



PROFILE & STANDARDS REPORT

Tipton Christian Academy

2105 Hwy 59 South
Covington, TN 38019 United States

Mrs. Lisa Blalack
Head of School

Mr. Bill Wilson
*ACSI Director of Accreditation - Southeast Region
Chair*

Mr. Philip Ritchey
*ACSI SE Regional
Consultant
Assistant Chair*

02/05/2018 - 02/07/2018

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School's Demographics

School's Demographics

	Information
School Name	Tipton Christian Academy
Address 1	2105 Hwy 59 S
Address 2	
City, ST Zip	Covington, TN 38019
Phone	(901) 475-4990
Head of School	Lisa D. Blalack
Contact Information	lblalack@tiptonchristianacademy.com
Dual accreditation	ACSI and AdvandEd
School Website	www.tiptonchristianacademy.com
Grades Accredited	K - 10
Enrollment in accredited grades	180

Intro to the ACSI REACH 2.1 Self-Study

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

Writing the self-study is the critical ingredient in maximizing the value of the accreditation process. The self-study is foundational, addressing all the other components of the process. Therefore, it requires the best efforts of the faculty to prepare an accurate, complete, and well-written document. The written self-study is conducted by subcommittees that review, analyze, and evaluate every area of the school's program. *REACH 2.1 Standards Manual for Accreditation* provides a framework and a set of rubrics to guide the subcommittees through the process.

There are three basic commitments to a successful self-study:

1. A willingness to invest the necessary time, effort, and cost
2. The complete support of the entire school community— administration, board, faculty, staff, and parents
3. A commitment to make any changes that the self-study brings to light for the betterment of the school and student learning

The school is required to complete a self-study. It must organize the school staff and other stakeholders into Standards study groups to complete the process. Each of the eight standards is carefully reviewed using the indicators and rubrics to guide the preparation of an accurate, complete, well-written report. It must evaluate the evidence, rate itself on each of the indicators, identify strengths and weaknesses, write a concluding narrative in regard to the standard, and compile the evidence used to identify those conclusions. Tools are provided to help schools evaluate whether they *Exceed Compliance*, are *Compliant*, are *Partially Compliant*, or are *Non-Compliant* with the indicators. A Steering Committee oversees the process and works with the subcommittees dedicated to examining each standard. Completion of a quality self-study normally takes 18 to 24 months for a school that is going through its initial accreditation. The self-study is a high-value aspect of the accreditation process, and it must be approached with deliberation and high levels of involvement to attain the quality report that is needed.

In addition to the standards/indicators compliance, the school describes itself by completing a school profile. Information is shared about the school's history, demographics, student achievement, mission, vision for the future, results from surveys, and other pertinent data in order to help the reader understand the context of the school for the accreditation visit.

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

If the school has been previously accredited, the school addresses whether the major recommendations have been completed or are continuing to be addressed in the current cycle of accreditation.

The self-study serves as the guiding document for the visiting team as they examine the school's compliance to the standards, adherence to their mission, and commitment to quality Christian education.

The REACH 2.1 process is thought provoking in its approach, stimulating in its methods, and efficient in its procedures, both for the school and the team. The end result produces a Visiting Team Report that will assist the school in its efforts to improve student learning and organizational effectiveness.

AdvancED

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

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

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

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

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

Self-Study Committees

Self-Study Committees

	Committee Name	Committee Chair	Person 2	Person 3	Person 4	Person 5	Person 6	Person 7	Person 8
Steering Committee	Steering Committee	Brian Yarbro (resigned)	Drew Glass	Susan White	Jim Orr	John E. Wells	Carolyn Orr		
Committee #1	Standard 1	Kendra Parr	Bro. Chuck Williams	Jeremy O'Neil	Amanda Baskin	Cliff Marion	Stacey Bailey (deceased)	Susan White	
Committee #2	Standard 2	Kate Krull	Brad Carlisle	Kim Turner	Jennifer Waddell	Leslie Meredith	Drew Glass		
Committee #3	Standard 3	Lisa Blalack	Emily Simmons	Beth Witherington	Bonnie Coltrane	Staci Sullivan	Cissy Fleming	Madeline Potter	Beverly Ward
Committee #4	Standard 4	Brian Yarbro (resigned)	Patsy Pinner	Terrie Collins	Erin Anderson (resigned)	Gene Coltrane	Amy Fletcher	Karen Taylor	Donna Lindley
Committee #5	Standard 5	Tiffany Wilkerson	Karen Jeffrey	Rachel Land	Holly Wolfe	Jessica Mattingly	Sara Stewart	Emily Burks	Christyn Sanders
Committee #6	Standard 6	Lisa Petzinger	Tracey Holliday (resigned)	Angela Williams	Martha Williams	Barbie Kellum	Beth Dunavant	Crystal Stegall	Kim Whitmer
Committee #7	Standard 7	Kathy Joy	Candice Jones	Erin Gautney	Wendy Englert	Charlie Wooden	Sara White	Tenille Luttrell	Ethan Copeland (withdrawn)
Committee #8	Standard 8	Lisa Blalack	Chuck Smith	Kendra Parr	Tiffany Wilkerson	Lisa Petzinger	Kate Krull	Kathy Joy	all faculty
Committee #9									
Committee #10									
Committee #11									
Committee #12									
Committee #13									

School Snapshot

Introductory Statement

Tipton Christian Academy is Tipton County's only Christian school and is committed to educating, inspiring, and discipling our students. Located on a shared campus with First Baptist Church, TCA follows a discipleship model of Christian education. High standards of learning, presented from a biblical worldview, are found in all courses and at all grade levels.

TCA is entering its first accreditation cycle, seeking dual accreditation with ACSI and AdvancED. This process of submitting reports and making revisions has been helpful in familiarizing all staff and multiple stakeholders in the accreditation process and in creating a continuous school improvement plan. It has also been beneficial to view this as an ongoing process of school improvement/achievement and growth rather than a process of evaluation of successes vs. failures. Our teachers and administrative staff have grown professionally, and our students will benefit from the ever present dedication to excellence, improvement, and achievement that accreditation will provide.

Steering Committee:

Chair: Brian Yarbro, Administrator (resigned)

Member: Kendra Parr, Marketing Director

Member: Kate Krull, Board member

Member: Beth Witherington, Teacher

Member: Lisa Blalack, Administrator

Member: Tiffany Wilkerson, Teacher

Member: Lisa Petzinger, Technology

Member: Kathy Joy, Teacher

Member: Sara Stewart, Teacher

Self-Study Committees:

Standard 1

Chair: Kendra Parr (Marketing)

Members: Bro. Chuck Williams (Pastor), Jeremy O'Neal (Church Leader), Amanda Baskin (Parent), Cliff Marion (Mission Representative), Bryan Miller (School Consultant, Bowdon Miller Shepherding Group), Stacey Bailey (Teacher, deceased), Susan White (Steering Committee Member, Community Stakeholder)

Standard 2

Chair: Kate Krull (Executive Leadership, Parent)

Members: Brad Carlisle (Governing Body Member), Kim Turner (Financial Officer), Jennifer Waddell (Staff Member, Financial Office), Leslie Meredith (Admissions Director, Board Member, Parent), Drew Glass (Community Stakeholder, Steering Committee Member, Parent)

Standard 3

Chair: Beth Witherington (Teacher)

Members: Emily Simmons (Teacher), Bonnie Coltrane (Teacher, Parent), Staci Sullivan (Teacher, Parent), Cissy Fleming (Parent Teacher Organization, Teacher), Madeline Potter (Student Leader), Beverly Ward (Community Stakeholder), Pam Sanders (Parent), Anna Culbertson (Teacher, Parent)

Standard 4

Chair: Chuck Smith (Administrator)

Members: Patsy Pinner (Teacher), Terrie Collins (ASC Director), Elena Wells (Teacher), Gene Coltrane (Board Member), Amy Fletcher (Teacher, Parent), Karen Taylor (Librarian), Donna Lindley (Office Staff), Amanda Glass (Assistant, Parent)

Standard 5

Chair: Tiffany Wilkerson (Teacher)

Members: Karen Jeffrey (Teacher), Rachel Land (Teacher, Parent), Holly Wolfe (Teacher), Jessica Mattingly (Teacher, Parent), Emily Burks (Teacher, Parent), Garrett Petty (Board Member), Christyn Sanders (Student Leader), Carolyn Orr (Steering Committee Member, Community Stakeholder)

Standard 6

Chair: Lisa Petzinger (Technology)

Members: Angela Williams (Teacher, Parent), Martha Williams (Teacher), Barbie Kellum (Teacher, Parent), Beth Dunavant (Coach, Teacher, Parent), Crystal Stegall (Accounting, Parent) Kim Whitmer (Assistant, Parent), Jim Orr (Steering Committee Member, Community Stakeholder), Stephanie Elliot (Community Stakeholder, Parent)

Standard 7

Chair: Kathy Joy (Teacher)

Members: Candice Jones (Teacher, Parent), Erin Gautney (Teacher, Parent), Wendy Englert (Teacher, Parent), Charlie Wooden (Teacher), Sara White (Chapel Leader, Parent), Tenille Luttrell (Teacher, Parent), Ethan Copeland (Student Leader, withdrawn), John Wells (Steering Committee Member, Community Stakeholder) Kay Summers (Community Stakeholder)

Standard 8

Chair: Lisa Blalack (Administration)

Members: TCA Faculty and Staff

(Changes in members of each committee have been made as needed to fill vacated positions.)

Vision, Mission, and Future Goals

Tipton Christian Academy Vision Statement:

Under the authority of First Baptist Church and operating as a discipleship tool of the church, TCA will be a respected school in the community of Covington. The facilities will meet both the academic and co-academic needs of students and will be funded through strategically planned capital campaigns, tuition supported

operations, annual funds, and endowed scholarships.

Our comprehensive, accredited curriculum will promote academic rigor and spiritual vigor for grades K-12. Employees will be provided competitive compensation enabling TCA to attract and retain highly competent professionals who deliver Christ-centered, biblically directed, education.

Tipton Christian Academy Mission Statement:

The mission of Tipton Christian Academy strives to provide our students with a Christ-centered Bible-based education to promote academic excellence which builds character and empowers service-oriented leaders who impact God's Kingdom.

In fulfilling this mission, TCA is dedicated to:

- Glorifying God and affirming only the Bible as His infallible, authoritative, and inspired word.
- Teaching daily Bible classes as part of the school's core curriculum.
- Leading each student toward an ever-increasing love for God, country, and his fellow-man by providing a biblical values-oriented education in a Christian environment.
- Inspiring academic excellence in each student according to his or her potential, promoting physical fitness, and directing each student more and more into his or her personal development of the body, mind, spirit, and a maturing, closer relationship with God.
- Emphasizing the traits of self-esteem, responsibility, tolerance, self-reliance, respect, courtesy, leadership, appreciation, pride in school and country, good judgement, and integrity.
- Encouraging active parent and family involvement in the Christian education of their children.

Tipton Christian Academy's Statement of Faith:

The following Statement of Faith is aligned with the beliefs and values that we hold as true at Tipton Christian Academy. Please read and review the below statements.

WE BELIEVE that there is one sovereign God who exists eternally in three persons: the Father, the Son, and the Holy Spirit.

WE BELIEVE that Jesus is the Son of God, was born of a virgin, was wholly God and wholly man, lived a sinless life, died in our place as a sacrifice for the sins of mankind, was buried, arose bodily from the grave, and ascended into Heaven.

WE BELIEVE that Jesus Christ will literally return to earth, personally, visibly, and unexpectedly, in power and great glory, to gather His elect, to raise the dead, to judge the nations, and bring His Kingdom to fulfillment.

WE BELIEVE that God the Holy Spirit is active in convincing unbelievers of their need for salvation, and is the Comforter and Guide who lives in every believer.

WE BELIEVE that the Bible is the infallible Word of God without any error, the sole authority for life and faith.

WE BELIEVE that man is a special creation of God, made in His image, but that through the sin of the first man, Adam, mankind fell so that all men are sinners and need salvation.

WE BELIEVE that salvation is a gift received through repentance toward God and faith in the Lord Jesus Christ.

WE BELIEVE that each believer, through prayer, has direct access to God through the Lord Jesus Christ.

WE BELIEVE that God has established marriage as an exclusive relationship between one man and one woman

and that all intimate sexual activity outside the marriage relationship, whether heterosexual, homosexual, or otherwise, is immoral and therefore sin. We believe that God created human race male and female and that all conduct with the intent to adopt a gender other than one's birth gender is immoral and therefore sin.

WE BELIEVE that all human life is sacred and created by God in His image. Human Life is of inestimable worth in all its dimensions, including preborn babies, the aged, the physically or mentally challenged, and every other stage or condition from conception through natural death. We are therefore called to defend, protect, and value all human life.

WE BELIEVE that the Holy Spirit indwells and gives life to believers, enables them to understand the Scriptures, empowers them for godly living and equips them for service and witness.

WE BELIEVE that the Lord Jesus Christ died for our sins, according to the Bible, triumphing over all evil; and that all who believe in Him are justified by His shed blood and forgiven of all their sins.

This statement of faith does not exhaust the extent of our beliefs. The Bible itself, as the inspired Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of all that we believe. Tipton Christian Academy requires that all families, in order to be accepted and enrolled, to read and agree to the statement of faith. These beliefs will be taught within the curriculum and by other means of spiritual teachings to our students.

Future Goals

It is the hope and prayer of Tipton Christian Academy that we will continue to experience growth and prosperity in the coming years. We have been blessed to see the planning and building of seven additional classrooms to this facility, academic growth, spiritual growth, and community development over the first ten years of our existence on this campus. We have also seen our student population increase from 14 students in our first Kindergarten class to 180 students currently in grades K-10 over the past ten years. With God's blessing, TCA will continue to grow numerically, physically, and spiritually in the future. It is our aim to be a light in the community, producing graduates who are dedicated to serving their community through the love of Christ. By the grace of God and prayerful planning, along with many dedicated Christians who love children, we have arrived at the point we are today and look forward to following the Lord as our school develops in the coming years.

Related Files

- [2017-11-13-10:43_mission-statement-for-classroom.docx](#)
- [2017-11-13-10:46_statement-of-faith.docx](#)
- [2017-11-13-10:48_mission-statement-16-17.docx](#)

Historical Overview

Historical Overview

Tipton Christian Academy is a small private school located in the community of Covington, TN. TCA was founded in 1979 as a preschool originally named First Baptist Church Nursery School. That Nursery School began with three classes and was located on the historic Covington Square.

In 2006, Phase One of this current facility was completed. The Family Life Center (FLiC) was dedicated and opened its doors to five preschool classes. At that time, there were eight available preschool classrooms, two youth rooms, a library, a cafeteria and gym area.

In 2008, a change in mission and a greater vision to become Covington's first Christian school led to changing the name from First Baptist Church Nursery School to Tipton Christian Academy. The first kindergarten class began in the fall of 2008 with 14 students and was located in the preschool area. Each year, TCA grew by adding one grade level, except for 2012 when fourth and fifth grade were added in the same year. Our enrollment numbers indicate steady growth: 2008/09 – 14 students, 2012/13 – 53 students, 2017/18 – 180 students.

Phase Two of the site building plan was completed in 2012. The main worship building was built with seven classrooms dedicated as dual use for children. TCA moved grades K-5 to the elementary hallway of the main building in the 2012/2013 school year. In the same year, music, art, and physical education were added to TCA's program. Currently, grades K-2, Horizon, speech, art and music classes meet in the main worship building.

In the spring of 2014, TCA initiated a combined effort with FBC to build seven new classrooms onto the FliC building. These classrooms were opened to students in grades 3-8 in the 2015/2016 school year; six general education classrooms and one science lab. During this same school year, PTO provided our playground and an individual donation of \$10,000 equipped our science/chemistry lab. When opened, this addition was at capacity bringing about the need for portable buildings by the 2016/2017 school year. Upper school math departments are located in the portable buildings as well as two office spaces and a conference area.

Vision casting for school growth began to focus on high school in the fall of 2014. TCA Board and FBC staff committed to work with Bowdon Miller Shepherding Group (BSMG) for the purpose of enhancing our vision, mission, and future growth plan. As a result, TCA rebranded our logo, specified our navy and gold colors, and most importantly, successfully petitioned the church to move ahead with high school grades. Our school mascot is the Eagle.

Currently, FBC and TCA are working to rezone two areas of the facilities. Demolition and reconstruction for a new preschool area in the main church building will begin in the winter of 2017. Preschool classes will move to the newly remodeled and secure area upon completion. Demolition of the current preschool classrooms will take place during the summer of 2018 and new dual use classrooms will be constructed for youth and adults. When school opens in the fall of 2018, TCA's upper school classes will be located in the renovated preschool area.

Our future is bright. TCA received a \$1.5 million dollar donation in 2016 specifically designated toward a building fund. A small group of stakeholders are working with an architect from McGehee Nicholson Burke Architects to design a middle and high school building.

Meetings with Dyersburg State have begun so that dual enrollment can be offered to our eleventh and twelfth grade students. SevenStar online learning will likely be implemented to provide electives to our high school students.

Our Athletic program offers cheerleading, cross country and track, golf, swimming and basketball. Plans are being made to introduce baseball. In 2017 an athletic logo was designed and released to help define our commitment to athletics. Funds have also been made available to support the hiring of an Athletic Director. Our dual accreditation will open doors for our athletics to grow and participate beyond club organizations.

Student organizations have been in place since 2015. These include: National Honor Society, Student Council, Model United Nations, Youth in Government, Bible, and Service Club. Awards received by students participating in Model UN and Youth in Government include Outstanding Bill and Outstanding Service Project.

TCA looks forward in faith and with great hope to graduating its first class in 2020.

Related Files

- [2017-11-13-11:12_2015---2016-elementary-roster.xlsx](#)
- [2017-11-13-11:12_2016-2017-elementary-roster.xlsx](#)
- [2017-11-13-11:12_2017-2018-1st-main-tca-school-roster.xlsx](#)
- [2017-12-11-10:13_tca_art-eaglehead-space.jpg](#)
- [2017-12-11-10:36_high-school-curriculum.docx](#)

Demographic Portrait

Demographic Portrait

School Name: Tipton Christian Academy

Address: 2105 Hwy. 59S

Covington, TN 38019

Phone Number: (901) 475-4990

Website: tiptonchristianacademy.com

Head of School: Lisa D. Blalack

Email: lblalack@tiptonchristianacademy.com

Administrator: Chuck Smith

Email: csmith@tiptonchristianacademy.com

Campus Location: Covington Community "Covington, TN

Grade Levels Seeking Accreditation: K-10

Governance Structure: Church Associated School Board

Church Affiliation: Southern Baptist

Board Membership: The responsibilities of the Board shall include, but not be limited to, making policy, acting on matters of personnel pursuant to other provisions of the Bylaws, establishing tuition and fees, promoting Christian education in the community, and praying for the ministry of the school. The number of Directors shall be a maximum of thirteen. The number of Directors may be increased or decreased from time to time by the Board pursuant to amendment of these Bylaws. All members of the Board shall be members of First Baptist Church Covington.

- Current Board Membership: 9 Directors (1 Chair, 1 Vice-Chair, 1 Secretary, 1 Treasurer)

Executive Leadership & Personnel:

Head of School: Lisa Blalack

- Credentials: Mrs. Blalack completed her Bachelor of Arts with a major in Early Childhood Education at University of Memphis and Masters of Education "Curriculum and Instruction" at Cumberland University.

Administrator: Mr. Chuck Smith

- Credentials: Mr. Smith completed his Bachelor's with a major in Communication at University of Memphis and Master's in Religious Education at Mid-America Baptist Theological Seminary.

Faculty:

- 18 Full Time Faculty
- 5 Part Time Faculty
- 2 Administration

Faculty Credentials:

- 6 Master's Degrees

- 14 Bachelor's Degrees
- 1 Associate's Degree

Staff:

- 3 Full Time Office Staff
- 2 Full Time Aides
- 1 Marketing Director
- 1 Technology Specialist
- 1 Custodian

Organization and Enrollment:

- Total Enrollment: 180 Students
- o Lower School (K-5): 133
 - o Middle School (6-8): 37
 - o Upper School (9-10): 10
 - Special Needs: (ADD, ADHD, Speech, Intervention)
 - o Tipton Christian Academy currently serves 5 students enrolled in the regular classroom that have a diagnosed specific learning disability or medical disability through our Horizon Program. TCA partners with Tipton County School to identify such students and to create 504 plans for the implementation of individual modifications/accommodations. We receive consulting services from Dr. Christie Elam, Independent Teaching Consultant.

Instructional Program:

Tipton Christian Academy seeks an overall objective of academic excellence and spiritual growth for all students. All curriculum is selected with the goal to meet and/or exceed the Tennessee Academic Standards. Most curriculum includes Biblical integration to assist in presenting a Christian World View.

- **Spiritual:** The curriculum is designed to strengthen character and prepare a young person for a life of following Christ and service. The goal of our Bible program is to develop within our students a love for the Lord and respect for the Bible as God's inspired Word. In order to accomplish these objectives, each student will study the Bible in the classroom every day following a set of Bible standards and in weekly chapel services as a part of their regular curriculum. The basic principles of Christianity are the guiding force in every activity at TCA. Curriculum instruction comes from A Beka, Bob Jones University Press (BJU) and Summit Ministries.
- **Intellectual:** TCA makes every effort to maintain the highest academic standards. Christian conduct requires a disciplined effort for mastery, understanding and application of the fundamental skill of communication, mathematics and sciences. By the use of sequential curriculum in K – 10, we seek to equip the students with the academic skills and spiritual understanding needed for the future.
- **Cultural:** The cultural arts program is interrelated with the academic areas to lend cultural interest to instruction. Teachers in the fields of music and art provide enrichment and reinforcement of fundamental skill and principles related to various cultures. Opportunities for participation in school-wide programs are offered yearly.
- **Physical:** TCA is aware that an organized developmental program of physical education is important to the total growth of the child. Principles of healthy living are included in classroom curricular areas. Weekly PE time is included in the curriculum schedule for each K-10 student. Additionally, grades 9-10 receive one

wellness class (.5 credit)

- Horizon: Meeting the individual needs of students, whether intervention or advancement, is the purpose of our Horizon program. Orton-Gillingham methods and Maria Carbo Reading are used to reinforce learning. STEM projects and workshops are the basis for enhancing the learning of gifted students.

