team's rating of the school's compliance with the standard. If the school is not compliant on any nonnegotiable indicator, there must be a corresponding recommendation for each one.***

EC (Exceeds Compliance)

# **Standard 2 - Governance and Executive Leadership**

---

## **Indicator 2.1**

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

C (Compliance) The governing body has clearly defined its role, develops overall governing policies, directs the strategic plan, and ensures the financial stability of the school. The members of the governing body serve as informed decision makers.

## **Indicator 2.2**

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

EC (Exceeds Compliance) Board members and executive leadership are recognized by the school and community as mature Christian leaders. They provide spiritual leadership to the staff, students, and other stakeholders in fulfilling the Christ-centered mission of the school.

## **Indicator 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. (C)**

EC (Exceeds Compliance) The annual written evaluation of the head of school is based on fulfillment of the job description, annual written objectives, compliance with the ongoing professional growth plan, and the value that the leader has brought to the organization. The head of school has provided input during the evaluation process, and the board meets personally with the head of school to review the evaluation. Evaluation is a positive experience, and it stimulates professional and organizational growth that is supported in the budget.

## **Indicator 2.4**

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

EC (Exceeds Compliance) School policy ensures that appropriate and ongoing input from constituents and stakeholders is regularly sought. Constituents and stakeholders willingly and appropriately participate in school decision-making processes, demonstrating responsibility and ownership in the school mission.

## **Indicator 2.5**

**Established written policies and procedures promote effective operations in admissions, governance, finance, and other operational aspects. Appropriate legal documents and clearly articulated articles of incorporation, governing body policies, and bylaws are established and are available for review. (C)**

EC (Exceeds Compliance) Policies and procedures are in place whereby the board and administrative staff regularly review and revise policies and procedures to reflect current needs and practice. Staff members refer to policies often to ensure consistency and to understand the application of the policies in the day-to-day life of the school.

## **Indicator 2.6**

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

C (Compliance) An admissions policy is in place whereby students whose educational and/or developmental needs can be met in the existing programs are admitted. Admission criteria are clearly communicated to prospective families. The school has identified the needs of students that have been admitted, and it consistently meets those needs.

## **Indicator 2.7**

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

C (Compliance) The school consistently has the required resources to fulfill its mission and program goals and objectives. The governing board and the administration consistently display evidence of accuracy, integrity, honesty, equity, impartiality, good stewardship, and compassion in financial decisions and operations.

## **Indicator 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. (C)**

C (Compliance) The budget is developed using thorough supporting data. It adequately supports educational and organizational goals that support student learning. It is appropriately managed using general accounting principles, and it is regularly used as a decision-making tool. All fiscal aspects of the school are reflected in the financial documents. Line items to distinguish program expenses are developed as needed to give an accurate picture of resource allocation.

## **Indicator 2.9**



**A financial review 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. The school complies with GAAP. (C)**

EC (Exceeds Compliance) The financial review is used to improve systems and operations. An annual audit at initial and renewal of accreditation is conducted by outside sources.

## **Indicator 2.10**

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

C (Compliance) Just compensation packages are written, reviewed, and adequate for meeting the financial needs of staff. Just compensation packages of local and regional schools were considered in the development of benefits, and benefits were based on equitable recognition of training and level(s) of responsibility.

## **Indicator 2.11**

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

EC (Exceeds Compliance) The school has a system of tracking new laws and regulations; its adherence to applicable laws and regulations goes above compliance. The school's regulatory documents indicate a long history of full compliance with regulatory agencies and no citations for deficiencies.

## **Standard 2 Overview**

***The following narrative provides an overview of "what is" in relation to this standard. The team refers to evidence or examples regarding the school's compliance to the standard in their comments.***

PCA has set forth a governance model that values Christ-honoring leadership. They have established a procedure that provides for clear written policies for the purpose of promoting effective operations in admissions, governance, finance, and additional operational aspects. Legal documents and clearly articulated articles of incorporation, as well as governing body policies and bylaws, have been established which form the foundation by which PCA functions.

Recognizing the need for a change in the governance of the church and their relationship to PCA, the Elder Board restructured and clearly defined the roles between the church and school. The resulting plan defined the Elder Board as the visionary body with oversight of the Trustee Board, the Deacon Board, and the Regent Board. The Trustee Board was created and tasked with the fiscal responsibility for the church and school. The Elder Board entrusted the operation of the school to the Regent Board. There are clearly defined roles for the superintendent and the Regent Board that provide for an effective working relationship. The superintendent presents extensive monthly reports to the Regent Board informing them of the progress of the 20/20 Vision Strategic Plan. The annual evaluation of the superintendent by the Regent Board culminates with professional growth goals.

PCA has established a culture whereby stakeholders are provided with opportunities for input so that a culture of participation and ownership are indicators of shared responsibility. This has strengthened the PCA community.

Financial integrity is important to the present and future well-being of PCA. Therefore, the faculty provide input to the superintendent who works with the Chief Financial Officer and Regent Board to draft an annual budget that meets programming needs while adjusting for various enrollment scenarios. An aggressive strategy has been adopted to provide bonuses to teachers and pay off the debt owed to CBC.

## Commendations

***Each commendation has two parts: A. the statement declares the positive behavior or action the school has taken and the beneficial result that is related. B. The second part is the description which includes the evidence.***

### Commendation #1\*

Stem: There is a strong relationship between the Regent Board and superintendent. The Superintendent's annual evaluation by the Regent Board includes feedback from all members and results in a professional growth plan agreed upon by both parties. (Indicator 2.3)

Description: The Regent Board supports the Superintendent as they work together in meeting the goals of the 20/20 Vision Plan. Each member of the Regent Board completes a survey rating the performance of the Superintendent. The data is analyzed and the resulting evaluation is shared with the Superintendent. Together the Regent Board and the Superintendent develop goals to stimulate professional and organizational growth. (Self-Study, p. 46; Interviews, Evidences)

### Commendation #2

Stem: The written policies provide a solid foundation that guides the daily functions and decisions of the school leadership. Staff members refer to these policies frequently for organizational consistency. (Indicator 2.5)

Description: Utmost care is taken by PCA to ensure that the policies and procedures that facilitate effective operations in admissions, board governance, and finances have been established and are consistently applied. In addition, CBC's Articles of Incorporation and evidence of their non-profit status exists to ensure organizational wellness.

\*Denotes Major Commendation

## Recommendations

***Each recommendation has two parts: A. the statement declares needed improvement the school should take and the beneficial result that would be realized. B. The second part is the description which includes the evidence.***

### Recommendation #1

Stem: Develop and conduct a systematic board self-evaluation. (Indicator 2.1)

Description: The PCA Regent Board seeks training and participates in yearly board retreats. To sustain the momentum of PCA, they must engage in self-evaluation to reach their fullest potential in strategic planning as visionaries of the school. (Interviews; Evidences)

## **Adherence to the Standard**

***The following is the visiting team's rating of the school's compliance with the standard. If the school is not compliant on any nonnegotiable indicator, there must be a corresponding recommendation for each one.***

EC (Exceeds Compliance)

# Standard 3 - Home and Community Relations and Student Services

---

## Indicator 3.1

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

C (Compliance) Enrollment is sufficient to operate as a viable school, meet the needs of students, or operate with financial stability.

## Indicator 3.2

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

C (Compliance) The school conducts regular comprehensive demographic assessments, and it has used some of its constituent responses in light of the stated mission.

## Indicator 3.3

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

C (Compliance) The length of the school day and year, including the number of instructional hours and days, complies with state or provincial laws.

## Indicator 3.4

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

EC (Exceeds Compliance) A variety of regular, well-established, multidimensional, and effective means of communication using state-of-the art technology occurs between the school and its constituents. Communications are designed to keep the community informed and to solicit input and feedback.

## Indicator 3.5

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

C (Compliance) 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.

## **Indicator 3.6**

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

EC (Exceeds Compliance) The school obtains, analyzes, and utilizes input/feedback from current and past students to provide information regarding the learning process in order to make an impact on its instructional and operational practices.

