



CORNERSTONE ACADEMY

AFFORDABLE CHRISTIAN EDUCATION



KINDERGARTEN
-THROUGH-
HIGH SCHOOL

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Strategy 2011-2013

Contents

- A. Mission
- B. Core values
- C. Philosophy statement
- D. Vision statement
- E. Statement of faith
- F. Educational goals
- G. Celebrating God's faithfulness during 2006-2010
- H. Strategic initiatives 2011-2013
 - I. Cultivation of Christ-like culture*
 - II. Optimization of operational budget*
 - III. Advancement of classical methodology and Biblical integration*
 - IV. Development of strong and comprehensive logic/rhetoric schools*
 - V. Design and construction of additional facility phases*
 - VI. Leverage creative marketing opportunities*
 - VII. Growth of capital development*
- I. ACSI school improvement plan (from accreditation audit)
- J. SWOT analysis (strengths, weaknesses, opportunities, threats)
- K. Key result areas
- L. Dreams

A. Mission

Cornerstone Academy's mission is to partner with families in equipping students to achieve spiritual maturity and academic excellence by providing a Christ-centered, classical education, so they will adopt a Biblical worldview, thinking and living their lives in a manner that brings glory to God.

B. Core values

I. Supremacy of Jesus Christ

Jesus Christ is the beginning and end of all we think and do. We recognize Him as the Source, Center and Head of all. He has been given authority by God the Father to rule over all and every knee will one day bow to His Lordship. We believe that we exist for God's glory and that man is inherently sinful and in desperate need of the salvation offered by Jesus Christ through His atoning death. Each child is encouraged to enter by faith into a relationship with Jesus Christ and grow in their knowledge of and relationship with Him. This includes daily submission and surrender of the entire self to His authority and leadership, recognizing His sovereign right to rule pre-eminently over us. Students are taught to submit all areas of their lives to Jesus so they might experience the joy and fullness of a daily relationship with Him.

“He is the image of the invisible God, the firstborn over all creation. For by him all things were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities; all things were created by him and for him. He is before all things, and in him all things hold together. And he is the head of the body, the church; he is the beginning and the firstborn from among the dead, so that in everything he might have the supremacy.” Colossians 1:15-18

II. Authority of the Bible

The foundation for all we teach and do is the only, inerrant, infallible, authoritative Word of God. We seek to build within each student a Biblical Worldview, taking our definition and standard of truth from the Scriptures. The Bible itself is a central subject in the academic curriculum. Further, Biblical truths are integrated into the learning experience of all subjects. Students learn how to process information and draw conclusions in the context of Biblical truth, leading to a life that glorifies God.

“All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the man of God may be thoroughly equipped for every good work.” 2 Timothy 3:16-17

III. Partnership with families

We believe that God has given parents the ultimate responsibility for the education of their children. We serve as an extension of the home, partnering with parents and serving families in the intellectual and spiritual discipleship of their children. We believe that God has created each child as unique and worthy of our utmost attention. Further to our partnership with families, we seek to bring God's light, grace and truth to our broader community.

“These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.” Deuteronomy 6:6-7

IV. Academic excellence

We have adopted a Classical approach to education. We believe that the holistic approach personified by the Classical model is exceptionally outstanding in preparing the student to retain knowledge, think logically and analytically, communicate effectively and succeed in living out God's calling on their life. Within that context, every teacher is passionate about his/her subject and has exceptional qualification to perform their role with excellence. High academic standards are maintained for each student, with the expectation that each can succeed. Every child is encouraged to maximize his/her learning potential and develop a lifelong love for learning.

“Do your best to present yourself to God as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth.”

2 Timothy 2:15

V. Cultivation of Christ-like character

We believe that education is not just about training the mind with knowledge, but also training the heart. Students are taught to love God with all their heart, soul, mind, and strength, and to love their neighbors as themselves. As students grow in their relationship with God, they will glorify Him through their interactions with others. A student's relationships with fellow students, parents, and teachers will be Christ-centered and edifying. We recognize the role of the Holy Spirit in the development of Christ-like character in the student. Key virtues that are fostered include honesty, respect for authority and others, self-discipline, courage, compassion, service, responsible stewardship, perseverance and good citizenship.

