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| Florida Coalition of Christian Private Schools Accreditation  K-12 Accreditation Self-Study Workbook 5.1 Group One: Governance and Administration  Standard One: The Institution    P. O. Box 5100 Deltona, Florida 32728-5100 Phone: 386-218-5310  www.fccpsa.org E-Mail: joe.gibilisco@fccpsa.org |

External (Self-Study) Review: Score and Response Workbook

# Group One: Governance and Administration

# Standard One: The Institution

Refer to the K-12 Accreditation Instruction Manual for directions and examples for completing this section of the workbook

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Description automatically generated with low confidence***Group One: Governance and Administration**

* The capacity of governance and Administration to ensure an institution's commitment to and progress towards its stated objectives is an essential element of organizational effectiveness.
* An institution's governance is the foundation that provides:
* The fidelity and commitment to its institutional purpose and direction,
* The effectiveness of governance and leadership to enable the institution to realize its stated objectives,
* The ability to engage and involve stakeholders in meaningful and productive ways, and
* The capacity to enact strategies to improve the performance of learners and educators.

**Standard One: The Institution:  
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.**

Indicator 1.1: Purpose Statement  
The institution commits to a purpose statement that defines beliefs about teaching and learning including the expectations for learners.

Indicator 1.2: Achieving Desired Outcomes  
Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learners.

Indicator 1.3: Comprehensive Planning  
The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practices.

**Indicator 1.4: Distance Learning Programs**  
Non-campus-based programs support and extend the roles of the institution and are consistent with the school's purpose statements and goals.

**NOTE: Provide the response from the perspective of the institution for Standard One.**

Not the Administrator, Teacher, Parent, Student, etc.

It's the Overview of the Institution that is required here.

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| **Group One: Leadership Oversight / Standard One: The Institution**  **Indicator 1.1 Purpose Statement:** The Institution commits to a Purpose Statement that defines beliefs about teaching and learning, including the expectations for learners. | |
| **Indicator 1.1.A** | Process and Collaboration (K-12 Accreditation Manual, Page 50) |
| **a)**  **The Institution** **has a** clearly defined purpose as expressed in their foundational documents, including non-discrimination policies, (typically detailed in Vision, Mission, and Philosophy of Education Statements). | |
| 1) Which ranking best describes the Institution for Indicator 1.1.A(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 1.1.A(a)  \*Include references to evidence that support the narrative: i.e., Vision Mission Statements published locations.  This is about the Purpose of the School.  Why was the school started, what is the big picture, Vision?   * The foundational purpose (normally the Vision Statement) is short and to the point. While it may need to be edited for clarity the Vision it never changes. If the purpose of the school has changed, then it is a different school with a new purpose. * The second part (normally the Mission Statements or Portrait of a Graduate) gives the bullet points that explain the expected outcomes of the vision. The mission can change as student population changes, or the needs of the Community change, but the mission is still based on fulfilling or completing the foundational Vision of the institution. * Also included in the purpose statements may be the schools Philosophy of education and statement of faith.   So, tell us what the school purpose is, think of it as what would you tell a parent who’s new to the community that wants to find out about your school? Will their student fit in there? What services do you offer? Explain it in this workbook for the site visiting team the same way.  Then provide the team links to the evidence they need to see. It may be a link to the purpose statements on the school’s website, page numbers in the Parent/Student and staff handbooks etc. Sometimes its pictures of the Vision statement that has been painted on the walls of the school or classroom. | |
| **b)**  **The Institution** **has a** documented and systematic process for the development and/or review of those statements. | |
| 1) Which ranking best describes the Institution for Indicator 1.1.A(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 1.1.A(b) \*Include references to evidence that support the narrative.  Whose responsibility is it to review the purpose statements of the institution?  Typically, it’s the governing authority or school board. How often are the statements reviewed, who does the review, and what is the procedure?  Are their surveys or that go out to the school staff and even parents? | |
| **c)**  **The Institution** **has a** process by which collaboration and input from all representative stakeholder groups is available and valued. | |
| 1) Which ranking best describes the Institution for Indicator 1.1.A(c)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 1.1.A(c). \*Include references to evidence that support the narrative.  Does the process described above have actual input from stakeholders which is used the leadership of the school in revision the school mission?  Input from stakeholders could be the staff at the school parents even maybe even survey done with the graduating students.  In short do you have a structure that provides genuine, collaboration, and input from stakeholders on revisions of the purpose statements of the school? | |
| **d)**  **The Institution** **ensures that** the purpose statement is well-articulated, and widely communicated. | |
| 1) Which ranking best describes the Institution for Indicator 1.1.A(d)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 1.1.A(d). \*Include references to evidence that support the narrative.  Obviously, the school’s vision, mission philosophy, education, statement of faith, nondiscrimination policies etc. All of these things should be easy to find on the school’s website, published in every parent student handbook, staff manuals, etc.  So, give us the web link, page numbers etc. so they are easily verified by the site visiting team. | |