Grade Levels:

- Kindergarten: A Beka phonics and reading, BJU math, BJU science and social studies, A Beka Bible, Studies Weekly for supplemental materials in science and social studies.
- First Grade: Guided Readers and Houghton Mifflin language arts, BJU math, BJU science and social studies, A Beka Bible, Studies Weekly for supplemental materials in science and social studies
- Second Grade: Rooted in Reading and Houghton Mifflin language arts, BJU math, BJU science and social studies, BJU Bible, Studies Weekly for supplemental materials in science and social studies
- Third Grade: Houghton Mifflin language arts, Saxon Math, BJU science and social studies, A Beka Bible, Studies Weekly for supplemental materials in science and social studies
- Fourth Grade: Houghton Mifflin language arts, Saxon Math, BJU science and social studies, Purposeful Design Bible, Studies Weekly for supplemental materials in science and social studies
- Fifth Grade: Houghton Mifflin language arts, Saxon Math, BJU science and social studies, Purposeful Design Bible, Studies Weekly for supplemental materials in science and social studies
- Sixth Grade: Houghton Mifflin language arts, Saxon Math, BJU science and social studies, Purposeful Design Bible
- Seventh Grade: Houghton Mifflin Language arts, Saxon Math, BJU science and social studies, Purposeful Design Bible
- Eighth Grade: Houghton Mifflin Language arts, Saxon Math, BJU science and social studies, Purposeful Design Bible
- High School Student: (Please refer to our High School Course syllabus included in evidence.)

Special Areas:

- Spanish instruction is offered to grades 2-5 as an introduction for conversational purposes. Upper school students are offered Spanish 1 and Spanish 2.
- Art, music, and physical education follow Tennessee State curriculum guidelines. For grades K-6, music includes traditional hymns, folk and seasonal songs. Students are taught to appreciate a variety of works by classical and contemporary composers. Studies includes pitch, beat, tempo, rhythm, dynamics and beginning musical notation. For middle and upper school, TCA offers Choir. Many additional music opportunities are also made available through participation in organizations such as Honor choirs, festivals & competitions, solo and ensemble opportunities. TCA students may participate in theater arts which includes all aspects of theater production leading to a spring school performance.
- TCA is committed to the use of technology as a tool for learning in grades K-10. In the fall of 2016, TCA implemented One-To-One computer/iPad use in grades 6-10. Students in grades K-5 have access to iPads daily as well as a computer cart of 15 computers. All teachers have a computer and AppleTV as instructional tools.

- Dedicated library time is offered for grades K-5. Library skills, study skills, organizational skills, and critical thinking are stressed and integrated into all curriculum areas. Accelerated Reading is used as an incentive to read.

Summary:

Our academic curriculum complements the philosophy of the school and the school recognizes the importance of its partnership with parents throughout the learning process. A small school population facilitates strong and consistent communication between parents, students and school staff.

Since all students do not learn in the same manner or at the same speed, TCA strives to provide enrichment and intervention programs that offer differentiated instruction for individual needs.

Facilities:

- The TCA facility is shared space with First Baptist Church of Covington. We occupy
 - o 2 Kindergarten classrooms
 - o 2 1st Grade classrooms
 - o 2 2nd Grade classrooms
 - o 2 3rd Grade classrooms
 - o 1 4th Grade classroom
 - o 1 5th Grade classroom
 - o 1 6th Grade classroom
 - o 1 7th Grade classroom
 - o 1 8th Grade classroom
 - o 1 9th Grade classroom
 - o 1 10th Grade classroom
 - o 1 Upper School Science lab
 - o 1 Upper School Math classroom
 - o 1 Upper School English
 - o 1 Upper School Social Studies (shared with English)
 - o 1 Music classroom
 - o 1 Art classroom
 - o 1 Spanish classroom
 - o 1 Chapel room
 - o 1 Library
- TCA facilities also include the following community spaces:

- o Cafeteria
- o Gymnasium
- o Sanctuary/Theater Stage
- o Main Office
- o Business Office
- o Board Meeting Room
- o Restrooms

Finance:

- Annual School Budget
- o Total Operating Revenue: \$1,352,865
- o Total Operation Expense: \$1,344,887
- o Total Operating Surplus: \$7,978
- Building Fund:
- o Total gift: \$1,500,000
- Tuition and Fees Cost:
- o Kindergarten – Fifth Grade: \$5,380
- o Grades 6-8: \$5,770
- o Grades 9-10: \$6,520
- o Registration Fee: \$275
- o Technology Fees: K-5 = \$225; 6-10 = \$400
- o Tuition Insurance: Average cost - \$88.35

Family & Student Descriptions:

- The following demographic information comes from the student database of 180 students currently in Tipton Christian Academy:
- Gender:
- Boys: 89 (49% of students)
- Girls: 91(51% of students)
- Race:
- Caucasian: 175
- Black/African American: 0

Pacific Islander: 2

Hispanic: 1

Multiracial: 2

- Location:

Tipton County

- Covington, Brighton, Munford, Atoka, Burlison, Mason - 156 (87% of students)

Haywood County

- Stanton - 5 (2% of students)

Lauderdale County

- Ripley - 18 (10% of students)

Shelby County

- Millington: - 2 (1% of students)

Denominational Backgrounds:

Per current 2017-2018 application data, our breakdown of students

- 45% Baptist (81 students)
- 9% Presbyterian (17 students)
- 5% Methodist (9 students)
- 2% Church of Christ (4 students)
- 1% Pentecostal (3 students)
- Less than 1% Lutheran (1 student)
- Less than 1% Assembly of God (1 student)
- Less than 1% Catholic (1 student)
- Less than 1% Evangelical (1 student)
- 3% Non-Denominational (6 students)
- 31% Non-Specified (56 students)

Related Files

- [2017-11-20-11:40_line-item-budget.pdf](#)
- [2017-11-20-11:41_url-website-tca.docx](#)
- [2017-11-20-11:41_certification-spreadsheet-new.xls](#)
- [2017-11-20-11:42_october-2017-budget.xlsx](#)
- [2017-11-20-11:52_tca-curriculum-jrk-5.pdf](#)
- [2017-12-11-10:46_tca-master-student-handbook-201718.pdf](#)
- [2017-12-11-10:47_high-school-curriculum.docx](#)

Survey Information

SURVEY INFORMATION

Tipton Christian Academy utilized the surveys provided by AdvancEd for our accreditation process. The following surveys were given in the Spring of the 2016-2017 school year. Each survey was advertised to the desired group via multiple e-mails and texts with a link to the survey included in all messages.

- Staff Survey
- (Topics surveyed: Purpose & Direction, Governance & Leadership, Teaching & Assessing for Learning, Resources & Support System, Continuous Improvement)
- 48 Responses

- Student Surveys
 - Kindergarten through Second Grade
 - 60 Responses (out of a possible 88 students)
 - Third through Fifth Grade
 - 44 Responses (out of a possible 46 students)
 - Sixth through Ninth Grade
 - 34 Responses (out of a possible 37 students)

- Parent Survey
- (Topics surveyed: Purpose & Direction, Governance & Leadership, Teaching & Assessing for Learning, Resources & Support System, Continuous Improvement)
- 87 Responses (out of a possible 176 families)

Based on the data received, the highest scoring items on our **Staff Survey** were:

- Our school's purpose statement is clearly focused on student success.
- Our school's leaders expect staff member to hold all students to high academic standards.
- In our school, all stakeholders are informed of policies, processes and procedures related to grading and reporting.
- Our school maintains facilities that contribute to a safe environment.
- Our school leaders monitor data related to student achievement.

Based on the data received, the lowest scoring items on our **Staff Survey** were:

- Our school's purpose statement is formally reviewed and revised with involvement from stakeholders.
- Our school's leaders ensure all staff members use supervisory feedback to improve student learning.
- In our school, a formal process is in place to support new staff members in their professional practice.
- Our school provides high quality student support services (e.g. counseling, referrals, education and career planning)
- Our school ensures all staff members are trained in the evaluation, interpretation and use of data.

Based on the data received, the highest scoring items on the **Kindergarten through Second Grade Student Survey** were:

- My teacher wants me to learn.
- I learn new things at school.
- My school has books for me to read.

Based on the data received, the lowest scoring items on the **Kindergarten through Second Grade Student Survey** were:

- I know what to do every day in school.
- My family likes to come to my school.
- I use a computer to learn at school.

Based on the data received, the highest scoring items on the **Third through Fifth Grade Student Survey** were:

- In my school my principal and teachers want every student to learn.
- In my school my teachers want me to do my best work.
- My teachers care about students.
- My principal and teachers help me to be ready for the next grade.

Based on the data received, the lowest scoring items on the **Third through Fifth Grade Student Survey** were:

- In my school I am learning new things that will help me.
- In my school students treat adults with respect.
- My teachers ask my family to come to school activities.
- My principal and teachers ask me what I think about school.

Based on the data received, the highest scoring items on the **Sixth through Ninth Grade Student Survey** were:

- In my school a high quality education is offered.
- In my school the principal and teachers have high expectations of me.
- My school makes sure there is at least one adult who knows me well and shows interest in my education and future.

Based on the data received, the lowest scoring items on the **Sixth through Ninth Grade Student Survey** were:

- In my school all students are treated with respect.
- In my school rules are applied equally to all students.
- All of my teachers change their teaching to meet my learning needs.

Based on the data received, the highest scoring items on the **Parent Survey** were:

- Our school's purpose statement is clearly focused on student success.
- Our school has high expectations for students in classes.
- My child knows the expectations for learning in all classes.
- Our school provides a safe learning environment.
- My child is prepared for success in the next school year.

Based on the data received, the lowest scoring items on the **Parent Survey** were:

- Our school's purpose statement is formally reviewed and revised with involvement from parents.
- Our school's governing body does not interfere with operation or leadership of our school.
- All of my child's teachers meet his/her learning needs by individualizing instruction.
- Our school provides excellent support services (e.g. counseling and/or career planning).
- Our school ensures that all staff members monitor and report the achievement of school goals.

Analysis

The Accreditation Committee was pleased with the participation of all user groups of staff, students, and parents. Staff participation was 100%, student participation was 76%, and parent participation was 50%. This was our first attempt at using such surveys.

As a result of the surveys provided by AdvancEd for our accreditation process, the following key results were identified:

The staff group surveys indicated that teachers, staff, and administrators agree that our school's purpose statement is clearly focused on student success and that all stakeholders are informed of policies, processes and procedures related to grading and reporting. The results also indicate that the school could improve supervisory

feedback to improve student learning and could provide more consistent support and professional development for new staff members.

The student group surveys indicated that teachers want every student to learn and that teachers have high learning expectations for all students. Student results also indicated that students would like the school to provide more opportunities for family participation in activities as well as teachers being able to meet individual students learning needs.

The parent group surveys indicated that TCA provides a safe learning environment and that teachers consistently prepare students for success in the next school year. Survey results also indicated a desire from parents for individualized instruction that meets student learning needs. Parents also expressed a desire for support services such as counseling and/or career planning.

The AdvancEd Survey results are consistent with the results being identified as we work through the accreditation process. As a part of our development and improvement program, we will continue to use specific user group surveys as a tool of measurement, information, and evaluation geared toward continuous school improvement and growth.

Related Files

- [2017-12-01-14:27_parent--view-report.webarchive](#)
- [2017-12-01-14:28_students-3-5.webarchive](#)
- [2017-12-01-14:28_students-6-9.webarchive](#)
- [2017-12-01-14:28_students-k-2.webarchive](#)
- [2017-12-01-14:28_teacher--view-report.webarchive](#)

Student Assessment Profile

STUDENT ASSESSMENT PROFILE

Tipton Christian Academy has been educating **Preschoolers** for more than 30 years.

The **Junior Kindergarten** is a Pre-K program targeted at students who have already completed a 5-day preschool program and will be 5 years old on or before December 31. Priority placement in Junior Kindergarten classes is given to students who are committed to attend TCA Kindergarten. The academic pace of Junior Kindergarten is designed to be faster than traditional preschool but slower than Kindergarten.

Elementary School at Tipton Christian Academy is defined as Kindergarten through 5th grade and began in 2008.

Middle School at Tipton Christian Academy consists of 6th, 7th and 8th grades. The first year of Middle School was 2013.

The current **High School** began in 2016 and now extends to 10th Grade. The strategic plan is to add a grade in each of the next two years and graduate TCA's first class in May of 2020.

Our **Horizon Program** is an intervention program with focused, one-on-one instruction time. This program is highly individualized using hands-on and interactive instructional methods.

STUDENT ACHIEVEMENT RESULTS:

Brigance Early Childhood Screen

TCA Pre-Kindergarten students that were re-enrolling for promotion into TCA Kindergarten averaged a score of 92.5 on the Brigance Test.

(Brigance is built on over 20 years of research and data. The test was standardized in 2005 from a geographically diverse sampling of 1,366 students whose families are representative of the US population.)

2017 Terra Nova: NP of Mean NCE

Highlights:

TCA classes/grade levels outperformed National Norms on 90 of the 104 Sub-tests.

41 students scored in the top 1 % on at least one of the sub-tests. (32 of the 41 have been at TCA since Kindergarten.)

13 students scored in the top 1 % on two or more sub-tests.

TCA Grade Levels: 1st 2nd 3rd 4th 5th 6th 7th 8th

Reading 79 78 ** 72 58 63 45 82

Vocabulary 75 64 71 70 67 63 54 78

Reading Composite 82 78 56 79 70 68 49 88

Language 65 71 63 60 53 70 38 75

Language Mechanics NA 68 81 62 61 64 47 86

Language Composite NA 73 77 64 59 72 38 86

Mathematics 72 62 70 43 55 70 52 82

Math Computation 68 64 69 49 43 63 54 81

Math Composite 73 64 73 46 51 73 56 87

Total Score 85 81 59 60 58 74 44 86

Science 67 63 80 63 65 62 49 80

Social Studies 78 73 77 63 59 58 44 78

Spelling NA 60 53 58 73 75 47 80

Word Analysis 87 59 59 NA NA NA NA NA

** The 3rd Grade score of 33 in Reading represents an error in time allowed for the administration of the test. Noticeable are the significantly higher scores in every other sub-test as well as Vocabulary (71) which is part of the Reading Composite sub-test.

The Terra Nova test was developed, standardized, and normed in 2007. The norming group was made up of 200,000 students that demographically represented the national population of students. The norms were updated in 2011.

2016 Terra Nova: NP of Mean NCE

Highlight: TCA classes/grade levels outperformed National Norms on 96 of the 104 Sub-tests shown below.

Grade Levels: 1st 2nd 3rd 4th 5th 6th 7th 8th

Reading 80 78 50 73 66 60 73 78

Vocabulary 77 70 70 73 77 67 74 63

Reading Composite 83 81 65 79 79 69 81 78

Language 65 73 38 64 65 64 72 77

Language Mechanics NA 61 42 80 72 46 81 68

Language Composite NA 72 39 79 72 54 81 80

Mathematics 62 88 50 54 72 70 84 75

Math Computation 80 51 52 70 62 55 88 74

Math Composite 72 63 52 65 74 67 91 80

Total Score 83 83 45 69 73 69 83 81

Science 60 62 81 82 62 64 80 75

Social Studies 64 68 63 76 54 62 81 62

Spelling NA 59 45 66 68 56 55 86

Word Analysis 73 83 54 NA NA NA NA NA

The Terra Nova test was developed, standardized, and normed in 2007. The norming group was made up of 200,000 students that demographically represented the national population of students. The norms were updated in 2011.

2015 Stanford Achievement Test

Percentage of TCA students at/or above the 50th National PR

Grade Levels: 1st 2nd 3rd 4th 5th 6th 7th

Reading 64 40 70 64 64 67 57

Math 60 50 30 55 64 78 71

Language 72 40 80 64 64 56 57

Science NA NA 70 45 82 78 86

Social Studies NA NA 50 55 73 89 57

ACT Aspire â€“ 2017

In the Spring of 2017, seven students in 9th Grade took the ACT Aspire. The results are listed below.

Predicted ACT Composite Score Highlight

Student 1 23-26 94th National Percentile - English

Student 2 15-18

Student 3 21-24 89th National Percentile - Writing

86th National Percentile - Reading

Student 4 16-20

Student 5 15-18

Student 6 22-25 86th National Percentile - Math

Student 7 24-28 97th National Percentile " Science

96th National Percentile - Writing

Actions Taken:

To create more authentic reading experiences, increase higher-level thinking and writing abilities, K-2 faculty received new ELA curriculum. (2017-2018)

K-2 faculty began meeting monthly for cross-curricular grade level meetings to increase professional collaboration and student performance. (2016-2018)

Quarterly extra-curricular activities are planned and implemented by the K-2 teachers to increase the school culture and to offer students an opportunity to participate in a school club experience. (2017-2018)

In an effort to increase higher level thinking skills and to bridge learning gaps, K-2 faculty received Bob Jones University Math curriculum. (2017-2018)

Kindergarten and Second grade faculty participated in a summer workshop provided by Tipton County Schools focusing on phonics instruction in the lower grades. (2017-2018)

To supplement our current textbooks and meet instructional gaps in Science and Social Studies, faculty in grades 3-5 received new Social Studies and Science curriculum The material purchased was Science and Social Studies Weekly. This curriculum ensures all standards are taught in both Science and Social Studies. (2014-2017 Social Studies, 2016-2017 Science. Presently both sets are utilized.)

Faculty in grades 3-5 received new Saxon Math curriculum to increase higher level thinking skills, improve standardized test performance, and bridge learning gaps. (2014-2017)

Monthly extra curricular clubs are planned and implemented in Grades 3-5. Students are given the opportunity to participate in a Bible and Service oriented activities at each meeting. This includes: Bible study, arts and crafts, reading to lower grade classes, and performing various small acts of community service (i.e. making cards for the nursing home, volunteering to help teachers in their classrooms).

Faculty in grades 3-5 purchased IXL and Moby Max technology programs for both Language Arts and Mathematics to increase higher order thinking skills, and bridge learning gaps. Students utilize these programs weekly with the iPad technology provided to them by the school. (2017)

In the 2016-2017 school year, TCA participated in the YMCA Youth in Government program for the first time. Students researched and learned about the legislative process. In addition, students wrote their own unique legislation. At the conference, the students presented their Bill to the House and attempted to have the Bill passed into the Senate to experience the legislative process.

In the 2017-2018 school year, TCA added the YMCA Model UN program. After being assigned a particular country, students researched their assigned country and created unique resolutions with regard to an issue within that country's borders. At the conference, students presented the resolutions as delegates of their assigned country and defended the resolution in the plenary session.

In 2017, ninth grade students had a writing workshop in English to prepare for the writing segment of the ACT Aspire. The class reviewed writing techniques, practiced writin, and peer-reviewed one another's writing.

In 2017, at the high school level, students in the ninth and tenth grade English classes practiced for the ACT

exam each Friday. In class, the students had seventeen question excerpts and were timed to create a more authentic testing environment. Finally, with their teacher, the students reviewed any questions that were difficult or frequently missed in order to gain a better understanding of the process.

TCA Student Council was established to create a positive school environment, to promote Christian character and values and to encourage leadership skills. Part of achieving this mission has been to join our state association of student councils (TASC) in order to attend divisional workshops, state conventions and summer leadership camps. In a joint initiative with the TCA Honor Society, we attended a workshop and received leadership training from the Drug-Free Coalition for Tipton County. Each newly elected member of our Student Council receives a mission statement, agrees to exhibit exemplary behavior, achieve high academic standards and assumes high levels of leadership and responsibility.

TCA purchased and implemented a writing and grammar program (BJU) for grades 7-10.

TCA completed a 26 hour credit program on Thinking Maps. The focus was on language skills, specifically reading and writing, and how to utilize maps to develop these skills.

Related Files

- [2017-12-11-10:49_terra-nova-individual.pdf](#)
- [2017-12-11-10:50_terra-nova-bible-score.pdf](#)
- [2017-12-11-10:50_edkw5cvpyr0mbnx4t6sfktnkxtjg7zqd9hy3daoszrm.jpg](#)
- [2017-12-11-10:52_stand.-test-schedule-17-18-1-copy.docx](#)
- [2017-12-11-10:55_student-data-upload-act-aspire.xlsx](#)
- [2017-12-11-12:01_star-results.pdf](#)

Self-Study Process

In August 2015, following TCA's partnership with Bowdon Miller Shepherding Group and a favorable vote to move forward with high school from First Baptist Church, a six member steering committee was formed to advise TCA's administrative team as we began the accreditation process. Committee members included educators, former school administrators and a city council member. Former administrator Brian Yarbrow attended the Reach 2.0 training in Atlanta.

TCA began by developing and creating curriculum guides. Teachers at all grade levels received a template for inputting the data which included scope and sequence, state standards, skills/activities, form of assessment, essential questions and biblical integration. Timeline for completion was March – April 2016.

TCA formed an Executive Leadership Team to oversee the completion of the self-study document. The Executive Leadership Team members each chaired a Sub-committee divided by standards provided by the ACSI Reach 2.0 Accreditation Group. These sub-committees consisted of faculty/staff, community members, parents, administrators, Board Directors and church pastors. Faculty meetings and Academic Focus days were used to provide guidance for completing the self-study. Each sub-committee was given rating sheets for their standard. Sub-committees were to determine if TCA complies with each standard and to provide evidence of compliance. Deadlines were established to ensure completion in a timely manner. Eight Academic Focus days (early student dismissal days) were built into the 2016/2017 and 2017/2018 school years to provide time for committees to perform duties required of each standard. Groups updates and reports were given periodically in faculty meetings.

During the spring of 2016, faculty, students and parents completed AdvancEd Surveys. Results were evaluated and included in reports.

Documentation from each sub-committee was due May 2017. The Executive Leadership Team began reviewing each report to ensure that all documents were complete and ready to upload to the Reach 2.0 digital system. Regular reports of the Accreditation process were presented at monthly Board meetings as well as faculty meetings and First Baptist Church Business meetings.

Administrators met with Mr. Bill Wilson, accreditation chair, on October 5, 2017 to familiarize him with the school, establish expectations and finalize dates for the accreditation visit.

Faculty and staff began the formulation of the Continuous School Improvement Plan (CSIP) in August 2017. Completed documents will be submitted to the Steering Committee and made available to all stakeholders. Faculty and staff will participate in a complete read through of all documents. Plans for hosting the Accreditation Review Team, included as a budget line item, are in place for February 2018.

The final reports began to be uploaded to the eProve portal in September 2017. Submission of the final documentation is scheduled for December 2017. Official visit is scheduled in February 2018. Official Accreditation Approval is scheduled to take place at the ACSI Board meeting in May 2018.

Related Files

- [2017-11-13-11:38_accreditation-timeline.docx](#)

Conclusion Summary

Conclusion Summary

Throughout this self-study, Tipton Christian Academy had the opportunity to self-evaluate and reflect upon strengths and areas for improvement. We acknowledge the accomplishments of the past 10 years, while also recognizing where the school should now collectively focus its efforts so that it continues to grow and excel spiritually and academically.