“For this very reason, make every effort to add to your faith goodness; and to goodness, knowledge; and to knowledge, self-control; and to self-control, perseverance; and to perseverance, godliness; and to godliness, brotherly kindness; and to brotherly kindness, love. For if you possess these qualities in increasing measure, they will keep you from being ineffective and unproductive in your knowledge of our Lord Jesus Christ.” 2 Peter 1:5-8

C. Philosophy statement

The heart of our philosophy at Cornerstone Academy is well reflected by 15th century Christian scholar Desiderius Erasmus, who stated that all studies, philosophy and rhetoric, and the end of all knowledge and eloquence are for this purpose: **“that we would know Christ and honor Him.**

At Cornerstone Academy, we believe that this goal and our mission are accomplished best when parents, pastors, and teachers are speaking with one voice. Therefore, we have chosen a discipleship model in which Cornerstone is working alongside Christian families who are in agreement with our stated core doctrines, philosophies, and principles. Our intent is to communicate the truth, train the mind, and cultivate the heart in a Christ-honoring atmosphere.

We recognize that God has ordained parents as the agents responsible for the academic and spiritual nurturing of their children (Deut. 6: 4-7). At Cornerstone, we endeavor to assist parents with this goal by presenting a Christ-centered and Biblical worldview which teaches children to love God with all their hearts, minds, souls, and strength.

We believe in fostering an attitude among our faculty and staff and students that all they do should be done "heartily, as unto the Lord." Therefore, we require high quality standards of academics and conduct. This includes Biblical discipline principles. Further, it applies to the academic, spiritual, physical and social growth of each child.

We believe that God's character is revealed not only in His Word but also in every facet of the creation (Rom. 1:19-20). Therefore, we teach that all knowledge is interrelated (integrated) and can instruct us about God himself. With this understanding, we ascribe to the classical methodology and philosophy of education as a tried and proven system that brings about the highest results of educational excellence.

D. Vision statement

Our students

With our eyes ever fixed on the Lord Jesus Christ, we aim to graduate young men and women, our students, who think clearly and listen carefully with discernment and understanding; who reason persuasively and articulate precisely; who are capable of evaluating their entire range of experience in the light of Scriptures; and who do so with eagerness in joyful submission to God. We desire them to recognize cultural influences as distinct from Biblical, and to be unswayed towards evil by the former. We aim to find them well prepared in all situations, possessing both information and the knowledge of how to use it. We desire them to be socially graceful and spiritually gracious; equipped with and understanding the tools of learning; desiring to grow in understanding, yet fully realizing the limitations and foolishness of the wisdom of this world. We desire that they have a heart for the lost and the courage to seek to dissuade those who are stumbling towards destruction; and that they possess the former, knowing and loving the Lord Jesus Christ. And all these we desire them to possess with humility and gratitude to God.

Our faculty and staff

We likewise aim to cultivate these same qualities in our faculty and staff and to see them well paid so that they may make a career at Cornerstone. We desire them to be professional and diligent in their work, gifted in teaching, loving their students and their subjects. We desire that they clearly understand classical education, how it works in their classroom and how their work fits into the whole; that they possess a lifelong hunger to learn and grow; and that they have opportunity to be refreshed and renewed. We desire to see them coach and nurture new staff and to serve as academic mentors to students. We look to see them maturing in Christ, growing in the knowledge of God, and observing their own children walking with the Lord.

Our parents

We aim to cultivate in our parents a sense of responsibility for the education of their children and for the school; to see them well informed about the goals of our classical and Christ-centered approach. We desire them to grow with the school, involved in and excited about the journey. We aim to help them to follow Biblical principles in addressing concerns, to be inclined to hearing both sides of a story before rendering a verdict, and to embrace the Scripture's injunctions to encourage and stir up one another to love and good works.

Our community

Finally, in our relationship with our community, we aim to be above reproach in our business dealings and supportive of the local business community. We seek to serve the community with Christ as our example of a humble servant. Responsible stewardship is our goal, as we utilize the resources God provides to us to advance His Kingdom through Christian education. We further seek to exemplify the unity of the body of Christ, to develop greater fellowship and understanding with local churches, and to bring honor to our Lord in all our endeavors.

