Berean Christian School
2010-2011 SCHOOL IMPROVEMENT PLAN
2011 Annual Review

HISTORY

Berean Christian School (BCS) was founded by Berean Baptist Church in 1964. Located at that time on Australian Avenue, the school was named Lakeview Christian School. Beginning as a preschool, grades were added each year, with the first high school graduation in 1976. In 1986, the church and school were relocated to a new and larger campus at 8350 Okeechobee Boulevard. Now composed of a preschool, elementary school, an intermediate school, a junior high, and a high school, Berean Christian School, a ministry of Grace Fellowship, is blessed with a multicultural community of over seven hundred students and approximately eighty faculty and staff members.

With students served from two-year-olds through the twelfth grade, Berean Christian School has a long-standing reputation for excellence in our community. BCS is fully accredited by the Association of Christian Schools International (ACSI) and Southern Association of Colleges and Schools (SACS). The vast majority of our graduates go on to pursue university degrees, and many are in full-time service for the Lord.

MISSION/VISION/ BELIEF STATEMENTS

MISSION STATEMENT:

Berean Christian School is dedicated to a high quality Christian education, rooted in a personal relationship with Christ, which will promote the development of each student's giftedness and encourage transition to a productive life in Christ.

VISION STATEMENT:

Berean Christian School exists in partnership with parents and the local church to empower students to walk as Jesus walked, enrich students with academics enveloped in a Biblically-based Christian worldview, and help students experience their God-given and unique giftedness for success in the future. As the single largest ministry of Grace Fellowship, the school also exists to exalt the Lord, encourage believers, and to share in the responsibility to evangelize the world.
IT IS OUR BELIEF THAT:

1. Students’ learning needs should be the primary focus of all decisions impacting the school.
2. A safe and physically comfortable environment promotes student learning.
3. Teachers, administrators, parents, church and the community share the responsibility for advancing the school’s mission.
4. Students should be exposed to a Biblically based Christian worldview of Christianity with opportunity for practical use of the God given giftedness.
5. Students learn in different ways and should be provided with a variety of instructional approaches to support their learning.
6. Cultural diversity can increase students’ understanding of different peoples and cultures.

FIVE-YEAR VISION PLAN

The Berean Christian School community will consistently act upon its mission and will demonstrate a commitment to practices that promote sound, long-term school improvements. The community and school will provide comprehensive curricular and extracurricular programs that promote excellence in academics, athletics and the arts as well as encourage students to develop knowledge, skills, and positive personal qualities that center on the foundations found in the Bible. The implementation of these programs will promote a desire for continued education, intercultural understanding, spiritual and emotional wholeness, effective management of resources, and positive influence of qualities in the students' personal and family lives that will encourage a productive life in Christ Jesus.

To achieve meaningful educational and life change that promotes success for Christian school students, our faculty and staff will look upon change as an opportunity for growth. We will identify essential academic skills that require the implementation of new and better methods of teaching and learning. We will also identify areas outside the academic arena, which when counted, are vital to the everyday function of the school center. To achieve these goals, we will encourage participation and seek improvements from the following areas over the course of the next five years:
Spiritual Development

- To encourage positive relationships and mutual respect among students, faculty and staff with the intent to encourage a student’s spiritual development and self-esteem;

- To provide guidance to, and regard each student as a valued individual with unique spiritual, physical, social, emotional, and intellectual needs;

Academics

- To review the present math curriculum to ensure continuity and mastery from elementary through to the secondary level;

- To implement a Reading Comprehension and Writing program across all grade levels;

- To develop differentiated and innovative approaches to instruction by the faculty at all academic subject areas and levels;

- To monitor and improve the literacy and math skills of at-risk students and the general student population as measured by norm-referenced tests, such as the Stanford Achievement Test, ACT, PSAT, PLAN and SCORE;

- To develop on-campus Advanced Placement classes (ACSI);

Extra-curricular Development

- To develop the opportunities for student participation in extracurricular areas, with emphasis placed on the development of the Performing Arts Department and the creation of extracurricular clubs (ACSI);

Staff Development

- To continue to provide faculty in-service training through the participation in Professional Learning Communities and in diverse teaching methods to ensure academic success, as well as improve classroom management techniques;

- To enhance the quality of athletic coaching certification and training;
Collaboration

- To promote a collaborative focus between the parent church, Grace Fellowship and school;