Strengths:

School Growth: Since the opening of TCA in 2006, enrollment has grown in such a way as to support the hiring of additional school staff, provide new classrooms, and support co-curricular activities. TCA began with one kindergarten class. Staff included the essential grade level classroom teachers, one administrator and one office worker. The school now serves students in grades K-10. TCA staff currently includes essential classroom teachers, a second administrator, teachers for physical education, art, music, Spanish, Horizon (intervention), a marketing director and two accounting positions. TCA partnered with First Baptist Church (FBC) in 2016 to add seven dual use classrooms to the Family Life Center (FLiC) building. Currently, TCA and FBC are working together to rezone two specific areas of the shared facilities. Along with additional students and staff came the possibility to add co-curricular activities. TCA students now participate in clubs and athletics. Clubs include National Honor Society, Student Council, Model United Nations, Youth in Government, Bible Club, All-West Choir, Tennessee Treble Honor Choir and Fellowship of Christian Athletes. Athletic opportunities include swim, track and field, cross country running, boys and girls basketball, golf, and cheerleading. Throughout the course of this growth process, the school has received feedback from families that would indicate that these efforts have been successes of the school.

Spiritual Emphasis and Church/School relationship: First Baptist Church sees Tipton Christian Academy as a mission outreach program of their congregation. TCA uses the current facilities owned by FBC rent and utility free. All K-10 space is dual use space. During our vision casting and partnership time with Bowdon Miller Shepherding Group, 100% of the church leadership team participated. All four ministerial leaders have and do lead in our weekly chapel services. Student Christian leadership is important at TCA. Our upper school students lead through our Eagle Buddy program by teaching in lower school classrooms once per month. Chapel worship services are led by a student praise band, which has also led Sunday night worship for FBC. Biblical integration is a seamless part of the school day and acts of kindness are encouraged and noted throughout the school year.

Academic Excellence: TCA began using standardized tests as a measure of achievement in 2012. Consistent and high results are noted by the charts and narratives that are a part of this study. SAT-10 results from 2012 to 2014 and Terra Nova results from 2015 to 2017 support the narrative. Our first freshman class scored well on

ACT Aspire with current average projected scores of between 15 to 28. Students that have participated in academic competitions, including Youth in Government and Model UN, have received awards. As a part of the school improvement process over the past two years, the school has written new curriculum guides and new scope and sequence documents. Curriculum offerings and curriculum maps will be evaluated yearly so that modifications can be made.

Weaknesses:

Facilities: Although TCA has a cooperative, working plan of shared space with FBC, there is a need to provide separate school space. A donation of \$1.5 million dollars was received in 2016. TCA currently has a team organized that is working with McGehee Nicholson and Burke Architects to design a middle and upper school facility. The design will meet the immediate need and will be such that additions can be made at a minimal cost as projected school growth continues.

Operations Management: When the school was first established in 2008, many of the operating duties and procedures of the school were overseen directly by the board of directors. The school has seen tremendous growth since that time, yet many of the operations management practices that were established from the inception of the school are still in place to some degree. While many duties of the daily operations of the school have been delegated to administration, marketing, IT director, admissions, bookkeeper, etc., there are many areas where authority and delegation of tasks overlap as identified by the Staff Survey and Standard 2 report. Clear protocols and chains of command would greatly improve the efficiency of the operation of the school. Restructuring of the Board policy was initiated during our work with Bowdon Miller Shepherding Group. Specific job descriptions for each employee title are currently being rewritten and will be implemented in the 2018/2019 school year. This is a much needed step in the gradual process of separating board oversight and daily operations management. The school community is encouraged by the efforts made to address this area of need.

Instructional Program and Resources: While TCA's assessment scores offer supporting evidence of successful instructional practices, concerns over biblical integration and vertical alignment of curriculum between all grades were identified through teacher and parent surveys as well as in Standard 3, 5, and 7 reports. The parent survey results also expressed a need for meeting the individual learning needs of students. When the school opened in 2008, all classes used the ABeka curriculum. As academic standards have changed in the state of Tennessee and the school has added additional academic levels, courses, and various new text books, the consistency in curriculum used and the vertical alignment therein has been in transition. As a part of the school improvement process, the school has written new curriculum guides and new scope and sequence documents. Consultation with Dr. Christie Elam brought about the creation of our Horizon program for providing intervention and gifted instruction. While in this transition, the school has made great improvements in restoring consistency in the materials and curriculum resources used within different grade bands. As a part of our CSIP, teachers will continue to work collaboratively to identify curricular materials that best meet the needs of students and can be applied across multiple grade levels. New curriculum maps will be written for the addition of the eleventh and twelfth grades over the next two years. It falls now upon the school to find ways to immerse secular materials in biblical principles so that the school does not find the integration of biblical teaching to be lacking in traditionally secular subjects. Combined efforts of our Board, administration, and teachers will be ongoing.

Standards & Indicators

Standard 1 - Philosophy and Foundations

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

INDICATOR 1.1 (C) The statement of faith and the philosophy, mission, vision, core values, and schoolwide expected student outcome statements of the school are established and are reviewed regularly, and systematically reviewed in a collaborative manner. (C)

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

Related Files

- [2017-11-10-14:59_standard-1.docx](#)
- [2017-11-10-15:00_classroom-mission-statement-16-17-copy.docx](#)
- [2017-11-10-15:04_2017-2018-tca-employee-handbook-final.pdf](#)
- [2017-11-15-10:17_url-website-tca.docx](#)
- [2017-11-15-10:23_tca-master-student-handbook-201718.pdf](#)

INDICATOR 1.2 The school communicates its philosophy, mission, vision and core values statements and schoolwide expected student outcomes to its constituency and community. (C)

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

Related Files

- [2017-11-10-15:05_tca-master-student-handbook-201718.pdf](#)
- [2017-11-10-15:07_town-hall-presentation.pptx](#)
- [2017-11-14-15:58_url-website-tca.docx](#)
- [2017-11-15-10:27_screen-shot-2017-06-20-at-2.19.18-pm.png](#)
- [2017-11-15-10:27_screen-shot-2017-06-20-at-2.20.45-pm.png](#)
- [2017-11-15-10:29_march-2017-eagles-nest.pdf](#)
- [2017-11-15-10:30_previewday16pdf.pdf](#)
- [2017-11-15-10:31_previewday17slideshow.key](#)
- [2017-12-13-16:39_april-2017-.numbers](#)
- [2017-12-13-16:39_may-2017.numbers](#)

INDICATOR 1.3 (CI)The foundational documents are consistently applied as integrative, coordinating, and examining devices throughout all aspects of the programs, operations, and curriculum. (C)

C (Compliance) The foundational documents are consistently applied as an integrative, coordinating, and examining device throughout all aspects of the programs, operations, and curriculum.

Related Files

- [2017-11-15-10:33_classroom-mission-statement-16-17-copy-2.docx](#)
- [2017-11-15-10:35_faculty-92915.pages](#)
- [2017-11-15-10:35_in-service-2017.docx](#)
- [2017-11-15-10:36_faculty-91217.pages](#)
- [2017-11-15-10:36_academic-focus-10617.pages](#)
- [2017-11-15-10:38_faculty-meeting-.docx](#)
- [2017-11-15-10:40_application-2016-2017-copy.pdf](#)
- [2017-11-15-10:42_professional-employment-application.docx](#)
- [2017-11-15-10:42_non-teaching-application-copy.docx](#)

INDICATOR 1.4 The executive leadership, faculty, and staff continually support the advancement of the philosophy, mission, and vision of the school. (C)

C (Compliance) There is consistent commitment by the executive leadership, faculty, and staff to advance the philosophy, mission, and vision of the school.

Related Files

- [2017-11-15-10:45_board-meeting-february.docx](#)
- [2017-11-15-10:48_inservice-schedule-15.docx](#)
- [2017-11-15-10:51_april-agenda-.docx](#)
- [2017-11-15-10:52_church-staff-meetings-15-16.pdf](#)
- [2017-11-15-10:52_church-staff-meetings-16-17.pdf](#)
- [2017-11-15-10:53_81715-open-house.pages](#)
- [2017-12-12-09:22_faculty-91217.pages.pdf](#)

INDICATOR 1.5 From a distinctively Christian perspective, all staff demonstrate a commitment to the development of the whole child—spiritually, intellectually, physically, emotionally, and socially (Luke 2:52). (C)

C (Compliance) The school demonstrates a commitment to the development of the whole child from a distinctly Christian perspective, focusing on the following: spiritually--growth in Christ; intellectually--instruction/learning moving forward for all the students; physically--health, nutrition, and lifelong fitness; socially--wholesome interactions.

Related Files

- [2017-11-20-13:21_tca-curriculum-jrk-5.pdf](#)
- [2017-11-20-13:22_schedule_master_plus.pdf](#)
- [2017-11-20-13:23_survey-results-nformation.docx](#)
- [2017-11-20-13:30_screen-shot-2017-11-20-at-12.29.48-pm.png](#)
- [2017-12-12-09:23_screen-shot-2017-06-15-at-1.34.00-pm.png](#)
- [2017-12-12-09:24_screen-shot-2017-06-15-at-1.41.24-pm-copy.png](#)

BRIEF NARRATIVE Provide a 2–3 paragraph (600 words or less) explanation of how the school is meeting the standard or what factors are hindering meeting the standard with excellence. Use the indicator ratings (from above), data/documentation, supporting evidence, and other sources such as surveys to validate your explanation. Identify what data most relevant to mission attainment the school regularly collects in this standard area and what systems are in place to analyze the data and ensure implementation of improvement strategies.

Tipton Christian Academy's philosophies and foundations are finely developed and anchored in Scripture. The vision of Tipton Christian Academy (TCA) is to promote academic rigor and spiritual vigor for students in grades Kindergarten through 10th with a Christ-centered, biblically directed education. Partnering with Christian families and First Baptist Church, Covington, TN, our mission to inspire, educate and disciple is based on Ecclesiastes 4:12 that assures us "a cord of three strands is not easily broken." (HCSB)

Under the leadership of Bowdon Miller Shepherding Group, TCA's foundational documents were revised and refined during multiple planning sessions in the Spring/Summer of 2015. Administration, staff members, invested community leaders, parents and First Baptist Church staff participated in the meetings to develop Mission and Vision Statements, Core Values, Statement of Faith and Expected Student Outcomes (Key Results). (1.1)

The 2015 Spring/Summer meetings began with a Strategic Planning Committee made up of school administrators, board members and church staff. They met with the Bowdon and Miller team to discuss our school history, present status and future direction as well as to establish a baseline and parameters of the school and church relationship. After initial meetings, key faculty members, parents and community leaders were added to the discussions and began the work of creating Mission and Vision Statements, Core Values, Statement of Faith and Expected Student Outcomes (Key Results). The foundational documents are posted throughout the school for students, staff and visitors to see and read. (1.2)

Once the Mission and Vision Statements, Core Values, Statement of Faith and Expected Student Outcomes (Key Results) were finalized and adopted by the Board of Directors, they were incorporated in all major school documents: Teacher Handbook, Student Handbook, Enrollment Application, Board Member Handbook (1.1).

Tipton Christian Academy incorporates its foundational documents in the Student Application and Employment Application. (1.2, 1.3) They are also posted on the school's website and integrated in Admission presentations

(1.2).

Each member of the Standard 1 Accreditation Committee attended and was highly involved in the Spring/Summer 2015 planning sessions. Members of the committee individually completed an Indicator Checklist and communicated with the Committee chair monthly for Standard 1 updates and to review & approve the Standard 1 submission.

STRENGTHS In 600 words or less, describe one to three areas that describe strengths that exceed compliance in this standard. Reference your school's ratings on the indicators. What measures might the school need to take to keep these areas strong?

The following strengths of Philosophy and Foundations were identified as:

- Tipton Christian Academy's foundational documents were comprehensively formed with collective input by a large group of school constituents: administration, faculty, pastoral staff, Board Members, parents and community leaders. (1.1)
- Tipton Christian Academy's foundational documents are anchored in Biblical truths and clearly support a Christian world view. (1.5)
- Tipton Christian Academy's Statement of Faith is openly communicated to all employees and students; all parents and faculty acknowledge Jesus Christ as Lord and Savior by signing (required) said Statement of Faith (1.2, 1.3, 1.4)
- Tipton Christian Academy's Mission Statement is regularly communicated in multiple school documents for both employees and students. (1.2)

AREAS FOR IMPROVEMENT In 600 words or less, state one to three goals that target needed improvement in this standard. Reference your school's ratings on the indicators. If the school is not in compliance, what needs to occur for it to become compliant?

The following areas of improvement in Philosophy and Foundations were identified as:

- Tipton Christian Academy's Board of Directors and Administration should routinely review and consistently communicate the school's foundational documents to staff and faculty.
- Teachers should look for opportunities to incorporate some and/or all of the school foundational documents in their individual classrooms.
- Marketing and advertising efforts should continue to emphasize the school's mission and vision statements.
- Standardized lesson plan format for teachers to demonstrate intentional connection of instruction to school philosophy and foundation statements.

DATA/DOCUMENTATION Have you included all the Required Documentation? If not, please include any of the pieces of evidence that have not been included that are required **BELOW**. If you are unable to supply a piece of required data/documentation, use this textbox to explain why it is not available. (If all required evidence is supplied, no response is needed.)

Related Files

Standard 2 - Governance and Executive Leadership

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

INDICATOR 2.1 A governing body has been established, and its primary responsibilities include: developing general school governance policy; hiring the head of school; providing direction and strategic planning; ensuring the financial stability, effectiveness, and consistency between all campuses of the institution; defining the role of the governing body; defining the role of the head of school; and conducting systematic board self-evaluation. (C)

PC (Partial Compliance) The governing body is somewhat clear of its role and fiduciary, strategic, and governance responsibilities.

Related Files

- [2017-12-12-16:00_15-16-school-board-documentation-copy.pdf](#)
- [2017-12-12-16:00_committee-rosters-15-16-and-16-17-copy.pdf](#)
- [2017-12-12-16:00_tipton-christian-academy-operating-guidelines.docx](#)
- [2017-12-12-16:20_tipton-christian-academy-job-description-for-teacher-2.docx](#)
- [2017-12-12-16:20_upper-school-principal-june-2017.docx](#)
- [2017-12-12-16:22_tipton-christian-academy-ap-payroll-clerk-job-description.docx](#)
- [2017-12-12-16:23_board-121615.pages](#)
- [2017-12-12-16:25_tca-board-meeting-minutes-august-16-2017.docx](#)
- [2017-12-12-16:25_tca-board-meeting-minutes-october-18-2017.docx](#)

INDICATOR 2.2 (CI)The governance and executive leadership team of the school reflects a clear Christ-centered governance and executive leadership model. A policy is in place that requires a testimony and evidence of faith in Jesus Christ from all board members and executive leadership. (C)

C (Compliance) A policy is in place that requires a testimony and evidence of faith in Jesus Christ from all board members and executive leadership as evidenced in the signed statement of faith.

Related Files

- [2017-12-12-16:01_admin.-statement-of-faith.pdf](#)
- [2017-12-12-16:01_com-on-com-17.pdf](#)
- [2017-12-12-16:02_fbc-bylaws-new.pdf](#)
- [2017-12-12-16:02_tipton-christian-academy-operating-guidelines-copy.docx](#)
- [2017-12-12-16:29_faith-statement.pdf](#)
- [2017-12-12-16:30_gatlin-statement-of-faith.jpg](#)

INDICATOR 2.3 The governing body supports the head of school's prerogatives and responsibilities, and it provides for an appropriate annual evaluation of the head of school. (C)

C (Compliance) The board and other stakeholders recognize and support the executive prerogatives of the head of school. The roles of the board and the head of school are clearly defined, and the head of school is recognized as the administrative and educational leader of the school. An appropriate written evaluation system is developed and is used annually.

Related Files

- [2017-12-12-16:02_evaluation-process---admin-copy.docx](#)
- [2017-12-12-16:03_head-of-school-self-evaulation-16-17-copy.pdf](#)
- [2017-12-12-16:03_self-evaluation---administration-copy-2.docx](#)
- [2017-12-12-16:04_self-evaluation-and-goals-copy.docx](#)

INDICATOR 2.4 Constituents and stakeholders are provided appropriate input by leadership in the decision-making process, a practice that promotes a culture of participation, responsibility, transparency, and ownership. (C)

C (Compliance) Constituents and stakeholders have appropriate input in the decision-making process. Participation in, responsibility for, and ownership of the school's mission and goals by all constituents and stakeholders are clearly evident.

Related Files

- [2017-12-12-16:04_collaborationlog--2-copy.pdf](#)
- [2017-12-12-16:05_end-of-year-teacher-meeting-copy.docx](#)
- [2017-12-12-16:05_faculty-meeting-copy.docx](#)
- [2017-12-12-16:05_inservice---17-copy.docx](#)
- [2017-12-12-16:05_meeting-notes-copy.docx](#)
- [2017-12-12-16:05_plc-and-curriculum-committees-copy.docx](#)
- [2017-12-12-16:05_tca-staff-meeting-minutes-copy.pdf](#)
- [2017-12-12-16:05_teacher-check-out-form---updated-2-copy.docx](#)
- [2017-12-12-16:32_screen-shot-2017-06-20-at-2.19.18-pm.png](#)
- [2017-12-12-16:34_survey-results-nformation.docx](#)

INDICATOR 2.5 (CI)Established written policies and procedures promote effective operations in admissions, governance, finance, and other operational aspects. Appropriate legal documents and clearly articulated articles of incorporation, governing body policies, and bylaws are established and are available for review.(C)

C (Compliance) Written policies and procedures exist to promote effective operations. Bylaws and all policy manuals are current and explicitly state the religious distinctive of the school and the school's mission. The financial requirements of the continuous school improvement plan are incorporated in the annual budget and/or capital improvement plan. Legal documents are prepared, filed, and secured by legal counsel.

Related Files

- [2017-12-12-16:06_1-10-new-parent-welcome-letter-2017-18-copy.pages](#)
- [2017-12-12-16:06_15-16-school-board-documentation-copy-2.pdf](#)
- [2017-12-12-16:06_16-17-school-board-documentation-copy.pdf](#)
- [2017-12-12-16:07_2016-2017-teacher-handbook-copy.docx](#)
- [2017-12-12-16:07_acsi-member-16-17.jpg](#)
- [2017-12-12-16:07_application-2016-2017-copy.pdf](#)
- [2017-12-12-16:07_kindergarten-new-welcome-letter-2017-18-copy.pages](#)
- [2017-12-12-16:07_pto-bylaws.pdf](#)
- [2017-12-12-16:07_tax-exemption.jpg](#)
- [2017-12-12-16:07_tdoe-approval-2016.jpg](#)
- [2017-12-12-16:08_tdoe-approval-2017.jpg](#)
- [2017-12-12-16:08_tipton-christian-academy-operating-guidelines-copy.docx](#)
- [2017-12-12-16:36_tipton-christian-academy-operating-guidelines-copy.docx](#)
- [2017-12-12-16:37_admissions-committee-minutes---august.docx](#)
- [2017-12-12-16:37_finance-meeting-minutes-02-10-16.docx](#)

INDICATOR 2.6 (CI) Established written policies are in place to see that the educational and developmental needs of each admitted student are being met on the basis of biblical principles, professional ethics, and high standards. Staff members are sensitive to the culture, gender, language, and special needs of students and their families. (C)

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

Related Files

- [2017-12-12-16:08_admissions-process.pages](#)
- [2017-12-12-16:09_application-final-revised-17-18-copy.pdf](#)
- [2017-12-12-16:09_effective-learning-environment-observation-tool-paper-version-copy.pdf](#)
- [2017-12-12-16:09_five-minute-walthrough-copy.docx](#)
- [2017-12-12-16:09_img_2764.jpg](#)
- [2017-12-12-16:09_tca-school-student-handbook-2-copy.pdf](#)
- [2017-12-12-16:38_horizon-program-tca.docx](#)
- [2017-12-12-16:38_horizons-schedule-2017-18-tca-copy.docx](#)

INDICATOR 2.7 (CI) Financial resources are available to fulfill the mission and programs of the school, and financial operations and decisions are conducted with integrity and in accordance with biblical principles. Income received from tuition is appropriately used for education-related expenses within the school. (C)

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

Related Files

- [2017-12-12-16:10_2016-2017-budget.xlsx](#)
- [2017-12-12-16:10_annual-fund-letter.docx](#)
- [2017-12-12-16:10_annual-fund-letter-2017.pdf](#)
- [2017-12-12-16:10_finance-committee-minutes-1-13-16.pdf](#)
- [2017-12-12-16:10_2016-2017-marketing-budget.pdf](#)
- [2017-12-12-16:11_document2.docx](#)
- [2017-12-12-16:11_pto-calendar-2017.pdf](#)
- [2017-12-12-16:11_salary-schedule-16-17.pdf](#)
- [2017-12-12-16:11_spring-fling-schedule-of-events.docx](#)
- [2017-12-12-16:11_tca-budget-2014---2015.xlsx](#)
- [2017-12-12-16:11_tca_1000dayswithmotion.pdf](#)
- [2017-12-12-16:12_tipton-christian-budget-copy.xlsx](#)
- [2017-12-12-16:12_tipton-christian-golf-tournament-flyer-for-print.pdf](#)

INDICATOR 2.8 The budget is constructed carefully using input from program heads and is managed properly in accordance with the stated goals of the school. The budget reflects an accurate assessment of the cost of educating a student, including instructional supplies and informational technology. Stated student outcomes are appropriately financed. (C)

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

Related Files

- [2017-12-12-16:12_budget-16-17.xlsx](#)
- [2017-12-12-16:12_teacher-check-out-form-copy.docx](#)
- [2017-12-12-16:40_finance-com-view-tca-budget-2014-15.pdf](#)
- [2017-12-12-16:43_october-2017-budget.xlsx](#)

INDICATOR 2.9 (CI) A review of the school's finances is conducted by an external CPA who has no vested interest in the school at the time of initial accreditation and renewal. The annual statement of financial practices is submitted with the annual accreditation report. (See *Options for Meeting Indicator 2.9* for details.) (C)

C (Compliance) A review of finances is conducted in a timely fashion at the level recommended in the chart provided on Options for Meeting Indicator 2.9. The review is conducted by an external CPA.

Related Files

- [2017-12-12-16:13_accounting-review-copy.pdf](#)
- [2017-12-12-16:13_screen-shot-2017-06-15-at-2.06.41-pm.png](#)

INDICATOR 2.10 Just compensation packages are documented for all employees and are commensurate with the training and services rendered.(C)

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

Related Files

- [2017-12-12-16:13_salary-schedule-16-17-copy.pdf](#)
- [2017-12-12-16:14_16-17-school-board-documentation-copy.pdf](#)
- [2017-12-12-16:14_contracts-copy.pdf](#)
- [2017-12-12-16:14_school-budget-2015-2016-copy.xlsx](#)

INDICATOR 2.11 (CI)*The school ensures compliance with *applicable* local, state, and federal laws, and it is in good standing with all regulatory agencies.(C)

C (Compliance) Compliance is reflected in appropriate policies, and where indicated, appropriate certificates and licenses are posted. The school is in good standing with regulatory agencies. Regulatory documents (including reports of inspections, approvals, and corrected deficiencies) are maintained on file.