E. Statement of faith

We believe in God the Father Almighty, Maker of heaven and earth; and in Jesus Christ His only Son, our Lord. Jesus Christ was conceived by the Holy Spirit, and was born of a virgin, Mary. He suffered under Pontius Pilate, was crucified, died, and was buried. He descended into Hades, and on the third day He rose again from the dead. He ascended into Heaven, where He sits the right hand of God the Father Almighty. From Heaven He shall come to earth again to judge the living and the dead. We believe in the Holy Spirit, one holy Christian church, the communion of all true saints, the forgiveness of sins, the resurrection of the body, and the gift of everlasting life. -- *The Apostles Creed*

On God

We believe that there is one God, eternally existent in three Persons: Father, Son, and Holy Spirit. He is omnipotent, omnipresent, and omniscient. He is the Creator, Sustainer, and Governor of everything that has been made. (Genesis 1:1; Exodus 20:2-3; Isaiah 43:1,7,21; Revelation 4:11,5:9-10)

On Jesus Christ

We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory. (Luke 1:34-35; John 1:1,14; 3:16-18; 5:17-30,36-47; Acts 1:9-11; 2:22-36)

On the Holy Spirit

We believe in the indwelling of the Holy Spirit in those who have received Jesus Christ as Lord and Savior. He bears witness with our Spirit that we are children of God and joint heirs with Christ. He helps our weaknesses and makes intercession for us. (Romans 8:9-11,16-17,26)

On the Holy Scriptures

We believe the Bible to be the inspired, only infallible, authoritative Word of God, and as such it is the final authoritative rule for faith, life, and standards of education. (Psalm 119:160; John 16:13; 2 Timothy 3:14-17)

On Salvation

We believe that because of Adam's sin all mankind is in rebellion against God. For the salvation of lost and sinful men regeneration by the Holy Spirit is absolutely necessary. Salvation is by grace through faith alone and faith without works is dead. (Romans 5:8,12-21; 8:1-11; Ephesians 2:8-9; James 2:18-26)

On the Resurrection

We believe that Jesus Christ rose from the dead after three days. We believe in the resurrection of both the saved and the lost; those who are saved to the resurrection of life, and those who are lost to the resurrection of damnation. (Matthew 28:1-10; Mark 16:1-20; Luke 24:1-12; John 20:1-31; Revelation 20:11-15)

On the Church

We believe in the spiritual unity of all believers in our Lord Jesus Christ. (Acts 2:42-47)

On Man

We believe the chief end of man is to glorify God and enjoy Him forever. (1 Corinthians 6:20; Revelation 22:3-5)

F. Educational goals

“...The LORD our God, the LORD is one! You shall love the LORD your God with all your heart, with all your soul, and with all your strength.” Deuteronomy 6:4-5

We believe it is the responsibility of parents to facilitate the education of their children in light of a Biblical worldview grounded in Old and New Testament Scriptures. Cornerstone Academy will support parents in this process, utilizing a model grounded in discipleship recognizing the foundation of salvation through Jesus Christ that must be built upon with principles of Biblical doctrine. Our methodology of education is the *Trivium* (grammar, logic, and rhetoric) – the educational foundation of Western Culture.

CHRIST CENTERED

In all its levels, programs, and teaching, Cornerstone Academy seeks to:

- 1) Teach all subjects as parts of an integrated whole with the Scriptures at the center (2 Timothy 3:16-17);
- 2) Provide a clear model of the Biblical Christian life through our staff and board (Matthew 22:37-40);
- 3) Encourage every child to begin and develop his relationship with God the Father through Jesus Christ (Matthew 19: 13-15, Matthew 28:18-20).

CLASSICAL

In all its levels, programs, and teaching, Cornerstone Academy seeks to:

- 1) Emphasize the *Trivium* (grammar, logic, and rhetoric) in all subjects (see definitions below);
- 2) Encourage every student to develop a love for learning and live up to his academic potential;
- 3) Provide an orderly atmosphere conducive to the attainment of the above goals.