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| **Group One: Leadership Oversight / Standard One: The Institution**  **Indicator 1.1 Purpose Statement:** The Institution commits to a Purpose Statement that defines beliefs about teaching and learning, including the expectations for learners. | |
| **Indicator 1.1.B** | Expectations, Beliefs and Decision-Making (K-12 Accreditation Manual, Page 51) |
| **a)**  **The Purpose Statement contains** a detailed description of each academic program offered (classroom, distance, homebound, blended, etc.) | |
| 1) Which ranking best describes the Institution for Indicator 1.1.B(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 1.1.B(a) \*Include references to evidence that support the narrative.  Now we are looking for some evidence that the purpose statements are real, and they actually have an impact on the operation of the school. (Or has the operation of the school taken on a life of its own, that may not be strongly connected to the “Foundational Principles”  This would include the type of programs to school offers is the school and college preparatory school. Does it have services for students with learning challenges does it do some multi graded classrooms? What about students on the autism spectrum? Who are the students that you’re serving?  Very often when the site visit team looks at the school’s website it’s difficult if not impossible to determine what kind of internal programs the school offers because the descriptions are very generic. We need the details so we can evaluate are the programs you are offering are they aligned with the school stated purpose | |
| **b)**  **The Purpose Statement contains** clearly defined and measurable expectations for student learning. | |
| 1) Which ranking best describes the Institution for Indicator 1.1.B(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 1.1.B(a) \*Include reference to evidence that support the narrative.  What are the expectations for your students? This is where the phrase **portrait of a graduate** might be best used. If a student comes to your program finishes the eighth grade what is your expectation for that student? What does that person look like? Or the high school graduate are they prepared for college, prepared for a trade school, prepared with life skills do they have a solid biblical worldview where they can live a quality life that reflects Christ?  What are your clearly defined and measurable expectations for your student learning environment?  What evidence or expectation must be met for a student in your system to advance to the next grade level? | |
| **c)**  **The Purpose Statement contains** shared beliefs about teaching and learning. | |
| 1) Which ranking best describes the Institution for Indicator 1.1.B(c)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 1.1.B(a) \*Include reference to evidence that support the narrative.  This is normally the philosophy of education part. How are you going to go about fulfilling, the overall vision and all the individual mission statements that you’ve listed? The mission statements maybe different for your lower elementary, middle, and high school students so you may need more than one point here.  How is that philosophy of education shared so that all members of the school are engaged in the process together? | |
| **d)**  **The Purpose Statement contains** guidelines used to guide decisions about teaching and learning. | |
| 1) Which ranking best describes the Institution for Indicator 1.1.B(d)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 1.1.B(a) \*Include references to evidence that support the narrative.  The reality is your vision and mission should guide every decision about teaching and learning:   * The staff that you hire * The curriculum that you choose is * How do you structure your classrooms. Are they by grade level? Are they multi graded? Are students placed based on academic level? * What kind of testing do you use to place students in the specific learning environment?   Explain to us how your purpose statements have been used to guide the decisions you have made about the overall structure of your school. | |