Related Files

- [2017-12-12-16:14_accident-report-copy.pdf](#)
- [2017-12-12-16:14_cc-summary-0717-copy-2.docx](#)
- [2017-12-12-16:15_certificate-of-immunization-and-background-check-form.pdf](#)
- [2017-12-12-16:15_christian-counseling-service-copy-2.pdf](#)
- [2017-12-12-16:15_copierfbccovington.org_20161118_140340.pdf-copy.pdf](#)
- [2017-12-12-16:15_copierfbccovington.org_20161118_140502.pdf-copy.pdf](#)
- [2017-12-12-16:15_copierfbccovington.org_20161118_141054.pdf-copy-2.pdf](#)
- [2017-12-12-16:15_fire-inspector-report-copy.pdf](#)
- [2017-12-12-16:15_img_2763.jpg](#)
- [2017-12-12-16:15_img_2770.jpg](#)
- [2017-12-12-16:15_img_2771.jpg](#)
- [2017-12-12-16:15_non-public-reporting-form-2014-2015.xlsx](#)
- [2017-12-12-16:16_non-public-form-16-17.pdf](#)

BRIEF NARRATIVE Provide a 2â€“3 paragraph (600 words or less) explanation of how the school is meeting the standard or what factors are hindering meeting the standard with excellence. Use the indicator ratings (from above), data/documentation, supporting evidence, and other sources such as surveys to validate your explanation. Identify what data most relevant to mission attainment the school regularly collects in this standard area and what systems are in place to analyze the data and ensure implementation of improvement strategies.

Narrative:

The governing body of Tipton Christian Academy is committed to fulfilling the mission of the school to provide academic excellence through a Christ-centered bible-based education that challenges students to be reliant on the Lord Jesus Christ in preparation to be Christian leaders in society (Article I of Operating Bylaws). As a ministry of First Baptist Church Covington, the Board of Directors shall perform the duties and meet the standards of conduct specified under the Tennessee Nonprofit Corporation Act (Article II). The school board governs under the Matthew 18 principal, which provides a biblical basis for handling disputes among brothers, and all board members must sign and abide by a written statement of faith.

The board abides by the established set of bylaws and oversees the policies of the school through the following committees: Admissions, Marketing, Athletics, Human Resources, and Finance. The school board hires one employee, the head of schools. The role of the head of schools is clearly established and overseen and evaluated on a year basis by the board. The board sets policy, facilitates strategic planning and oversees the fiscal solvency of the school.

Tipton Christian Academy adheres to a policy that requires every employee to sign a statement of faith every year before a contract will be given or signed. The school board has a clearly defined evaluation procedure for the head of school that is administered once a year with a mid-year goal review. The head of school, in turn, reviews his/her staff on an annual basis. The purpose of all evaluations is to provide feedback for individual improvement and goal setting.

Tipton Christian Academy continually provides stakeholders the opportunity to participate in the life of the school and in decision-making where appropriate. Representative stakeholders have been involved in all areas of the school's growth including, but not limited to, goal setting and vision casting, co-curricular activities, and church engagement. The leadership of the school meets with parents, faculty and board members on a frequent basis to provide feedback and suggestions. Students are encouraged to engage in decision making through their involvement in clubs such as student council and honor society.

TCA board members, staff and students strictly adhere to all rules and regulations in keeping with the bylaws, charter, policies, and practices as established by the school's operating bylaws. The student enrollment packet has been fully vetted by a legal professional, as well as all student, teacher, and administrative handbooks. These handbooks outline the application and admissions process as well as the code of conduct to which each teacher and student are expected to adhere. Annual training is given to each teacher to maintain compliance with these standards.

The TCA school board systematically and strategically oversees accounting and the school budget to ensure that all financial resources are managed in accordance with the Biblical mandate by which we run the school. The board sets and approves the yearly budget and oversees a capital campaign or annual fund drive each year. Capital campaigns and annual fund drives are conducted to further promote the mission of the school by further developing the campus and associated resources. As part of the budgeting process a separate line item for technology and athletics is supplied. An independent accounting firm conducts an annual financial review. The school finance committee, the board of directors and the church congregation then review the audit.

Teacher and administrative compensation packages are adjusted on a yearly basis. Each year we strive to offer an increase in pay as well as improved benefits. Over the past 4 years we have made great strides in matching area private school benefits packages. While we are not at our desired goal, we are pleased with the direction we are headed.

Tipton Christian Academy strictly complies with all local, state, and federal laws and remains in good standing with all regulatory agencies. Monthly fire drills are practiced.

We recognize the Biblical mandate by which the school should operate and strive to bring honor to God through our leadership and decision-making. Each meeting begins with prayers and then closes with prayer and each Board member commits to lifting the school in consistent prayer and seeks the will of the Lord in providing direction and leadership.

The focus of the Board remains to seek God's wisdom and leading and to act accordingly. Every decision that is

made it bathed in prayer and due diligence and is given the proper amount of time to completely allow God to act and reveal His ultimate direction for the school. Recognizing that by the infinite mercy and blessing that is bestowed upon TCA, the Board of Directors will continue to govern with full dependence on our relationship with the Father.

STRENGTHS In 600 words or less, describe one to three areas that describe strengths that exceed compliance in this standard. Reference your school's ratings on the indicators. What measures might the school need to take to keep these areas strong?

STRENGTHS

Stakeholder Involvement (2.4)

The board actively engages all stakeholders through opportunities to serve on school board committees. All school board members must be active members of our parent church, First Baptist Church. Unlike the actual board, committee members may consist of parents, church members and other invested persons of the school community. A member of the board of directors heads each committee, and all committee members are approved by a majority vote of the Board of Directors. During the year the chairman may appoint additional members or remove current members.

These committees have proven themselves invaluable to the success and direction of Tipton Christian Academy. As a growing school, we are limited in our ability to hire an administrative staff member for each of the above listed areas of oversight and improvement. By engaging Board Members and stockholders of the school, we are able to utilize professional and creative gifting within our school community. While committees do not have decision-making authority, they do make recommendations to the Board of Directors on action items related to their areas of expertise.

Teachers, parents and students have been responsible for the creation of many co-curricular activities such as Student Council, Youth in Government, Model United Nations, and Bible Club. Parents eager to play an active role in the life of the school established the PTO 6 years ago. Because of the commitment of our parents, our Theater department is a thriving program. We are in our 5th year of performing a major production for the school and community.

By allowing stakeholders to be involved in the formation of programs and activities it promotes ownership in the life and future of the school. We have learned that for our school to grow and continue to succeed we can't rely on our relatively small staff to fill all the leadership demands. Our families are a vital and dedicated part of our school and we acknowledge where we would be without them.

Record Keeping and Rules/Regulations Compliance

From the beginning, Tipton Christian Academy has consistently kept all legal and official documentation current and on file. Student records are kept under lock in a fire-proof cabinet and remain in the office of the Head of School. Parent information sheets and emergency contacts are updated as needed and are readily available to all teachers. The school ensures that all student records remain confidential and they are protected under FERPA. Students and parents both sign a Code of Conduct and Statement of Faith at the beginning of each year. These documents can assist in enforcing rules and regulations.

All student achievement testing is also held confidential and is only shared with a student's teacher. Students in grades 2-8 are assessed using Terra Nova and 9th grade is administered the ACT Aspire. Student files are reviewed each year and items such as vaccinations are carefully monitored. Student absenteeism is carefully monitored through daily attendance taking. Tipton Christian Academy carefully follows state and federal guidelines for reporting any signs of child abuse or neglect.

The school meets or exceeds all current regulations for building codes and fire protection. A crisis management

plan is in place and is being further developed to enhance safety and security. The city of Covington sends a member of their police force to our school for daily walk-throughs and a record of these visits is kept on file. School-wide fire drills are practiced once a month and tornado drills are conducted twice a year. Lockdown drills are conducted on a periodic basis in individual teacher classrooms. All school records are kept on file as related to the State Department of Health and the Tennessee Department of Education.

AREAS FOR IMPROVEMENT In 600 words or less, state one to three goals that target needed improvement in this standard. Reference your school's ratings on the indicators. If the school is not in compliance, what needs to occur for it to become compliant?

Weakness

Division of Power (2.1)

Tipton Christian Academy has grown through a systematic approach since we opened the doors for Kindergarten in 2008. We have made strategic decisions that we believed were important to the success of the school. We have kept administrative costs low by keeping our hires balanced with our needs and have only added one grade a year. Our administrative overhead has remained low, which has allowed us to invest in our teachers, staff, technology and co-curricular activities.

In the early life of the school, as we were all moving down this new road at a fairly rapid pace the Board of Directors played a very hands on role in the daily activities of the school. All major decisions and many small decisions were made under direct Board guidance and approval. As the school grew we quickly realized that this way of governing was not only exhausting but it was unhealthy for the school and staff. We made a conscience decision at that point to replace existing administration with a more qualified person who would be capable of not only making decision but would also understand education and have experience in the classroom. This hire allowed the Board to take a big step back and removed itself from the daily decision making to which it was accustomed.

While we have made great strides, we must continue to further develop Board policies and procedures that will help more clearly define the roles of each administrative role. This includes Head of School and all Principals. One of the key areas that we will focus on is giving administration more understanding and control of day-to-day budget operations. Guidelines will be established to allow administration to make financial decisions at a level decided upon by the Board. This could be staff development, conferences, technology, or equipment needs. The Finance committee will continue to work with administration to ensure that they understand the budget and help set spending limits.

Board Training (2.1)

First Baptist Church appoints members to the TCA Board. Often these appointees have little experience in working with a school. In 2015, TCA hired the Bowdon Group Shepherding Group to take us through a 1,000 day strategic planning. At the time of this report, TCA is on day 971 of this commitment. The Board of Directors has worked specifically on creating a stronger and more efficient Board.

Action Plan

Formal training for new Board members is an area that must be improved which will help in establishing a division of power as well as prepare new Board members for service. The Board of Directors of TCA must create a formal training document and procedures that will prepare and equip a new member to start his or her term in the most effective and efficient way possible. Currently Board members are given binders with bylaws, handbooks, procedure manuals and other important information. In some years past there have been yearly strategic planning retreats (January), which have included new members, and the retreats served as unofficial training sessions. Much of the training is left up to the Board Chairperson. We will work to establish a formal

training program for all new Board members. The Board will benchmark other boards to determine the best practices for this training and the program will be implemented immediately. We understand that having fully prepared board members is vital to the success of the school. It is critical that all persons in decision-making roles have a full understanding of the school's history, current state of affairs, and issues and opportunities that may lie ahead.

Standard 3 - Home and Community Relations and Student Services

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

INDICATOR 3.1 (CI) Enrollment is sufficient to establish the viability of the school and all divisions it offers (i.e., EE, primary, elementary, secondary). (C)

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

Related Files

- [2017-11-20-13:34_2015---2016-elementary-roster.xlsx](#)
- [2017-11-20-13:36_2017-2018-k-10-grade-tca-school-roster.pdf](#)
- [2017-11-21-11:23_application-final-revised-17-18-copy-2.pdf](#)

INDICATOR 3.2 The school conducts regular demographic assessments of its constituents in light of the stated mission: (1) educational levels, (2) ethnic diversity, (3) faith backgrounds, and (4) other pertinent family information. (C)

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

Related Files

- [2017-11-21-11:16_201617-school-data-form.xls](#)
- [2017-11-21-11:16_demographic-portrait-acc2017.docx](#)
- [2017-11-21-11:18_2016-2017-marketing-budget.pdf](#)
- [2017-11-21-11:20_previewday16-.key](#)
- [2017-11-21-11:23_screen-shot-2017-06-15-at-1.10.20-pm-copy.png](#)
- [2017-11-21-11:25_statement-of-faith-copy.docx](#)

INDICATOR 3.3 The length of the school day and year, as well as the number of instructional hours and days, complies with state or provincial laws, if applicable. (E/S)

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

Related Files

- [2017-11-20-13:38_calendar-201718.pages.pdf](#)
- [2017-11-20-13:38_20162017-school-calendar.pdf](#)
- [2017-11-20-13:40_schedule_master-2.pdf](#)
- [2017-11-20-13:47_daily-schedule.pages.pdf](#)
- [2017-11-20-13:49_schedule-k-52015.pages](#)
- [2017-11-20-13:52_schedule_lunch-6.pdf](#)
- [2017-11-21-11:26_student-calendar-2017-2.pdf](#)
- [2017-11-21-11:27_tca-schedule-revised-copy.docx](#)

INDICATOR 3.4 Regular, established, and effective two-way communication occurs between the school and its constituents. (C)

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

Related Files

- [2017-11-20-13:53_url-website-tca.docx](#)
- [2017-11-20-13:53_town-hall-presentation.pptx](#)
- [2017-11-20-13:59_tca-eagles-nest-january-2017.pdf](#)
- [2017-11-21-11:28_screen-shot-2017-06-16-at-1.48.28-pm.png](#)
- [2017-11-21-11:28_screen-shot-2017-06-16-at-1.50.07-pm.png](#)
- [2017-11-21-11:28_p-t-conference-sheets.pdf](#)
- [2017-11-21-11:28_eagles-nest-may-2017-copy.pdf](#)
- [2017-11-21-11:28_june-14-2017-builder-article-copy.pdf](#)
- [2017-11-21-11:29_screen-shot-2017-06-16-at-9.28.01-am-copy.png](#)
- [2017-12-12-11:56_preview-day.jpg](#)

INDICATOR 3.5 The school has established biblical principles for resolving differences between the school and its constituents. These policies are written, reviewed, and communicated for effective implementation. (C)

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

Related Files

- [2017-11-20-14:00_matthew-18-principle-sign.pages](#)
- [2017-11-21-11:30_tca-master-student-handbook-new-copy-2.docx](#)
- [2017-11-21-11:30_screen-shot-2017-07-17-at-1.50.28-pm-copy.png](#)
- [2017-11-21-11:31_inservice---17.docx](#)
- [2017-11-21-11:32_inservice-schedule-2015.docx](#)
- [2017-11-21-11:36_inservice-schedule-2015.docx](#)

INDICATOR 3.6 The school systematically seeks input/feedback from current and past students and other constituents in order to adjust its instructional and operational practices. Survey data is regularly gathered and analyzed for feedback regarding program satisfaction. (C)

PC (Partial Compliance) The school seeks limited or inadequate input/feedback from current and past students and/or does not use the input to provide information regarding the learning process. Surveys are occasionally distributed but the data may not be accurately tabulated or effectively analyzed.

Related Files

- [2017-11-21-11:33_eagle-buddy-survey-copy.pdf](#)
- [2017-11-21-11:33_tipton-christian-academy-high-school-covington-tn-january-2017-gsa-results.pdf](#)
- [2017-11-21-11:34_tipton-christian-academy-middle-school-covington-tn-january-2017-gsa-results.pdf](#)

INDICATOR 3.7 (CI)*The nondiscrimination statement is published and evident in the actions, relationships, and programs of the school. (C)

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

Related Files

- [2017-11-21-11:34_application-final-revised-17-18-copy-3.pdf](#)
- [2017-12-12-12:22_non-discrimination-student.docx](#)
- [2017-12-12-17:09_tca-master-student-handbook-new-copy-2.docx](#)

INDICATOR 3.8 High school guidance services provide academic course selection along with college and career planning. (E/S)

PC (Partial Compliance) Some services are available to students.

Related Files

- [2017-11-21-11:42_graduation-requirements-copy.docx](#)
- [2017-11-21-11:42_tca-letterhead.pdf](#)
- [2017-11-21-11:43_college-career-copy.docx](#)

INDICATOR 3.9 The school has a process to identify the unique learning needs of individual students and support is provided in order for them to meet the expected student outcomes. (C)

PC (Partial Compliance) A process exists to identify students with learning differences. Students are not consistently identified or support with additional assistance by the teacher.

Related Files

- [2017-11-21-11:44_horizon-program-tca-copy.docx](#)
- [2017-11-21-11:44_horizons-intervention-copy.pdf](#)
- [2017-12-12-17:11_professional-development--thinking-maps-copy.pdf](#)
- [2017-12-12-17:11_2015-16-report-card.pdf](#)
- [2017-12-14-14:29_dr.-elam.pdf](#)

INDICATOR 3.10 The school communicates effectively with families regarding all guidance services provided by the school. (C)

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

Related Files

- [2017-12-12-17:13_graduation-requirements-copy.docx](#)
- [2017-12-12-17:14_previewday17slideshow.key](#)

INDICATOR 3.11 (CI)Confidential records of students are complete, organized, current, accessible only to appropriate personnel, compliant with applicable legal requirements, and kept in a safe location. (C)

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

Related Files

- [2017-11-21-11:46_employee-file-checklist-copy.pdf](#)
- [2017-11-21-11:49_student-file-checklist.pages.pdf](#)

INDICATOR 3.12 Student activities are consistent with the mission of the school, are a balanced variety, and are reflective of the needs of all students. (E/S)

C (Compliance) Student activities are consistent with the mission of the school, are a balanced variety, and are reflective of the needs of all the students.

Related Files

- [2017-11-21-11:50_screen-shot-2017-06-15-at-1.07.13-pm-copy.png](#)
- [2017-11-21-11:50_screen-shot-2017-06-15-at-1.12.15-pm-copy.png](#)
- [2017-11-21-11:51_april-2017-.numbers](#)
- [2017-11-21-11:52_screen-shot-2017-06-16-at-12.15.56-pm.png](#)
- [2017-11-21-11:52_student-calendar-2017-18.docx](#)
- [2017-11-21-11:52_screen-shot-2017-06-15-at-2.27.24-pm.png](#)
- [2017-11-21-11:52_screen-shot-2017-06-15-at-2.30.34-pm.png](#)

BRIEF NARRATIVE Provide a 2â€“3 paragraph (in 600 words or less) explanation of how the school is meeting the standard or what factors are hindering meeting the standard with excellence. Use the indicator ratings (from above), data/documentation, supporting evidence, and other sources such as surveys to validate your explanation. Identify what data most relevant to mission attainment the school regularly collects in this standard area and what systems are in place to analyze the data and ensure implementation of improvement strategies.

Tipton Christian Academy strives to communicate effectively and to build relationships with parents and other constituents. Through the use of technology, information to student families and our community is generated daily. Clear statements and communication of TCA's philosophy and mission are included on our web site, posted throughout our school, provided on advertisements and may be included on outgoing messages. In 2016, TCA Board moved to put in place a marketing department and to hire a full time marketing coordinator. Through this avenue, parents are encouraged to attend events throughout the calendar year to gain information about the philosophy, curriculum, guidance policies, assessment practices, and operations procedures.

Enrollment is sufficient and has continually increased over the last seven years.

Each calendar school year meets state law.

Effective two-way communication is established.

The Matthew 18 Principle is used to resolve differences.

The nondiscrimination statement is published and evident in actions.

Processes are in place to identify and address students with special needs. Guidance support includes cooperation with Tipton County Schools on referrals for intervention, partnering with Big Hatch Counseling, as well as pastoral support from First Baptist Church pastors.

Records are kept confidential and complete. They are kept in a safe location.

Student activities are in place and are being enhanced as the school grows.

Facilities and personnel are sufficient for each program. Plans to build are in place.

STRENGTHS In 600 words or less, describe one to three areas that describe strengths that exceed compliance in this standard. Reference your school's ratings on the indicators. What measures might the school need to take to keep these areas strong?

- TCA has established effective two-way communication. This includes weekly classroom newsletters, monthly bulletins, Web Site, Instagram, Facebook, Parent Alert, and RenWeb. (3.4)
- Horizon - one staff member has been hired specifically for intervention in the areas of reading and math. Through consulting with Dr. Christie Elam, we can write and implement 504 plans as well as a minimal IEP intervention plan. Orton Gillingham training and material has provided. TCA recognizes this as a beneficial program yet we also see a definite need to develop the program to meet the needs of a greater range of learners.

- Student activities are consistent with the mission of the school, are a balanced variety, and are reflective of the needs of all students. Co-curricular offerings grow as our student population grows.

AREAS FOR IMPROVEMENT In 600 words or less, state one to three goals that target needed improvement in this standard. Reference your school's ratings on the indicators. If the school is not in compliance, what needs to occur for it to become compliant?

- Ongoing evaluation of biblical principles for resolving issues as well as improving, rewriting and communicating policies for implementation is necessary. Having older, maturer students on campus dictates a change in the way discipline policies are established and enforced. There have been incidents to occur that were not addressed in our student handbook.
- Horizon program for meeting individual learner's needs should continue to improve and provide more support. Several students receive intervention and remediation services. The parent survey indicates a need for gifted student enrichment. High school students specifically need guidance counseling for graduation and higher education opportunities. Future hiring of a certified special education teacher is planned (3.8)
- Enhancing school facilities to meet student needs is a must for TCA to grow. TCA is committed to a building program following a \$1.5 million dollar donation. Current plans include facilities for our middle and high school classes and athletic fields. The Finance committee is exploring ways to create a capital campaign in the 2018/2019 school year.

Standard 4 - Personnel

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

INDICATOR 4.1 (CI) Each staff member has a clear testimony of faith in Christ, has signed the school's statement of faith, and endorses the school's code of ethics/lifestyle statement. (C)

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

Related Files

- [2017-11-21-11:54_2016-2017-teacher-handbook-copy.docx](#)
- [2017-11-21-11:54_non-teaching-application-copy.docx](#)
- [2017-12-12-12:38_professional-employment-application.docx](#)
- [2017-12-12-12:38_statement-of-faith---employee.docx](#)

INDICATOR 4.2 (CI) The executive leadership of the school ensures that staff members know and understand the ethical considerations of their respective positions. (C)

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

Related Files

- [2017-11-21-11:55_cc-summary-0717-copy-2.docx](#)
- [2017-11-21-11:56_christian-counseling-service-copy.pdf](#)
- [2017-11-21-11:56_tipton-christian-academy-job-description-for-teacher-2-copy.docx](#)
- [2017-11-21-11:56_tipton-christian-academy-receptionist-job-duties-copy.docx](#)
- [2017-11-21-11:56_inservice-schedule-2015.docx](#)
- [2017-11-21-12:00_five-minute-walthrough-copy.docx](#)

INDICATOR 4.3 School personnel clearly indicate their commitment to the mission and philosophy of the school and biblically based relationships therein. (C)

C (Compliance) There is supporting documentation from each staff member indicating his or her commitment to the mission of the school and biblically based relationships therein.