Definitions:

Grammar: *The fundamental rules of each subject.*

Logic: *The ordered relationship of particulars in each subject.*

Rhetoric: *How grammar and logic of each subject may be clearly expressed.*

G. Celebrating God’s faithfulness during the first 5 years

Leadership - Dan Peterson – the best headmaster

Principal – Chasity Galyon

Beautiful 18,000 sq. foot facility

Accreditation accomplished

Growth (59 in 2006, to 141 in 2011)

Computer lab

Students making decisions for Christ

PTF (parent volunteers)
Spiritual growth teachers
High school
Generosity of Manley Baptist
Classical methods
Mentorship of Providence Academy and Jerry Williams!
Lunch program
Athletic field
Library
Security
Birth of Christ Legacy Academy in Athens, TN
Furniture
Wallace land donation
Committees
Basketball team
Financially in the black each year (through donations) – never missed a single bill or payment
Leaps forward in technology – Nathan Miles and Jeff Stout
New Board members
Community and church relations – enjoying increasing favor in community and acceptance in local Body of Christ
Communication – On Trac
Generosity of First Presbyterian and Manley Baptist in letting us use their gyms

H. Strategic initiatives 2011-2013

I. Cultivation of Christ-like culture

Owner: David North

Vision: “All relationships at Cornerstone are characterized by the love and humility of Christ, and the authority of Scripture is prevalent in all aspects of daily life and instruction. This includes our confession, discipline, how we partner with families, and how we approach subjects.”

Goals

- Unity in relationships
- Sacrificial love
- Hospitality
- Emphasis on core doctrine
- Humility

Stakeholders

- Administration, Board, committees, faculty, parents

Actions

- Have each student to set Biblical goals.
- Encourage students to engage other worldviews with love and respect.
- Teachers to “be the Word” as living display of Christ in the classroom (1 Peter 1:3)
- Expect professionalism and confidentiality with interactions (watching words).

- Practical in the classroom training to go to Scripture and how Christ would resolve situations (show students example of going to the Word for problem-solving).
- Put together a list of specific Scriptures for specific situations.

ACSI Recommends

- The board of directors and administration research ways to measure spiritual growth among the student body. (*ACSI Standard 1.6*)
- The board of directors writes a formal code of ethics. (*ACSI Standard 2.6*)

II. Optimization of operational budget

Owner: Finance Committee

Vision: “Operational budget is consistently in the black, covered entirely through tuition, supported by a healthy scholarship fund, and providing competitive teacher compensation - leading to near 100% teacher retention”

Goals:

- Keep tuition as low as possible
- Compensate teachers as strongly as we are able
- Cover all operational expenses through tuition

Stakeholders:

- Finance Committee, Board, Headmaster

Actions:

- Align tuition with operations so tuition covers all operations without depending on donations to close the gap.
- Encourage and incent families to recruit other families (increases revenue)
- Establish robust scholarship fund to help retain and grow broad socioeconomic student population
- Wise with the stewardship of facility (turn lights off, copies, training the students) (reduces expenses)
- Improve teacher retention through improved compensation (as possible)

ACSI Recommends

- The board of directors revise the process of projecting enrollment to better predict budgetary concerns. (*ACSI Standard 2.16; Self-study section 2; Interview*)
- The board of directors develop a policy regarding the use and documentation of credit card use as noted by the most recent audit. (*ACSI Standard 2.13; Self-study section 2; Documentation; Interview*)
- The board of directors consider raising the teacher base pay to be competitive with area schools. (*ACSI Standard 2.17; Documentation; Interview*)
- The board of directors consider offering a benefit package to full-time employees. (*ACSI Standard 2.17; Documentation; Interview*)
- The administration investigate ways to have custodial services available during the school day. (*Self-study section 4; Observation; Interview*)

III. Advancement of classical methodology and Biblical integration

Owner: Academic Committee

Vision: “Students at Cornerstone Academy will be educated through the daily use of classical methodology and Biblical integration by trained teachers, which purposes to produce students who love God, love learning, and are able to think and live in a manner that brings glory to God.”