## **Indicator 3.7**

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

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

## **Indicator 3.8**

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

C (Compliance) Services, as specified in the indicator, are provided for all units.

## **Indicator 3.9**

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

C (Compliance) The school has developed and implemented screening and referral processes for students who have special needs.

## **Indicator 3.10**

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

C (Compliance) The school has effective communication with families regarding all guidance services provided by the school.

## **Indicator 3.11**

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

C (Compliance) Student records are organized and current. Accessibility is restricted, and they are in a fireproof location or are electronically duplicated and maintained off-campus. They are compliant with all applicable legal requirements.

## Indicator 3.12

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

EC (Exceeds Compliance) The activities program provides a varied balance of activities including athletics, fine arts, academics, and other interest-based activities; they are developed with the mission of the school in mind and they reflect the spiritual, emotional, academic, and social needs of all students.

## Indicator 3.13

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

C (Compliance) Facilities, personnel, and financial support are sufficient for the student activities program.

## Standard 3 Overview

***The following narrative provides an overview of "what is" in relation to this standard. The team refers to evidence or examples regarding the school's compliance to the standard in their comments.***

PCA has intentionally created an environment where effective communication is taking place and where parents and staff are partnering together to ensure students are receiving a quality Christ-centered education. Following a series of stakeholder surveys, PCA launched their *Think Tanks* in order to gather ideas and input to be used in addressing concerns and areas of needed growth. As stated by one PCA parent, "The *Think Tank* process was a significant step in moving forward as a school." A direct result of the *Think Tank* groups was the formation of Parent Advisory Teams (PAT). With approximately sixty parents involved in these teams, it is clear that the school has given parents a voice and an opportunity to partner with the school. This includes dealing with conflict in a biblical manner as outlined in the parent and student handbooks and teacher contracts and policies.

Other means of communication include school newsletters, emails, social media, handbooks, parent orientations, and the Rediker Plus Portals. The Rediker Plus Portals is the school-wide database that allows for parents, students, and staff to communicate test scores, homework, grades, and informational email updates. PCA meets the required number of days and hours as designated by the state of Michigan and completes regular demographic assessments.

In order to be able to provide a comprehensive assessment program, the school has been developing a plan over the past few years to address student needs. This has allowed for more immediate and consistent reporting for teachers, the educational services team, and parents. Scores can be used by teachers to enhance classroom learning, although professional development on how to use data more effectively is needed. Assessment tools, educational support staff through the Learning Labs, and classroom teachers help to identify and assist students with educational needs, whether for the student who struggles academically or one who needs to be challenged more effectively. The ALPHA program is used to challenge students in grades 1-5 who have scored high on the MAP assessment.

The school offers a variety of educational services beyond their assessment program. Preparing students for leadership in their communities, churches, post-high school, and careers is the focus of the school guidance counselor. Some of these services include online class scheduling, career days, and interpersonal counseling for 7th-12th graders. Students are also equipped to become servant leaders through a variety of co-curricular and extra-curricular activities.

The facilities are adequate in meeting the needs of the students. The relationship of the church and school allows both to benefit from shared resources.

## Commendations

***Each commendation has two parts: A. the statement declares the positive behavior or action the school has taken and the beneficial result that is related. B. The second part is the description which includes the evidence.***

### Commendation #1

Stem: PCA has established effective two-way communication between the school and its constituents to keep families informed and involved. (Indicator 3.4)

Description: The school utilizes a variety of means of communication. The website is well-designed and easily navigated. The Rediker Plus Portal, the web-based data and communication system, allows the school to regularly communicate student assessment scores, grades, homework, and informational emails to parents. Elementary teachers also communicate with parents through weekly newsletters - both hard copies and emails. PCA staff has clearly communicated an Open Door Policy with parents. The bi-annual publication (*Eagle Vision*) and topically-driven newsletter (*Uplinks*), as well as a variety of social media avenues (Twitter, Facebook, Instagram) keep parents, students, and alumni connected to the PCA community. (Self-Study, p. 53; Interviews; Website; Social Media Sites)

### Commendation #2

Stem: The school seeks and welcomes feedback from students, both current and former, and other constituents in order to improve the instruction and operations of the school. (Indicator 3.6)

Description: Alumni, parents, students, and staff have been surveyed, with feedback reported to constituents in *Eagle Vision*, superintendent reports, and social media. The organized *Think Tanks* were instrumental in revealing areas of strengths and weaknesses within the school. As a result of this feedback, several PAT's and the Superintendent Parent Cabinet were formed whose ongoing input greatly benefits the school community. (Self-Study, p. 53; *Evidences*; PCA website)

### Commendation #3\*

Stem: Student activities provide a variety of opportunities for students to discover and apply their gifts. (Indicator 3.12)

Description: The co-curricular and extra-curricular activities cover a broad range of interest areas and skill levels. Students, staff, and parents speak highly of the importance of these opportunities in developing student leaders who are beginning to discover and understand how God has created them to contribute to the world around them. The options are as varied as the students themselves – robotics, world language clubs, athletics, music, drama, National Honor Society. (Self-Study, p. 54-55; Observations; Interviews)

\*Denotes Major Commendation

## Recommendations

***Each recommendation has two parts: A. the statement declares needed improvement the school should take and the beneficial result that would be realized. B. The second part is the description which includes the evidence.***

### Recommendation #1

Stem: Provide professional counseling for students in the elementary grades. (Indicator 3.8)

Description: PCA employs one guidance counselor to service students in grades 7-12. Elementary students are serviced by the superintendent and classroom teachers. Interviews with parents and staff members revealed the need for additional guidance services based on the number and needs of students. (grades K-12), (Self-Study, p. 54; Interviews)

## Adherence to the Standard

***The following is the visiting team's rating of the school's compliance with the standard. If the school is not compliant on any nonnegotiable indicator, there must be a corresponding recommendation for each one.***

C (Compliant)



# Standard 4 - Personnel

---

## Indicator 4.1

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

EC (Exceeds Compliance) In addition to the signed documents, staff members exemplify a passion for Christ, for students, and for Christ-centered educational processes.

## Indicator 4.2

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

C (Compliance) The executive leadership has a set of well-developed ethical guidelines, and the annual training includes opportunities to brainstorm ways for these to be expressed in the culture of the school.

## Indicator 4.3

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

EC (Exceeds Compliance) The supporting documentation includes personal commitments by the majority of the staff to the mission of the school as evidenced by involvement in activities/ programs.

## Indicator 4.4

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

C (Compliance) All administrator certificates are current.

## Indicator 4.5

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

EC (Exceeds Compliance) Many of the teaching staff hold advanced degrees, and they are encouraged and supported in their pursuit of graduate degrees.

## Indicator 4.6

**A minimum of 80 percent of K–12 faculty, which includes professional positions such as guidance counselors, athletic directors, media specialist, etc., based on full-time equivalents (FTEs), hold current ACSI certification. (E/S)**

C (Compliance) Eighty percent or more of the teachers hold current ACSI certificates.

## **Indicator 4.7**

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

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

## **Indicator 4.8**

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

C (Compliance) There are policies and procedures in place that reflect ethical employment practices regarding faculty/staff employment and separation from service that are implemented and regularly reviewed.

## **Indicator 4.9**

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

C (Compliance) Executive leadership follows a clearly defined plan for ongoing evaluation of faculty and staff. The plan is collaboratively developed, provides for feedback, is well documented, and is driven by growth and professional development of the staff.

## **Indicator 4.10**

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

C (Compliance) Instructional: Programs offered by the school are implemented smoothly. Sufficient staff members are present, allowing each staff member to fulfill his or her responsibilities for program management, instruction, and interaction with students. Clerical: The program runs smoothly as a result of sufficient hours allotted to clerical staff. Custodial: The number of custodial and maintenance staff is sufficient for the facilities and programs. Staff members are confident that requested maintenance or custodial services will be received.