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| **Group One: Leadership Oversight / Standard One: The Institution**  **Indicator 1.2 Achieving Desired Outcomes:** Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learners. | |
| **Indicator 1.2.A** | Collaboration in Implementation (K-12 Accreditation Manual, Page 54) |
| **a)**  **The Institution** has clearly documented evidence of opportunities for collaboration involving all stakeholder groups. | |
| 1) Which ranking best describes the Institution for Indicator 1.2.A(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 1.2.A(a) \*Include references to evidence that support the narrative:  This looks a lot like 1.1.A.c above where we talked about collaboration is **available and valued** the difference, here is that now we’re looking for clearly **documented evidence** of opportunities for collaboration.  Give us some examples (documentation) of the opportunities where your staff (teaching and administrative) and parents have the opportunity and are encouraged to engage in the achievement of the institutions purpose. | |
| **b)**  **The Institution** works together with stakeholders in authentic and meaningful ways to sustain the school’s purpose. | |
| 1) Which ranking best describes the Institution for Indicator 1.2.A(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 1.2.A(b) \*Include references to evidence that support the narrative:  Form the “examples and documentation” from 1.2.Aa above provide some examples of improvements that were added to the school Continuous Improvement Process and have now been adopted. | |
| **c)**  **The Institution’s** decision-making process is aligned with the school’s purpose. | |
| 1) Which ranking best describes the Institution for Indicator 1.2.A(c)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 1.2.A(c) \*Include references to evidence that support the narrative:  Now we’re looking to see how those improvements that were suggested based on the structure of the school has for input from stakeholders and has now been added to the continuous improvement plan. How are those improvements or suggestions evaluated to ensure that they align with the school stated purpose? | |
| **d)**  **The Institution’**s collective process clearly supports the achievement of desired outcomes for learners. | |
| 1) Which ranking best describes the Institution for Indicator 1.2.A(d)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 1.2.A(d) \*Include references to evidence that support the narrative:  The last part, as always, is the evaluation process for the improvements given above, did it help?  What was their measurable improvement based on the improvements that was provided by stakeholders and short how do we know it worked? What was the outcome? | |

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| **Group One: Leadership Oversight / Standard One: The Institution**  **Indicator 1.2 Achieving Desired Outcomes** | |
| **Indicator 1.2.B** | Process for Evaluating Student Outcomes (K-12 Accreditation Manual, Page 55) |
| **a)**  **There is** a documented process to collect and use data to evaluate the achievement of the school’s purpose. | |
| 1) Which ranking best describes the Institution for Indicator 1.2.B(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 1.2.B(a) \*Include references to evidence that support the narrative.  Everyone starts here of course, with standardized test which, of course is appropriate but there’s more to it than that.  We would assume that progress reports quarterly report cards and other classroom assessments are a part of that evaluation astronaut comes.  If you’re a Christian school there probably has something in it those foundational principles about building, godly character or a biblical worldview in your students. How are those goals evaluated?  Again, keep in mind, we are talking about the institution not an individual classroom of students were looking for the process that the institution has from an administrative standpoint to ensure that there is a process to value which do not comes. | |
| **b)**  **There is** documentation that the process is implemented with integrity. | |
| 1) Which ranking best describes the Institution for Indicator 1.2.B(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 1.2.B(b) \*Include references to evidence that support the narrative.  It goes without saying that we don’t just take a teacher’s word for the grades are being issued in class. We have a system as an institution to monitor the teachers to ensure that the curriculum chosen is being followed, and that all students are being graded fairly based on the standard set by the institution.  The integrity part includes many aspects including that the person doing the evaluation of the process for evaluating student outcomes which may include the evaluation of teachers, administrative staff and students is qualified.  It goes without saying that spouses don’t evaluate each other; good friends don’t evaluate each other. This is different than teacher work groups that may be part of their informal professional development.  How are the evaluation student outcomes supervised by the institution. | |
| **c)**  **There is** evidence that the process yields improved student achievement and desired outcomes for learners. | |
| 1) Which ranking best describes the Institution for Indicator 1.2.B(c)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 1.2.B(c). \*Include references to evidence that support the narrative.  Parts a-c were the process part of the Process for Evaluating Student Outcomes, now we are looking for examples and or evidence that the system works. | |