Goals:

- Students have solid grounding in Biblical worldview and love for Christ
- Students learn to think and articulate exceptionally well, preparing them for future Kingdom and vocational impact

Stakeholders:

- Headmaster, Principal, Board, Academic Committee, Teachers

Actions:

- Review and define grade-level core objectives and end-of- year expectations
- Write and implement “code of conduct and discipline policy.”
- Create a classical methodology plan that encourages Biblical integration specific for each emphasis area of the trivium
- Provide opportunities for teachers to share ideas with each other on creatively implementing classical methodology and Biblical integration
- Assess grade-specific expectations for in-school work time verses out-of-school work time
- Evaluate the effective use of classical methods and Biblical integration through teacher feedback and student achievement
- Develop communication expectations between the Board of Directors, Administration, and Academic Committee
- Provide opportunities for the Academic Committee to observe other classical schools
- Strong personal walk with God among staff, specifically prayer life, shaping their own Biblical worldview so they can pass it on.
- Healthy training program for teachers in classical methodology so they are comfortable with teaching classically. This includes opportunities for classical methods training (ACCS conference): teachers made aware of workshops and training sessions, teachers take training all-together
- Departments within the school be collaborative and intentional (K-2, 3-6, 7-9)
- Not producing a fakeness, show and encourage genuineness in relationship with Jesus
- Level of evaluation of how things are going with students: it is about genuine, Spirit-led heart change

IV. Development of strong and comprehensive logic and rhetoric schools

Owner: Academic Committee

Vision: “We have well-rounded Logic and Rhetoric Schools where students exhibit a love of learning, are involved in a variety of extracurricular activities, and are equipped to exhibit Godly and mature leadership within the student body.”

Goals:

- Students exceed their academic potential at CA while thoroughly enjoy their educational experience

Stakeholders:

- Headmaster, Principal, Board, Academic Committee, Teachers, Parents, Students

Actions

- Write job descriptions for teacher and staff roles
- Define annual teacher evaluation process.
- High school start-up Ad-hoc Team
- Student Government Association
- Intentional high school field trips
- Add additional sports programs
- Student to Student Covenant created
- Junior/Senior Banquet
- Barn party – cookout, volleyball, etc.
- Mystery Movie Nights
- Servant Leadership Retreat for 9th grade (Bryan College)
- President’s Council
- Roundtable Council
- Loosen dress code for rhetoric
- Something the students can look forward to (senior trip, dance)
- Community involvement
- What will be some distinctives of high school at CA?
- More athletic opportunities and a gymnasium
- Leadership team of students (class government): Jay Strack
- More opportunities for scholarship (choir, clubs, etc.)
- Development of a Honor Society
- Develop atmosphere and culture for kids to identify and develop their spiritual gifts
- Papers and projects (presentations, debates, forums) fitting student’s passions and interests
- Alumni relations
- Students to have a voice in the school
- Discipleship and mentorship of younger students
- School newspaper/newsletter/E-letter/yearbook
- Real world application/practical situations (Haley Dodson)

ACSI Recommends

- The administration develop a school-wide technology plan. (*ACSI Standard 6.2.2; 6.2.3; Interview; Documentation*)
- The administration establish the minimum guidance services to better meet students’ needs. (*ACSI Standard 7.6.1; Self-study section 7*)
- The administration provide training for faculty in interpreting the standardized tests. (*Self-study section 7; Interview*)
- The board of directors compose a policy for the review of cumulative records by staff, parents, and social workers. (*ACSI Standard 7.8.2; Interview*)

V. Design and construction of additional facility phases

Owner: Facility Committee

Vision: “We have classrooms to accommodate K-12, a gymnasium, and maintain a strong lunch program.”

Goals:

- To have 4 additional classrooms by Y7 start (August 2012)
- To have gym built as soon as possible.

Stakeholders:

- Headmaster, Board, Facility Committee.