- To develop plans to further define the school’s vision and strategic plan which should help define the students the ministry will serve for years to come (ACSI);

Communication

- To increase communication among stakeholders by involving teachers, students, parents, business partners, and church administration and school board/elders in decision-making;

Fiscal

- To develop additional funding sources to help offset rising operational costs (ACSI);

- To supplement the school’s financial outlook through school-wide fundraising, alumni awareness, endowments and business partnerships;

Facilities

- To maintain and upgrade facilities, and maintain a safe and clean campus;

- To improve the acquisition of campus technology for classroom use (ACSI);

- To improve the on-campus athletic facilities

Public Relations

- To increase opportunities for school recognition and perception through advertisement, local media, and the school’s webpage;

Administrative

- To develop an administrative apprenticeship and cross-training program to strengthen continuity within the school’s immediate structure (ACSI);
Policy Review

- To create an ongoing review policies and procedures that relate to the students, faculty and staff;

**SCHOOL PROFILE DEMOGRAPHICS**

- On April 30th, 2010 the total student population of Berean Christian School was 715 students.

**Academic breakdown of the student body:**
- PS2-4 - 153 students
- Elementary (K5-4th grades) - 212 students
- Intermediate (5th and 6th grades) - 90 students
- Jr. High (7th and 8th grades) - 92 students
- Senior High (9th - 12th grades) - 168 students
Racial breakdown of the student body:
- American Indian or Alaskan Native: 0%
- Asian: 4%
- Black or African American: 17%
- Hispanic or Latino: 14%
- Native Hawaiian or other Pacific Islander: 1%
- White: 56%
- Other: 8%
Church affiliation breakdown of the student body:

7th Day Adventist – 1%
Assembly of God – 1%
Baptist – 22%
Catholic – 15%
Lutheran – 1%
Methodist – 1%
Non-denominational – 31%
Pentecostal – 6%
No Information – 22%
Attends Grace Fellowship – 21%
High Quality Faculty, Staff and Administration:

Highly Qualified Administrators

William Dupere
- Lead Administrator and Elementary Principal
- Certification in Florida DOE - Educational Leadership (All Levels)
- Physical Education (K-12)
- Clinical Education Training
- Florida Performance Measurement System and ACSI
- Educator’s Certificate (All Levels Principal).

Kelly Hoback
- Director of Admissions and Guidance
- ACSI Lifetime Certification in English Education
- Nine years experience in the classroom
- Four years as secondary principal
- Five years experience in her current position.

Vicki Ingram
- Preschool Administrator
- Active Birth through Five Child Care Professional Credential
- Active Florida Child Care and Education Program Director Credential
- Preschool teacher for children for 11 years
- Preschool Director for 14 years.

Annette Jackson,
- Dean of Women and Guidance
- Fifteen years experience as an Assistant Principal and Guidance Counselor with students in grades 7 through 12,
- ACSI certification
- Crisis Response Counselor Certification.

Jeremy Patnode
- Dean of Men and Guidance
- Professional ACSI Certification in School Counseling
- Master of Education in School Counseling Pre-K to 8th grade.
- Six years of experience in education, with 3 in teaching science and 3 in his current position.

Glenn Waters
- Secondary Principal
- 17 years experience in secondary education
- ACSI certification in administration and secondary teaching.
Recruitment/Retention of Highly Qualified Teachers

One of the academic jewels of our school is quality staff:

- Twelve teachers and eight teacher assistants working in the P2-P4 Preschool program
- Ten teachers and two teacher assistants working in the elementary school
- Four teachers working in the intermediate school
- Eleven teachers in the core subjects of the high school
- Twelve faculty members working in the elective program which services all levels of the K5-12 school program
- Seven administrative assistants
- One nurse

<table>
<thead>
<tr>
<th>Category</th>
<th>Teachers</th>
<th>Teacher Assts.</th>
<th>Administrative Assts.</th>
<th>Nurse</th>
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<tr>
<td>P2-P4</td>
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<tr>
<td>Elementary</td>
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<td>Intermediate</td>
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<td>Electives K-12</td>
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<tr>
<td>School-wide</td>
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<td>7</td>
<td>1</td>
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<tr>
<td>Total</td>
<td>49</td>
<td>10</td>
<td>7</td>
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</table>
**Distinctive and Spiritually Inclusive School Facets K5-12**

1. **Quality Professional Development for Teachers and Leaders**

   Professional development takes place on and off campus. On campus, activities include a focus on strategies through Professional Learning Communities. Additionally, teachers participate in various professional development opportunities offered off campus by the Title II project of the Palm Beach County School District and in activities provided through other sources such as ACSI and the Christian Schools of Palm Beach County.