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| **Group One: Leadership Oversight / Standard One: The Institution**  **Indicator 1.3 Comprehensive Planning:** The Institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice. | |
| **Indicator 1.3.A** | Comprehensive Planning Process (K-12 Accreditation Manual, Page 58) |
| **a)**  **The Institution** engages in a focused, intentional, data-driven and collaborative planning process for continuous improvement. | |
| 1) Which ranking best describes the Institution for Indicator 1.3.A(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 1.3.A(a) \*Include references to evidence that support the narrative.  Start by detailing the continuous improvement process that is used by the school. This may include short term and long-term projects but somewhere there should be an outline of the steps used. This explanation should include how something gets on the continuous improvement plan. | |
| **b)**  **The Institution** monitors and revises the improvement plan based on evidence and the results of implementation. | |
| 1) Which ranking best describes the Institution for Indicator 1.3.A(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 1.3.A(b) \*Include references to evidence that support the narrative.  This is usually the last step of the contingent approval process. How do we evaluate that the improvement has met? His goal accomplished what we set up for you to do what were the measurable results that we were looking for when we implemented the improvement.  This is a good place to listen to are three examples as evidence. | |
| **c)**  **The Institution** engages in a long-term and annual budget development process to achieve improvement. | |
| 1) Which ranking best describes the Institution for Indicator 1.3.A(c)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 1.3.A(c) \*Include references to evidence that support the narrative.  For some schools this is part of the continuous improvement plan for other schools. It’s a separate document the strategic plan for long-term budgeting. A copy of the school budget obviously would be one of the needed evidence is here. | |
| **d)**  **The Institution** uses the data-driven, focused on improvement, process in an ethical and professional manner. | |
| 1) Which ranking best describes the Institution for Indicator 1.3.A(d)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 1.3.A(d) \*Include references to evidence that support the narrative.  This goes back to that integrity part of the process. How do we ensure that the need is based data, that the suggested improvement or change is based on an actual improvement needs, and that the process as well supervised in an ethical and professional manner. Insurance what are the safeguards? | |

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| **Group One: Leadership Oversight / Standard One: The Institution**  **Indicator 1.3 Comprehensive Planning:** The Institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice. | |
| **Indicator 1.3.B** | Quality and Distribution of the Improvement Plan (K-12 Accreditation Manual, Page 59) |
| **a) The Institution’s plan for continuous improvement** is well-articulated, and widely communicated. | |
| 1) Which ranking best describes the Institution for Indicator 1.3.A(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 1.3.A(a) \*Include references to evidence that support the narrative.  Another word for well-articulated is written in clear and understandable language with specifics. The second part is the communication of the contingent improvement plan now there are some parts of a continuous improvement plan that would be shared with teaching staff, but not parents there’s some parts of it that the school board are governing authority might have that they share with the internal administration that they don’t share with teachers, but it is shared with the appropriate stakeholders. | |
| **b)**  **The Institution’s plan for continuous improvement** contains clearly identified and specific goals, strategies, activities, and measures based on identified needs. | |
| 1) Which ranking best describes the Institution for Indicator 1.3.A(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 1.3.A(b) \*Include references to evidence that support the narrative.  This is where you explain to the site visit team I just the outline of the continuous improvement plan, but how does it work with committees are teams does it go through the steps in the process? Does the continuous improvement plan they out a specific goal the strategies or activities that will go into determining how to meet that gold and implement that gold and finally the measures that will be used or the evaluation process that will be used to determine if it worked. | |
| **c)**  **The Institution’s plan for continuous improvement** is systematically evaluated and the results clearly communicated to all representative stakeholder groups. | |
| 1) Which ranking best describes the Institution for Indicator 1.3.A(c)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 1.3.A(c) \*Include references to evidence that support the narrative.  Once we put a project or an improvement need through the process, and it has been a valuated and determined if it was successful or if we have to go back to the drawing board this is something that we want to communicate. We started three years ago on adding a stem research component to our program as an example of this is where we are in the process this is how close we are to our goal or we’ll accomplish the goal and set up the lab and these are the positive things that have come out of it, and what we want to do next this is part of the process of engaging your stakeholders in the life and the growth of your school.  Examples or evidence of this can be email communications announcements made at school events, etc. | |