Actions

- Set up an ad-hoc building committee
- Funds earmarked for architect
- Complete pre-construction design
- RFP process (approve final version through B.O.D.
- Make contractor recommendations to B.O.D.
- Financing: coordinate with appropriate committee
- Oversee construction with general contractor
- Weekly progress reports with B.O.D.
- Pray hard, pray long, pray quickly!
- Grant opportunities
- Break the larger project down into smaller projects
- Communicate to other churches the needs

ACSI Recommends

- The administration consider the purchase of playground equipment to provide a formal playground. (*ACSI Standard 9.5.9; Self-study section 9; Observation*).
- The administration consider the design and implementation of an OSHA approved (Flinn Scientific Laboratory Manual) science lab. (*ACSI Standard 9.4; Self-study section 9; Observation*)
- The administration consider the purchase an automated bell system. (*ACSI Standard 9.2; Self-Study section 9; Observation; Interview*).
- The administration implement severe weather drills. (*ACSI Standard 9.1; Self-study section 9; Interview; Observation*).
- The board consider providing resources for a day-time janitor. (*ACSI Standard 9.2; Self-study section 9; Interview; Self-Study section 9*)

VI. Leverage creative marketing opportunities

Owner: PR Committee

Vision “With our mission statement as our filter, we will communicate the distinctives of Cornerstone with grace, truth and passion to multiple people groups across the Lakeway area.”

Goals:

- Increase enrollment, as well as donor base.

Stakeholders:

- Headmaster, Board, PR committee, Capital Development committee

ActionsTargets

- Homeschoolers
- High schoolers
- Pastors and churches from Morristown and surrounding community
- Youth ministers
- Grandparents
- Teachers in other school systems
- Suburbs of Morristown

Methods:

- Web-site
- High schoolers to create YouTube video
- School tours
- ACT prep class
- Offer subjects for homeschoolers
- Billboards
- Events (churches)
- Meetings with pastors and other church leaders
- Have students do public speeches
- Mission fairs

ACSI Recommendations

- The board of directors effectively communicate the mission and vision to all members of the school community. (*ACSI Standard 1.5; Interview*)
- The administration place the nondiscrimination statement on all documents, advertisements, newsletters, etc. that are available to the public. (*ACSI Standard 3.6; Documentation*)
- The administration continue to develop its mission's program. (*Self-study section 3; Interview*)
- The administration seek input from current and past students and from parents in regards to the learning process. (*ACSI Standard 3.7; Documentation; Interview*)

VII. Growth of capital development

Owner: Capital Development Committee

Vision: "The Capital Development program is healthy – including the establishment of a robust scholarship fund, annual events, a grant-writing function, and Phase One of the new facility is paid off."

Goals: A robust and steady flow of giving fostered through strong donor relations and stellar fundraising events.

Stakeholders: Headmaster, Capital Development Committee, Finance Committee

Actions:

- Complete Capital Campaign for new facility
 - Run feasibility study
 - Develop capital plan
 - Develop and implement campaign plan
- Establish scholarship fund
- Develop healthy capital development function and process for Cornerstone, including solid donor base

I. ACSI SCHOOL IMPROVEMENT PLAN

Owner: Administration and Accreditation Committee

A. Major commendations:

Board for doing a strategic plan, administration for prioritizing spiritual growth of faculty and staff, partnership with parents, lunchroom facility, for providing good meals, curbside appeal of facility, and for fundraising efforts

B. Major recommendations

1. The board of directors effectively communicate the mission and vision to all members of the school community
2. The administration develop a school-wide technology plan
3. The administration and faculty create written curriculum guides for K-2 science and history and submit with 2011 ACSI annual report
4. The administration place the nondiscrimination statement on all documents that are available to the public.
5. The administration hire a media specialist or a teacher with appropriate training to provide library services and instruction for both students and staff.
6. The administration establish the minimum guidance services to better meet students' needs.

C. ACSI General Recommendations

1. The administration and faculty create written curriculum guides for K-2 science and history and submit with your 2011 ACSI annual report. (ACSI Standard 5.1.3; Curriculum Guide; Documentation)

Library, Media, and Technology

2. The administration hire a media specialist or a teacher with appropriate training to provide library services and instruction for both students and staff. (ACSI Standard 6.3.1; 6.3.3; Self-study section 6)
3. The administration develop a school-wide technology plan. (ACSI Standard 6.2.2; 6.2.3; Interview; Documentation)
4. The board of directors and administration implement a professional development plan in library science and technology for the current personnel. (ACSI Standard 6.4.1; 6.4.2; Documentation; Interview)
5. The administration expand the curriculum to include technology instruction in the Grammar School. (ACSI Standard 6.2.3; 6.2.4; Interview)
6. The administration and library staff consider adding resources (books and technology) that are appropriate for and will appeal to older students. (ACSI Standard 6.1.1; Interview)
7. The administration increase the library to allow time for all students. (ACSI Standard 6.5.)

