



Accreditation Report - ACSI

First Baptist School

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

First Baptist School (FBS) is located at the southernmost tip of Texas in Brownsville and adjoins Matamoros, Mexico. FBS became a ministry outreach of First Baptist Church of Brownsville, Texas, in 1955. It began with a nursery and steadily grew to grade six by 1980. The church moved its campus in 1980 from a three story building downtown, to what was then the edge of town. At that time, the school expanded to include seventh and eighth grades. In 2003, a decision to add the high school was made, and in 2007, they graduated their first class. The school still operates as an outreach ministry of First Baptist Church, Brownsville, under the direction of a church-appointed school committee.

The school has successfully built a team of qualified teachers who meet ACSI certification standards. The staff is well regarded by their constituents, and they are welcoming, warm, and caring. Parents appreciate the staff's willingness to go above and beyond the call of duty to assist their children.

The school campus, constructed in 1980, is located on seven acres of land, and shares the facilities with the church. Most of the buildings, including a gymnasium and the church sanctuary, are connected around an open courtyard. The school campus is easily accessible from one of the city's main streets.

First Baptist School became a member of ACSI in 1981. FBS received its first ACSI accreditation for grades 1 through 8 in 1989. At that time, the school served students in K4-8th grade. FBS has been re-accredited by ACSI 3 times since, with the last process in 2010, accrediting the kindergarten through high school. The high school has grown from its first graduating class of 7 in 2007 to 19 in 2014. The school is at 93% capacity.

With a population of 139,722, Brownsville is the 15th largest city in Texas. The population is 91% Hispanic. Among the population at least 5 years old living in Brownsville, Harlingen, and San Benito, 87% speak a language other than English at home. Of those, 98% speak Spanish. The Census Bureau ranks Brownsville as the most impoverished city in the nation, according to the Bureau's 2006 American Community Survey. According to the U.S. Census Bureau, only 51% of the population has a high school diploma. The median income for a household in the city is \$24,468. The per capita income is \$9,762. The school serves a student body that is Hispanic, Asian, and Anglo. The school promotes English fluency in a largely bilingual environment.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

First Baptist School's vision and mission statements were revised in 2014 by the school committee, after recommendations by stakeholder committees. The new vision statement reads:

"The vision of First Baptist School is to provide an innovative, evangelical Christian education. This is essential in order to contribute to the Kingdom of God and have a global impact (Matthew 28:19,20). We will equip our students with a lifelong desire to acquire wisdom, knowledge and a biblical worldview. This will be evidenced by a lifestyle of godly character, leadership, service, stewardship (responsibility), and worship."

"The young men and women of First Baptist School will be equipped to fulfill their individual roles in accomplishing the Great Commission. They will love God with all their hearts, minds, and souls (Matthew 23:37); grow in wisdom and stature (Luke 2:52); live in the world as salt and light (Matthew 5:14,14); give sacrificially of their time and resources; become godly leaders within their social and professional environments; and they will reflect the Christ who lives and dwells within them (Romans 12:1,2)."

Mission statement:

First Baptist School exists as a ministry of First Baptist Church to students in Brownsville, Matamoros, and the surrounding areas. First Baptist School is committed to glorifying God by providing a biblically-based education so that students are equipped to meet the challenges of post-secondary education and career advancement, while serving and impacting the world for the Kingdom of Christ.

Core Values:

- God's Word is Truth. God is the Creator. Christ is our Savior

We believe that God's truth is the Supreme authority.

- Respect God Given Authority

We believe the school exists to serve the family unit.

- Embrace a Christ-Centered Academic Institution

We glorify God by following Christ in all our endeavors. We ask ourselves, "If Christ were here, how would He want this done?"

- Pursue Spiritual, Academic and leadership excellence

We believe that God has a plan unique for each of us. At FBS, we develop curriculum and programs that empower our children with skills and tools to fulfill their God given potential.

- Nurture a living, Christian environment

We believe that each student should feel safe, accepted, and loved by his or her families, staff, friends, and peers. As a Christian community, we are called to work together, encourage each other, and develop Christian love enabling us to achieve our goals.

- Fulfill our responsibility to support FBC in its mission to our community

As a church-sponsored school, we have a responsibility to follow Christ's example, learning to become good servants and Disciples of Christ.

As servants, we serve both FBC and our community at large.

- Prayerfully seek God's plan with the resources He has given to us

As stewards of the resources that God has given us, we are responsible for using wisdom in our decisions. By dutifully praying for the Holy's Spirit's guidance, we have faith that our decision will follow God's Plan.

STATEMENT OF FAITH We believe and unqualifiedly affirm:

- The inspiration of the Bible, equally in all parts and without error in its origin;
- The one God, eternally existent Father, Son and Holy Spirit, who created man by a direct immediate act;
- The pre-existence, incarnation, virgin birth, sinless life, miracles, substitutionary death, bodily resurrection, ascension to Heaven, and the second coming of the Lord Jesus Christ;
- The fall of man, the need of regeneration by the operation of the Holy Spirit on the basis of grace alone, and the resurrection of all to life or damnation;
- The spiritual relationship of all believers in the Lord Jesus Christ, who are separate from the world, yet in the world as living testimonies of His saving grace and sanctification through the ministry of the indwelling Holy Spirit.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

FBS strives to help all students achieve academic success while developing a biblical worldview. The curriculum is aligned with state benchmarks and national standards and all classes are taught by ACSI certified instructors. Up to 18 dual-enrollment credit hours are offered to qualifying students through Texas Southmost College via First Baptist faculty. In the past year, dual enrollment classes for Pre-Calculus and Literature have been added to the list of approved courses. To date, First Baptist School holds accreditation with the Association of Christian Schools International and the Southern Association of Colleges and Schools, which is recognized by the federal government as one of the highest accreditations a school can receive. Graduates of First Baptist School have been accepted to and attended dozens of universities across the United States and Mexico, including: Cornell University, Baylor University, Texas A&M, The University of Texas at Austin, La Universidad de Monterrey, The University of Minnesota, New York University, and West Point.

Due to an increasing number of foreign students, mainly Mexican nationals, First Baptist School has implemented a transition program to include LEP students not normally qualified to attend an English speaking school. In addition to this program, it has a growing Summer Intensive English Program that helps students with lower English levels to improve both conversational and academic English. There has been much success as students graduating from this program show a significant increase in their comprehension, vocabulary, writing, and speaking capabilities. With the trend of enrollment indicating an increase in English language learners in both elementary and high school, FBS continues to pursue the best methods of teaching ELLs in a productive, supporting environment.