## **Indicator 4.11**

**All personnel, including volunteers and substitute teachers, have the appropriate screening and background checks on file, and they are supervised by qualified staff. Orientation for new staff members**

**is thorough and is conducted before any new staff have contact with the students. (C)**

EC (Exceeds Compliance) Additionally, background checks of all personnel include child abuse registry and sex offender registry checks as available on a local, state, and federal level. Every staff member receives a formal orientation to school policies and procedures before beginning employment, regardless of when employment begins within the school year. The process is consistently followed and documented.

## **Standard 4 Overview**

***The following narrative provides an overview of "what is" in relation to this standard. The team refers to evidence or examples regarding the school's compliance to the standard in their comments.***

The heart of a Christian school is the people who serve on the instructional, non-instructional and administrative staff. PCA follows a rigorous hiring process in which potential employees complete an application and interview that includes their personal testimony and commitment to the beliefs and values of the Christian faith. PCA employees and the Regent Board sign the PCA Statement of Faith. All employees sign lifestyle statements. Teachers and administrators also have contractual agreements which include a signature indicating agreement with the stated vision, mission, and philosophy of the school. All employees and volunteers are required to undergo state mandated background checks.

All teachers and administrators at PCA hold a bachelor degree, or higher, from accredited colleges and universities. Ninety-seven percent of the faculty and 100% of the administrators are ACSI certified. Seventy-three percent of the faculty and administration have master's degrees or are pursuing an advanced degree.

In August of 2015 PCA initiated participation in the Michigan Shared Time Program in conjunction with the South Redford School District (SRSD). This program enables PCA to hire teachers by subcontracting them from SRSD, who in turns pays a portion or all of the teacher's salary and benefits. As long as the non-core teachers are highly qualified, the SRSD permits PCA to select and hire individuals that are in agreement with the PCA mission, vision, and philosophy of education. Shared Time faculty are considered part of the PCA faculty and required to hold ACSI certification in addition to their Michigan state teaching certificate. Nineteen of the PCA teachers are employed through the Shared Time Program.

Professional Development is a high priority at PCA. Weekly faculty meetings and faculty devotions serve as a platform for the disbursement of general school information, grade/division meetings, vertical team meetings, meetings for discussing professional development needs, and faculty devotion time.

PCA follows a teacher evaluation system adapted from *Enhancing Professional Practice: A Framework for Teaching*. The system requires that faculty members are observed formally and informally, have peer reviews, annual written evaluations, self-assessments, set annual goals, and receive feedback from student surveys. The teachers' Professional Development Portfolios, housed in the administrative offices, contain documentation for these processes as well as current information pertaining to state and ACSI certification.

The support staff have not been formally evaluated in the last two years.

## **Commendations**

***Each commendation has two parts: A. the statement declares the positive behavior or action the school has taken and the beneficial result that is related. B. The second part is the description which includes the evidence.***

## **Commendation #1**

Stem: The use of volunteers throughout the school enables parents to be engaged in the various programs at PCA and in their child's education. (Indicator 4.3)

Description: Each family at PCA is required to submit the completed the Volunteer Packet with their enrollment application. A volunteer database is updated by the Elementary Coordinator, and as needs arise in the classroom or for various activities, an email is sent to individuals that have expressed an interest in volunteering. All volunteers must verify they are in agreement with the PCA Statement of Faith and undergo background screening. Volunteers in this program provide support in the classrooms as well as serving on various project committees. (Interviews, Documents)

## **Commendation #2\***

Stem: The highly qualified teaching staff at PCA has created a caring environment in which students feel loved and accepted as well as being challenged by the high level of academic rigor. (Standard 4.1, 4.5)

Description: More than 70% of the teaching faculty hold or are working toward masters' degrees in their respective fields. In interviews with faculty, students, and parents it was evident that the teachers are committed to PCA and serve as a living curriculum at the school. Students are inspired to pursue excellence in all areas. The teachers are held in high esteem by both parents and students with both groups indicating that a family atmosphere permeates the school. (Self-Study, p. 56; Interviews; Surveys)

\*Denotes Major Commendation

## **Recommendations**

***Each recommendation has two parts: A. the statement declares needed improvement the school should take and the beneficial result that would be realized. B. The second part is the description which includes the evidence.***

### **Recommendation #1**

Stem: Develop and implement a system for annual evaluation of support staff. (Indicator 4.9)

Description: PCA utilizes a robust evaluation tool for all teaching staff which includes observations, self-evaluation, post-observation conferences, and goal setting. The support staff has not had annual evaluations completed for the last two years. Annual evaluations and goal setting provides purpose and direction for these employees. (Documentation; Interviews)

### **Recommendation #2\***

Stem: Include resources for professional development in the annual budget and implement the long-range professional development plan for teachers. (Indicator 4.7)

Description: PCA teachers set goals each year and are permitted to use both Title II and school funds for professional development to meet those goals. However, there has not been a long-range, written professional development plan based on the analysis of data until this school year. The plan is written and now needs to be implemented to provide regular professional development related to the three goals in the CSIP. The budget should reflect resources to provide this training. (Self-Study, p. 59; Interviews; Evidences)

### **Recommendation #3\***

Stem: Investigate the workload of the administration to provide sufficient support in carrying out the responsibilities associated with a school the size of PCA. (Indicator 4.10)

Description: PCA has an enrollment of 500 students and one administrator that serves as the superintendent, elementary principal, and secondary principal. PCA recognizes the need to increase the number of administrative staff. While the Superintendent has admirably managed the workload of overseeing the entire school, faculty and students will benefit from additional administrative staff. Although the Elementary and Secondary Coordinators help with development, discipline, and other areas throughout the school, there is insufficient support for the Superintendent. The National Study on School Evaluation (NSSE) has published guidelines for appropriate administrative staffing based on school size. These guidelines may be helpful in determining sufficient staffing for PCA. (Observation; Interviews; Evidences)

#### **Recommendation #4**

Stem: Research and develop a comprehensive, written plan for the mentoring of new PCA faculty. (Indicator 4.8)

Description: PCA does have a written plan for mentoring new teachers, however they have found the implementation of this plan has been overwhelming to their new educators. The timeline for a comprehensive program could reach beyond the first year of teaching, identify best teaching practices, and delegate a portion of the responsibility for mentoring to the division teachers. (Interviews; Evidences)

\*Denotes Major Recommendation

## **Adherence to the Standard**

***The following is the visiting team's rating of the school's compliance with the standard. If the school is not compliant on any nonnegotiable indicator, there must be a corresponding recommendation for each one.***

C (Compliant)

# **Standard 5 - Instructional Program and Resources (5.1-5.10)**

---

## **Indicator 5.1**

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

C (Compliance) The curriculum guide/plan is based on biblical truth and utilized to guide instruction for each grade level and each program. The curriculum guide/plan calls for sound educational practice that is reflective of current research. The curriculum guide/plan and instructional practices show evidence of awareness of school-developed standards for each grade level and each program.

## **Indicator 5.2**

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

C (Compliance) Every teacher possesses and utilizes a current curriculum guide/plan that includes all components specified in the indicator.

## **Indicator 5.3**

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

C (Compliance) A process is in place to effectively monitor the school learning environment to ensure that it is conducive to the instruction and development of the whole child.

## **Indicator 5.4**

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

C (Compliance) Instructional strategies and learning activities focus on active engagement, the achievement of essential knowledge and skills, biblical wisdom and understanding, and critical thinking skills as well as higher-order thinking skills.

## **Indicator 5.5**

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

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

## **Indicator 5.6**

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

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

## **Indicator 5.7**

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

C (Compliance) The school uses comparison and trend data of performance. The analysis of student performance data includes the following: (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 (such as student tenure classroom teachers); and (4) comparison to comparable outside groups.

## **Indicator 5.8**

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

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

## **Indicator 5.9**

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

C (Compliance) The school has an appropriate, accessible, and balanced variety of informational resources that represent the Christian distinctive of the school and support the learning objectives of all levels of the instructional program.