8. The administration consider sharing responsibilities for informal teacher observations with lead teachers. (*ACSI Standard 4.5.1; Self-study section 4; Documentation*)
9. The administration provide orientation/training for substitutes. (*Self-study section 4; Interview*)
10. The administration and faculty write all curriculum maps in a consistent format. (*ACSI Standard 5.1.2; Curriculum Maps; Interview*)
11. The board of directors and administration seek ways to improve Biblical integration inside and outside the classroom. (*ACSI Standard 5.1.3; Self-study section 1; Observation; Interview*)
12. The administration need to list specific textbook titles in the course descriptions for each subject. (*ACSI Standard 5.1.2; Curriculum Guide*)
13. The administration work to ensure that all curriculum information is consistent between the curriculum guide and printed materials (i.e. brochures, handbooks, website, etc.). (*Self-study section 5; Documentation; Curriculum Guides*)
14. The administration and the academic committee review the curriculum guide to ensure that the “time on task” accurately reflects what is being done in the classroom. (*ACSI Standard 5.1.2; Curriculum Guide; Documentation*)
15. The administration develop a written policy for teachers to use in referring students for “Remediation.” (*ACSI Standard 5.2.3; Interview*)

Health Services

16. The administration consider provide CPR/first aid training for all staff. (*ACSI Standard 7.13; Self-study section 7; Interview*)
17. The administration consider adding an additional fire-proof file cabinet to house inactive student files. (*Self-study section 7; Interview; Observation*)
18. The administration consider providing each classroom with a first aid kit consisting of plastic bag, gloves, band-aids, gauze and wipes. (*Interview; Observation*)
19. The board of directors create written policies for communicable diseases and blood-borne pathogens, and disposal of infectious waste. (*Interview*)
20. The administration add documentation to accident reports to demonstrate the type of follow-up taken, date, and by whom. (*Documentation; Interview*)

Transportation

21. The administration consider using alternate transportation for field trips other than parents. (*Self-study section 8; Documentation; Interview*)

D. Self study improvements

Section 1 – Philosophy and Foundations

- Need more standardized and objective spiritual indicators
- Need to be consistent in what areas of philosophy are communicated and presented in which publications
- Need to continue to improve Biblical integration both inside and outside the classroom

Section 2 – School Organization, School Governance

- Need to have tuition more closely matched with operational expenses
- Need a broader donor base

Section 3 – School, Home, and Community

- Need to meet with pastors of local churches
- Need to formalize a missions program
- Need to forge a relationship with various leaders of the community that represent different ethnicities

Section 4 – School Personnel

- Need medical professional on staff
- Need training for substitutes

Section 5 – Instructional Program

- Need science consistency from grade to grade
- Need textbooks in K-2 for science and history
- Need to not have a reactionary approach to curriculum choosing
- Need to train teachers in being more objective-driven
- Need speakers, laptops, computers; need smartboard operational
- Need to implement technology training prior to 7th grade

Section 6 – Library, Media Resources, and Technology

- Need space to grow
- Need more volunteers
- Need consistent funding

Section 7 – Student Services

- Need guidance services
- Need training for teachers in test interpretation
- Need to be more deliberate in providing teachers with information about what is available for students with special needs
- Need more facility space (gym, meeting room, etc.)
- Need vehicle to transport students to events
- Need clubs that provide leadership opportunities
- Need first aid training for staff members
- Need process for protecting confidentiality of student records (locking cabinets, limiting office traffic)
- Need medical personnel on staff

Section 8 – Safety and Crisis

- Need training for staff in basic first aid and CPR
- Need training for substitutes on emergency procedures

Section 9 – School Facilities

- Need bell or clock system
- Need storage
- Need alarm system
- Need special rooms (enrichment, electives, etc.)
- Need janitor during school hours

2. From that list, rank order any that are viewed as major improvements needed by the school.

1. Need to have tuition more closely matched with operational expenses (Section 2)
2. Need training for staff and substitutes in basic first aid and CPR (Sections 7, 8)
3. Need to train teachers in being more objective-driven (Section 5)
4. Need vehicle to transport students to events (Section 7)
5. Need training for substitutes (Section 4)
6. Need storage (Section 9)
7. Need to integrate technology before grade 7; secure more equipment (Section 3)

8. Need clock, alarm system (Section 9)
9. Need consistent funding for the library (Section 6)
10. Need to train teachers in test interpretation (Section 7)

J. SWOT ANALYSIS

STRENGTHS: Where are we strong?