At the elementary level, First Baptist School has changed its curriculum strategies to increase the focus on "process writing", and has developed a schedule to include regular art, music, and computer classes. Students are able to cultivate enriching skills and talents as they participate in: ACSI Math Olympics, ACSI Speech Meet, ACSI Art Festival, ACSI Creative Writing Festival, Jump Rope Club, Spelling Bee, Bucket Drumming Club, Drama Club, and other exciting extra-curricular opportunities. FBS has also created the position of "Lead Elementary Teacher", which serves as the activities coordinator, volunteer coordinator, and staff development trainer at that level.

Building maintenance and construction are always a challenge due to the continuous use of the facilities; however, in the past several years, FBS has added four brand new classrooms, as well as remodeled the gymnasium restrooms. Also, the installation of new playground equipment has provided an exciting new atmosphere to the playground area. In an effort to implement the use of more technology in the classrooms, each room has been equipped with a Mimio technology and video projectors.

Good things are in store for First Baptist as God continues to bless the school and its constituents. Volunteers, parents, donors, and a committed faculty and staff make this ministry a possibility in a community desperately in need of qualified, Christian leaders. First Baptist School is training the next generation of those leaders and seeks to improve its methods and create opportunities as it approaches a new year of accreditation in 2015. Exciting, future events include: the construction of a new gymnasium and classrooms that will allow for growth in enrollment and athletics as well as create a fresh, new environment for students, and the expansion of the Fine Arts program that will allow for student development in the areas of: music, art, writing, speech, and drama.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

N/A

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"> •Survey results •Communication plan and artifacts that show two-way communication to staff and stakeholders 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

First Baptist School engages in a systematic, inclusive, and comprehensive process to review, revise and communicate a school purpose for student success. This process includes participation by representatives selected at random from all stakeholder groups including parents, school committee members, faculty, administration, church members and staff. The mission statement clearly focuses on student success and is communicated in a number of ways. Each classroom has the mission statement posted to keep it in front of both faculty and students. As well, all students from third - twelfth grade are required by policy to purchase a planner in which the Parent/Student Handbook is printed. All newsletters and applications for enrollment also have the mission statement clearly printed.

The school leadership and staff are committed to a culture that is based on shared values and beliefs about teaching and support challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills. One evidence of this is the Summer English Intensive program which is mandated for students with extremely low reading and English TerraNova scores (<20%) and recommended for students with low (20%< and <40%) scores. As well, an English Enhancement course was created for these same students at the secondary level. In the elementary grades, as staffing has allowed, pull-out sessions for students with low performance levels has been implemented.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 4.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.	<ul style="list-style-type: none"> •Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Assurances, certifications •Governing body training plan •Findings of internal and external reviews of compliance with laws, regulations, and policies •Communications about program regulations •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Supervision and evaluation documents with criteria for improving professional practice and student success noted•Job specific criteria•Representative supervision and evaluation reports	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Our school board and administration ensure that our school complies with all policies at local, state, and federal levels. School board meetings are run according to the established policies. Administrators bring policies that may need revision to the attention of the board. Any policy changes must be voted upon twice before approval. Some board policies are reviewed and updated each year.

Teachers have opportunities to provide feedback to administration on a regular basis through email, surveys, and staff meetings. The learning community that this has created has allowed teachers to share ideas, successes, and challenges. After collecting and analyzing the data, we decided that it would be beneficial to implement a program school-wide in order to help us attain our goal in vocabulary. We will rely on those teacher leaders from the pilot team to make the implementation successful. Teachers are encouraged to attend professional development opportunities that address school improvement needs as well as their own areas of interest. Our para-professionals also attend professional development along with the classroom teachers.

One area where there is opportunity for growth is in the collection of data. We have formed a position of curriculum coordinator trained in how to utilize our assessment (Terra Nova) to help drive decision making in the area of instruction. This person will then serve as a leader in bringing the rest of our staff up to date on using the data.

Evaluation policies for all staff including para-professionals, custodial staff, kitchen staff, secretaries, teachers, and administrators are in place. Administrators utilize a form to complete observations on a regular basis. This practice provides timely feedback to classroom teachers and allows the administration to gather and analyze data regarding classroom practices.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 4.0

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Graduate follow-up surveys •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Enrollment patterns for various courses •Course descriptions •Descriptions of instructional techniques 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Standards-based report cards •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Agenda items addressing these strategies •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Interdisciplinary projects 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Peer coaching guidelines and procedures •Examples of improvements to content and instructional practice resulting from collaboration 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"> •Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •List of students matched to adult advocate •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure •Description of formal adult advocate structures 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.	<ul style="list-style-type: none"> •Evaluation process for grading and reporting practices •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Results of evaluation of professional learning program. •Evaluation tools for professional learning •Brief explanation of alignment between professional learning and identified needs •Crosswalk between professional learning and school purpose and direction 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.	<ul style="list-style-type: none"> •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students 	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

First Baptist School exceeds compliance in its curriculum, instructional design, and assessment practices.

Curriculum mapping ensures instruction that is Biblically-based, curriculum-driven, and in line with the school's philosophy, goals and statement of faith. We use several strategies, including an English enrichment program, to provide equitable and challenging learning experiences for all students. Our seasoned instructional staff routinely participates in professional development and collaborative meetings. For the future, we would like to implement a more formalized structure for mentoring and supporting new hires.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.43

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •Alignment of budget with school purpose and direction •School calendar 	Level 4

Accreditation Report - ACSI

First Baptist School

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none"> •Records of depreciation of equipment •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Budget related to media and information resource acquisition •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Assessments to inform development of technology plan •Policies relative to technology use 	Level 3

Accreditation Report - ACSI

First Baptist School

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none">•Agreements with school community agencies for student-family support•Schedule of family services, e.g., parent classes, survival skills•Social classes and services, e.g., bullying, character education	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none">•List of services available related to counseling, assessment, referral, educational, and career planning•Budget for counseling, assessment, referral, educational and career planning•Description of IEP process•Description of referral process	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

First Baptist School has resources and provides services to support its purpose and direction and to ensure success for all students. The school places a high priority in recruiting and maintaining qualified professional and support staff sufficient in number to support school programs and to fulfill its purpose and direction and to meet the needs of all students. The administration places a priority on protecting classroom instructional time. The school's finances are well managed, using generally accepted accounting practices, and resources are focused on supporting the school program for all learners. The school has clearly defined expectations for maintaining facilities, services, and equipment to provide a safe, clean, and healthy environment for all students. Schedules are maintained and checked to evaluate and make improvements on facilities. Students and school personnel use a range of media and information resources to support the school's educational program. The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. Students and personnel search and retrieve information in an ethical way. The administration and IT personnel monitor school environment to improve technology services and infrastructure. FBS fosters a climate of trust so that the holistic well-being of all students is preserved through concerned staff, resources, and support services.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 4.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Policies specific to data training •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Training materials specific to the evaluation, interpretation, and use of data 	Level 4

Accreditation Report - ACSI

First Baptist School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none"> •Minutes of board meetings regarding achievement of student learning goals •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups 	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

First Baptist School maintains a testing schedule both curriculum and standardized based to accurately assess the students' progress.