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| **Group One: Leadership Oversight / Standard One: The Institution**  **Comprehensive Planning – The Continuous Improvement Plan Focus Narratives:**  FCCPSA expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.  FCCPSA identifies three important components of a continuous improvement process and provides feedback on the components of the journey using a rubric that identifies the three areas to guide the improvement journey. (K-12 Accreditation Manual page 60)  The areas are as follows: |
| a) Has the institution collected sufficient and quality data to identify school improvement needs? |
| Provide details of the types and quality of data collected and used to identify school improvement needs:  Because the continuous improvement process is fundamental to a school, becoming accredited a quality school that does not have a continuous improvement process does not qualify for accreditation.  These three questions are the first thing that the site visit team has to write and explain to first creation committee that will review the Stemberger report that some report with comments from the accreditation committee will then be passed on to the four governing board of the FCCPSA, which will make the final determination on granting accreditation or make recommendations up with the school, must do to make corrections so they can complete the process.  So, this is an opportunity for the school to have input into that narrative, this is the schools opportunity to address the accreditation committee, and the governing authority of the FCCPSA directly on their continuous improvement process. |
| **b)** What implications from the analysis of data have been identified and used for the development of key strategic goals. |
| Provide a listing of improvement goals that have been identified as a part of the Continuous Improvement Process. |
| **c)**  The institution demonstrates the capacity to implement their continuous improvement journey. |
| Provide a narrative detailing the budget and staffing needs required to implement the goals identified in the Continuous Improvement Process if and how the institution has the capacity to implement those imperatives. |

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| **Group One: Leadership Oversight / Standard One: The Institution**  **Indicator 1.4 Distance Learning Programs:** Non-campus based programs support and extend the roles of the Institution and are consistent with the school's purpose statements and goals. | |
| **Indicator 1.4.A** | Institutional purposes and student goals (K-12 Accreditation Manual ,Page 62) |
| **a) If the Institution has a Distance or Virtual Program, then** the school has a clearly stated mission statement that communicates a shared purpose for improving the performance of students and the effectiveness of the school, including the distance program. | |
| 1) Which ranking best describes the Institution for Indicator 1.4.A(a)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 1.4.A(a) \*Include references to evidence that support the narrative.  This section only applies to schools that have a distance-learning program schools that are using the Florida virtual school to supplement. Some of their classes is not providing a distance learning program so it still does not apply.  An example would be a school that has a virtual program or students who do not physically attend the campus earn high school credit. | |
| **b)**  **If the Institution has a Distance or Virtual Program, then** the program is consistent with the school's mission and goals. | |
| 1) Which ranking best describes the Institution for Indicator 1.4.A(b)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 1.4.A(b) \*Include references to evidence that support the narrative. | |
| **c)**  **If the Institution has a Distance or Virtual Program, then** the mission and goals of the school are clearly articulated to stakeholders who participate in the program. | |
| 1) Which ranking best describes the Institution for Indicator 1.4.A(c)?  Highly Functional Operational Emerging Not Evident | |
| 2) Provide a narrative for Indicator 1.4.A(c) \*Include references to evidence that support the narrative. | |

NARRATIVE QUESTIONS: GROUP ONE: STANDARD ONE: THE INSTITUTION

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| See page 64  K-12 Manual | Leadership Oversight Group, Standard One  Focus Questions |
| ***1.1:*** *How does the school/program ensure that it is distinctively Christian in its philosophy and practices?* |  |
| ***1.2:*** *What is the best practice the school/program initiates to create a culture of shared Christian beliefs, standards, and core values amongst its leadership, faculty, staff, parents, and students?* |  |
| ***1.3****: Based on the foundational principles of your school,**how would you define measurable results or evidence of improved student learning? How would you apply that data to a continuous improvement process?* |  |

IMPROVEMENT QUESTIONS: GROUP ONE: STANDARD ONE: THE INSTITUTION

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| See page 64  K-12 Manual | Leadership Oversight Group, Standard One  Strength, Quality, Weakness and Improvement Questions |
| 1S: Areas of Strength:  *What are your areas of greatest strength and why?* |  |
| 1Q: Maintaining Quality:  *What actions are you implementing to sustain your areas of strength?* |  |
| 1W: Areas of Weakness:  *What are your areas of weakness and why?* |  |
| 1I: Plans for Improvement:  *(Administration): What are your plans for improvement?* |  |

Evidence Submitted for Standard One:

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| Evidence |
| **Refer to the K-12 Accreditation Manual for Required Evidence and Examples** |
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