## **Indicator 5.10**

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

C (Compliance) Informational resources include components that are culturally sensitive, representing the enrolled demographic population and countries of citizenship of the school's student population.



# **Standard 5 - Instructional Program and Resources (5.11-5.18)**

---

## **Indicator 5.11**

**Faculty members, students, and other relevant constituents provide input into the selection of instructional and research resources that support the attainment of school-wide expected student outcomes. (C)**

C (Compliance) There is a formal process for the faculty members to provide input into the selection of the informational resources supporting the attainment of the schoolwide expected student outcomes.

## **Indicator 5.12**

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

C (Compliance) Informational resources are readily accessible by students, staff, and faculty.

## **Indicator 5.13**

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

C (Compliance) The school has a formal and systematic evaluation process for the instructional program that includes the school environment.

## **Indicator 5.14**

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

C (Compliance) 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.

## **Indicator 5.15**

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

C (Compliance) The school has a written policy regarding student/teacher ratio for each school division. The

school has a written policy regarding the time allocated for instruction that meets the requirements of the state, province, or foreign country of the school's geographic location.

## Indicator 5.16

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

EC (Exceeds Compliance) The school emphasizes and models the moral and ethical use of source material. It emphasizes the related character issues to staff and students.

## Indicator 5.17

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

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

## Indicator 5.18

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

C (Compliance) The school has procedures for regular communication regarding assessment . Both formative and summative assessments are utilized with appropriate communication concerning results.

## Standard 5 Overview

***The following narrative provides an overview of "what is" in relation to this standard. The team refers to evidence or examples regarding the school's compliance to the standard in their comments. While the team is free to address any subject area they feel needs to be addressed as either exemplary or needing attention, they do not have to cover each subject area in this narrative paragraph.***

The instructional program at PCA is established to develop students spiritually, intellectually, physically, emotionally, and socially. Administration, faculty, and staff are committed to biblical truth and provide opportunities for a variety of learning styles and needs. Curriculum Trak, the electronic curriculum guide which is continuously updated by teachers, provides instructional plans including biblical integration, state benchmarks, student objectives, methods, and assessment. Technology is integrated into lessons through the use of computer labs, OneNote, SMART Boards, and a "Bring Your Own Device" program. Having recently transitioned from the TerraNova assessment to the NWEA's Measure of Academic Success (MAP) assessment, teachers need to be trained in the analysis and application of the data obtained. High school students are tested through the PSAT, ACT and ASPIRE. To demonstrate their commitment to analyzing data and making it useful to teachers and parents, an assessment coordinator was hired. On average PCA students consistently score at or above the national norm.

Department heads and vertical teams meet regularly to discuss strengths and weaknesses within their disciplines. The Social Studies Department is currently experiencing a number of transitions as it seeks to implement Michigan's new social studies content expectations and a new curriculum entitled MC3. These changes are supported by the K-12 Social Studies vertical team. Life, physical, and earth sciences are taught in grades K-8. The elementary students have focused, hands-on experiences through instructional time in the high school lab several times each month. Lab experiences in biology, ecology, botany are offered at the high school level as well as course offerings in everything from physiology to advanced chemistry.

Not only is God's truth integrated into daily lesson plans, but it is also evidenced in classroom management philosophy supported through classroom rules, behavior rubrics, and school-wide expected student outcomes. Established policies guarantee adequate time for instruction, adequate class sizes, and completion of graduation requirements. Stakeholders are informed of these procedures and policies in a variety of ways including annual State of the School presentations, Superintendent UpLinks, Constant Contact emails, classroom teacher newsletters, and Parent Portals. Communication within the PCA school family is efficient and broad to reach stakeholders at a variety of interest levels. Additionally, the media center and technology department acquire an appropriate and balanced variety of resources.

All elementary students are trained to hear, sing, read, and write music and perform two concerts annually. Band is available to PCA students from 5th-12th grade. The Exemplary Physical Education Curriculum (EPIC) is used in grades K-6, and the secondary PE curriculum offers both individual and team activities. PCA offers a wide range of world language experiences including German, Spanish, and French.

## Commendations

***Each commendation has two parts: A. the statement declares the positive behavior or action the school has taken and the beneficial result that is related. B. The second part is the description which includes the evidence.***

### Commendation #1

Stem: PCA employs a systematic process for the individual assessment of student learning. (Indicator 5.5)

Description: High school students are annually assessed through ACT, ASPIRE or SAT tests. A K-8 assessment coordinator has been hired to work with teachers in the interpretation and application of data. Among the variety of individual assessments PCA effectively utilizes is the Measure of Academic Progress (MAP), an NWEA assessment tool. PCA students consistently score at or above the national norm. (Self-Study, p 60; Evidences)

### Commendation #2

Stem: Implementation of an on-line version of the curriculum guide called Curriculum Trak has been effective as a curriculum mapping tool. (Indicator 5.1,5.2)

Description: Curriculum Trak software provides for K-12 vertical alignment of subject content, alignment of state standards, student objectives, biblical integration, and assessment. This electronic version allows for easy access and annual revision. (Self-Study, p. 60; Interviews)

### Commendation #3

Stem: PCA employs multiple types of technology resources to support student learning and engagement. (Indicator 5.3)

Description: Classroom teachers utilize Smart boards and One Note software to provide on-line access to assignments and notes. Three computer labs are dedicated to technology instruction and open for student use during the school day. (Self-Study, p. 60; Observations)

## Recommendations

***Each recommendation has two parts: A. the statement declares needed improvement the school should take and the beneficial result that would be realized. B. The second part is the description which includes the evidence.***

### Recommendation #1\*

Stem: Equip faculty to analyze individual student and school-wide trend data to improve student instruction. (Indicators 5.5, 5.6, 5.7)

Description: A K-8 assessment coordinator supports teachers in interpreting data from the Measure of Academic Progress (MAP), an NWEA assessment tool. While this has been an important positive step, further professional development for all faculty will help teachers apply data to daily instructional practices. (Self-Study, p 60; Observations; Interviews)

### Recommendation #2

Stem: Facilitate, monitor, and maintain a systematic process for evaluating curriculum and instructional resources. (Indicator 5.8)

Description: Evidence indicates a systematic process has been established for the review of instructional resources. A written five year review cycle has been established with the goal of formally evaluating the instructional program. However, this procedure is not clearly communicated to the faculty or documented in the faculty handbook. (Self-Study, p. 60; Interviews, Evidences)

### Recommendation #3

Stem: Compile and disseminate student achievement data trends to all stakeholders. (Indicator 5.18)

Description: Stakeholders do not appear to be aware of how PCA students compare with local schools in achievement data trends. Publication of trends from ACT, SAT, ASPIRE, and MAP testing should be communicated to all stakeholders. Posting of these trends on various public domain sources may be beneficial to potential school families investigating educational opportunities for their children. (Self-Study, p. 60; interviews; Observations)

\*Denotes Major Recommendation

## Adherence to the Standard

***The following is the visiting team's rating of the school's compliance with the standard. If the school is not compliant on any nonnegotiable indicator, there must be a corresponding recommendation for each one.***

C (Compliant)

# **Standard 6 - Student Care (Indicators 6.1-6.10)**

---

## **Indicator 6.1**

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

C (Compliance) The school has a comprehensive and reviewed written security and crisis management plan, and the school has trained the staff and students in how to respond in emergency/crisis situations.

## **Indicator 6.2**

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

C (Compliance) The school has formally written a plan for communicating with legal authorities, parents, media, and community members in times of crisis or emergency, and it has provided staff orientation.

## **Indicator 6.3**

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

C (Compliance) All local, state, and federal laws regarding safety and health issues are met.

## **Indicator 6.4**

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

C (Compliance) A plan is in place for tracking and follow-up when students are admitted into the school with allowable documented exceptions to their records. Emergency information is current and maintained for each student.

## **Indicator 6.5**

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

EC (Exceeds Compliance) Written policies and procedures for all areas of health and safety services have been developed, reviewed, and implemented, and they include education and training for staff and students. Prevention is emphasized in the culture of the school.