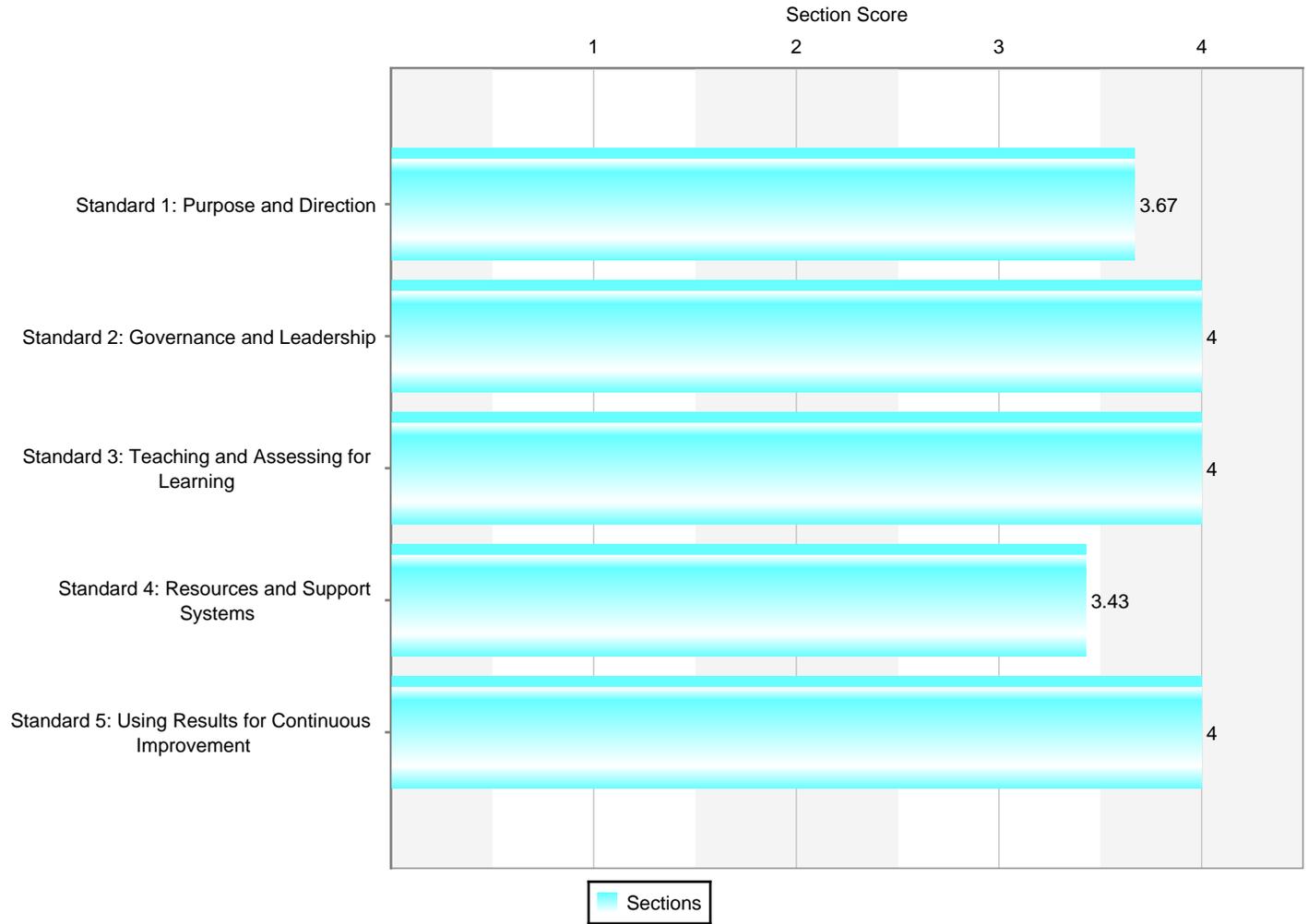
Standardized testing is scheduled on the school calendar at the onset of each school year, ensuring that all stakeholders are informed. At the secondary level, tests are noted on a test schedule calendar to assure that the testing load on students is manageable in accord with school policy.

Training in interpretation and application of standardized test results is provided during in-service. Parents have the opportunity to meet with the homeroom teacher to review those results at the year's end.

There are several areas of improvement that were noted with regard to assessment. First, efforts should be made to improve communication and explanation of test results to parents. Second, a more formal analysis of test results data and its conveyance to faculty in order to improve instruction would be beneficial. Finally, a process by which those improvements are assessed is needed.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Feedback Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Quality staff,
Christian environment,
Quality education,
Loving environment,
Supportive administration.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

This was our first year using the ASSIST protocol; therefore trends were difficult to establish; however, from previous surveys, communication has improved, as well as our fine arts offerings.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

All areas based on verbal feedback in parent meetings and conferences as well as faculty meetings are consistent with survey findings.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Security,
Small, inadequate, aging facilities.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

None noted.

What are the implications for these stakeholder perceptions?