Related Files

- [2017-11-21-11:57_chapel-schedule---16-17.docx](#)
- [2017-11-21-11:58_1-30-17.pages](#)
- [2017-11-21-11:58_jessica.pdf](#)
- [2017-11-21-11:58_math-patsy.pdf](#)
- [2017-11-21-11:58_ms-bible.pdf](#)
- [2017-11-21-11:59_lp-sept-14-lp-4.numbers](#)
- [2017-11-21-11:59_self-evaluation-copy.docx](#)

INDICATOR 4.4 (CI)The K head of school and all K principals hold an ACSI administrative certificate. (E/S)

C (Compliance) All administrator certificates are current.

Related Files

- [2017-12-12-12:44_lisaacsi-certificate.pdf](#)

INDICATOR 4.5 (CI)All K teachers hold, at minimum, a bachelor's degree from an accredited college/university or an institution recognized by ACSI. (E/S)

PC (Partial Compliance) Some teachers have bachelor's degrees from unaccredited, non-recognized colleges.

Related Files

- [2017-11-21-12:03_certification-spreadsheet-new.xls](#)
- [2017-12-12-17:47_non-teaching-application-copy.docx](#)

INDICATOR 4.6 (CI)A minimum of 80 percent of K faculty, which includes professional positions such as guidance counselors, athletic directors, library/media specialist, etc., based on full-time equivalents (FTEs), hold current ACSI certification. (E/S)

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

Related Files

- [2017-11-21-12:04_certification-spreadsheet-new.xls](#)

INDICATOR 4.7 Professional development for K faculty, guidance personnel, informational resources staff, and other appropriate staff is ongoing and integral to the school and aligned with specific goals and instructional programs, and it includes training in the Christian school philosophy of education. (E/S)

C (Compliance) Professional development for K - 12 faculty, guidance personnel, informational resources staff,

and other appropriate staff is ongoing and integral to the school and is aligned with specific goals and instructional programs, and it includes training in the Christian school philosophy of education.

Related Files

- [2017-11-21-12:05_screen-shot-2017-06-15-at-2.42.19-pm.png](#)
- [2017-11-21-12:06_screen-shot-2017-07-18-at-10.59.49-am.png](#)
- [2017-11-21-12:06_screen-shot-2017-07-18-at-10.58.42-am.png](#)
- [2017-11-21-12:06_screen-shot-2017-07-18-at-9.43.27-am.png](#)
- [2017-11-21-12:07_screen-shot-2017-07-18-at-11.01.52-am.png](#)

INDICATOR 4.8 Policies and procedures that reflect ethical employment practices regarding faculty/staff and separation from service are implemented and regularly reviewed. (C)

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

Related Files

- [2017-11-21-12:09_contracts-copy.pdf](#)
- [2017-11-21-12:09_tca-school-technology-specialist-job-description-copy.docx](#)
- [2017-11-21-12:09_teacher-assistant-job-description-copy.docx](#)
- [2017-11-21-12:09_tipton-christian-academy-job-description-for-teacher-2-copy.docx](#)
- [2017-11-21-12:09_tipton-christian-academy-receptionist-job-duties-copy.docx](#)

INDICATOR 4.9 Executive leadership supports the implementation of effective instructional practices of faculty/staff through annual observation, evaluation, and goal setting to more effectively achieve desired student outcomes. (C)

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

Related Files

- [2017-11-21-12:10_2015-2016-walk-throughs-unofficial-copy.pdf](#)
- [2017-11-21-12:10_11453_reportprint4279908341982048167.pdf](#)
- [2017-11-21-12:10_2016-2017-walk-throughs-unofficial-copy.pdf](#)
- [2017-11-21-12:10_observation-assignments-2016---2017-copy.docx](#)
- [2017-11-21-12:10_observation-assignments-copy.pages](#)

INDICATOR 4.10 The number and professional preparation of instructional and support staff is sufficient for the scope of the school. (C)

C (Compliance) Instructional: Programs offered by the school are implemented smoothly. Sufficient staff members, teaching within their area of preparation, are present, allowing each staff member to fulfill his or her

responsibilities for program management, instruction, and interaction with students. Clerical: The program runs smoothly as a result of sufficient hours allotted to clerical staff. Custodial: The number of custodial and maintenance staff is sufficient for the facilities and programs. Staff members are confident that requested maintenance or custodial services will be received.

Related Files

- [2017-11-21-12:11_2015---2016-elementary-roster-copy.xlsx](#)
- [2017-11-21-12:11_2016-2017-elementary-roster-copy.xlsx](#)
- [2017-11-21-12:11_2017-2018-tca-k-10-school-roster-5-copy-2.pdf](#)
- [2017-11-21-12:11_screen-shot-2017-06-19-at-11.58.12-am.png](#)
- [2017-11-21-12:11_screen-shot-2017-06-19-at-11.58.46-am.png](#)
- [2017-11-21-12:13_staff-verification-form-asc-20172018.docx](#)

INDICATOR 4.11 (CI)*All personnel, including volunteers and substitute teachers, have the appropriate screening and background checks on file, and they are supervised by qualified staff. Orientation for new staff members is thorough and is conducted before any new staff have contact with the students. (See *EE Annual Staff Training Guidelines*) (C)

PC (Partial Compliance) Some background checks are made, but not all personnel are included in that process. Orientation occurs, but it does not include all personnel.

Related Files

- [2017-11-21-12:14_background-check.pdf](#)
- [2017-11-21-12:14_cc-summary-0717-copy.docx](#)
- [2017-11-21-12:15_employee-file-checklist.pdf](#)
- [2017-11-21-12:15_non-teaching-application-copy.docx](#)

INDICATOR 4.12 Teachers and administrators work collaboratively with each other to positively affect school culture, encourage student learning, and promote organizational effectiveness. (C)

C (Compliance) A significant majority of teachers participate in regularly scheduled learning communities or other opportunities for collaboration. The agenda for these meetings contributes to a reflective, problem-solving culture which is focused on student learning, school ethos, or other conditions that affect student learning.

Related Files

- [2017-11-21-12:16_screen-shot-2017-07-17-at-1.50.28-pm.png](#)
- [2017-11-21-12:18_faculty-meeting-.docx](#)
- [2017-11-21-12:18_meeting-accreditationnotes-05-14-15.pdf](#)
- [2017-11-21-12:19_board-111517.docx](#)
- [2017-11-21-12:20_academic-focus-10617.pages](#)
- [2017-11-21-12:20_january-notes-elementary.pdf](#)
- [2017-11-21-12:20_in-service-2017.docx](#)
- [2017-12-12-17:50_plc-and-curriculum-committees.docx](#)

BRIEF NARRATIVE Provide a 2–3 paragraph (600 words or less) explanation of how the school is meeting the standard or what factors are hindering meeting the standard with excellence. Use the indicator ratings (from above), data/documentation, supporting evidence, and other sources such as surveys to validate your explanation. Identify what data most relevant to mission attainment the school regularly collects in this standard area and what systems are in place to analyze the data and ensure implementation of improvement strategies.

Tipton Christian Academy is a ministry of First Baptist Church of Covington, TN that serves families within Tipton County and other surrounding communities. The school currently serves students in PK3 – 10th Grade with eighteen full-time teachers, 3 part-time teachers and 4 support staff/office staff, which is a sufficient ratio of employees to support the student population (4.10). TCA has two administrators, which consist of a Head of School, who also oversees the Lower School and an Upper School Principal. (4.4). Due to the application and hiring process, each employee at TCA demonstrates a clear testimony of faith in Christ in their life and endorses the school's code of ethics and statement of faith (4.1) TCA employees also support the school's mission statement and the purpose of the school (4.3) and understand the professional responsibilities required of a Christian school educator (4.2).

A detailed written application, interview process, background checks, ACSI certification, and appropriate assignment of staff in their areas of expertise and qualification (4.7 & 4.12) are all part of the hiring process. In addition, teachers are required to show evidence of expertise and training by submitting their college transcripts to complete their personnel files (4.6).

Each year, new teacher orientation is required for new faculty members then both new faculty and returning faculty are required to attend in-service training before the school year begins (4.12). The in-service training for new faculty members includes discussion and presentation of TCA's mission and Board Policy Manual, introductions to curriculum, organization, management, and evaluation of students, school rules, introduction to the teacher evaluation process, mentors, goal setting, use of RenWeb computer software (4.9), ACSI certification requirements, and TB test. For the all faculty in-service training, there is also time for team meetings, prayer, and introduction of new staff. Personal and professional goal setting is required of all teachers as well as reading the Board Policy Manual and Faculty Handbook.

TCA teachers and staff are strongly encouraged to continue their education through staff development, conference attendance, and Bible coursework. As part of the faculty contract, teacher memberships to ConNexus are encouraged. In addition, TCA participates in the local public school Title II program which provides funds to support teacher training. Time is built into the calendar for in-service training and on-going professional development (4.8). Purposeful teaching is planned into these in-service days to provide additional Bible instruction. Academic Focus days (early dismissal) are used for further professional development, SIP, and PLC grade level planning. Some of the topics and books included have been “Cultivate: Forming the Emerging Generation through Life-on-Life Mentoring” by Jeff Myers, “The Successful Christian School” by A.A. Baker, and “The Armor of God” by Pricilla Shirer. Technology training and RenWeb updates (4.9) are provided from time to time as needed.

Administratively, TCA is fortunate to have two seasoned professionals who are academically qualified. The Head of School has a master's degree and is licensed in her area (4.5). The upper school administrator has a master's degree plus additional coursework beyond a master's degree. Both work closely alongside the school board (4.4) to communicate needs of the school, decide disciplinary action, and develop policy, among other things.

In order to track all of the certifications, training, and licenses, the administrator supervises hiring, remediation, mentoring, professional development (4.8), termination, and new faculty search. This allows personnel files to be confidential, complete, cohesive, and organized. It also allows for continuity in the process of evaluating and documenting goals for personnel at every level (4.10).

STRENGTHS In 600 words or less, describe one to three areas that describe strengths that exceed compliance in this standard. Reference your school's ratings on the indicators. What measures might the school need to take to keep these areas strong?

- Tipton Christian Academy's faculty and staff clearly understand and model the mission of the school. There is consistency between what is being taught and how their lives are lived out on a daily basis.
- Evidence of the Christian mission is shown in the cohesiveness of the faculty and staff. There is a family atmosphere that is felt throughout the school.
- Many faculty and staff members are parents or grandparents of TCA students and are therefore personally invested in the success of the school.
- TCA experiences low turnover rates of 5-10% annually for faculty positions and has average faculty tenure of seven years.

AREAS FOR IMPROVEMENT In 600 words or less, state one to three goals that target needed improvement in this standard. Reference your school's ratings on the indicators. If the school is not in compliance, what needs to occur for it to become compliant?

- One area of improvement is for all faculty members to obtain and maintain their Standard ACSI Certification. (4.6)
- A professional development plan for each faculty member should be written to insure that all teachers are receiving additional training in their field(s) of expertise. (4.5)
- Technology training, as it relates to teaching assignments, should be added in a structured and timely manner.

DATA/DOCUMENTATION Have you included all the Required Documentation? If not, please include any of the pieces of evidence that have not been included that are required BELOW. If you are unable to supply a piece of required data/documentation, use this textbox to explain why it is not available. (If all required evidence is supplied, no response is needed.)

Related Files

- [2017-11-21-12:23_standard-4-report---tca.docx](#)

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

The instructional program consists of carefully developed, thoroughly documented, and well-executed curriculum elements that include educational philosophy, schoolwide expected student outcomes, a variety of effective instructional strategies, adequate resources, and appropriate assessments that are based on current research and quality practices. The curriculum of the school is driven by well-written policies and procedures. It is sufficiently funded, comparatively reviewed on a regular basis, and compiled using the school's mission, vision, core values, and schoolwide expected student outcomes to ensure a biblical foundation for instruction. Core instructional areas include Bible, language arts (reading, English, literature, grammar, and writing) mathematics, science, and social studies/history. A method for assessing the effectiveness of learning schoolwide expected student outcomes is in place, and the results of the assessments are communicated regularly to all stakeholders.

Informational resources exist to carry out the mission of the school by supporting the instructional program with ample and appropriate print, media, and technology resources. Qualified staff provide effective services to student, staff, and parents.

INDICATOR 5.1 (CI)The curriculum documents developed by the school provide a well-documented biblical-basis for instruction of students in each course consistent with the goal of developing a biblical worldview in students. (C)

PC (Partial Compliance) The curriculum plans/maps are partially completed for some of the core courses but there is limited evidence of a a thoughtfully developed biblically based curriculum.

Related Files

- [2017-11-21-12:29_englishla---1.pages](#)
- [2017-11-21-12:29_englishreading---2.pages](#)
- [2017-11-21-12:30_englishla---3.pdf](#)
- [2017-11-21-12:30_math---5.docx](#)
- [2017-11-21-12:30_math---4.docx](#)
- [2017-11-21-12:30_bible-6.docx](#)
- [2017-11-21-12:30_history-6.docx](#)
- [2017-11-21-12:30_science-7.pages](#)
- [2017-11-21-12:30_history-8.docx](#)
- [2017-11-21-12:31_biology-1---9.docx](#)

INDICATOR 5.2 (CI)The curriculum plans/maps,drive the instructional program.The plans/maps are current andinclude all the followingcomponents: (1) schoolwideexpected student outcomes, (2) scope and sequence ofinstruction for each subject areaat each grade level, (3) biblicalintegration concepts, (4) school selectedstandards and, (5)assessments. The plans includecourse goals and objectives;resources, as well as the timeallotted for each unit.The plans/maps are accessible to all faculty and inform instructionthat clearly values thedevelopment of the whole childâ€™spiritually, intellectually,physically, emotionally, andsocially. (E/S)

PC (Partial Compliance) The curriculum plan/maps are somewhat developed, but several of the requirements (1-5) are not included. There is little or only anecdotal evidence the curriculum addresses the developmental needs of the whole child. The curriculum documents are not readily accessible to the faculty. The instructional program is highly textbook driven and not curriculum driven.

Related Files

- [2017-11-21-12:31_sr-1.pdf](#)
- [2017-11-21-12:32_sr-8.pdf](#)
- [2017-11-21-12:32_english-standards-k-12.pdf](#)
- [2017-11-21-12:32_social-studies---1.pages](#)
- [2017-11-21-12:32_social-studies---4.pages](#)
- [2017-11-21-12:33_algebra---8.xlsx](#)
- [2017-11-21-12:33_abekaataglanceschoolscopeandsequence.pdf](#)
- [2017-11-29-12:47_middle-school-curriculum.docx](#)
- [2017-11-29-12:47_graduation-requirements.docx](#)
- [2017-12-12-17:54_curriculum-map-timeline.docx](#)

INDICATOR 5.3 (CI)

Bible content and instruction are required in the core curriculum. (E/S)

C (Compliance) A Bible course is required for each student, every term of attendance, or due to a varied school class schedule, its equivalent amount of time in a year. Instruction is built on a well-developed scope and sequence. Bible curriculum includes all the elements described in Indicator 5.2. Instructional strategies are consistent with other courses.

Related Files

- [2017-11-21-12:33_3rd-10th-textbook-inv-2017-2018-copy.xlsx](#)
- [2017-11-21-12:34_screen-shot-2017-06-15-at-2.48.41-pm.png](#)
- [2017-11-21-12:34_weekly-lesson-9_21_15.pdf](#)
- [2017-11-21-12:34_rachel.pdf](#)
- [2017-11-21-12:34_music.pdf](#)
- [2017-11-21-12:34_lessonplansweekof1017-amy.pdf](#)
- [2017-11-21-12:35_lesson-plans-angela.pdf](#)

INDICATOR 5.4 The school systematically evaluates its instructional strategies, learning activities, and instructional technology, ensuring that these are research-based and that they reflect sound educational practice. (C)

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

Related Files

- [2017-11-21-12:35_end-of-year-teacher-meeting-copy.docx](#)
- [2017-11-21-12:35_five-minute-walthrough-copy.docx](#)
- [2017-11-21-12:35_observation-assignments-2016---2017-copy.docx](#)
- [2017-11-21-12:35_observation_74859_7456348569156990106-copy.pdf](#)
- [2017-11-21-12:36_screen-shot-2017-06-15-at-2.52.31-pm.png](#)
- [2017-11-21-12:36_self-evaluation---administration-copy.docx](#)

- [2017-11-21-12:36_summative-meeting-documentation-copy.docx](#)

INDICATOR 5.5 Instructional strategies and equitable learning activities focus on active student engagement, the achievement of essential knowledge and skills, biblical wisdom and understanding, and higher-order thinking skills. (E/S)

C (Compliance) Instructional strategies and learning activities focus on active engagement, the achievement of essential knowledge and skills, biblical wisdom and understanding, and critical thinking skills as well as higher-order thinking skills. Many students have an equal opportunity for meeting the learning outcomes.

Related Files

- [2017-11-21-12:36_screen-shot-2017-06-15-at-2.57.18-pm.png](#)
- [2017-11-21-12:36_screen-shot-2017-06-15-at-2.57.46-pm.png](#)
- [2017-11-21-12:36_screen-shot-2017-06-15-at-2.58.08-pm.png](#)
- [2017-11-21-12:37_candice-lesson-plans.pdf](#)
- [2017-11-21-12:37_first-grade.pdf](#)
- [2017-11-21-12:37_lesson-plans.pdf](#)
- [2017-11-21-12:37_newsletter-9_21_15.pdf](#)
- [2017-11-21-12:37_tippy-toe-chick-go.pdf](#)

INDICATOR 5.6 (CI)There is a systematic process in place for the assessment of student learning and development that includes multiple assessment measures over times to accomplish the expected student outcomes. (E/S)

C (Compliance) There is a systematic administration of standardized testing consistently over years and over time. There is some use of multiple measures to assess expected student outcomes.

Related Files

- [2017-11-21-12:38_all_grades_dashboard-2-copy.pdf](#)
- [2017-11-21-12:38_stand.-test-schedule-17-18-1-copy.docx](#)
- [2017-11-27-14:57_eagles-nest-april-2016.pdf](#)
- [2017-11-30-10:55_collaborationlog_11_07_16.pdf](#)
- [2017-11-30-10:55_collaborationlog-.pdf-standard-5.6.pdf](#)
- [2017-11-30-10:55_plc_1.pdf](#)

INDICATOR 5.7 (CI)The school analyzes student performance data including (1) implications of schoolwide trends seen from year to year; (2) monitoring the progress of individual students; (3) disaggregation of data by gender, ethnicity, and other factors important to the school; and (4) comparison to comparable outside groups. Teachers are trained in data assessment and analysis for program improvement. (E/S)

C (Compliance) The school uses comparison and trend data of performance. The analysis of student performance includes: 1) implications of schoolwide trends seen from year to year; 2) monitoring the progress of

individual students; 3) disaggregation of data by gender, ethnicity, and other factors important to the school; and 4) comparison to outside groups. Teachers are trained in data assessment and analysis for program improvement.

Related Files

- [2017-11-27-14:46_previewday16--2.key](#)
- [2017-11-27-14:52_sat.docx2014](#)
- [2017-11-27-14:57_csp080563559data.pdf](#)
- [2017-11-27-14:59_stand.-test-schedule-17-18-1.docx](#)
- [2017-11-27-15:02_student_page_report-2.pdf](#)
- [2017-11-27-15:02_student_page_report-7.pdf](#)

INDICATOR 5.8 The school uses the analysis of data in making educationally sound decisions regarding students, instructional strategies, and programs to better attain expected student outcomes. (E/S)

C (Compliance) The school consistently uses data and data analysis to make educationally sound decision regarding students, instructional strategies, and programmatic improvements.

Related Files

- [2017-11-27-15:02_terra-nova-specials.pages](#)
- [2017-11-27-15:03_faculty-111015.pages](#)
- [2017-11-27-15:04_eagles-nest-april-2016.pdf](#)
- [2017-11-28-17:15_accred.---student-assessment.docx](#)
- [2017-11-28-17:22_3rd-10th-textbook-inv-2017-2018-copy-2.xlsx](#)

INDICATOR 5.9 The school has implemented procedures for regular communication of student achievement to all stakeholders. This communication includes the following: (1) major tests used, (2) schoolwide trends in achievement, (3) accomplishment of schoolwide expected student outcomes, and (4) annual progress of individual students. (C)

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

Related Files

- [2017-11-27-14:47_previewday17slideshow.key](#)
- [2017-12-12-17:56_previewday16-.key](#)
- [2017-12-12-17:56_terra-nova-bible-score.pdf](#)
- [2017-12-12-17:56_terra-nova-individual.pdf](#)

INDICATOR 5.10 Instructional and informational resources which support teaching and learning are appropriate in number, culturally representative of the students, and include the Christian distinctives of the school. (C)

PC (Partial Compliance) Some of the resources are adequate and appropriate for the programs offered. The quantity of resources meet a minimum of resources needed.

Related Files

- [2017-11-27-14:48_previewday17slideshow.court.pdf](#)
- [2017-11-28-17:22_sr-2.pdf](#)
- [2017-11-28-17:22_sr-5.pdf](#)
- [2017-11-28-17:23_sr-8.pdf](#)
- [2017-11-28-17:23_sr-10.pdf](#)
- [2017-11-29-12:46_middle-school-curriculum.docx](#)
- [2017-11-30-10:57_martha-spanish-lesson-plans-for-1-week.pdf](#)
- [2017-11-30-10:57_christmasaroundtheworld_unitplan-.pages](#)

Standard 5 - Instructional Program and Resources (5.11-5.17)

The instructional program consists of carefully developed, thoroughly documented, and well-executed curriculum elements that include educational philosophy, schoolwide expected student outcomes, a variety of effective instructional strategies, adequate resources, and appropriate assessments that are based on current research and quality practices. The curriculum of the school is driven by well-written policies and procedures. It is sufficiently funded, comparatively reviewed on a regular basis, and compiled using the school's mission, vision, schoolwide expected student outcomes, and core values to ensure a biblical foundation for instruction. Core instructional areas include Bible, language arts (reading, English, literature, grammar, and writing) mathematics, science, and social studies/history. A method for assessing the effectiveness of learning schoolwide expected student outcomes is in place, and the results of the assessments are communicated regularly to all stakeholders.

INDICATOR 5.11 Faculty members, students, and other relevant constituents provide input into the selection of instructional and information research resources that support the attainment of schoolwide expected student outcomes. (C)

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

Related Files

- [2017-12-12-17:58_survey-results-nformation.docx](#)
- [2017-12-12-17:58_screen-shot-2017-12-11-at-11.02.45-am.png](#)
- [2017-12-12-17:59_board-meeting-february.docx](#)

INDICATOR 5.12 Informational resources are readily accessible to students, staff, and faculty. Use of information resources is supported by trained staff. (E/S)

C (Compliance) Informational resources are readily accessible by students, staff, and faculty. Information resources staff are usually available to assist staff and students with their support needs.