## **Indicator 6.6**

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

C (Compliance) Biblically based plans and procedures are developed that educate the school community regarding harassment, intimidation, and bullying. They are consistently followed by the school community.

## **Indicator 6.7**

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

C (Compliance) The school has developed a written policy for reporting suspected child abuse or neglect. The policy meets civil requirements and includes provisions for protecting staff members from negative repercussions for making a report. Staff are trained on identifying and preventing child abuse or neglect and appropriate methods of addressing the issues/needs of abused or neglected children on a biennial basis.

## **Indicator 6.8**

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

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

## **Indicator 6.9**

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

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

## **Indicator 6.10**

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

C (Compliance) Clear standards based on sound nutritional research are formally written and implemented.

# **Standard 6 - Student Care (Indicators 6.11-6.18)**

---

## **Indicator 6.11**

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

C (Compliance) Policies and practices that reflect the required local, state, provincial, and federal standards are in place. Observation and documentation confirm that these legal standards are followed.

## **Indicator 6.12**

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

C (Compliance) Documented, regular maintenance and safety inspections are conducted, and deficiencies are corrected to ensure a safe and orderly environment.

## **Indicator 6.13**

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

PC (Partial Compliance) Some facilities are not secure or of sufficient size or nature. Maintenance of facilities is inconsistent. Guidelines for special program facilities (such as fine arts, technology, science, athletics) are not followed.

## **Indicator 6.14**

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

C (Compliance) Recreation areas, common areas, and athletic areas are safe and are large enough for the number of students that use them.

## **Indicator 6.15**

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

C (Compliance) A written facilities plan considers potential growth or reduction in the areas of enrollment, staffing and/or technical needs, and capital improvements. Capital funding is addressed in the school's budget.

## **Indicator 6.16**

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

C (Compliance) Written policies exist for vehicle use and driver qualifications. Vehicles meet government standards. Drivers are licensed at the appropriate levels. Insurance policies are in place, and regulations are followed.

## **Indicator 6.17**

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

EC (Exceeds Compliance) The school conducts an annual assessment of all insurance needs and adjusts coverage as needed.

## **Indicator 6.18**

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

EC (Exceeds Compliance) The school regularly reviews policies and procedures for improvement. The school has walked through various scenarios to plan for communicating effectively with parents, the media, and the school community in the event of tragedy.

## **Standard 6 Overview**

***The following narrative provides an overview of "what is" in relation to this standard. The team refers to evidence or examples regarding the school's compliance to the standard in their comments.***

PCA is a PreK-12th grade school that is a ministry of CBC. The forty-five acre campus consists of thirteen buildings that are shared with the church. Calvary Baptist Church houses Preschool – 2nd grade, elementary offices, financial offices, auditorium for K-12 use (chapels, concerts, assemblies, recitals), band room, choir room, and elementary lunchroom with commercial kitchen. The secondary wing houses 3rd-6th grade classrooms, lunchroom facilities and kitchen, secondary school offices, gymnasium, concession area/kitchenette, athletic offices, and weight room. At the back of the campus, there are eight modular classrooms. The school store is located on the east side of the campus, along with the CBC youth facility and athletic fields.

The facilities are appropriate for the size of the school and support instruction consistent with the school's stated educational goals. Classrooms are sufficient in size and well-maintained. The playground areas are adequate with age-appropriate equipment and ample areas for sports. Many acres of undeveloped land are available for future expansion.

PCA is up-to-date on all mandated safety inspections. Medical files, immunization records, injury reports, physical exams, health records, emergency cards, and staff medical awareness reports are current and filed in the appropriate locations. The school has compiled and submitted PCA's Emergency Guide to the Canton Police Department. Each staff member has a copy of this guide, and it is reviewed at a September staff training session and practiced throughout the school year.

Student safety and building security are a priority for the PCA administration. Upgrades to the security system



have been implemented and include the recent installation of a proximity door pass system to enter most unattended entry doors. The main entry door to the church building and the secondary building are not secured, but during school hours a monitor wearing an emergency alert device is stationed near the door.

The property manager and his support staff care for all immediate maintenance needs and long term repairs. Regular maintenance is scheduled for the main buildings, parking lot, classrooms, gymnasiums, and playground equipment.

PCA owns three buses that are used for field trips, academic activities, and athletics. The buses are inspected annually as required by the state of Michigan.

PCA students are trained with regard to the respect and safety of others through school-wide K-12 Character Counts Program, PCA Protector's Program, Stranger Danger training, Zero-Tolerance Bullying chapels, secondary seminars, Cyber Safety training, and K-12 Behavior Rubric and Mean Behavior training. PCA's Food Service Program offers a menu for both elementary and secondary students.

## Commendations

***Each commendation has two parts: A. the statement declares the positive behavior or action the school has taken and the beneficial result that is related. B. The second part is the description which includes the evidence.***

### Commendation #1

Stem: PCA uses biblically-based programs to instruct the students on the godly way to deal with issues of harassment, intimidation, and bullying. (Indicator 6.6)

Description: The school has established well-thought out school-wide programs such as Character Counts, PCA Protector's Program, Stranger Danger training, Zero-Tolerance Bullying chapels, Secondary Seminars, Cyber Safety training, and K-12 Behavior Rubric and Mean Behavior training program. The students were able to articulate what they had learned in these programs. (Self-study, p. 75, Documents; Interviews; Observations)

### Commendation #2

Stem: The school conducts bi-annual assessments of insurance needs and adjusts their coverage accordingly. (Indicator 6.17)

Description: The bi-annual assessment and adjustments exceeds the standard requirement of an annual review of insurance policies. (Self-Study, p. 75; Interviews; Evidences)

## Recommendations

***Each recommendation has two parts: A. the statement declares needed improvement the school should take and the beneficial result that would be realized. B. The second part is the description which includes the evidence.***

### Recommendation #1

Stem: Investigate and implement nutritional policies that align with research-based guidelines for child nutrition. (Indicator 6.10)

Description: PCA has identified sources for nutritional standards and meal portions. Nutritional guidelines are not posted in the lunchrooms and are inconsistently implemented. (Self-Study, p. 75; Evidences; Interviews; Observations)

**Recommendation #2\***

Stem: Research and implement methods for monitoring and securing all exterior doors throughout the campus. (Indicator 6.13)

Description: PCA has improved security through the proximity door pass system, cameras, secured window egress, perimeter fencing, and monitors wearing an emergency alert device are stationed near unsecured entry doors in the church and secondary buildings. There continues to be potential breeches in security of exterior doors and the modular classrooms. (Evidences; Interviews; Observation)

\*Denotes Major Recommendation

## **Adherence to the Standard**

***The following is the visiting team's rating of the school's compliance with the standard. If the school is not compliant on any nonnegotiable indicator, there must be a corresponding recommendation for each one.***

C (Compliant)

# Standard 7 - Character, Values, and Spiritual Formation of Students

---

## Indicator 7.1

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

EC (Exceeds Compliance) Schoolwide expected student outcomes, including character development, acquisition of Christian values, and spiritual formation are instructionally evident, assessed, and observable in the lives of the students. The outcomes are widely published in the school community.

## Indicator 7.2

**Christlike respect, compassion, and caring for self and all others is taught and demonstrated by school personnel. (C)**

EC (Exceeds Compliance) Respect, compassion, and caring are clearly demonstrated by all school personnel as evidenced by the following: The school's assessment of the caring culture within the school community, An evident spirit of respect, compassion, and caring that is initiated and embraced by the students

## Indicator 7.3

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

C (Compliance) Mentoring and discipleship experiences follow a scheduled and planned sequence focusing on spiritual formation, character development, and instilling Christian values. The school offers the following: effective chapels and some small-group activities, planned curricular, cocurricular, and extracurricular programs for spiritual formation, character development, and the instilling of Christian values.