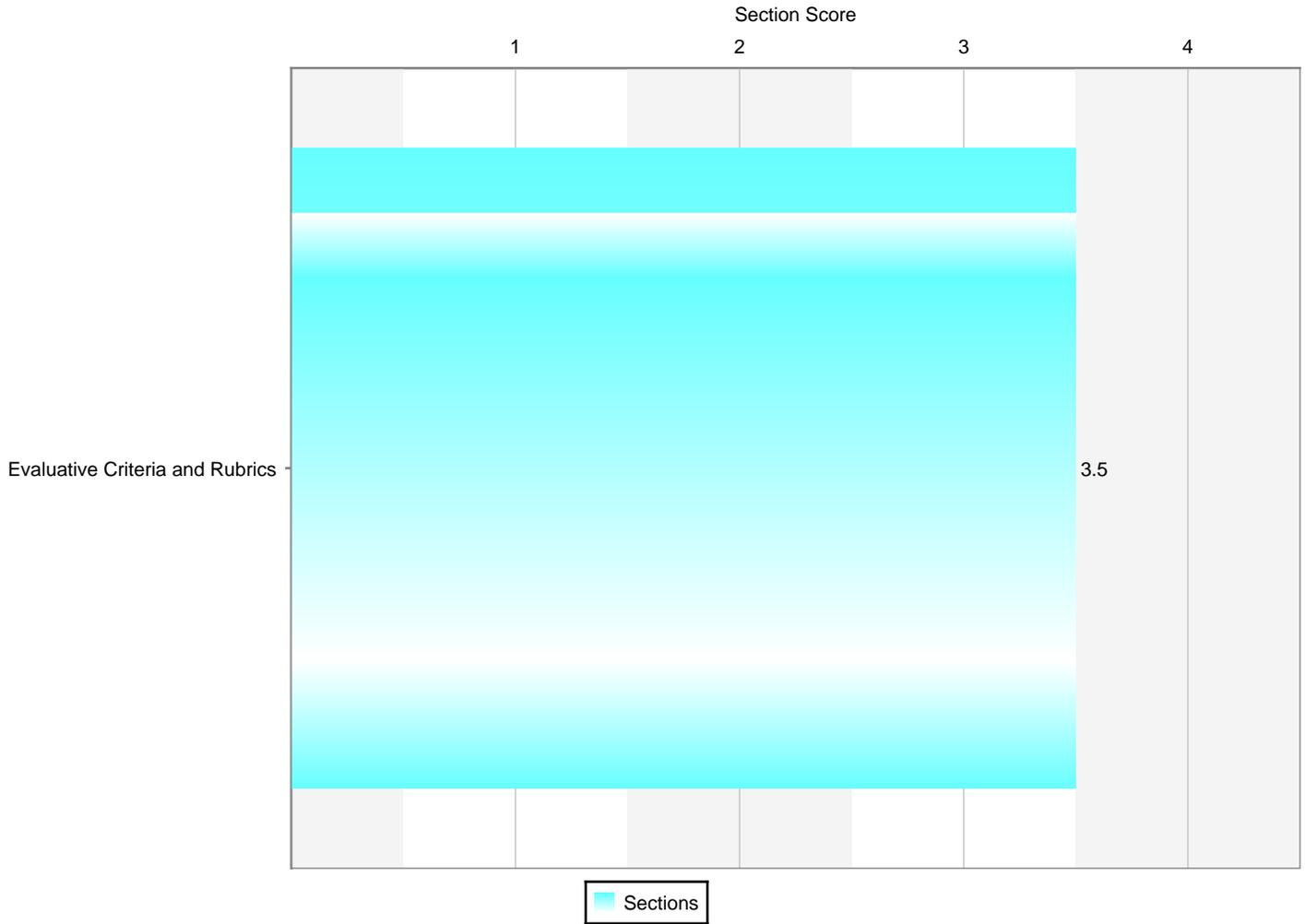
First Baptist School should continue to grow in areas of communication and devote resources to remodeling older facilities and building new, larger facilities.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The desire for increased security, and the need for new, larger facilities were both consistent with information received from other sources.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		PSAT Data Summary TerraNova Data

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Based on our student population containing high numbers of English language learners our Language and Reading achievement scores are higher than expected.

Describe the area(s) that show a positive trend in performance.

Reading achievement scores have shown a slight positive trend.

Which area(s) indicate the overall highest performance?

All areas are performing at similar levels.

Which subgroup(s) show a trend toward increasing performance?

None noted.

Between which subgroups is the achievement gap closing?

None noted.

Which of the above reported findings are consistent with findings from other data sources?

Both external and internal sources, such as report cards, SAT tests and PSAT tests, confirm the above findings.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Math achievement scores are below school expectations.

Describe the area(s) that show a negative trend in performance.

Math achievement scores have shown a slight negative trend.

Which area(s) indicate the overall lowest performance?

Math scores are slightly statistically lower.

Which subgroup(s) show a trend toward decreasing performance?

None noted.

Between which subgroups is the achievement gap becoming greater?

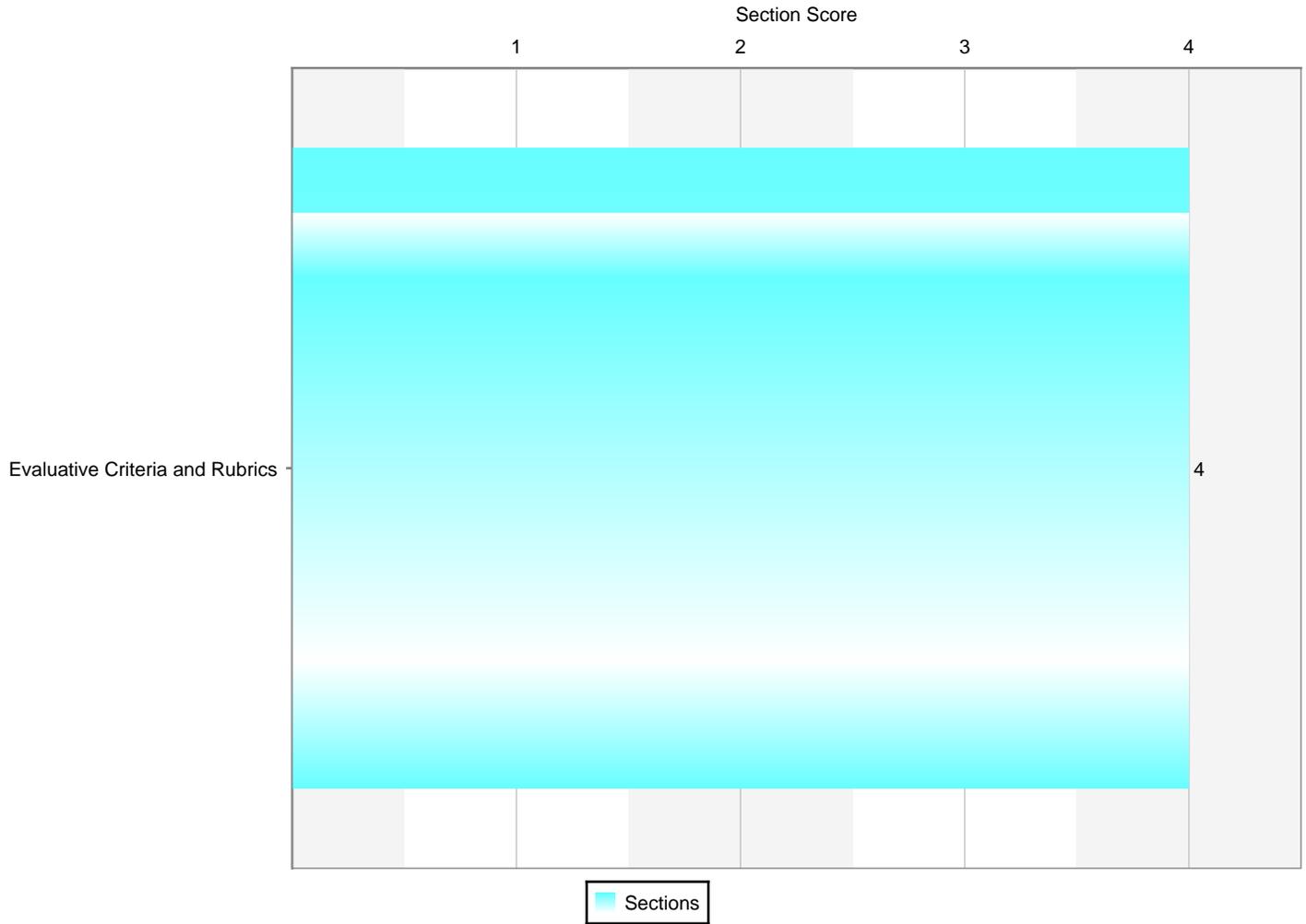
None noted.