Related Files

- [2017-11-28-17:26_tca-technology-plan-copy-3.docx](#)
- [2017-11-28-17:26_acceptable-use-policy---holy-names-copy-3.doc](#)
- [2017-11-30-10:59_library.pdf](#)

INDICATOR 5.13 Instructional technology competencies are incorporated into the teaching and learning process to improve the achievement of expected student outcomes. Well-integrated technology promotes creativity, collaboration, innovation, research skills, problem-solving, and digital citizenship. (C)

C (Compliance) Technology is incorporated into the curriculum. Uses vary with teachers. Some have higher level use which incorporate critical thinking, collaboration, and creative uses for students. Other teachers are still using technology primarily as a presentation tool. Students use technology to complete assignments at a similar variety of levels.

Related Files

- [2017-11-28-17:26_2015-2016-walk-throughs-umofficial-copy.pdf](#)
- [2017-11-28-17:27_1-30-17.pages](#)
- [2017-11-28-17:28_lesson-plans-biology-i-2016-17.pdf](#)
- [2017-11-28-17:28_technology-integration-list-new-copy.docx](#)
- [2017-11-30-11:00_effective-learning-environment-observation-tool-paper-version.pdf](#)

INDICATOR 5.14 The school has a written classroom management philosophy and policies that are developmentally appropriate and biblically-based, and they are implemented effectively and communicated to the school community. (E/S)

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

Related Files

- [2017-11-28-17:28_tca-master-student-handbook-new-copy-2.docx](#)
- [2017-12-12-18:00_2017-2018-tca-employee-handbook-final.docx](#)
- [2017-12-12-18:01_inservice---17.docx](#)

INDICATOR 5.15 Written policies and procedures are in place to allocate and protect instructional time and learning opportunities and support student learning and graduation requirements. The number of students per classroom is monitored for effective learning and student-teacher relationships. (C)

C (Compliance) The school has a written policy regarding student/teacher ratio for each school division. The school has a written policy regarding the time allocated for instruction that meets the requirements of the state, province, or foreign country of the school's geographic location.

Related Files

- [2017-11-28-17:29_schedule_master_plus.pdf](#)
- [2017-11-28-17:29_schedule-k-52015-copy.pages](#)
- [2017-11-28-17:30_16-17-schedule-new-copy-2.docx](#)
- [2017-11-28-17:30_tca-2014-class-schedule.docx](#)

INDICATOR 5.16 The school instructs teachers and students in the ethical and moral use and evaluation of source materials, including verification, attribution and credit, appropriate referencing, and media literacy. (E/S)

C (Compliance) The school instructs teachers and students in the ethical and moral use and evaluation of materials from any source, including verification, attribution and credit, appropriate referencing, and media literacy, and provides appropriate documentation of the instruction. The curriculum includes instruction in the proper documentation of sources.

Related Files

- [2017-11-28-17:31_academic-honesty-.key](#)
- [2017-11-28-17:31_laptop-insurance-policy-copy.docx](#)
- [2017-11-28-17:31_student-technology-use-agreement-rev-17-copy.docx](#)
- [2017-11-28-17:31_tca-technology-plan-copy-2.docx](#)

INDICATOR 5.17 The school has, and regularly evaluates, a technology plan that includes the acquisition, inventory, and maintenance of software and hardware as well as acceptable use policies. (C)

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

Related Files

- [2017-11-28-17:32_technology-issue-form-copy.docx](#)
- [2017-11-28-17:32_tca-technology-plan-copy.docx](#)
- [2017-11-28-17:32_tca-school-technology-specialist-job-description-copy.docx](#)
- [2017-11-28-17:32_student-computer-use-agreement-copy.docx](#)

OVERALL INSTRUCTIONAL PROGRAM - PART A

In two pages or less, (1200 words) prepare a narrative description of the overall instructional program. Use the indicator ratings, data/documentation, supporting evidence, and other sources such as surveys to validate your explanation.

If the instructional program is best described by focusing on the different divisions or campuses, that would be an appropriate way to write each narrative. For example, this may be done in one narrative each for elementary, middle school, high school, and one for early education, or a total of four narratives. If the school is really one single program like a K-6 school might be, then only one narrative might be sufficient for this section.

Brief Narrative

The faculty, staff, and administration of Tipton Christian Academy have implemented a planned instructional program that is not only teacher friendly, goal driven and biblically based, but also easily adjusted to help meet the needs of each student that enters the building. The faculty and staff strive to not only instruct students and equip them for their future academic and professional endeavors, but more importantly provide them with a strong biblical foundation. Our instructional program consists of sound educational practice, research-based strategies, and appropriate school selected standards. These standards promote the development of the whole child- spiritually, intellectually, academically, socially, and emotionally (5.1). We also strive to ensure that our educational program aligns with our overall school mission statement.

TCA annually holds in-service days that are implemented at the beginning of each semester, as well as academic focus days throughout the school year to discuss policies and procedures as well as any areas for professional improvement/development that is needed in that specific school year. The curriculum is introduced, management and evaluation of students is discussed, mission statements, key results and school vision are

aligned (5.6 and 5.7). Teachers are allotted a budgeted amount at beginning of the year to purchase supplies for classroom or additional instructional pieces (5.11).

In August, we implement 1 to 1 technology in sixth through tenth grade as well as discuss and explain purpose and procedure policies for technology (5.12). Throughout the year, Ren-Web is used for record keeping, parent-teacher communication pertaining to upcoming events in both the school as a whole and in the classroom. It is also used for behavior recording and scheduling (5.18).

TCA has implemented specific observation procedures which include both unofficial and official walk-throughs. Students and teachers are evaluated using the ELEOT model which focuses on a student-centered classroom. At the conclusion of the evaluation period both lower and upper school administrators hold post observation meetings with teachers where areas of strength and improvement are discussed. The sole purpose of these observations is to allow for continuous growth and improvement in teachers and students (5.4 & 5.13). Teachers are encouraged to implement teaching strategies that encourage differentiation of students, and promote student success and development.

Professional development opportunities are offered to teachers throughout the school year based upon data collected through standardized testing results. The school has also implemented digital professional development programs called ConNexus and Edivate, which allows Professional Development to take place from a digital format. Each teacher is allotted an individual account where digital professional development is offered in a variety of subject areas. These PD courses can be used for re-certification.

Standardized Testing is conducted using a variety of research-based methods. Kindergarten assesses students using the Brigance Assessment twice per school year. First through eighth grades are assessed annually in April using the Terra Nova assessment which focuses on the following core subjects: Language, Science, Math, Social Studies, Spelling, and Bible. Students in ninth and tenth grade are assessed with the ACT Aspire assessment which focuses on the core subjects of Science, Language Arts, Social Studies, and Math. Assessment information is presented to teachers individually for review. Students and parents receive assessment information in the mail after it is communicated to teachers (5.5 & 5.18). Periodically throughout the school year teachers will assess students on literacy using the STAR Literacy assessment. This assessment evaluates student performance in both comprehension skills and vocabulary acquisition. It is administered to first through fifth grades (5.5 & 5.18).

Curriculum is selected based upon its alignment with the school mission statement as well as its biblical focus. We ensure that it also aligns with Tennessee State standards which are adopted by Tipton Christian Academy. Current versions of curriculum guides are put into place, updated, and evaluated when new curriculum is selected for a course or every four to five years (5.1, 5.2, 5.5). Biblical principles are directly taught using devotional curriculum programs provided by ABEKA in grades K - fifth. Bible is offered as a separate graded course in sixth through ninth grade, which focuses on the life of Christ, Old Testament survey, New Testament survey, and basic apologetics. To obtain an accurate reading of student spiritual growth in the school, we begin assessing students in sixth grade. The Spiritual Growth Assessment administered to Upper School students is used to ensure that biblical integration and spiritual growth is successful. Data from these assessments are used for reflection and to evaluate school-wide student expected outcomes (5.5).

Curriculum is assessed annually by Professional Learning Communities and individual teachers. Lesson plans are submitted weekly to the administration to ensure alignment with state and biblical standards in comparison to our school's written scope and sequence of the offered course.

School-wide classroom management policies are in both the student and faculty handbooks along with the anti-bullying policy (5.14). All faculty/staff members understand the roles and responsibilities of a Christian school educator. This includes a detailed job description, personal testimony of the faculty and staff, and questions focused on the personal belief and relationship in Christ (5.16).

TCA strives to utilize the knowledge of all stakeholders as well as give them an opportunity to provide input in a variety of areas pertaining the success of the school. TCA develops new programs and improves existing programs based on the feedback provided through surveys and interviews from stakeholders and other factors that meet the needs and interests of students within our school and community (5.10 & 5.11).

INSTRUCTIONAL PROGRAM CONTENT SYNOPSIS - PART B

In one page or less PER SUBJECT, (600 words) prepare a Brief Synopsis of each subject area INCLUDING assessment of strengths, weaknesses, and suggested improvements: (Bible, mathematics, science, technology, language arts (including reading), social studies/history, classic and modern language, art, music, physical education, and any other major area of instruction).

As in the instructions above, the school may choose to write these instructional area summaries by campus/division if that works best. If the school teaches some areas in combination such as Language Arts/Social Studies, they may write those together.

Early Education programs may choose to write their instructional summaries by age levels and then subject areas.

Elementary Instructional Program

Elementary Bible

Elementary Bible is taught in each individual classroom daily. The curriculum primarily used is the ABEKA Visualized Bible lesson kit. The focus is a chronological study of the bible beginning with creation through the crucifixion and resurrection of Jesus Christ. After this focus, grade levels branch off into other areas of the bible for a more in-depth study of various biblical topics. In addition, students grow in their relationship with Christ through scripture memorization, daily prayer time, and weekly chapel service attendance.

Strengths:

1. Students are provided a firm foundation and understanding of biblical principles and the history of salvation.
2. Students are able to reference the bible in relation to real world problems and situations.

Areas for Continuous School Improvement

1. Bible Curriculum needs improvement due to its repetitive nature, lack of grade level appropriate vocabulary, and hands on activities.
2. It is the school's desire to incorporate a more cohesive Bible curriculum across all subject areas.

Elementary Music

Elementary Music is taught once a week for 40 minutes to each elementary class. Students are instructed in performance preparation, basic skills in music theory, and are encouraged to use those skills to glorify God. Our music program considers learning to play a musical instrument as an important developmental musical milestone. Beginning guitar is taught to fourth and fifth grade students.

Strengths

1. Vocal performance instruction in all elementary classes is very strong.
2. Students gain a love and appreciation for music and its use to glorify God.

Areas for Continuous School Improvement

1. Tipton Christian Academy should consider investing in more instruments and supplies to match our growing number of students.
2. The school family's perception of the music department is currently an expectation of impressive musical concerts while it needs to include an appreciation for the academic training students are receiving in the discipline of music.

Elementary Spanish

This 2016-2017 school year, Tipton Christian Academy has launched a very unique opportunity for students in grades 3rd – 5th. They are meeting with a Spanish teacher for 30 minutes once a week. TCA uses a Curriculum written by **Calico Spanish**. The younger a child is when he/she is exposed to a foreign language the easier it is for him/her to learn. In addition, these elementary age children tend to develop a lifelong desire to learn that language in far greater numbers than their high school counterparts. The primary goal of Calico Spanish is to develop a student's receptive language skills. This means the students will begin to understand messages spoken to them in Spanish. Once students build a basic framework for understanding pieces of a language, they can begin creating their own messages in that language.

Strengths

1. Spanish is learned through original songs and music videos to aid learning.
2. Interactive content and games that are utilized to make learning fun.
3. Comprehension is the focus of the Calico program.

Areas for Continuous School Improvement

1. The inability to have these students for more than 30 minutes per week.

Elementary Physical Education

Elementary School PE is designed to help students stay active and to teach the students how to adopt and maintain an active and healthy lifestyle as they age and mature. We hope to develop a love for being active and healthy by teaching the students various activities that they can continue using at home. We also hope to teach them teamwork and cooperation in physical activities. The product of a successful program is not just a person that understands how to be active and healthy but one who can be a critical thinker and problem solver and can apply decision making and goal setting skills within the context of health.

Strengths of the program

1. Provides opportunity to work together in a fun atmosphere outside of the classroom
2. Allows time to be active and use energy that they don't get to do at this level since recess is not a part of middle school.
3. It helps teach them sports and exercise that they might not learn otherwise.

Areas for Continuous Improvement

1. Need more equipment that is relevant to middle school students
2. Find ways to make it more rewarding at the middle school level
3. Find more challenging activities for both age groups.

Elementary Art

The Art department at TCA is taught by following the Tennessee State Academic standards for Art education. I have taught Kindergarten through 5th grade using these state standards but not one specific curriculum. Because we are a private school we have the freedom to choose our curriculum and I have pulled lesson plans and project ideas from different resources to create my own curriculum following the state standards. Each class meets between 40-50 minutes. During this time the class will have a brief introduction or instruction on the art principle or element. The remainder of the class period is used to create a piece of art. Art can range from simple drawings to clay pottery. The state standards include all aspects of art principals as well as elements which are taught on an everyday basis. Brief art history is also incorporated in many lessons ranging from famous or

historical artists to time periods and specific art techniques. Many different mediums and art supplies are used on a daily basis. Proper use and identification for art supplies and techniques is used and taught. Therefore, the students understand the importance of the lesson.

2 Strengths of the Art department at TCA:

1. The small class size mixed with the 50 minute allotted time allows for more in depth instruction and one on one assistance if needed.
2. The larger budget and wide range of materials, anywhere from technology to glue sticks, allows more creativity and instruction.

2 Areas for Continuous improvement for the Art department at TCA:

1. The classroom size is very small and it is difficult to store materials and art work. It is difficult to move around and have enough room to create bigger projects. With a shared room (church owned classroom) it is not easy to use some materials as intended.
2. Display of student work is low... in my opinion part of art is showing it off. Most of the work we do in class is just filed away until the end of the year for the art show. I would love to have a large display area, an art website, as well as a public display area for the community. A better way to get the parents involved or aware of their child's artwork.

Horizons Program

This course is intended to enhance the learning and instruction of English/Language Arts when students are needing extra help with reading/phonics, spelling, grammar, etc. This is a vitally important part of a student's education and future successes in life.

Strengths

1. Students receive remedial instruction that helps to enhance and to reinforce what has previously been taught in the student's homeroom classes.
2. Students show significant improvement once repetitive instruction is received in this class in reading, spelling, and identification of concepts such as syllable types, vowels, consonants, spelling rules, etc.
3. Students also receive differentiated instruction, as the class is basically one-on-one instruction, and tailor-made for each student's individual needs.

Areas of Improvement

1. This class is great for younger students, yet it would be great to have a way to ensure that more older students can have remedial instruction if necessary. There is only one student that fits this description so far. I'm not sure yet how much of the material can be used for older students, as most of it is made for the younger ones.
2. Teacher training seminars for the Orton-Gillingham program would have helped greatly. I have had somewhat of a struggle in learning the full method of teaching this great program. I am still learning methods that I could have used to begin with, had I known/understood them sooner.
3. Having more of an opportunity to mentor with a certified Orton-Gillingham teacher/representative would be a great help. I've had to look online for tools and practices that would help this year, besides talking with the former teacher of this class (who has truly been helpful).

Elementary Phonics and Reading

Tipton Christian Academy strives to ensure all students are independent readers that are able to read and comprehend God's word as well as prepare them for their future college and career endeavors. Kindergarten through Second grade emphasize phonics, basic rules, sounds, blends, sight words, and the essential decoding

skills needed for reading. The curriculum used in grades kindergarten through second is ABEKA phonics and handwriting, Reading Street by: Scott Foresman, and Sing, Spell, Read, and Write.

Third through fifth grade classes focus reading instruction on developing reading Comprehension. Students are taught sequence, author's purpose, cause and effect, main idea & details, fact and opinion, making inferences, and drawing conclusions. Curriculum used is Reading Street by: Scott Foresman and also independent novel studies. Students read award winning novels each quarter.

Strengths:

1. Reading instruction is differentiated and taught using small group activities where students receive one on one instruction using programs such as Daily Five.
2. According to STAR Literacy data, the majority of our elementary students are considered at or above grade level in Reading.

Areas for Continuous School Improvement:

1. Teachers and staff will be encouraged to use student achievement data to drive instruction and make curriculum decisions.
2. Training needs to be provided enabling teachers to more effectively teach reading from a biblical perspective.

Elementary English and Penmanship

Our Elementary English and Penmanship curriculum consists of Houghton Mifflin English and is used for grades two through five. ABEKA is used for English in Kindergarten and Preschool. Houghton Mifflin is a sequential study of all parts of speech and using them correctly in context. ABEKA Curriculum is used for penmanship for grades Pre-Kindergarten and Kindergarten. By the completion of grade five, students have a thorough knowledge of all parts of speech, and a solid development of print handwriting. For creative writing the Thinking Maps Curriculum and Write from the Beginning curriculum is incorporated. Students are taught whole brain concepts of brainstorming and organizing their thoughts. Then they are taught the basic and advanced concepts of paragraph writing with particular focus on expository writing. By the end of grade five, students are able to compose a five paragraph essay on an expository topic.

Strengths

1. The adoption of the Thinking Maps Curriculum has enabled the writing process to be taught in a consistent format from Kindergarten through fifth grades. By the end of fifth grade students are able to construct a five paragraph essay on an expository topic.
2. Writing instruction has been incorporated across the curriculum. Students are given opportunities to write in all subject areas.

Areas of Continuous Improvement

1. An improvement in the emphasis of phonics instruction to produce excellent decoding skills.
2. It is Tipton Christian Academy's desire to enhance the writing program to include teaching expression, articulation, and confidence in speech recitations of their written work.

Elementary Math

Our Elementary math is taught daily. Students are provided with small group instruction, manipulative, and technology assistance. The curriculum used in grades Kindergarten through grade two is Bob Jones University. In grades three through five Saxon Math Curriculum is used. In grades kindergarten through third grade a strong focus is placed on the mastery of basic math facts in addition, subtraction, multiplication, and division. Grades fourth thru fifth expand on their math facts and utilize them to solve real world problems as well as making real life applications. Instruction focuses on moving students from mere rote memorization to conceptual use of

mathematical strategies.

Strengths

1. Students possess a rapid recall of basic math facts without the use of finger counting.

Areas of Continuous School Improvement

1. Students would benefit from an increase in the usage of concrete manipulatives which will lead to a deeper understanding of mathematical concepts as students move from procedural knowledge to conceptual learning.
2. Conceptual learning is a developing skill.

Elementary Science

Science is taught throughout the year in the elementary grades. The textbook provider for science curriculum is BJU Press and Science Studies Weekly newspaper. Students are taught science processing skills through hands-on activities and experiments. The students are given a strong foundation of scripture to support Biblical creation.

Strengths

1. Tipton Christian Academy provides students and staff with a fully equipped Science Lab for instructional use. Students are able to complete hand-on labs and experimental activities using the appropriate scientific equipment.

Areas of Continuous Improvement

1. At present, Kindergarten is lacking in curriculum and materials. There is a plan to purchase Science Studies weekly for all grades in the upcoming school year.
2. Providing a budget for teachers to access Science experiment supplies would be beneficial to both teachers and students.

Elementary Social Studies

Social studies are taught in kindergarten through fifth grades. Students receive instruction in Social Studies throughout each year. The BJU Press curriculum is used throughout the elementary school, but is supplemented with material as desired by individual classroom teachers such as Social Studies Weekly newspaper. The Social Studies curriculum encompasses a wide variety of subject areas including U.S. History, World History, Civics, Geography and Economics. Each of these is taught from a Biblical worldview.

Strengths

1. Elementary teachers have supplemented classroom instruction with hands-on experiences and activities, field trips, and technology that strive to enhance student learning. (i.e Christmas Around the World, At The Market Day, Mock Elections, Famous Historical Figures Wax Museum.)

Areas of Continuous Improvement

1. There is a need to increase the students' ability to utilize and interpret maps, graphs, charts, and other data. Teachers need access to various types of maps resources.
2. Assessment data revealed that students are weakest in the area of Social Studies and teachers must address these objectives by supplementing the current curriculum.
3. Current Social Studies curriculum needs to be more in line with current academic content standards.

Upper School Instructional Program

Upper School Art

Brief Narrative:

The Art Department at TCA is taught every other day throughout the school year. This program is designed to show God's glory through the expression of art. Art is currently taught to sixth to eighth grade and is offered to ninth grade students that want to participate in special events. The program introduces art history and discusses family backgrounds of the artists, cultural backgrounds, personal biographies, a focus on biblical truth and the impact the art made on history. Students also create projects that incorporate artistic elements that have been taught within the course such as pottery, drawings, paintings, photography elements, and set design.

The Fine Arts Department works closely together and jointly produce many of our school's Fine Art's Programs. Musicals, Choir Performances and Art Shows are conducted throughout the school year, in which the Art Department plays a role in the set design. Creativity is encouraged for all projects, especially for set designs. Students use the theme of the performance and create the set in a manner that represents the collection of students involved.

Strengths:

1. The small class size combined with the allotted time allows for more in depth instruction and one-on-one assistance when needed.
2. The budgeted amount that is allotted to the Art Department allows for a wide range of materials, which allows more creativity and instruction to take place.
3. Students are introduced to a variety of projects, which develop skills and creativity.

Areas for Continuous Improvement:

1. Having a bigger classroom would allow for more storage of materials and artwork, as well as allow students to have more room to create projects.
2. Creating a designated area to display artwork within the building, via website and public display would allow parents to view and become more aware of their child's artwork.

Upper School Bible

Brief Narrative:

Upper School Bible is a course that is taught daily. The Bible Program uses a variety of textbooks from *Purposeful Design*, *Bob Jones University Press*, and *Summit Ministries*. In sixth grade, students are taught about the life of Jesus Christ, which has a focus on his family, the Disciples, the parables that were taught and the historical background of each event. Students in seventh grade take an Old Testament Survey from Creation through Jesus. This overview will familiarize students with the broad outlines of the Old Testament while teaching them principles of personal character development.

Students in eighth grade take a course on the New Testament with a thorough analysis of Acts and the early Epistles of Paul (Thessalonians, Corinthians, Galatians, and Romans). This course emphasizes the importance of the proper foundation for the early church, including the faithfulness of the first Christians as they encountered persecution and false teachings. In ninth grade, we teach the basic elements of apologetics and understanding our faith.

The focus of our Bible program at this level is to sharpen the biblical knowledge of our students and placing an emphasis on having a personal relationship with Jesus Christ. The program also implements a Spiritual Growth Assessment that allows the school to receive feedback on the impact that this program and others have on the student's growth in Christ.

Strengths:

1. The curriculum provides accurate, biblical teachings that encourage a variety of strategies and discussion.
2. The program gives a comprehensive detailed overview of the Bible and the principles that are taught

throughout the Old and New Testaments.