- Christ-centered; solid Christian emphasis
- Leadership within and strong mentor relationships
- Safety
- Positive culture; lots of parental involvement; strong sense of unity
- Nice campus; good location
- Classical methodology; high academic standards
- Competitive pricing; attracting families from broad economic spectrum
- Showing love, concern, and caring for the students
- Biblical foundation
- Facility/campus
- Atmosphere
- Communication teachers-to-parents
- Consistency between BOD-admin-tchrs
- Energy and excitement in the school and w/ parents
- Character and abilities of teachers
- Learning interesting
- Intentionality of staff
- Learning and improving with classical methods

WEAKNESSES: Where are we weak?

- Need to define target for classical methodology training
- Logic/Rhetoric culture; legalistic tendencies; need more athletics; need to foster love of learning
- Need moneys. Tuition alignment with operations. Need to develop scholarship fund; Building debt.
- Facility needs – gym, playground, clock, bells, athletic fields, facility manager
- Improve communication to ensure teachers and families fully understand who we are and what our mission is.
- Teacher turnover and compensation
- Technology needs
- Marketing opportunities
- Student culture
- Internal communication (teacher-Board-administration)
- Growing pains
- Bell system for synchronized timing
- All grades make sure enforcing what is expected (consistency)
- Knowing what is expected policy and procedures
- Requiring students to be accountable, not parents for school work
- Homework policy difficult, spec. M, T, Th
- Consistency year-to-year, change in directions need to be communicated

OPPORTUNITIES: What opportunities should we be taking advantage of?

- Summer camps (music, art, IT, etiquette, ACT, etc.)

- After school program
- Missions and service opportunities
- Gender-specific classes where appropriate
- Technology in the classrooms
- Grant writing
- Increasing advertising of the school
- Get in the paper more of what is happening at school
- Connecting with other cities about CA
- See more unity between older and younger kids
- Writing center (older-to-younger, tutoring)

THREATS: What might keep us from taking advantage of our opportunities or keep us from building on our strengths?

- Disgruntled families
- The economy
- Temptation to compromise and/or the influence of Humanism
- Not trusting God and relying on self
- Parents not trusting as much as CA grows, maintaining family atmosphere
- Pride: being blind to it
- Resistance to growth/change
- Next generation not catching the vision and spirit of CA
- Danger of legalism, heart attitude, creating hypocrites

K. KEY RESULT AREAS

- CA will be the preferred secondary school for Christian families in the Lakeway area... AND everyone in the Lakeway area will know who CA is. (Initiatives 2,3, 4 & 5)
- Families will not have to leave CA due to financial constraints because of the strong scholarship program. (Initiative)
- CA graduates will be in places of influence in their communities for cause of furthering the Kingdom. (Initiatives 2 & 3)
- High teacher retention/healthy teacher app base (Initiatives 1 & 2)
- Fully-functional facility (Initiative 4)
- Parental satisfaction in overall CA program; thriving students; confidence in and with teachers, administration and BOD regarding academic program. (Initiatives 1-5)

L. DREAMS

- Blog
- Purchase adjacent land
- Science observatory
- Deck around pond
- CA iPhone app
- Outdoor classrooms
- Writing labs
- Fine arts facility & program

- Partner with international schools
- Football
- School nurse
- Guidance counselor
- Secondary principal
- Satellite classroom or multi-site campus
- Bush, Palin or equivalent speak at fundraiser
- Home Economics
- Track on campus
- Mobile laptop lab (each class)
- 500 students
- Outdoor amphitheatre
- School plant abroad
- Strong local church support
- Debate team