Which of the above reported findings are consistent with findings from other data sources?

Both external and internal sources, such as report cards, SAT tests and PSAT tests, confirm the above findings.

Report Summary

Scores By Section



ACSI Diagnostic

Introduction

This diagnostic serves as a companion document to the AdvancED Standards for Quality Schools and provides additional distinctive cultural content that will be used as part of the evaluation process for ACSI accreditation. Through this self-assessment process, schools are guided through an in-depth internal evaluation of all areas of operations and programs, and provided an opportunity to develop the accountability and discipline required by quality Christian educational systems.

Purpose and Direction

How does the school ensure the school/program is clearly Christian in its philosophy and orientation?

As our mission statement indicates, at First Baptist School, we are committed to glorifying God by providing a Biblically-based education so that students are transformed and equipped to meet the challenges of post-secondary education and career advancement, while serving and impacting the world for the Kingdom of Christ. To ensure this commitment is met, we seek highly qualified, Christian educators who live in congruence with our beliefs and values, and who take it upon themselves to nurture and grow our students' spiritual lives. Every morning our staff participates in group devotions that help them refocus and prepare spiritually for the day. We require a Bible credit for each grade level, and seek curriculum that will meet the specific needs of our students based on data collected from surveys of their spiritual life and experiences. Each week, chapel services are provided at age appropriate levels consisting of worship, prayer, and a keynote speaker, as well as media and drama presentations. In addition to this routine, we also coordinate events to foster spiritual growth in our student body such as: High School Trip, Spiritual Emphasis Week, See You at the Pole, and Servants in Action.

A dynamic Christian school/program is always committed to a cycle of focused improvement and never satisfied with current or past achievements. How does the school ensure that all school improvement has at its foundation the Christian philosophy, mission, & core values?

As per its policy manual, our school's administration is governed by a school board made up of members from First Baptist Church. Every major decision is discussed in an administrative meeting, consisting of the administrator, principal, lead elementary teacher, and secretary, then brought before the school board to be reviewed. All considerations are evaluated through the lens of the overall mission of our school and the values we have established based on the Word of God, then voted on in the meeting. This process allows much input and various checks and balances to ensure that the school's purpose remains on point. In addition to new ideas and processes, we also initiate a 5 year review cycle that focuses on a particular aspect of our school. This cycle allows us to further ensure that all progress is being evaluated properly to ensure that its intended affect is indeed occurring.

What processes are used to ensure that expected student outcomes include strong character, Christ-like values, and a God-centered pattern of life?

First Baptist School seeks to provide families and students with a nurturing environment conducive to the development of a distinctly Biblical lifestyle, with the intent of producing students who are fully transformed followers of Jesus Christ, equipped to meet the challenges of living a godly life within our society. To ensure that our students are receiving this instruction, we have implemented a program that focuses on a new character trait each month based on our core values. Teachers are encouraged to praise students based on demonstration of these character traits in their lives. We also work in conjunction with First Baptist Church to promote attendance of events that will instill Biblical truths and values in our students such as: Youth Group, AWANA, Vacation Bible School, Church Conferences, and Mission Trips. In addition to these events, our school hosts annual mission trips, service projects, and community outreach events that direct our students' focus on benevolence and develop altruistic behavior in our student body.

How is the faculty prepared to teach the instructional content from a biblical worldview?

Our hiring process insures that each of our faculty members has a relationship with Jesus Christ and attends a local evangelical church and is living their faith in practical ways. As part of this process each of our faculty agrees to complete the ACSI certification for educators at their level which includes extensive worldview training. Subsequently, worldview development is reinforced through attendance of conventions, conferences and in-service training which is purposeful in its furtherance of this development. Further, our curriculum is written and materials selected which reinforce not only the Biblical worldview of the instructor but enhance their ability to convey it to their students.

Governance and Leadership

What processes and procedures are in place to ensure that Christ-centered governance and administrative leadership is taking place? How are board members and administrative leaders recognized by the school community as mature Christian leaders?

The school board is made up of 9 members who are appointed to serve a 3-year term, with the option of serving a 4th year before rotating off the Committee. The term begins September 1st and ends August 31. The Pastor of First Baptist Church recommends the appointment of members to fill vacancies on the Committee as they occur. The Pastor also appoints the Chairperson of the School Committee annually, subject to the Church approval. Because of the eternal importance of service to the Lord as a part of the First Baptist School Committee, members are characterized by and willingly commit to the following areas: Each Committee member must be a committed believer in Christ who desires to walk with the Lord and evidences that desire by his lifestyle. Each Committee member must be an active, supportive member of First Baptist Church, its staff and ministries. Each committee member must believe and support the concept and philosophy of Christian Education and be dedicated to the principles and goals of the School. Each Committee member is strongly encouraged to have all his children in the School unless there is clear evidence or reason for their not attending the School. Each Committee member shall make the School ministry a matter of regular intercessory prayer for God's blessing on the School. Each Committee member is to attend all meeting unless providentially hindered and should be willing to devote time to the study and improvement of the School. No person shall be considered for Committee membership if he or any member of his immediate family is employed by the School. The Superintendent is employed by the School Board and must be unanimously voted into service. He also must be a member of First Baptist Church and is considered part of the pastoral staff of the Church.

How does the school leadership ensure that all personnel, including volunteers, are Christians that are competent, dedicated, and well qualified for their assigned responsibilities and are committed to the written philosophy, mission, vision, and core values of the school?

All faculty and staff sign a contract consisting of a statement of: beliefs, core values, and behavioral expectations. Faculty and staff are subjected to various evaluations, which include professional performance and spiritual development. All accusations or concerns are handled in a respectful manner that comply with the appropriate meetings and conferences, and if needed, appropriate disciplinary action is taken. All teachers and staff are required to attend a Bible-believing church and demonstrate the characteristics of a spirit-filled believer. Volunteers complete an application and are subject to a background check and administrative approval before working with students. The application requests information about interests, abilities, and spiritual life.

Teaching and Assisting for Learning

How does the school ensure the curriculum guide is based on biblical truth, is applicable and reflective of the school's Christian foundations?