## Indicator 7.4

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

C (Compliance) Staff/student interactions reflect the attitude of Christ. Communication between staff and students clearly demonstrates sensitivity and responsiveness to the individual needs, interest, and temperaments of the students.

## Indicator 7.5

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

EC (Exceeds Compliance) Application of both a biblical worldview and a 'Great Commission' perspective of the world is evident, in a natural and unforced manner, in the entire curriculum and all the activities of the school. Evidence of this can be seen in both non-instructional and instructional activities of the school. Students have internalized a Christian worldview, and they openly challenge worldly perspectives.

## **Indicator 7.6**

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

EC (Exceeds Compliance) Opportunities for service, missions, and personal growth are determined by the full staff. Careful thought is given to the matriculation of students, the cultural needs represented around the location of the school, and the maximization of the specialized gifts and callings of the staff who have a heart for local and/or global ministry.

## **Indicator 7.7**

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

C (Compliance) The active participation in a local church community is emphasized within the school's philosophy and goals.

## **Indicator 7.8**

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

EC (Exceeds Compliance) Assessment of spiritual development and all the schoolwide expected student outcomes is part of the annual evaluation process. Results are reported to the school's stakeholders. Related goals and plans are in place to increase effectiveness in specific areas.

## **Standard 7 Overview**

***The following narrative provides an overview of "what is" in relation to this standard. The team refers to evidence or examples regarding the school's compliance to the standard in their comments.***

PCA has established a strategy which nurtures character development, promotes Christian values, and integrates a biblical worldview throughout its activities and instruction. Christian character is emphasized through regular Bible study during Bible class, but also through Character Counts, a biblically-based K-12 program. Foundational to spiritual growth, weekly K-12 chapel programs are intentionally constructed to apply God's Word in practical ways as well as providing the opportunity for authentic worship through a prayer focus and student-led praise teams. Once a month middle school and high school students meet in faculty-led seminar groups to

receive additional spiritual mentoring. School personnel model Christlikeness and recognize the privilege of partnering with parents in training and mentoring young people to grow spiritually. Student and teacher relationships exemplify an attitude of service that permeates this school's community of faith. Faculty model servant leadership as they volunteer alongside their students.

Christian service is evidenced in a variety of ways throughout PCA's school culture. All students participate in some form of Christian outreach as demonstration of the Great Commission. Project SHINE, cross-cultural mission trips, the international student exchange program, and ministering at Northville Christian School chapels are just a few examples of PCA's service to others outside the school community.

Just as assessment is required in academic subjects, spiritual development is also regularly evaluated. Students in grades 5-12 and staff complete an annual self-evaluation of their spiritual growth. High school Bible teachers administer spiritual assessments annually for students to collect for their personal portfolios, assisting them in learning to evaluate their own spiritual formation. Through this process, students are instructed in a variety of spiritual disciplines such as journaling, Bible memorization, and Bible reading. PCA's commitment to the infallibility of God's Word will continue to provide a sure foundation for positively impacting the world for Jesus Christ.

## Commendations

***Each commendation has two parts: A. the statement declares the positive behavior or action the school has taken and the beneficial result that is related. B. The second part is the description which includes the evidence.***

### Commendation #1

Stem: PCA is committed to assessing and encouraging student and staff spiritual growth. (Indicator 7.8)

Description: Daily Bible class provides formative and summative assessments. Annual spiritual surveys designed to measure incremental growth are completed by faculty as well as students in grades 5-12. Evidences of student spiritual growth are accumulated and stored in their Student Portfolios and used to track growth throughout their high school career. The Superintendent regularly reports on the spiritual life of the school to the Regent Board. (Self-Study p. 84; Evidences; Interviews)

### Commendation #2

Stem: PCA provides a robust variety of opportunities for spiritual development of students at all grade levels. (Indicators 7.5, 7.6)

Description: One of the outstanding examples of the opportunities for spiritual development is the student-led worship teams for PCA middle and high school chapel. A prayer focus has been introduced at the elementary chapel, and Christian service projects include Project Shine (Serving Him in Neighborhoods Everywhere), student-led chapels at Northville Christian School, and cross-cultural trips. The tone for spiritual development is set in the fall during the secondary (grades 7-12) retreat at Murray's Lake. Student feedback indicated this was a meaningful experience. (Self-Study p. 81-84; Interviews, Observation; Evidences)

## Recommendations

***Each recommendation has two parts: A. the statement declares needed improvement the school should take and the beneficial result that would be realized. B. The second part is the description which includes the evidence.***

### Recommendation #1

Stem: Expand the current mentoring program for students in the elementary grades. (Indicator 7.3)

Description: PCA has indicated a desire for a more vigorous mentoring program for its elementary students. There has been positive feedback on the success of the buddy program in which lower elementary and sixth grade students are paired for prayer teams at chapel services. High school students do interact with elementary students through the robotics program, athletics, and after school tutoring. However, expanding the opportunities for older students to mentor those in the elementary would benefit the school culture. (Self-Study p. 84; Evidences; Interviews)

## Adherence to the Standard

***The following is the visiting team's rating of the school's compliance with the standard. If the school is not compliant on any nonnegotiable indicator, there must be a corresponding recommendation for each one.***

EC (Exceeds Compliance)

# Standard 8 - School Improvement

---

## Indicator 8.1

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

EC (Exceeds Compliance) The school has developed a comprehensive and systematic process for planning that includes a broad range of stakeholders (including parents).

## Indicator 8.2

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

C (Compliance) The CSIP reflects the achievement of schoolwide expected student outcomes, including academics, character, service, relationships, or other categories of outcomes.

## Indicator 8.3

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

C (Compliance) The planning process is organizationally thorough and comprehensive, and it establishes priorities for short- and long-range development.

## Indicator 8.4

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

C (Compliance) The CSIP has been developed using a variety of data sources and/or with strong input from stakeholders. Analysis of the data has been thorough, and there is clarity about what the priorities are for school improvement. The school annually updates the CSIP with current achievement data and stakeholder input. A connection to the mission, vision, and the schoolwide expected student outcomes is evident.

## Indicator 8.5

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

C (Compliance) The CSIP action items address the fiscal, personnel, resources, and time implications.

## Indicator 8.6

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

C (Compliance) The school evaluates and documents the effectiveness and impact of its CSIP. The plans and the progress are communicated to all stakeholders.

## **Standard 8 Overview**

***The following narrative provides an overview of "what is" in relation to this standard. The team refers to evidence or examples regarding the school's compliance to the standard in their comments.***

The PCA administration and board used the recommendations from their last AdvancED visit in 2008-09 to develop their strategic plan. The strategic plan in 2009 included seven strategic initiatives which served as the foundation for school improvement over the past several years.

A culture of stakeholder collaboration began in the summer of 2012 with the scheduling of *Think Tank* meetings for various groups associated with the school and Calvary Baptist Church (CBC). The PCA leadership held separate *Think Tanks* with each stakeholder group - parent, student, staff, and alumni - for the purpose of identifying ways to improve student outcomes at PCA. Valuable information was gleaned from these meetings and used in addition to academic assessment data, parent surveys, alumni surveys, staff surveys, student surveys, "hot topic" staff meetings, input from the CBC and PCA leadership, and the evaluation of current educational and technological trends to develop the 20/20 Vision for PCA.

In response to the information collected, the Superintendent Parent Cabinet and Parent Advisory Teams were established in 2013-14 with the goal of providing collaboration on the improvement of PCA. These groups continue to meet on a regular basis, providing valuable feedback to the administrative team and board.

The 20/20 Vision plan includes strategic direction for PCA for 2015-2020. Using the input from the previously named stakeholders, the 20/20 Vision was developed in 2013-14 and communicated via parent and staff meetings, the various school publications, the State of the School address, and on the PCA website.

Using the 20/20 Vision as the foundation of PCA's direction, three strategic areas were identified as key elements in the Continuous School Improvement Plan (CSIP), yearly goals were set, and an action plan was developed and initiated. The three goals identified in the CSIP are: Assessment, Technology, and Student Leadership.