3. Terra Nova results indicate that Bible content knowledge is a strength.

Areas for Continuous Improvement:

1. More time could be spent on analysis of other New Testament topics and books.
2. While the program is based on biblical principles and life application, the focus on in-depth character studies is limited.

Upper School English/Language Arts

Brief Narrative:

English/Language Arts is taught daily and encompasses grammar, spelling, vocabulary, literary works and analysis, writing, listening, speaking and novel studies. Novel Studies are an important piece in this program and is a mixture of classical and biblically based novels. The literature selections expose students to both modern and classic storytelling. The curriculum provided is *Holt McDougal* and is integrated with all of the encompassing elements of the Language Arts program. Students are introduced to writing styles and writing formats which allows students to become adept at gathering information, evaluating sources, citing material, and reporting finding in a clear and cogent manner, so that they may produce high-quality text under deadlines. As an extension of the vocabulary segment, students apply word meaning in writing and reading. The course also provides students with an understanding of cross-curricular connections, such as cultural backgrounds, historical events, biblical principles and life application. Labs are also incorporated in this program to allow an allotted time for novel studies and reinforcement of skills.

Strengths:

1. The courses expose students to a wide array of literature from classic to modern and emphasizes the literary elements therein each selection.
2. The courses provide students the opportunity to strengthen speaking and writing skills through the reading and writing segments associated with the literature selections.
3. Freedom on range of literature choices for teachers.
4. Students have one-to-one technology, which supplements the educational experience by incorporation of writing and research.

Areas of Continuous Improvement:

1. For maximum learning opportunities, more time could be given to teach content and allow more time to focus on grammar, writing and literature selections.
2. The novel studies could be assigned as independent reading to further expose students to more reading opportunities.

Upper School Foreign Language:

Brief Narrative:

TCA currently offers Spanish as the foreign language course for Upper School Students. Students in 9th Grade take Spanish I as a high school credit and use curriculum published by Holt McDougal (*Avancemos!*). Spanish I students are introduced to the four basic skills of foreign language: listening, reading, speaking, and writing. Grammar must be studied in order to enhance writing and reading skills. In addition, students are also introduced to the culture of other Spanish speaking countries. Learning occurs through an exposure to a variety of teaching methods to ensure that oral and written competency can be attainable at the novice level.

Strengths

1. Our book *Avancemos* has been written to accomplish the course description. It includes **all** of the five state standards in each chapter.

2. The course includes different types of activities and exercises to ensure that all learners can be reached and be successful.
3. There are a lot of listening activities, speaking opportunities and viewing real-life Spanish-speaking people throughout the book.

Areas of Improvement

1. While the book is excellent and filled with so much opportunity, it is not possible to give students exposure to all of it in one year.
2. Students would be able to achieve greater comprehension and verbal skills if class time could be used more for listening and speaking. In order for this to be accomplished students would have to do more written work at home in order to allow time for less time in class time.
3. Students need to begin studying foreign language in Elementary School. This not only makes it easier for them when they get in high school, but it provides the time necessary to sharpen their ability to understand and speak in a Foreign Language.

Upper School Health & Wellness

Brief Narrative:

These courses are designed to last a semester each. Students will take Physical Wellness for one semester and take Health/Book Wellness within the classroom the next semester. This course teaches and encourages students to become physically active and take care of their body through proper nutrition and the knowledge of the effects of drug use and infectious diseases. This course also includes injury prevention and the proper steps to take in times of emergency. The curriculum that is used for the course is published by Glencoe but taught with a biblical worldview.

Strengths:

1. Curriculum contains several activities and details to ensure student learning in a variety of different areas.
2. Course allows students to be active in taking care of their bodies through physical activity and the connection to content taught within the classroom.

Areas for Continuous Improvement:

1. The course provides a great deal of details and content, however it could provide students with a background with CPR certification, baby-simulation program, and more.
2. The course could provide more hands-on activities within the classroom setting.

Upper School Math

Brief Narrative:

The mathematics program is designed to follow the Tennessee State Academic Standards and uses the Saxon Math Curriculum. Mathematics is taught daily and includes General Math, Pre-Algebra, Algebra I and Geometry. All students in seventh grade take Pre-Algebra to ensure preparedness for the Algebra I course. Students in ninth grade currently are offered Geometry. The math concepts are taught with Biblical principles to ensure the student's understanding and knowledge of God's involvement in all areas and the relationship between math concepts and His Kingdom.

Strengths:

1. Tipton Christian Academy sets high standards by the course offerings of Pre-Algebra, Algebra I and Geometry.
2. Saxon Math in the Upper Grades provide constant review and a mixture of new and previous concepts to ensure that skills are truly learned.

3. Frequent Cumulative Assessments are given to monitor student achievement.

Areas for Continuous Improvement:

1. Algebra I and Pre-Algebra may need to become a split track offering beginning in 8th grade in the future as the school acquires more students in order to meet the needs of the changing dynamic of learners.

Upper School Music/Choir

Brief Narrative:

TCA's upper school music class includes grades 6-9 and meets for 50 minutes twice a week. The main focus of this class is vocal performances with emphasis on serving God through choral music. Vocal performances are encouraged with opportunities outside of TCA such as All Northwest Jr. Honor Choir, Youth Project, and Quad State Choral Festival. The students also perform two concerts each year and a spring musical.

Strengths:

1. TCA's music program meets the educational needs of students and encourages student participation in extra activities in the area of musical productions and events.
2. TCA's music program supports students who have interests in the arts and prepares students to continue music ventures in the future.

Areas for Continuous Improvement:

1. Since TCA's music program is so focused on vocal performances it lacks the basic elements of a band program and does not offer the students the opportunity to learn to play musical instruments.

Upper School Physical Education

Brief Narrative:

Upper School PE is designed to help students stay active and to teach the students how to adopt and maintain an active and healthy lifestyle as they age and mature. We hope to develop a love for being active and healthy by teaching the students various activities that they can continue using at home. We also hope to teach them teamwork and cooperation in physical activities. The product of a successful program is not just a person that understands how to be active and healthy but one who can be a critical thinker and problem solver and can apply decision making and goal setting skills within the context of health. Physical Education is offered twice a week for students during the Activity Period.

Strengths:

1. Provides opportunity to work together in a fun atmosphere outside of the classroom.
2. Allows time to be active and use energy that they don't get to do at this level since recess is not a part of middle school.
3. It helps teach them sports and exercise that they might not learn otherwise.

Areas for Continuous Improvement:

1. Additions in equipment need to be made in order to provide students with different opportunities for activities within the PE class time.

Upper School Science:

Brief Narrative:

Upper School Science is taught in a way that prepares the students for college courses and their careers, but

also in a manner that shows the glory of God in all of creation. The adopted curriculum for the program is BJU Press and aligns with the Tennessee State standards. Students take physical and life science courses in sixth grade through eighth grade daily. Biology is a required course for ninth grade. Labs are provided for each grade level in order to provide students with hands-on higher-level activities.

Strengths:

1. Well-equipped laboratory with proper tools to gather, analyze and interpret scientific data.
2. TCA provides a biblical worldview in the classroom that allows students to recognize God's involvement in science.

Areas for Continuous Improvement:

1. Lack of time to incorporate STEM activities and projects.

Upper School Social Studies:

Brief Narrative:

Social Studies is taught daily to each Upper School student. World History and United States History is taught in sixth through eighth grades and Cultural Geography is taught in ninth grade. Bob Jones University Press is adopted for all social studies courses. Each course offers students a Biblical Worldview with an emphasis on God's glory throughout history. TCA teaches social studies based on the Tennessee State Academic Standards.

Strengths:

1. The program allows students to learn about the world around them through the use of research and primary resources.
2. The program utilizes map studies, to help students orient themselves relationally to the areas we study.
3. The program highlights God's influence and control over the world and the people He created.

Areas for Continuous Improvement:

1. With so many diverse cultures and nations in the world, the students will not have enough time to fully dedicate themselves to learning the entirety of the standards and textbooks.
2. The program would benefit more if a local family could host exchange students to further expose our students to a variety of actual cultures rather than only reading and studying about those cultures.

STRENGTHS In 600 words or less, describe one to three areas that describe strengths that exceed compliance in this standard. Reference your school's ratings on the indicators. What measures might the school need to take to keep these areas strong?

Strengths:

- TCA provides a wide and ample variety of informational resources for students and staff to utilize in teaching and learning. This includes: student and teacher laptops, iPads, and Apple TV's to project onto wall mounted televisions in each classroom. (5.12)
- TCA ensures that policies and procedures are in place to protect instructional time and learning opportunities as well as support student learning as well as meet graduation requirements. Class sizes remain at 14 to ensure an effective student/teacher ratio. (5.15)
- THE ELEOT model is used by administrators and fellow teacher peers regularly to evaluate and ensure that teachers use instructional strategies, learning activities, and instructional technology that are research based and focus on active student engagement as well as higher order thinking skills. (5.3 & 5.4)

Documentation and Supporting Evidence

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

- School-Wide Curriculum Guides for each subject and grade level taught.
- Tennessee State Standards - Department of Education - Curriculum Guides were modeled after these standards.

5.2 The Curriculum guide/plan, printed or electronic includes the following components: 1. school wide student expected outcomes, 2. an educational philosophy statement that included a biblical basis for each subject area, and 3. mapping or scope and sequence of instruction for each subject area at each grade level.

- School-wide curriculum guides for each subject and grade level taught.

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

- School Technology Plan
- Technology Inventory
- Textbook/Resource Inventory
- Student Technology usage policy
- Annual Parent Survey
- Annual Student Surveys
- Teacher Evaluations and Walk-throughs - ELEOT

5.4 Instructional Strategies and learning activities focus on active student engagement, the achievement of essential knowledge and skills, biblical wisdom and understanding, and higher order thinking skills.

- ELEOT Student/Teacher Evaluation Model and checklist
- Teacher submitted lesson plan samples

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

- TERRA NOVA Results
- ACT Aspire - High School Students
- Curriculum Guides
- Report Cards
- Brigance Assessment - Kindergarten
- Spiritual Growth Assessment administered to Upper School Students - Wheaton Press
- SAT 10 Scores
- STAR Assessment

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

- Professional Learning Community Meeting Minutes
- Faculty Meeting Agendas
- Terra Nova Results
- ACT Aspire Results
- Brigance Results

5.7 The school analyzes performance data including 1. implications of school wide trends seen from year to year; 2. monitoring the progress of individual students; 3. disaggregation of data by gender, ethnicity,

and other factors important to the school; and 4. comparison to comparable outside groups.

- PowerPoint shared with parents at open house displaying student achievement and score comparison with other nearby performing schools.
- Report Card from Preview Day

5.8 Instructional Resources are adequate and appropriate for the programs offered and are systematically evaluated and selected with appropriate input.

- Adoption Committee for textbooks/ resources
- Professional Development Workshops
- ACSI ConNexus
- Edviate (made available with Title II)
- BJU Institute

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

- School Library Inventory with percentages of Christian based material
- Textbook inventory
- Student Laptops - Upper School

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

- Spanish Class Lesson Plans
- Library Inventory featuring culturally diverse books
- Lower Grades Christmas Around the World Lesson Plans

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

- Materials Request Form
- PTO Meeting minutes- displaying where materials were discussed and purchased for school
- End of the Year Summative Teacher Meetings
- Strategic Plan Meetings (BMSG)

5.12 Informational Resources are readily accessible to students, staff, and faculty.

- Technology Inventory
- School Library

5.13 The school formally evaluates the instructional program on a systematic basis, including monitoring of the school environment to ensure that is conducive to learning and the development of the whole child.

- ELEOT Observational Forms
- Administrator Observational check-list form
- Peer to Peer Observations
- Behavior Policy - Teacher Handbook

5.14 The school has written classroom management philosophy and policies that are developmentally appropriate and biblically based, and they are implemented effectively and communicated to the school community.

- Employee Handbook
- Student Handbook
- Bullying Policy

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

- Copy of Upper and Lower School Class schedules
- Copy of Class Rolls for each classroom.

5.16 The school instructs teachers and students in the ethical and moral use and evaluation of source materials, including verification, attribution and credit, appropriate referencing, and media literacy.

- Technology Usage Forms
- Employee Handbook
- Student Handbook

5.17 The school had, and regularly evaluates, a technology plan that includes acquisition, inventory, and maintenance, of software and hardware as well as acceptable usage policies.

- Technology Plan
- Acceptable Usage Policy Forms- Located in Student Records

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

- RenWeb Access for parents
- PowerPoint shown to parents at Open House communicating test results on yearly assessments
- Monthly Newsletter administered through RenWeb.
- Parent/Teacher Conferences - School Calendar

AREAS FOR IMPROVEMENT In 600 words or less, state one to three goals that target needed improvement in this standard. Reference your school's ratings on the indicators. If the school is not in compliance, what needs to occur for it to become compliant?

Areas for Continuous Improvement

- All faculty and administration should be required to attend professional development focused on integration of biblical principles/worldview across the curriculum.
- Teachers within the same grade levels should annually meet and analyze student performance data and monitor individual progress of students.
- TCA will continue to purchase materials that are culturally sensitive to their surrounding communities, the enrolled demographic, and student's countries of citizenship. This will include culturally diverse books, lesson plans and activities.

DATA/DOCUMENTATION Have you included all the Required Documentation? If not, please include any of the pieces of evidence that have not been included that are required BELOW. If you are unable to supply a piece of required data/documentation, use this textbox to explain why it is not available. (If all required evidence is supplied, no response is needed.)

Related Files

- [2017-12-14-12:28_dr.-elam.pdf](#)
- [2017-12-14-12:28_horizons-schedule-2017-18-tca.docx](#)
- [2017-12-14-12:30_horizon-program-tca.docx](#)

Standard 6 - Student Care (Indicators 6.1-6.10)

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

INDICATOR 6.1 (CI)*A comprehensive written security and crisis management plan has been developed, regularly reviewed, and implemented, and it is supported by appropriate training for all staff and students. (C)

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

Related Files

- [2017-11-30-11:13_emergency-medical-information-form-staff.doc](#)
- [2017-11-30-11:13_fire-evacuation-plan.docx](#)
- [2017-11-30-11:13_playground-safety.pages](#)
- [2017-11-30-11:17_tca-school-safety-guide.docx](#)
- [2017-12-12-18:17_img_2763.jpg](#)
- [2017-12-12-18:17_img_2799.jpg](#)

INDICATOR 6.2 The school communicates with legal authorities(i.e., the fire department,police department, and other applicable agencies), parents, media, and community members when a crisis or a major incident occurs. (C)

EC (Exceeds Compliance) The school has formally written a plan for communicating with legal authorities, parents, media, and community members in times of crisis or emergency. It has provided staff orientation as well as orientation for all concerned stakeholders.

Related Files

- [2017-11-30-11:19_copierfbccovington.org_20161118_142539.pdf.pdf](#)
- [2017-12-12-18:18_dcs-training-and-procedures-copy.pdf](#)
- [2017-12-12-18:19_dcs-training-and-procedures-copy.pdf](#)

INDICATOR 6.3 The school complies with applicable local, state, and federal laws regarding safety and health issues. (C)

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

Related Files

- [2017-11-30-11:20_safe-school.pdf](#)
- [2017-12-12-18:20_copierfbccovington.org_20161118_140340.pdf.pdf](#)
- [2017-12-12-18:20_fire-inspector-report.pdf](#)

INDICATOR 6.4 Students are in compliance with the requirements of civil authorities regarding immunizations, physical examinations, and communicable diseases. Records of health services rendered to students (including accidents and injuries) are appropriately noted and filed. (C)

EC (Exceeds Compliance) The school has developed a system for tracking documentation needed in student files, including a plan for follow-up of items requiring periodic updating. A system is in place for staff to access emergency information on or off campus.

Related Files

- [2017-12-12-18:20_accident-report-copy-2.pdf](#)
- [2017-12-12-18:20_certificate-of-immunization-and-background-check-form.pdf](#)
- [2017-12-12-18:21_application-final-revised-17-18-copy.pdf](#)

INDICATOR 6.5 (CI)Written policies and procedures for all areas of health and safety services have been developed, reviewed, and implemented. (C)

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

Related Files

- [2017-12-12-18:21_copierfbccovington.org_20161118_141903.pdf.pdf](#)
- [2017-12-12-18:21_img_2771.jpg](#)
- [2017-12-12-18:22_img_2786.jpg](#)
- [2017-12-12-18:22_img_2787.jpg](#)
- [2017-12-12-18:22_img_2774.jpg](#)

INDICATOR 6.6 (CI)Biblically-based plans and procedures are developed that educate the school community regarding harassment, intimidation, and bullying. (C)

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

Related Files

- [2017-12-12-18:23_dcs-training-and-procedures-copy.pdf](#)
- [2017-12-12-18:23_christian-counseling-service-copy.pdf](#)
- [2017-12-12-18:24_certificate_08-11-2017_093019.pdf](#)

- [2017-12-14-14:33_bullying-stomp-week.pdf](#)
- [2017-12-14-14:34_eagle-buddies-schedule.pdf](#)

INDICATOR 6.7 (CI)*The school provides training for staff and complies with its legal reporting responsibilities in cases of alleged child abuse, neglect, or other areas in which reporting is mandated. (C)

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

Related Files

- [2017-12-12-18:24_tca-staff-was-trained-on-september-20-2016-regarding-tennessee-child-abuse-reporting.docx](#)
- [2017-12-12-18:25_tca-school-safety-guide-copy.docx](#)

INDICATOR 6.8 The school complies with local, state, and federal regulations regarding preparation, delivery, handling, and storage of food. (C)

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

Related Files

- [2017-12-12-18:25_cc-summary-0717-copy-2.docx](#)
- [2017-12-12-18:25_copierfbccovington.org_20161118_140030.pdf-copy.pdf](#)
- [2017-12-12-18:25_copierfbccovington.org_20161118_140700.pdf-copy.pdf](#)
- [2017-12-12-18:25_copierfbccovington.org_20161118_141054.pdf-copy.pdf](#)

INDICATOR 6.9 The school provides a suitable and hygienic eating space for the staff and students. (C)

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

Related Files

- [2017-12-12-18:26_fire-evacuation-plan-copy.docx](#)
- [2017-12-12-18:26_img_2796.jpg](#)
- [2017-12-12-18:26_img_2798.jpg](#)

INDICATOR 6.10 Nutritional standards for meals and snacks have been established. (C)

PC (Partial Compliance) Standards exist, but they are inconsistently applied.

Related Files

- [2017-12-12-18:26_copierfbccovington.org_20161118_140700.pdf.pdf](#)
- [2017-12-12-18:27_lunch-2016.pages](#)
- [2017-12-12-18:27_screen-shot-2017-06-16-at-12.48.37-pm.png](#)
- [2017-12-12-18:29_schedule_master_plus.pdf](#)
- [2017-12-12-18:29_lunch-201718-update.pages](#)

Standard 6 - Student Care (Indicators 6.11-6.18)

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

INDICATOR 6.11 (CI)*Required local, state, provincial, and federal legal standards for fire protection, sanitation, and transportation are met. (C)

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

Related Files

- [2017-12-12-18:30_approved-fbc-van-drivers-2017-copy.pdf](#)
- [2017-12-12-18:31_copierfbccovington.org_20161118_140030.pdf-copy.pdf](#)
- [2017-12-12-18:31_copierfbccovington.org_20161118_140159.pdf.pdf](#)
- [2017-12-12-18:31_copierfbccovington.org_20161118_140502.pdf-copy.pdf](#)
- [2017-12-12-18:31_copierfbccovington.org_20161118_140340.pdf-copy.pdf](#)
- [2017-12-12-18:31_fire-inspector-report-copy.pdf](#)
- [2017-12-12-18:31_onecall-service-copy.pdf](#)
- [2017-12-12-18:31_quote---423---first-baptist-church-copy.pdf](#)
- [2017-12-12-18:31_simplexx.pdf](#)

INDICATOR 6.12 The school maintains the site, facilities, services, and equipment to provide an environment that is safe, secure, and orderly. (C)

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

Related Files

- [2017-12-12-18:32_custodian-hours---building-a.pdf](#)
- [2017-12-12-18:32_garbage-documentation.pdf](#)
- [2017-12-12-18:32_5-week-work-done-2016.pdf](#)
- [2017-12-12-18:32_week-37.pdf](#)
- [2017-12-12-18:32_tca-james-pest-2017.pdf](#)
- [2017-12-12-18:32_work-request-form-copy.docx](#)

INDICATOR 6.13 (CI)The facilities are secure and suitable for the size of the school; the school environment is monitored and maintained to ensure it is conducive to the instruction and development of the whole child. (C)

C (compliance) Facilities are secure and of sufficient size and nature to provide quality instruction that is consistent with the goals of the school. Maintenance of facilities is consistent and of good quality, and it provides a good testimony to the community.

Related Files

- [2017-12-12-18:33_building-a-copy.pdf](#)
- [2017-12-12-18:33_fire-evacuation-plan-copy.docx](#)
- [2017-12-12-18:33_img_2778.jpg](#)
- [2017-12-12-18:33_img_2779.jpg](#)
- [2017-12-12-18:33_img_2782.jpg](#)
- [2017-12-12-18:33_tca.jpg](#)
- [2017-12-12-18:34_traffic-flow-map-2.docx](#)

INDICATOR 6.14 The recreation area/playground, common areas, and athletic areas are safe, age appropriate, and large enough for the number of students. (E/S)

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

Related Files

- [2017-12-12-18:34_floor-plan-copy.docx](#)
- [2017-12-12-18:34_img_2780-copy.jpg](#)
- [2017-12-12-18:34_img_2781-copy.jpg](#)
- [2017-12-12-18:34_img_2790.jpg](#)

INDICATOR 6.15 A written facilities plan is in place to address future programs; enrollment changes; staff, facility, and technology needs; as well as future capital improvements. (C)

PC (Partial Compliance) A limited facility plan exists for future programs and staff, facility, and technology needs.

Related Files

- [2017-12-12-18:35_screen-shot-2017-07-18-at-2.43.04-pm.png](#)
- [2017-12-12-18:35_tca-technology-plan-copy.docx](#)

INDICATOR 6.16 Vehicles and drivers used to transport students for all school activities follow the school's policies as well as government and insurance regulations. (C)

C (compliance) Written policies exist for vehicle use and driver qualifications. Vehicles meet government

standards. Drivers are licensed at the appropriate levels. Insurance policies are in place, and regulations are followed.

Related Files

- [2017-12-12-18:35_fbc-2016-bus-auto-dec-pgs-copy.pdf](#)
- [2017-12-12-18:35_first-baptist-copy.pdf](#)

INDICATOR 6.17 Adequate liability, vehicle, and property insurance are in place. (C)

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

Related Files

- [2017-12-12-18:35_copierfbccovington.org_20161118_144640.pdf.pdf](#)
- [2017-12-12-18:36_fbc-2016-bus-auto-dec-pgs.pdf](#)
- [2017-12-12-18:36_first-baptist.pdf](#)

INDICATOR 6.18 Written policies and procedures are in place for routine safety inspections, service, and repair of school-owned vehicles and for reporting vehicle accidentsâ€”including communication with all constituents. (C)

C (Compliance) Written policies and procedures are in place for routine safety inspections, servicing, and repair of school-owned vehicles. Policies for reporting vehicle accidents are explicit and followed.