The curriculum guide is assembled by our faculty, Biblical integration of a Christian worldview is a critical part of this guide. It is not complete without this component. While our curriculum guides are in agreement with state standards, we seek to implement Biblical truths into the core of each subject.

How does the school ensure that the educational program is dynamic and biblically integrated throughout the entire instructional program?

As an overall basis of Biblical integration for our school, we have carefully selected Christian publishers such as: Bob Jones, Abeka, Apologia, and Purposeful Design. In addition, our curriculum is on a 5 year review cycle, which includes a review of Biblical integration in each discipline. Teachers are encouraged to differentiate learning and vary strategies in their classrooms to promote student interest in the classroom. We have consistently added modern Christian literature and media to our library to assist teachers in this endeavor. In addition to regular classroom integration, our school promotes Biblical application and understanding in its extra-curricular activities with intentionally scheduled programs and trips such as: The Answers in Genesis Conference, historical, biblically-based trips to Washington D.C. and landmarks of Texas, Fellowship of Christian Athletes, and medical missions trips to the Dominican Republic.

How does your school assess the spiritual formation and worldview issues of the school, students & staff?

As a first point of reference, all students respond to a few questions on the application regarding church attendance. In addition to the application process, each student (6th-12th grade) is required to bring a signed recommendation letter from his/her pastor. As part of this process, each family meets with the principal where further information is gathered to assess the spiritual foundation of our students and families. As students start classes, each teacher keeps a spiritual assessment folder that has an initial survey at the beginning of the year regarding the student's spiritual life, and a survey at the end determining any changes from the year. Teachers are encouraged to regularly update these folders as needed.

Each fall First Baptist School hosts a Spiritual Emphasis Week. During this time students are challenged by a speaker and participate in worship, See You at the Pole, and other spiritual-related activities. At the end of this week, students are given a survey assessing where they are spiritually and what they have learned.

All staff are required in their application to respond to questions regarding his/her spirituality, including books they have read to influence their spiritual life, their current walk with God, and church-related history and information. All teachers go through a routine interview with the school board and are asked to give his/her testimony as well as respond to any questions or concerns the board may raise.

Resources and Support Systems

What policies and procedures are in place to ensure the health of the students/children—emotionally, physically, spiritually, and academically?

All students are to recognize that their bodies are "the temple of the Holy Spirit". The use of illegal drugs (including alcohol) and tobacco or the possession thereof is prohibited, whether on or off campus. Each student should display speech, dress, and actions which are reflective of Christ. Involvement in the occult is prohibited and will be grounds for expulsion. A pattern of involvement with music containing lyrics which encourage an unchristian-like lifestyle is prohibited. Each teacher has and enforces an approved discipline plan which has been communicated to both parents and students. In the secondary, this consists of a demerit system that is tracked and recorded in the student's online profile and immediately available for parental review. Appropriate awards and praise are given for academic/athletic success to promote an overall excitement for learning and activity.

Required documentation of immunizations in compliance with state law is required upon admission to First Baptist. Students who have noticeable symptoms of illness, such as coughing, sore throat and /or fever should not be brought to school. Students who have a communicable disease will not be allowed to return to school without a doctor's release. Health screenings are required upon admittance to First Baptist School that serve to provide routine check-ups for our students and verify eligibility for athletics. Our food service program has been inspected and licensed under the Brownsville Health Department. Lunch plates offer a variety of choices incorporating a variety of fruits and vegetables.

Many extra-curricular activities are offered that promote and encourage student development spiritually such as: Fellowship of Christian Athletes, Bible studies led by faculty, National Honor Society, and Service Club. Students also attend a weekly chapel where they are presented with Biblical truths and encouraged to worship and pray. Every year our high school takes a week to explore, bond, and grow together in a trip around Texas. During this time, teachers serve as counselors and students participate in team building activities, as well as are confronted with the gospel. We have seen many students come to know Christ and rededicate their lives during this time.

The education offered in a Christian school/program must be Christ centered. Effective partnerships with parents are a vital part of quality education. Between staff and parents, a rapport is built that supports communication between the home and the education program. Give evidence and documentation that this relationship exists.

As stated in our policy manual, we believe the school exists to serve the family. To foster a relationship between the school and the home, we encourage our staff to develop open communication with families. As an institution, we have set several ways in which we have fast, convenient communication with the home. Our school uses RenWeb, a managing system that documents grades, behavior, medical records, etc. All grades are immediately viewable to parents on ParentWeb, as well as disciplinary actions. In addition to these notifications, parents are also required to attend a parent conference at the end of the first nine weeks to view their student's progress and discuss potential problems or needs. Subsequent conferences are held at the end of the first semester for students experiencing academic difficulty. When behavioral issues arise, parents are notified by e-mail, text message, or direct phone call. Our teachers also understand the importance of support from the home and are easily accessible via e-mail or scheduled appointments.

The safety of our students is a top priority for us, and our desire is that parents are aware of anything that happens on campus that could be a potential threat. For this reason, we have an emergency notification system called ParentAlert. This system uses parents' e-mails and phone numbers to send out an immediate notification. We often use this to remind parents of activities or school day cancellations.

We have recently updated our website to include a variety of resources and information for our parents and students at fbscrusaders.net.

Every month a newsletter is sent home highlighting key information for that time period and reminding parents of deadlines or activities they may wish to participate in. A new item for this year that has been very successful in reaching our families, students, and community is a Facebook page. This page is used much like a newsletter in that it highlights activities and promotes our school. Many of our parents can only communicate in Spanish. For this reason, our newsletters are sent out in both languages, our secretaries are bilingual, and our teachers are provided translators for parent-teacher conferences. Documentation such as enrollment forms, tuition information, etc. is also provided in Spanish for our families.

How is the Christian distinctive and mission of the school evidenced in its media and information services?

As stewards of the resources that God has given us, we are responsible for using wisdom in our decisions. We strive to create an environment where students are not tempted to make wrong decisions regarding what they access in our media and information services. For this reason, we have passwords required for our wifi access, filters for web access, and monitored internet access. Our librarian also evaluates the books and literature available to our students and weeds out any that could be harmful to their development. We encourage and teach the usage of credible sources and instruct our students on the usage of accurate citing, discouraging plagiarism.

AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		

ACSI Assurances

Introduction

Association of Christian Schools International (ACSI) Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required assurances.