2. **Parental Access and Support**

   Teachers are responsible for posting a list of homework assignments, test dates, and project due dates on their RenWeb sites. RenWeb is also utilized to keep students and parents informed of important activities or opportunities available on campus via the BCS Webpage. During the summer of 2010, RenWeb will be enhanced to better support faculty, parents and students. The conception of the Bulldog Community Council during the FY10 school year has provided ample opportunity for parents, administration and faculty to participate in an exchange of ideas in curriculum, discipline, school procedures and policies and academic planning.

3. **Spiritually Applied and Integrated Courses**

   Within each discipline, application plays a major role in the curriculum. Teachers strive to make learning relevant by helping students make connections to real-life situations that focus on a Biblically based Christian worldview. Teachers realize that the integration of Christian principles have a positive impact on the learning process, as well as promotion of the development of each student's giftedness that encourages a transition to a productive life in Christ.

4. **Spiritual Life**

   BCS is well known for its Christian family atmosphere and spiritual emphasis. It is the intent of both the academic structure and collaboration of the parent church and school family to create a loving and caring campus atmosphere and environment.

5. **Academic and Career Planning**

   The secondary guidance counselors meet with all secondary students on an annual basis to discuss career planning and post graduate education. Additionally, parents are invited to Bulldog Community Council planned meetings to learn more about the credit accumulation, the college application process and college funding.
6. **Transparent and Open Leadership**

BCS has embarked on a new model of leadership during the 2009-2010 school year with the appointment of a new Lead Administrator. With intent, the decision making process is designed to request input from the parent church and elders, administration, faculty, staff, parents, students and alumni. All stakeholder opinions are valued in the creation and review of all policies and procedures.

7. **Commitment of the Board, Administration, Faculty and Staff to the BCS Ministry**

All contributing stakeholders are committed to a high level of academic excellence and Christian development of the students of BCS. The school is committed to recruitment and retention of faculty that best meet the school’s current vision and mission statement. The leadership component is also committed to the current development of the school improvement plan and the recommendations of the visiting recent ACSI accreditation committee.

8. **Cultural Diversity**

The student population of BCS has a direct display and acceptance of cultural diversity that mirrors the parent church and is a true strength of the school that reflects God’s unconditional love.

9. **Athletic Offerings**

BCS currently offers sports and recreation opportunities at the elementary, intermediate, Jr. High and High School levels. Students are given opportunity to participate in over a dozen varsity sports at the high school level, with initial opportunities for intramural and travel participation starting in the elementary level for most sports. BCS is a member of the FHSAA and PACC for state and local competition.

10. **Master Schedules Based on Student Needs**

The development of the master schedule begins with an analysis of test data (student needs) and student course selections (student desires). The results of this analysis are used to build the master schedule. As a result, the schedule offers a variety of courses that are offered at different ability levels, to include opportunities in dual enrollment and virtual advanced placement (AP) that allows ample opportunity for students to meet graduation requirements.
11. Tuition Value

BCS is currently in the low to mid range in tuition as compared to other Christian schools in the immediate West Palm Beach area.

Core Values of our School Improvement Plan

The BCS school improvement plan for FY11 school year revolves around the development of a professional learning community for academic development of the administration, faculty and staff, with additional goals that focus on stakeholder improvements in the areas of academics, school climate, parental involvement, student achievement and extracurricular development.