PCA has made great strides and continues to work toward their stated goals using the 20/20 Vision and CSIP as a road map to success. Completion of goals is documented and the Superintendent submits a monthly progress to the board. The ultimate goal of these initiatives is to deliver value to parents and students by providing a quality, biblical worldview education to all PCA students.

## **Commendations**

***Each commendation has two parts: A. the statement declares the positive behavior or action the school has taken and the beneficial result that is related. B. The second part is the description which includes the evidence.***

### **Commendation #1\***

Stem: PCA seeks input from a wide range of stakeholders and has used information gleaned from students, staff,



parents, and alumni through *Think Tanks* and surveys. (Indicator 8.1)

Description: In 2012 PCA was going through a time of decline in enrollment and parent disengagement. During the summer of 2012 the school implemented *Think Tanks* to seek feedback from parents, students, staff, and alumni. A result of the information gleaned from the *Think Tanks*, along with surveys done in 2013, the 20/20 Vision Strategic Plan was developed. From this plan, PCA identified the top three areas to formulate their Continuous School Improvement Plan (CSIP). The result is a clear focus on assessment, leadership, and technology with the end goal of increasing the value of the education offered to PCA students. (Self-Study, p. 85; Interviews)

## **Commendation #2**

Stem: PCA intentionally seeks to develop student leaders from a biblical worldview. (Indicator 8.4)

Description: One of the goals of the CSIP is to raise up leaders that will be world changers. The PCA is in the process of implementing an intentional Leadership Program that includes Thursday seminar meetings, Student Spiritual Portfolios, chapel leadership, student mentoring groups, and purposeful instruction in leadership. Interviews with parents, staff and students confirmed that the Leadership Program has made an impact in the lives of students by giving them opportunities to study and practice leadership skills in both the school and community. (Self-Study, p 105; Interviews; Documents)

\*Denotes Major Commendation

## **Recommendations**

***Each recommendation has two parts: A. the statement declares needed improvement the school should take and the beneficial result that would be realized. B. The second part is the description which includes the evidence.***

### **Recommendation #1**

Stem: Inform all stakeholders of the three goals identified in the CSIP and regularly report the progress on these goals. (Indicator 8.6)

Description: PCA has identified three major goals in their CSIP which serve as a road map to improve the quality of education to their students. While the 20/20 Vision and CSIP have clearly articulated goals and timelines, neither the parents interviewed, nor the students were aware of these three goals. (Self-Study p, 85; Interviews)

### **Recommendation #2**

Stem: Develop and implement a comprehensive method of assessing the stated goals in the CSIP and their impact on the attainment of the Expected Student Outcomes (ESO's). (Indicator 8.6)

Description: The Self-Study lists the ESO's that would be positively affected through each of the goals in the CSIP, however there is no method of assessing the impact on the ESO's. (Self-Study, p. 87; Evidences)

## **Adherence to the Standard**

***The following is the visiting team's rating of the school's compliance with the standard. If the school is not compliant on any nonnegotiable indicator, there must be a corresponding recommendation for each one.***

C (Compliant)

# Major Commendations

---

## Major Commendation # 1

Stem: There is a strong relationship between the Regent Board and superintendent. The superintendent's annual evaluation by the Regent Board includes feedback from all members and results in a professional growth plan agreed on by both parties. (Indicator 2.3)

Description: The Regent Board supports the superintendent as they work together in meeting the goals of the 20/20 Vision Plan. Each member of the Regent Board completes a survey rating the performance of the superintendent. The data is analyzed and the resulting evaluation is shared with the superintendent. Together the Regent Board and superintendent develop goals to stimulate professional and organizational growth. (Self-Study, p. 46; Interviews, Evidences)

## Major Commendation # 2

Stem: Student activities provide a variety of opportunities for students to discover and apply their gifts. (Indicator 3.12)

Description: The co-curricular and extra-curricular activities cover a broad range of interest areas and skill levels. Students, staff, and parents speak highly of the importance of these opportunities in developing student leaders who are beginning to discover and understand how God has created them to contribute to the world around them. The options are as varied as the students themselves – robotics, world language clubs, athletics, music, drama, National Honor Society. (Self-Study, p. 54-55; Observations; Interviews)

## Major Commendation # 3

Stem: The highly qualified teaching staff at PCA has created a caring environment in which students feel loved and accepted as well as being challenged by the high level of academic rigor. (Standard 4.1, 4.5)

Description: More than 70% of the teaching faculty hold or are working toward masters' degrees in their respective fields. In interviews with faculty, students, and parents it was evident that the teachers are committed to PCA and serve as a living curriculum at the school. Students are inspired to pursue excellence in all areas. The teachers are held in high esteem by both parents and students with both groups indicating that a family atmosphere permeates the school. (Self-Study, p. 56; Interviews; Surveys)

## Major Commendation # 4

Stem: PCA seeks input from a wide range of stakeholders and has used information gleaned from students, staff, parents, and alumni through *Think Tanks* and surveys. (Indicator 8.1)

Description: In 2012 PCA was going through a time of decline in enrollment and parent disengagement. During the summer of 2012 the school implemented *Think Tanks* to seek feedback from parents, students, staff, and alumni. A result of the information gleaned from the *Think Tanks*, along with surveys done in 2013, the 20/20 Vision Strategic Plan was developed. From this plan, PCA identified the top three areas to formulate their Continuous School Improvement Plan (CSIP). The result is a clear focus on assessment, leadership, and

technology with the end goal of increasing the value of the education offered to PCA students. (Self-Study, p. 85; Interviews)

# Major Recommendations

---

## Major Recommendation # 1

Stem: Include resources for professional development in the annual budget and implement the long-range professional development plan for teachers. (Indicator 4.7)

Description: PCA teachers set goals each year and are permitted to use both Title II and school funds for professional development to meet those goals. However, there has not been a long-range, written professional development plan based on the analysis of data until this school year. The plan is written and now needs to be implemented to provide regular professional development related to the three goals in the CSIP. The budget should reflect resources to provide this training. (Self-Study, p. 59; Interviews; Evidences)

## Major Recommendation # 2

Stem: Investigate the workload of the administration to provide sufficient support in carrying out the responsibilities associated with a school the size of PCA. (Indicator 4.10)

Description: PCA has an enrollment of 500 students and one administrator that serves as the superintendent, elementary principal, and secondary principal. PCA recognizes the need to increase the number of administrative staff. While the superintendent has admirably managed the workload of overseeing the entire school, faculty and students will benefit from additional administrative staff. Although the Elementary and Secondary Coordinators help with development, discipline, and other areas throughout the school, there is insufficient support for the Superintendent. The National Study on School Evaluation (NSSE) has published guidelines for appropriate administrative staffing based on school size. These guidelines may be helpful in determining sufficient staffing for PCA. (Observation; Interviews; Evidences)

## Major Recommendation # 3

Stem: Equip faculty to analyze individual student and school-wide trend data to improve student instruction. (Indicators 5.5, 5.6, 5.7)

Description: A K-8 assessment coordinator supports teachers in interpreting data from the Measure of Academic Progress (MAP), an NWEA assessment tool. While this has been an important positive step, further professional development for all faculty will help teachers apply data to daily instructional practices. (Self-Study, p 60; Observations; Interviews)

## Major Recommendation # 4

Stem: Research and implement methods for monitoring and securing all exterior doors throughout the campus. (Indicator 6.13)

Description: PCA has improved security through the proximity door pass system, cameras, secured window egress, perimeter fencing, and monitors wearing an emergency alert device are stationed near unsecured entry doors in the church and secondary buildings. There continues to be potential breeches in security of exterior doors and the modular classrooms. (Evidences; Interviews; Observation)

# Final Narratives

---

## Summary of the Self-Study Process

*The following is a description of the school's self-study report, documentation, evidences, organization, and assessments.*

As the school administration started planning for the accreditation visit, they requested an informational meeting with the team chair. That meeting took place at PCA on January 16, 2015. At that time questions were raised and discussed pertaining to the use of the ASSIST online protocol through AdvancED, with ACSI as the lead partner. The chair once again met with the administrative staff on September 14, 2015, to complete the ACSI/AdvancED Standards and Indicators Checklist. At that time the chair found PCA to be in compliance with the majority of the nonnegotiable indicators. The date for the team visit was set for April 17-20, 2016.