ACSI Assurances

Label	Assurance	Response	Comment	Attachment
1.	The school/program is clearly Christian in its philosophy and orientation.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The school/program has developed written statements of philosophy, vision, mission, beliefs, and core values, as well as a statement of faith. These statements are well defined and systematically reviewed. They outline the school's/program's Christian distinctive and communicate a clear purpose and direction for school effectiveness and student/child growth and development.	Yes		

Label	Assurance	Response	Comment	Attachment
3.	From a distinctively Christian perspective, all staff demonstrate a commitment to the development of the whole child-spiritually, intellectually, physically, emotionally, and socially.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	A philosophical foundation of biblical integration is readily apparent in the activities outside the classroom.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Ethical and moral behaviors based on biblical character and values are routinely taught and modeled by the staff, learned and displayed by the students, and implemented throughout the organization.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	Parents are viewed as a vital part of the quality education provided by our school/center. Effective staff and parent partnerships exist in our school/center, and rapport is built that supports communication between the home and the education program.	Yes		

Accreditation Report - ACSI

First Baptist School

Label	Assurance	Response	Comment	Attachment
7.	Expected student outcomes include character development, acquisition of Christian values, and spiritual formation. Application of both a biblical worldview and a "Great Commission" perspective of the world is evident, in a natural and unforced manner, in all aspects of the school.	Yes		

Label	Assurance	Response	Comment	Attachment
8.	School/program personnel, including volunteers, clearly indicate their calling to the mission of the school/program and have provided evidence that their relationships with its entire community are biblically based.	Yes	Some volunteers are not believers; however, they are required to follow biblically based principles.	

Label	Assurance	Response	Comment	Attachment
9.	Christ-centered governance and administrative leadership that promotes effectiveness of the school/program and growth of the student/child through an established structure contributes to a well-managed and operationally and financially sound Christian education institution.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	The administrative 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.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	The governance policies are implemented by the staff who are guided by operational policies and procedures developed by the administration.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	The administrator is the instructional leader of the school, and he or she supervises all faculty and staff.	Yes		

Label	Assurance	Response	Comment	Attachment
13.	The educational leaders have a clear testimony of faith in Jesus Christ. They are spiritually qualified and committed to the doctrine, philosophy, goals, vision, and mission of the school. Leaders are held to a high biblical standard of accountability for their actions and demeanor (James 3:1, Titus 1:7-9, I Timothy 3:1-13).	Yes		

Accreditation Report - ACSI

First Baptist School

Label	Assurance	Response	Comment	Attachment
14.	Financial resources are available to fulfill the mission and programs, and financial operations and decisions are conducted with integrity and in accordance with biblical principles.	Yes		

Label	Assurance	Response	Comment	Attachment
15.	The foundational basis for all policies, administrative and operation, shall be biblical principles and Christian values.	Yes		

Label	Assurance	Response	Comment	Attachment
16.	The leadership of the school/program ensures that staff members know and understand the ethical considerations of their respective positions. Considerations include, but are not limited to the following: -Confidentiality - Professionalism - Appropriate relationships with staff, parents and children - Personal and spiritual development - Professional reading and contributions to the field - flexibility - A Christ like attitude	Yes		

Label	Assurance	Response	Comment	Attachment
17.	Education is provided to the students/children through a professionally qualified Christian faculty and staff. Faculty and staff have the appropriate credentials, degrees, and training, and they are qualified for their assigned duties.	Yes		

Label	Assurance	Response	Comment	Attachment
18	Each staff member is Christian, and has a clear testimony of faith in Christ, reflecting the school's/program's code of ethics/lifestyle statement that is affirmed by the administrative team upon hiring.	Yes		

Label	Assurance	Response	Comment	Attachment
19.	The K-12 chief administrator and all K-12 principals hold an ACSI administrative certificate.	Yes		

Label	Assurance	Response	Comment	Attachment
20.	All K-12 teachers hold, at minimum, a bachelor's degree from an accredited college/university or an institution recognized by ACSI.	Yes		

Accreditation Report - ACSI

First Baptist School

Label	Assurance	Response	Comment	Attachment
21.	Early education teachers have a minimum of an associate's degree in early childhood education/child development from an accredited institution.	Yes		

Label	Assurance	Response	Comment	Attachment
22.	Early education assistant teachers have a minimum of a state/nationally recognized competency credential.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	The K-12 faculty, including full-time equivalents (FTEs), hold current ACSI certification. (80%)	Yes		

Label	Assurance	Response	Comment	Attachment
24.	Procedures, instruments, and files for annual, effective, performance-based evaluation, hiring, rehiring, and separation of employment for all personnel must be organized and systematically stored.	Yes		

Label	Assurance	Response	Comment	Attachment
25.	The school/program annually assesses and evaluates its performance at every level.	Yes		

Label	Assurance	Response	Comment	Attachment
26.	There is a systematic program in place for the assessment of student learning and development.	Yes		

Label	Assurance	Response	Comment	Attachment
27.	The assessment data and subsequent analysis inform the decisions made by the school. While assessment data and analysis may be handled differently at the early education level, the data and analysis inform the decisions made by the administrative leadership.	Yes		

Label	Assurance	Response	Comment	Attachment
28.	Spiritual formation assessment is part of the ongoing life of the school/program.	Yes		

Accreditation Report - ACSI

First Baptist School

Label	Assurance	Response	Comment	Attachment
29.	The written curriculum guide/document is based on biblical truth that informs the entire instructional program for all grade levels.	Yes		

Label	Assurance	Response	Comment	Attachment
30.	The written instructional guide/curriculum documentation includes essential components of the school's Christian philosophy - biblically integrated instructional references, biblical basis for each course, instructional goals or student outcomes that reflect the Christian nature of the school.	Yes		

Label	Assurance	Response	Comment	Attachment
31.	The school/program provides for the spiritual nurture and discipleship of its students, assisting in the development of moral, spiritual beings. The culmination of these efforts yields students who have a solidly developed biblical worldview.	Yes		

Label	Assurance	Response	Comment	Attachment
32.	Respect, compassion, and caring for self and all others are taught and demonstrated in alignment with biblical teachings.	Yes		

Label	Assurance	Response	Comment	Attachment
33.	Disciplines of the Christian life (e.g., Bible reading, prayer, Bible memorization, Bible study, and devotional reading) are modeled by staff, taught to students, and scheduled or systematically practiced.	Yes		

Label	Assurance	Response	Comment	Attachment
34.	The guidance services, grounded in biblical principles, include the following minimum services: (1) for early education children and families - assessment, screenings, referrals to community services, resources, and referrals to support the success of the children and families; (2) for elementary and middle/junior-high school students - standardized and/or criterion-referenced testing, counseling, and referrals; (3) for high school students - assessment, counseling, referrals, and post-high school planning.	Yes	Resources are limited in this area.	