### SCHOOL IMPROVEMENT GOALS FOR FY11

<table>
<thead>
<tr>
<th>Goal #1</th>
<th>Objectives</th>
<th>Strategies</th>
<th>Person responsible for monitoring strategies</th>
<th>Process used to determine effectiveness of strategies</th>
<th>Evaluation Tool</th>
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<tbody>
<tr>
<td>Train all teachers to teach reading and writing</td>
<td>1. Student comprehension in subject area text will increase. 2. 80% of the students will achieve fundamental writing skills 3. Student ability to write coherently on subject area topics will increase.</td>
<td>1.1 Teachers will participate in Professional Learning Communities on staff development days 1.2 Reading comprehension training will be provided to teachers. 1.3 Teachers will develop a vertical and collaborative plan for a reading curriculum across all grade levels 1.4 Targeted students will be provided after-school reading tutorial. 2.1 Writing training will be provided to teachers. 2.2 Teachers will develop a vertical and collaborative plan for writing across all grade levels. 2.3 Teachers will develop a school-wide writing</td>
<td>1. Principal and Asst. Prin. 2. Grade level Chair</td>
<td>1. Lesson Plans will be reviewed during classroom walkthroughs 2. Administrator will review reading curriculum 3. Roster of targeted students for after-school assistance will be reviewed. 2.1 Administrator will review lesson plans to assure writing rubrics are being taught</td>
<td>1. Teachers will evaluate students’ work in knowledge acquisition, reading comprehension, writing strategies and critical thinking using short and extended responses, research and analytical development. 1.2 Teachers will use Standardized test scores and rubric scoring.</td>
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</table>
program and rubrics with progressive grade level components.

3.1 Teachers will use standardized test data to access and monitor student weaknesses.

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<tr>
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<td>Improve math scores at each grade level</td>
<td>1. Student performance level will increase at each grade level. 2. A three-year coherent curriculum will be phased in for grades five-Calculus.</td>
<td>1.1 Teachers will assess strengths and weaknesses of math curriculum. 1.2 Teachers will supplement or implement needed curriculum improvements in identified areas of weaknesses. 2.1 Math teachers will assess objectives for student advancement. 2.2 Teachers will implement necessary strategies based upon student individual needs</td>
<td>1. Principal 2. Math Leader</td>
<td>1. During classroom walk-throughs, administrator will focus on teaching math standards 2. Lessons plans will be reviewed for supplemental materials and teaching strategies</td>
<td>Student performance will be compared to national norms on annual standardized testing (Stanford 10, PSAT, PLAN, SAT and ACT)</td>
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<td>Enhance Student Opportunities for Non-Academic Experiences</td>
<td>1. Increase number of extracurricular offerings in art, drama, music, and afterschool secondary activity clubs. 2. Enhance existing curricular electives and secondary afterschool offerings.</td>
<td>1. Teachers will publish opportunities for students to participate, show, and perform on the school calendar. 2. Teachers will poll students to gauge interest in various extracurricular clubs. 3. Teachers will poll students to gauge interest in volunteer activities. 4. Leadership will assess the cost of stipends for club sponsorships.</td>
<td>1. Principal</td>
<td>1. Administrator will monitor number of activities on calendar. 2. Administrator will review the polling instrument used by teachers. 3. Administrator will determine distribution of stipends.</td>
<td>1. Student extracurricular Activities will be assessed to determine increased student involvement. 2. A yearly review of student activities will be conducted for new offering. 3. Each student activity will be annually reviewed to determine continuation of activity.</td>
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5. Leadership will assess funding alternatives for production and advertisement.

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<td>Improve Use of Academic Data to Determine Curricular Implementation</td>
<td>Increase usage of data to drive instruction.</td>
<td>1. Teachers will use student data to drive instruction. 2. Administrators will use student data to drive overall administrative support. 3. Teachers and administrators will meet on a regular basis to collaboratively study student data.</td>
<td>1. Principal</td>
<td>1. Administrator will review student data with teacher.</td>
<td>Administrators will prepare an annual report of student achievement</td>
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<th>Goal #5</th>
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<td>Goal # 6</td>
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| Improve Collaborative        | 1. Teachers and Administrators will work collaboratively in making decisions | 1. Teacher teams will be established  
2. Teacher teams will review data for each grade level/subject.  
3. Teacher teams will establish learning goals for each grade level/subject  
4. Frequency of PLC meetings will be adjusted according to the teacher teams' needs. | 1. Principal | 1. Administrator will review logs of teacher attendance at sessions  
2. Administrator will review learning goals per grade level/subject with teams | 1. Teachers will develop formative assessments to determine student knowledge acquisition and academic mastery.  
2. Teachers will use assessments to identify targeted students for academic assistance. |
| Planning of Administration   | regarding the acquisition of knowledge, skills, assessment, and evaluation of |                                                                                                 |                                               |                                                     |                                                                                  |
| and faculty                  | student needs.                                                              |                                                                                                 |                                               |                                                     |                                                                                  |
|                              |                                                                            |                                                                                                 |                                               |                                                     |                                                                                  |

**BCS School Improvement Plan Review**

The BCS School Improvement Plan for the 2010-2011 school year is a collaborative effort of the administration, faculty and staff, ACSI Accreditation Review and parent contribution highlighted in The Cherry Report from the 2008-2009 spring semester stakeholder survey. Review of this SIP document will be completed during the second semester of the 2010-2011 school year. Implementation of the six highlight goals will be reviewed. Consideration will also be given to the goals to be implemented throughout the remainder of the five year plan.