Work on the school's self-assessment began in earnest in the 2014-15 school year. The leadership team organized a steering committee and standards committees. Board members, church administrators, teachers and school support staff were recruited to serve on the various committees to address the five AdvancED standards for accreditation in the ASSIST platform and the ACSI Assurances.

In November of 2015, the administrator contacted the team chair asking if it was possible to switch from the AdvancED/ACSI Partnership Protocol to the newly revised ACSI Protocol, REACH 2.0. A phone conference took place on November 10, 2015, confirming the change in protocols and review of the Standards and Indicators Checklist for REACH 2.0. Standards committees were reorganized to focus on the eight ACSI REACH 2.0 standards.

Committees investigated, rated PCA on the various indicators, researched supporting evidences, and identified areas of strengths and needed improvements for each standard. Their reports were submitted to the steering committee for review and inclusion in the Self-Study.

Individuals were selected and approved by PCA to serve on the ACSI visiting team, with one of the team members serving as a chair-in-training. The team chair and chair-in-training traveled to PCA on March 4, 2016 for the final pre-visit review. The nonnegotiable indicators were reviewed and PCA was found to be in compliance with all of the nonnegotiables. Final arrangements for the team were discussed, the schedule was set, and other details of the team visit were finalized.

The team chair began communicating with team members approximately six weeks prior to the visit. Contact information for the team was shared and verified and three documents were attached: The ACSI REACH 2.0 Standards/Indicators Checklist, REACH 2.0 Chair/Team Member Handbook and REACH 2.0 Standards Manual. Section assignments were made one month prior to the visit and instructions were given by the team chair on how to write the reports for their assigned standards.

The final version of the Self-Study was received by the team chair on March 15, 2016. Evidences and supporting documents were uploaded into Office 365 and the team was given instructions on how to access those documents. Access to Curriculum Trak was also arranged and log-in information was sent to team members by PCA for the purpose of reviewing curriculum.

The schedule for the visit was established and communicated to team members. The team began its work on Sunday, April 17, 2016 at 3:30 PM. A workroom was provided at the hotel and PCA. The school was very helpful in providing the needed projectors, office supplies and access to a printer.

During the visit, team members interviewed one administrator, seven administrative staff, forty-four teachers, 17 support staff, eighty-three teachers, six parents, and ten board members. The team also observed thirty-nine classrooms. Team meetings were held each evening for the purpose of discussing and refining their report.

The final draft of the report was shared with the administrative team on Wednesday afternoon and interested stakeholders after school on the same day.

## Conclusion Summary

***The following section is a summary of the school's general compliance with the standards. It should also address major themes and the school's consistency of its mission and practice.***

Plymouth Christian Academy (PCA) was well prepared for its accreditation visit. The organization and function of the committees with oversight of the leadership team was thorough. Caryn Huntsman, Lori Davis and Beth Larabee coordinated the entire process. The use of electronic files, access to Curriculum Trak, and Office 365 certainly facilitated the work of the Visiting Team.

As the Visiting Team checked into its hotel, they were greeted with a welcome gift of treats and PCA bag. The leadership team met with the Visiting Team at a local restaurant followed by an orientation meeting in the hotel workroom. A workroom for the team was prepared on the PCA campus as well as a workroom at the hotel for evening work sessions. Supplies, tables, resources, documents, refreshments, plus a projector and screen assisted the team in accomplishing its work.

On Monday, the team met briefly with the faculty and staff in the Media Center to inform them of the purpose for the visit and the function of the team. A commitment was made to visit or interview every teacher at least once during the next three days and that goal was met. The superintendent then led the team on a tour of the PCA facilities and grounds.

The environment on campus was one of love, caring and nurturing. Interviews with the board, church leadership, faculty, staff, the administrative team, parents, and students conveyed the love for and commitment to PCA. It was evident that both parents and students felt that they were part of the larger PCA family.

It was also observed that the school provides an abundance of co-curricular and extracurricular student activities. Each of these activities better enables the students to enjoy the fulfillment of the school's expected student outcomes.

The school is very intentional in building on its mission, purpose, philosophy and expected student outcomes for everything that occurs at the school. All non-negotiable indicators were in compliance by the school. There was only one partial compliance indicator, none of which were non-negotiable.

The Self-Assessment ratings of the standards and indicators done by the school mirrored the ratings recorded by the Visiting Team. Two out of four Major Commendations chosen by the team were unanimous. Two of the four Major Recommendations were unanimous. The recommendation by the Visiting Team to the Regional Accreditation Commission was unanimous for a five-year term of accreditation.

## **Statement of Appreciation to the School**

The visiting team wishes to thank the staff, faculty, students and Regents Board of PCA for the warm welcome we experienced while conducting the Accreditation visit. We were treated to gracious hospitality and generosity that reflected the love of Christ.

We also gratefully acknowledge the authenticity of the PCA community during interviews and observations. It truly was a blessing to see God's excellence exhibited. We were inspired and encouraged by your annual theme "As you excel in everything in faith, in speech, in knowledge, in all earnestness and in love for you – see that you excel in this act of grace also" I Corinthians 8:7 because we experienced this first hand. Your students especially stole our hearts. Your ministry in their lives was evident.

We especially want to thank Superintendent, Caryn Huntsman, Lori Davis and Beth Larabee for shepherding the team during the process. We felt cared for and your expertise and knowledge provided guidance as we investigated reports and documents. The lovely accommodations provided a peaceful environment even though the hours of sleep were limited. Your servant's hearts were evident as you assisted us in the Accreditation process. We appreciate you.



## Next Steps

---

The school will receive the visiting team's draft within 30 days of the visit. A copy will go to the appropriate regional office for consideration by the regional commission at their next regularly scheduled meeting. Those meetings happen twice a year. The commission may make changes in the report, if deemed necessary. They will determine the accreditation status and terms for the accreditation period.

If the school is working through a dual accreditation process, the self-study and visiting team report are forwarded to the partner association along with any additional documentation required. That association will communicate directly to the school regarding its accreditation decision.

In the period after the final copy of the report is received, the school is expected to review and communicate the findings, address the recommendations and include them in the school improvement process, continue to report progress on annual reports to ACSI, and maintain accreditation standards.

Accreditation makes a statement about the past, present, and future of a school. In the past, the school has worked hard to meet the standards at a level that shows compliance or above. In the present, accreditation signifies a stamp of approval by ACSI as the accrediting body through the work of a group of peers who know what makes a quality Christian education institution. Finally, accreditation also signifies a commitment to ongoing continuous school improvement as it develops appropriate plans and monitors them for the benefit of student growth and achievement in all areas.

# Roster of Team Members

---

## Chair

**Bobbie Kelly**

(815) 282-7070

bobbie\_kelly@acsi.org

## Assistant Chair

**Mary Smith**

Christian Academy Schools

2151 W Russell Rd

Sydney, OH 45365-7037

(937) 492-7556

mary.smith@caseagles.org

## Team Members

**Margie Baldwin, EdD**

Macomb Christian School

28501 Lorraine Ave

Warren, MI 48093-8202

(248)357-3660 (246)

mbaldwin@macombchristianschools.org

**Katherine Chapman**

Livingston Christian Schools

8877 Main Street

Whitmore Lake, MI 48189

(517) 881-5500

kchapman@livingstonchristianschools.org

**Carrie Krontz**

Calhoun Christian School

20 Woodrow Ave S

Battle Creek, MI 49015-2922

(269) 965-5560

ckrontz@calhounchristian.org

**Carma Yoder**

Fountain City Christian School

120 S Beech St

Bryan, OH 43506-1601

(419) 636-2333

cyoder@fccschool.com