Accreditation Report - ACSI

First Baptist School

Label	Assurance	Response	Comment	Attachment
35.	The instructional resources including the media, technology, and library services, like all other parts of the school program, exists to help carry out the mission of the Christian school and should reflect its Christian philosophy and goals. The collections and services of the library should be developed with the mission, the philosophy, and the goals in view. Preparation for all of life includes skill development in the Christ-honoring use of technology.	Yes		

Label	Assurance	Response	Comment	Attachment
36.	Large- and small-group experiences follow a scheduled and planned sequence of spiritual formation, character development, discipleship, and instillment of Christian values. Age-appropriate opportunities for service, missions and personal growth are integral to schools/programs.	Yes		

Label	Assurance	Response	Comment	Attachment
37.	The entire campus is a safe, healthy, and nurturing environment for teaching and learning. Well-written policies and procedures are in place to ensure the health of the students/children-emotionally, physically, spiritually, and academically. Safety procedures are clear and well documented.	Yes		

Label	Assurance	Response	Comment	Attachment
38.	Food services policies and nutritional information are clearly articulated and posted if food is served on the premises.	Yes		

Label	Assurance	Response	Comment	Attachment
39.	A well-developed crisis plan is in place, and the faculty and staff have been trained appropriately to handle various emergency situations. Regular drills and practices occur to assist in preparation for crisis events.	Yes		

Label	Assurance	Response	Comment	Attachment
40.	The school has a written classroom management policy that is developmentally appropriate, biblically based, implemented effectively, and communicated to the school/program community.	Yes		

Accreditation Report - ACSI

First Baptist School

Label	Assurance	Response	Comment	Attachment
41.	The school instructs teachers and students in the ethical and moral use and evaluation of materials from any source, including verification, attribution and credit, and appropriate referencing.	Yes		

Label	Assurance	Response	Comment	Attachment
42.	All personnel, including volunteers and substitutes, have on file the appropriate screening and background checks, and all personnel are supervised by qualified staff.	Yes		

Label	Assurance	Response	Comment	Attachment
43.	Orientation for new staff members is thorough and is conducted before new staff work with the students.	Yes		

Label	Assurance	Response	Comment	Attachment
44.	A continuous improvement process for the school/program is implemented that prioritizes improving the attainment of expected student learning outcomes, the accountability to all stakeholders, and the strategic use of resources based on the Christian philosophy of education.	Yes		

Label	Assurance	Response	Comment	Attachment
45.	The school/program provides for continuous professional and spiritual development of all staff.	Yes		

Label	Assurance	Response	Comment	Attachment
46.	A performance assessment is in place that includes a self-evaluation component and informs a personal professional development plan of each staff member.	Yes		

Plan for Accreditation Report - ACSI

Overview

Plan Name

Plan for Accreditation Report - ACSI

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	The First Baptist School math curriculum will be reviewed for scope, sequence, and content to help students become proficient in math.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1500
2	Students new to FBS and entering ninth grade will have math knowledge and skills assessed to help assure success in First Baptist School Math.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1000
3	Increased Standardized Mathematics Scores	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$500

Goal 1: The First Baptist School math curriculum will be reviewed for scope, sequence, and content to help students become proficient in math.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

100% of All Students will demonstrate a proficiency score in the seventieth percentile or above on a norm referenced test in Mathematics by 05/27/2016 as measured by Terra Nova Test.

Strategy 1:

Mathematics Curriculum Analysis and Revision - A comparison of the First Baptist School (FBS) Mathematics curriculum including grades Kindergarten through twelfth will be completed by June 15, 2015. FBS Mathematics curriculum will be compared to accepted state standards. FBS Mathematics curriculum will be modified, if necessary, based on data by July 1, 2015. Curriculum changes/ modifications will be introduced to faculty in July 15, 2015.

Research Cited: Squires, David A.. Curriculum Alignment : Research-Based Strategies for Increasing Student Achievement. Thousand Oaks, CA, USA: Corwin Press, 2008. ProQuest ebrary. Web. 7 January 2015.

Activity - Mathematics Curriculum Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Responsible staff personnel will review the complete school mathematics curriculum for vertical and horizontal alignment. An item analysis will be completed on the math sections of the Terra Nova, local quizzes, semester and end of course tests from math curriculum K-12.	Academic Support Program	03/06/2015	06/01/2015	\$1500	General Fund	Curriculum Chair Person, Math Faculty, Elementary and Secondary Administration

Goal 2: Students new to FBS and entering ninth grade will have math knowledge and skills assessed to help assure success in First Baptist School Math.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

100% of Ninth grade students will complete a portfolio or performance to assess knowledge and skills in Mathematics by 06/01/2015 as measured by a standardized assessment tool.

Strategy 1:

Ninth Grade Mathematics Entrance Pre-test - All incoming ninth grade students will complete a Mathematics entrance exam that has been aligned to our school curriculum and the Terra Nova standardized test. This will be completed before they enter the classroom to assess their strengths and weaknesses.

Research Cited: Curriculum-Based Measures and Performance on State Assessment and Standardized Tests Reading and Math Performance in Pennsylvania Journal

Activity - Ninth grade Mathematics Pre-assessment Exam	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Diagnosis and prescription of mathematics understanding using a standardized test aligned to curriculum and standardized test.	Academic Support Program	08/03/2015	04/29/2016	\$1000	General Fund	Office Administrative Staff, Math Personnel, Elementary and Secondary Administration

Goal 3: Increased Standardized Mathematics Scores

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

100% of All Students will demonstrate a proficiency by increasing standardized test scores by 5 percentile points in Mathematics by 04/22/2016 as measured by the Terra Nova Standardized test.

Strategy 1:

SRA Math Lab - Students scoring below the 70% percentile in Math on the Terra Nova or standardized entrance exam will be offered small group tutoring.

Research Cited: same

Activity - Math Tutorial	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in small group math tutorial that will target their weaknesses two to three times a week or in the summer.	Academic Support Program	06/01/2015	05/27/2016	\$500	Title I Part A	Title I Tutor, Math Faculty, Elementary and Secondary Administration , peer and professional tutors

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mathematics Curriculum Review	Responsible staff personnel will review the complete school mathematics curriculum for vertical and horizontal alignment. An item analysis will be completed on the math sections of the Terra Nova, local quizzes, semester and end of course tests from math curriculum K-12.	Academic Support Program	03/06/2015	06/01/2015	\$1500	Curriculum Chair Person, Math Faculty, Elementary and Secondary Administration
Ninth grade Mathematics Pre-assessment Exam	Diagnosis and prescription of mathematics understanding using a standardized test aligned to curriculum and standardized test.	Academic Support Program	08/03/2015	04/29/2016	\$1000	Office Administrative Staff, Math Personnel, Elementary and Secondary Administration
Total					\$2500	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Tutorial	Students will participate in small group math tutorial that will target their weaknesses two to three times a week or in the summer.	Academic Support Program	06/01/2015	05/27/2016	\$500	Title I Tutor, Math Faculty, Elementary and Secondary Administration, peer and professional tutors
Total					\$500	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
Activity	Mathematics Curriculum Review	In Progress	In progress	January 07, 2015	Terry Roberts