*See Attachment A – Executive Summary*

*Attachment B – Additional Qualitative Data*

*Attachment C- School Improvement Plan Annual Result 2011*
Our vision statement provides the necessary framework that inspires us to provide the best education available for the young people entrusted to our care.

Berean Christian School exists in partnership with parents and the local church to empower students to walk as Jesus walked, enrich students with academics enveloped in a Biblically-based Christian worldview, and help students experience their God-given and unique giftedness for success in the future. As the single largest ministry of Grace Fellowship Church, the school also exists to exalt the Lord, encourage believers, and to share in the responsibility to evangelize the world.

This year, we embarked upon a massive internal evaluation and restructuring of our academic arena to assure that we were upholding the standards of empowerment, enrichment, and experiences as specified in our mission statement. As a result of this internal review, we have grown in our professional expertise to help students realize their spiritual value, their relationship with God, and their education.

Our School Improvement Plan 2011 was developed collaboratively with our instructional leaders and school leadership with significant input from our supportive parents and our governing body.

Our plan serves as a framework upon which to build. Inspired by our high expectations and the drive to provide excellence in education, we created an aggressive plan covering twenty one benchmarks in our five-year vision plan.
A review of our first year has yielded results upon which to grow. The results of each of our six goals in our School Improvement Plan are highlighted in Attachment A. Additionally, we have listed a summary of other data points that we consider to be a valuable testimony to our collaborative team work.

Next steps:

1. Upon receipt of our student test data, our teacher teams and leadership will review each grade level and student results.
2. Strategies listed in our School Improvement Plan will be analyzed as to the effectiveness in moving student achievement.
3. Teacher teams will develop goals per grade level, vertically and horizontally with specific quantitative student outcomes.
4. Teacher teams will develop an assessment calendar to monitor student achievement through-out the year.
5. The six goals of the school improvement plan will be analytically evaluated by teacher teams and leadership. As a result, collaborative decisions as to continuation, expansion, or deletion of goals will be finalized.
Academics

- New Writing Curriculum – 6 Traits was teacher chosen and will be implemented in grades K5-12th in August 2011.

- A new math series - Glencoe Math was teacher chosen for grades K5-5th grade.

- Teachers were trained and implemented the strategies of vertical and horizontal instructional alignment.

- Student academic learning goals were developed for each grade level by teacher teams.

- Leadership actively participated on teacher teams.

Professional Staff Development

- Teachers and administrators were trained in the philosophy, implementation, and evaluation of PLC.

- Teachers were trained to use student data to drive instructional decisions and individualize instruction accordingly.

- Continual professional staff development on the underlying philosophy, creation, and actual usage of instructional teams was provided to teachers.

- Leadership supported teacher efforts by securing funding for activities and professional staff development.

- Leadership established and maintained a culture of collaboration.

Student Extra-curricular Activities
• Student interests and teacher sponsorship polls were created and implemented to support the fluidity of student activities.

• A concentrated effort to boost community awareness of our school was consistently performed by an appointed teacher.

• Middle and Senior High chorus programs were reinstated to foster student artistic growth and experiences. Performances for the school year included:
  • Nursing homes
  • Churches
  • Roger Dean Stadium
  • ACSI competitions
  • FSMA state competitions
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<tr>
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<td>1. Principal and Asst. Prin. 2. Grade level Chair</td>
<td>1. Lesson Plans will be reviewed during classroom walkthroughs. 2. Administrator will review reading curriculum. 3. Roster of targeted students for afterschool assistance will be reviewed. 2.1 Administrator will review lesson plans to assure writing rubrics are being taught.</td>
<td>1. Teachers will evaluate students' work in knowledge acquisition, reading comprehension, writing strategies and critical thinking using short and extended responses, research and analytical development. 1.2 Teachers will use standardized test scores and rubric scoring.</td>
<td>1. Student comprehension in subject areas will be a continual objective for next year. Students’ baseline data will be established in order to assess increase. 2. This objective will also be carried over to next year as a result of the implementation of the new writing curriculum – 6 Traits. 3. Same as above.</td>
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</table>
## Berean Christian School
### School Improvement Plan Annual Review 2011
#### Attachment C

<table>
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<tr>
<th>Goal # 2</th>
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<td>1.1 Teachers will assess strengths and weaknesses of math curriculum. 1.2 Teachers will supplement or implement needed curriculum improvements in identified areas of weaknesses. 2.1 Math teachers will assess objectives for student advancement. 2.2 Teachers will implement necessary strategies based upon student individual needs.</td>
<td>1. Principal 2. Math Leader</td>
<td>1. During classroom walk-throughs, administrator will focus on teaching math standards. 2. Lessons plans will be reviewed for supplemental materials and teaching strategies</td>
<td>Student performance will be compared to national norms on annual standardized testing (Stanford 10, PSAT, PLAN, SAT and ACT)</td>
<td>1. Tests results will be available at the end of term. 2. Glencoe Math was adopted for grades K5-5 for consistent alignment with 6-12th grade math.</td>
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<td>1. Teachers will publish opportunities for students to participate, show, and perform on the school calendar. 2. Teachers will poll students to gauge interest in various extracurricular clubs. 3. Teachers will poll students to gauge interest</td>
<td>1. Principal</td>
<td>1. Administrator will monitor number of activities on calendar. 2. Administrator will review the polling instrument used by teachers. 3. Administrator will determine distribution of stipends.</td>
<td>1. Student extracurricular activities will be assessed to determine increased student involvement. 2. A yearly review of student activities will be conducted for new offerings. 3. Each student activity will be annually reviewed to determine continuation of activity.</td>
<td>1. Teachers published 34 opportunities for student participation on the school calendar. 2. Enhancement of exciting curricular electives and secondary afterschool school offerings increased by 30%.</td>
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### Berean Christian School

#### School Improvement Plan Annual Review 2011

**Attachment C**

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<th>Goal #4</th>
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<tr>
<td>Improve Use of Academic Data to Determine Curricular Implementation</td>
<td>Increase usage of data to drive instruction.</td>
<td>1. Teachers will use student data to drive instruction. 2. Administrators will use student data to drive overall administrative support. 3. Teachers and administrators will meet on a regular basis to collaboratively study student data.</td>
<td>1. Principal</td>
<td>1. Administrator will review student data with teacher.</td>
<td>Administrators will prepare an annual report of student achievement.</td>
<td>Thirty-seven (37) teachers and seven (7) administrators continuously reviewed student and school data.</td>
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<tr>
<th>Goal #5</th>
<th>Objectives</th>
<th>Strategies</th>
<th>Person responsible for monitoring strategies</th>
<th>Process used to determine effectiveness of strategies</th>
<th>Evaluation Tool</th>
<th>Results of Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Public Relations Effort</td>
<td>1. Project the vision, mission,</td>
<td>1. Consistent flow of news releases about events at</td>
<td>1. Principal</td>
<td>1. Administrator will maintain copies of news releases and</td>
<td>1. Conduct semi-annual review of community feedback.</td>
<td>1. A faculty member was assigned to research and write articles for the</td>
</tr>
<tr>
<td>Goal # 6</td>
<td>Objectives</td>
<td>Strategies</td>
<td>Person responsible for monitoring strategies</td>
<td>Process used to determine effectiveness of strategies</td>
<td>Evaluation Tool</td>
<td>Results of Objectives</td>
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</tbody>
</table>
| Improve Collaborative Planning of Administration and Faculty | 1. Teachers and Administrators will work collaboratively in making decisions regarding the acquisition of knowledge, skills, assessment, and evaluation of student needs. | 1. Teacher teams will be established  
2. Teacher teams will review data for each grade level/subject.  
3. Teacher teams will establish learning goals for each grade level/subject.  
4. Frequency of PLC meetings will be adjusted according to the teacher teams’ needs. | 1. Principal  
1. Administrator will review logs of teacher attendance at sessions  
2. Administrator will review learning goals per grade level/subject with teams | 1. Teachers will develop formative assessments to determine student knowledge acquisition and academic mastery.  
2. Teachers will use assessments to identify targeted students for academic assistance. | 1. Teachers and Administrators met 10+ times during the school year to discuss curriculum changes and other school aspects. |