Related Files

- [2017-12-12-18:36_approved-fbc-van-drivers-2017.pdf](#)
- [2017-12-12-18:36_fbc-2016-bus-auto-dec-pgs-copy.pdf](#)
- [2017-12-12-18:36_first-baptist-copy.pdf](#)

BRIEF NARRATIVE Provide a 2â€”3 paragraph (600 words or less) explanation of how the school is meeting the standard or what factors are hindering meeting the standard with excellence. Use the indicator ratings (from above), data/documentation, supporting evidence, and other sources such as surveys to validate your explanation. Identify what data most relevant to mission attainment the school regularly collects in this standard area and what systems are in place to analyze the data and ensure implementation of improvement strategies.

Tipton Christian Academy developed an all encompassing series of committees to ensure the needs of each and every student and faculty member would be met. The committee for Standard Six was created by including representatives from within the community, school faculty, executive leadership within our school, and the school steering committee. Upon meeting, the committee divided each of the standards among the members. Committee members researched each of the standards to ensure the school's level of compliance. Once each

standard was rated, committee members further ensured the school's compliance with additional research to incorporate evidentiary documents.

Standard 6.1- Comprehensive crisis management planning
TCA is in compliance with a crisis plan and staff training

Standard 6.2- Communication with legal authorities
The school exceeds compliance with a written plan in a crisis book, and the school also implements parent alerts through mass messaging.

Standard 6.3- Safety and health issues
TCA is in compliance with all local, state, and federal safety and health issues with excellent communication skills with the proper authorities.

Standard 6.4- Immunizations, physical examinations, and communicable diseases
TCA is in compliance with a file list in each student folder to ensure that each student has the appropriate documentation.

Standard 6.5- Policies and procedures for health and safety services
TCA is in compliance with regard to this standard with a student handbook that is updated yearly.

Standard 6.6- Biblically based procedures for harassment and bullying
TCA is in partial compliance with regard to this standard. TCA is currently implementing an anti-bullying campaign through our Eagle Buddies program. During this process, current bullying policies are being reviewed and revised.

Standard 6.7- Training for staff with regard to child abuse and neglect
TCA is in compliance with regard to this standard through training and staff inservice.

Standard 6.8- Preparation, delivery, handling, and storage of food
TCA is in compliance with regard to this standard because our food is catered by a restaurant.

Standard 6.9- Hygienic eating space for staff and students
TCA is in compliance with a staff member dedicated to ensure overall cleanliness with thorough cleaning before each group of students eat lunch.

Standard 6.10- Nutritional standards for meals and snacks
TCA is in partial compliance with this standard based upon our student handbook which states that the school does not provide a snack for students, and our children are served nutritionally balanced meals. To improve upon this standard, the school intends to seek meals of a higher nutritional value and properly educate our students to choose healthy foods.

Standard 6.11- Fire protection, sanitation, and transportation
TCA is in compliance with this standard based upon the school's overall fire and health inspections.

Standard 6.12- Safe, secure, and orderly environment
TCA is in compliance with this standard through a police log in which the local police department checks the school for overall safety each day. In addition, outside doors are locked, classroom doors are shut and locked, security cameras are at the main entrance, and each staff member has a key fob to access the locked facilities.

Standard 6.13- Facilities are of proper size, suitability, and maintenance
TCA is in compliance with this standard with each teacher handbook providing a maintenance request form. The school has a designated staff member to address maintenance and repair. In addition, the school provides safety and security by ensuring that all doors remain shut and locked. Security cameras are at the main entrances with staff members using key fobs to enter each building.

Standard 6.14- Recreational, athletic and play areas

TCA is in compliance with areas for recreational and athletic play areas. To exceed this level of compliance, TCA is considering providing student areas for outdoor classroom space and an area for upper grades to congregate.

Standard 6.15- Written facilities plan to address future programs; enrollment changes; staff, facility, and technical needs; as well as future capital improvements

TCA's plan is ongoing as the school add a grade per year through 2020.

Standards 6.16- Student transportation

TCA is in compliance with regards to student transportation for school field trips.

Standards 6.17- Adequate insurance for vehicle, property, and liability insurance.

TCA is in compliance with this standard through the purchase of each required insurance by FBC.

Documentation to address compliance includes the pertinent policies for each type of insurance.

Standards 6.18- Routine inspections, service and repair of school-owned vehicles and reporting vehicle accidents.

TCA partners with FBC to service vehicles.

STRENGTHS In 600 words or less, describe one to three areas that describe strengths that exceed compliance in this standard. Reference your school's ratings on the indicators. What measures might the school need to take to keep these areas strong?

Tipton Christian Academy has worked to ensure excellence in the areas of student record keeping, our partnership with legal authorities and the community in a crisis situation, and in providing proper insurances to meet the school needs for vehicles and facilities.

In consideration of the 18 different safety standards, Tipton Christian Academy either meets compliance or exceeds compliance in all areas with the exception of preparing meals. All concerned parties work collectively to ensure the likelihood of either improving or maintaining each of these standards.

AREAS FOR IMPROVEMENT In 600 words or less, state one to three goals that target needed improvement in this standard. Reference your school's ratings on the indicators. If the school is not in compliance, what needs to occur for it to become compliant?

Tipton Christian Academy could improve the nutritional values of meals through determining better portion sizes relative to student age. Future plans may include the planning and preparing of meals on campus instead of meals being delivered from restaurants. (6.10)

Another area in need of further improvement is with regard to bullying and harassment among students. Student Handbook policies are reviewed and revised yearly. (6.6)

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

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

INDICATOR 7.1 (C) Schoolwide expected student outcomes include character development, acquisition of Christian values, and spiritual formation. (C)

C (Compliance) Schoolwide expected student outcomes include character development, acquisition of Christian values, and spiritual formation . The outcomes are published in the school community.

Related Files

- [2017-11-29-13:41_7-ways-to-praise-god-copy.pptx](#)
- [2017-11-29-13:41_chapel-copy.pptx](#)
- [2017-11-29-13:42_curriculum-map-timeline.docx](#)
- [2017-11-29-13:42_screen-shot-2017-06-15-at-4.09.26-pm.png](#)
- [2017-11-29-13:42_tca-master-student-handbook-new-copy-2.docx](#)
- [2017-12-13-10:28_evidence-standard-7.1.pdf](#)
- [2017-12-13-16:50_bullying-stomp-week.pdf](#)

INDICATOR 7.2 Christlike respect, compassion, and caring for self and all others is taught and demonstrated by school personnel. (C)

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

Related Files

- [2017-11-29-13:46_statement-of-faith-copy.docx](#)
- [2017-12-13-10:28_monday-prayer-meeting-sign-up-copy.docx](#)
- [2017-12-13-10:30_evidence-standard-7.2-and-1.3pdf-copy.pdf](#)

INDICATOR 7.3 Mentoring and discipleship experiences focus on spiritual formation, character development, and the instilling of Christian values. (C)

EC (Exceeds Compliance) The school offers a wide variety of mentoring and discipleship experiences that are planned and that result in evident spiritual formation and character development in the student body. Students are leading and engaging in age-appropriate individual and small-group relational discipleship and mentoring. Evidence of student-initiated spiritual disciplines may include the following: journaling, a vibrant prayer life, a

focus on Bible reading, a Bible memory program, prayer in the classroom, and appropriate teacher and student spiritual transparency.

Related Files

- [2017-12-13-10:30_eagle-buddy-survey.pdf](#)
- [2017-12-13-10:31_screen-shot-2017-06-16-at-11.53.24-am.png](#)
- [2017-12-13-10:31_screen-shot-2017-06-16-at-11.52.34-am.png](#)
- [2017-12-13-10:31_screen-shot-2017-06-15-at-4.11.48-pm.png](#)
- [2017-12-13-10:31_evidence-standard-7.3.-and1.3pdf.pdf](#)
- [2017-12-13-10:31_screen-shot-2017-06-15-at-4.11.37-pm.png](#)

INDICATOR 7.4 (CI) Constituent interactions reflect the attitude of Christ. Communication between constituents demonstrates sensitivity and responsiveness to the individual needs, interests, and temperaments of the students. (C)

EC (Exceeds Compliance) Constituent interactions reflect the attitude of Christ and are intentional in their nature. Communication between all staff and students demonstrate a clear pattern of sensitivity and responsiveness to the individual needs, interest, and temperaments of the students. The entire organizational ethos has a Christ-like attitude which is apparent in the lives of the board, faculty, staff, and students.

Related Files

- [2017-12-13-10:32_early-dismissal-letter-copy.docx](#)
- [2017-12-13-10:32_parent-letter-16-17-copy.docx](#)
- [2017-12-13-10:32_tca-staff-meeting-minutes.pdf](#)
- [2017-12-13-10:32_p-t-conference-sheets-copy.pdf](#)
- [2017-12-13-10:32_town-hall-letter-copy.docx](#)
- [2017-12-13-10:33_2015-2016-walk-throughs-umofficial-copy.pdf](#)
- [2017-12-13-10:33_april-5-2017-builder-article.pdf](#)
- [2017-12-13-10:33_july-2016.pdf](#)
- [2017-12-13-10:33_screen-shot-2017-06-15-at-1.10.20-pm.png](#)
- [2017-12-13-10:34_url-website-tca.docx](#)
- [2017-12-13-10:34_social-media.png](#)

INDICATOR 7.5 All aspects of the school and its instructional program reflect developmentally appropriate application of a biblical worldview and Christlike character and values. (C)

C (Compliance) Application of both a biblical worldview and a Great Commission perspective of the world is evident, in a natural and unforced manner, across the curriculum and all the activities of the school. A biblical worldview and a "Great Commission" perspective of the world are ongoing components of the staff professional development program.

Related Files

- [2017-12-13-10:37_athletic-handbook-draft.pages](#)
- [2017-12-13-10:37_tca-master-student-handbook-new-copy-3.docx](#)

- [2017-12-13-10:37_tipton-christian-academy-high-school-covington-tn-january-2017-gsa-results-copy.pdf](#)
- [2017-12-13-10:37_2016-2017-teacher-handbook-copy.docx](#)
- [2017-12-13-16:50_eagle-buddies-schedule.pdf](#)

INDICATOR 7.6 Age-appropriate opportunities for service and missions, including compassionate outreach to the poor, needy, or vulnerable, are provided as a means of spiritual growth and formation. (C)

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

Related Files

- [2017-12-13-10:38_bike-a-thon-schedule-copy.docx](#)
- [2017-12-13-10:38_screen-shot-2017-06-15-at-4.14.52-pm.png](#)
- [2017-12-13-10:38_screen-shot-2017-06-15-at-4.15.53-pm.png](#)
- [2017-12-13-10:38_screen-shot-2017-06-15-at-4.16.58-pm.png](#)
- [2017-12-13-10:38_screen-shot-2017-06-15-at-4.17.15-pm.png](#)
- [2017-12-13-10:38_screen-shot-2017-06-15-at-4.18.25-pm.png](#)
- [2017-12-13-10:39_screen-shot-2017-06-15-at-4.18.44-pm.png](#)
- [2017-12-13-10:39_screen-shot-2017-06-15-at-4.19.53-pm.png](#)
- [2017-12-13-10:39_screen-shot-2017-06-16-at-11.54.58-am.png](#)
- [2017-12-13-10:39_service-opportunities-copy.docx](#)
- [2017-12-13-16:51_eagle-buddies-schedule.pdf](#)
- [2017-12-13-16:51_bullying-stomp-week.pdf](#)

INDICATOR 7.7 Active participation in a local Christian church community is required of the faculty and emphasized within the school's philosophy and goals. (C)

EC (Exceeds Compliance) The active participation in a local church community is emphasized within the school's philosophy and goals. The school makes intentional efforts to partner with local churches in ministry.

Related Files

- [2017-12-13-10:39_2016-2017-teacher-handbook-copy.docx](#)
- [2017-12-13-10:40_employment-applicationnon-teaching-copy.pages](#)
- [2017-12-13-10:40_homework-policy-copy.docx](#)
- [2017-12-13-10:40_mission-statement-16-17-copy.docx](#)
- [2017-12-13-10:40_statement-of-faith---employee-copy.docx](#)

INDICATOR 7.8 Assessment of the spiritual development of students is intentionally included in the ongoing evaluation of the school's effectiveness in formally measuring its schoolwide expected student outcomes. (E/S)

C (compliance) Assessment of the spiritual development of students is intentionally included in the ongoing evaluation of the school's effectiveness. Assessment of schoolwide outcomes is organized and intentional.

Related Files

- [2017-12-13-10:40_7-bible-final-exam.pdf](#)
- [2017-12-13-10:40_8-bible-final-exam.pdf](#)
- [2017-12-13-10:41_first-grade.pdf](#)
- [2017-12-13-10:41_art.pdf](#)
- [2017-12-13-10:41_lesson-plans.pdf](#)
- [2017-12-13-10:42_jessica.pdf](#)
- [2017-12-13-10:42_tipton-christian-academy-middle-school-covington-tn-january-2017-gsa-results-copy.pdf](#)
- [2017-12-13-10:43_2015-16-report-card.pdf](#)
- [2017-12-13-10:43_terra-nova-bible-score.pdf](#)

BRIEF NARRATIVE Provide a 2–3 paragraph (600 words or less) explanation of how the school is meeting the standard or what factors are hindering meeting the standard with excellence. Use the indicator ratings (from above), data/documentation, supporting evidence, and other sources such as surveys to validate your explanation. Identify what data most relevant to mission attainment the school regularly collects in this standard area and what systems are in place to analyze the data and ensure implementation of improvement strategies.

The faculty, administration, parents and students of Tipton Christian Academy recognize that what unites us, while setting us apart from others, is our Christian foundation. While we are a private school, we are, first and foremost, a Christian school. Although the school is founded as a ministry of First Baptist Church, Covington, Tennessee, many church bodies are represented in the school body. As this diverse body, the school seeks to honor God in all that we do: in the curriculum, co-curriculars, administration and discipline, as well as in personal relationships and actions (7.5). The faculty, administrators and staff seek to provide the students with a Christ-centered, Bible-based education, to promote academic excellence and to empower service oriented leaders who will impact God's Kingdom (7.1).

Tipton Christian Academy emphasizes loving God and loving people. “Worshiping God and loving Jesus passionately” is one of the school's core values. Christlike respect, compassion and caring is taught and demonstrated throughout the school (7.2). Students and faculty alike are taught to handle conflict using the Biblical principals found in Matthew 18:15-17 (7.4). Instances of bullying are few and far between thanks in part to a school-wide anti-bullying policy and campaign, well-managed classrooms and chapel lessons emphasizing Christian character and values.

Tipton Christian Academy excels in creating opportunities for faculty and students to have mentoring and discipleship experiences (7.3). In the lower school these opportunities arise mostly in the classroom where students have daily prayer and Bible study together in small groups. Lower grades also have an opportunity to work together in extracurricular clubs such as Service Club and Bible Club where students worship together, are taught engaging Bible lessons and create meaningful crafts to reinforce learning. In the upper school student to

student mentoring is emphasized. One such program is TCA Eagle Buddies. Students from the TCA Honor Society and Student Council are assigned to act as Eagle Buddies to Pre-K through 2nd Classrooms. These students visit their assigned classrooms monthly to share a brief devotion or Bible Story, participate in hands-on activities to reinforce life application, lead the class in prayer and spend time sharing and interacting with the students. Devotions and Bible stories focus on Christian character and values, caring for others, service and discipleship. In addition, TCA Student Council sponsors a program twice yearly that matches students in grades 6-9 with a student from grades 3-5. These students spend time getting to know one another with the purpose of encouraging one another in love and building Christian relationships within the student body.

One of Tipton Christian Academy's greatest strengths lies in the school's emphasis on providing age-appropriate opportunities for service and missions (7.6). A mindset of serving God by serving others is taught and demonstrated throughout the school. TCA has been recognized for being in the top 10 schools nationwide that raised the most money during the 2015-2016 school year for St. Jude Children's Research Hospital. This will probably be repeated in the 2016-17 school year. Students participate in the annual Trike-a-Thon for St. Jude, the Go Jim Go bike rally and a yearly talent show in order to raise funds. In 2015-16 alone Tipton Christian Academy donated over \$13,000 dollars to St. Jude. Students school wide also participate in folding and packing boxes for Operation Christmas Child through Samaritan's Purse. Tipton Christian Academy serves as a shoebox drop-off location for Tipton County so students help in loading thousands of boxes. In 2016 our location processed 2,500 shoeboxes for Operation Christmas Child. Other opportunities are found in extracurricular clubs like Bible Club and Service Club. Students in grades K through 5 are invited to participate in Service Club where monthly projects offer opportunities for ministry and missions. In the upper grades, students are offered the opportunity to take a spiritual gifts survey in order to ascertain their personal gifts and callings. Students in Honor Society are required to complete 8 hours of community service per semester and most complete many more hours than are required. Student Council members (grades 3-9) are required to complete at least two service projects per semester. An example of one such service project is the Great American Milk Drive. In September, 2016, TCA Student Council Members raised over \$500 to purchase milk for needy families in our home county of Tipton County, Tennessee. In addition, students, faculty and staff at TCA work closely with the Go Lucy Go Foundation, a ministry founded after one of TCA's own students, Lucy Krull, was diagnosed with a rare and aggressive form of brain cancer. The Go Lucy Go Foundation is dedicated to serving children and families facing the diagnosis of a brain tumor, providing comfort and support. Many TCA students, faculty and staff participate in the yearly 5K fundraiser and Dinner/Auction to raise funds for these families. Within the school, students are taught to lead in ministry through chapel services, retreats and workshops. Worship music for Upper School is provided by a student-led Praise Band, and students in both Upper and Lower Schools are given opportunities regularly to sing or play instruments during chapel.

Assessment of spiritual development is made in a variety of ways (7.8). Students in the Praise Band receive feedback both formally and informally on their service in leading their peers in worship. This feedback comes with further instruction on how to deal with constructive criticism and disagreements in a godly fashion. Beginning and end of the year surveys ask students to reflect on their personal spiritual growth and the spiritual atmosphere found at TCA. Faculty and staff are constantly observing and interacting with students informally to gauge spiritual growth and development. The students, faculty and staff are also expected to be actively involved in a local Christian church, where accountability is practiced in a Christian manner (7.7).

STRENGTHS In 600 words or less, describe one to three areas that describe strengths that exceed compliance in this standard. Reference your school's ratings on the indicators. What measures might the school need to take to keep these areas strong?

Strengths:

Tipton Christian Academy's faculty emphasizes Biblical integration and Christian curriculum in all subjects. The spiritual atmosphere at Tipton Christian Academy is one of love, respect, mercy and forgiveness. Christ-like behavior for all is a core value listed in all handbooks and school-wide publications. Tipton Christian Academy's students receive training to be leaders in their churches and community through leading in worship and service at school.

Students, Faculty and Staff at Tipton Christian Academy are passionate about serving God through serving others.

Documentation and Supporting Evidence:

7.1 School-wide expected outcomes include character development, acquisition of Christian values, and spiritual formation.

- TCA Teacher and Student Handbooks: Mission Statement, Values and Key Result
- Tipton Christian Academy Operating Guidelines: Mission Statement
- Tipton Christian Academy Application for Enrollment
- Tipton Christian Academy Employee Contract
- Curriculum Guides

7.2 Christlike respect, compassion, and caring for self and all others is taught and demonstrated by school personnel.

- TCA Student Handbook: Standards of Conduct (Anti-Bullying Policy)
- Think Sheet (Positive Discipline)
- Spirit Week Activities (Wall of Kindness)
- Tipton Christian Academy Employee Contract

7.3 Mentoring and discipleship experiences focus on spiritual formation, character development, and the instilling of Christian values.

- TCA Handbook: Mission Statement, Values and Key Result
- Bible Club Mission Statement
- Student Council Mission Statement
- Eagle Buddies Program Summary 2015-16 and 2016-17
- TCA Student Council Mystery Match Survey

7.4 Staff-student interactions reflect the attitude of Christ. Communication between staff and students demonstrates sensitivity and responsiveness to the individual needs, interests, and temperaments of the students.

- TCA Teacher Handbook: Christian Conduct and Professionalism
- Tipton Christian Academy Employee Contract
- DCS Training Protocol for Abuse/Neglect (Teacher Training)
- Jason Foundation Training Certificate (Teacher Training)
- Think Sheet (Positive Discipline)
- Intervention Program

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

- TCA Teacher and Student Handbooks: Mission Statement, Values and Key Result
- Tipton Christian Academy Operating Guidelines: Mission Statement
- Tipton Christian Academy Application for Enrollment
- Curriculum Overview K-9, Biblical Worldview
- Chapel Curriculum (Gospel Project)

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

- TCA Teacher and Student Handbooks: Mission Statement, Values and Key Result
- School Newsletter (Trike-a-Thon, Go Jim Go, Great American Milk Drive, Ronald McDonald House)
- TCA News Flyer ranking TCA #9 in the country
- Feeding America Contribution Record

7.7 Active participation in a local Christian church community is required of the faculty and emphasized within the school's philosophy, school wide expected student outcomes, and goals.

- TCA Teacher Handbook: Christian Conduct and Professionalism
- Tipton Christian Academy Application for Enrollment
- TCA Application for Employment
- TCA Homework Policy
- Tipton Christian Academy Operating Guidelines: Mission Statement

7.8 Assessment of the spiritual development of students is intentionally included in the ongoing evaluation of the school's effectiveness in formally measuring its school wide expected student outcomes.

- TCA Terra Nova Testing Summary
- End-of-Year Spiritual Assessment Survey

AREAS FOR IMPROVEMENT In 600 words or less, state one to three goals that target needed improvement in this standard. Reference your school's ratings on the indicators. If the school is not in compliance, what needs to occur for it to become compliant?

AREAS FOR CONTINUOUS IMPROVEMENT

Faculty and Administration should develop a formal method of assessment for measuring spiritual development and character development of students.

All faculty, administration and staff should be required to complete a small-group Bible study each year as a means of fostering a Biblical worldview and encouraging Christian character and accountability.

Each grade level should develop a scaffolded list of key scriptures to be memorized and reviewed systematically. Ongoing components of the staff professional development should include fostering a Biblical worldview and Biblical Integration in the Classroom.

At least one all school worship service should be scheduled annually.

Standard 8 - School Improvement

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

INDICATOR 8.1 (CI) The ongoing planning process is collaborative and it includes opportunities for input from all stakeholders. (C)

C (Compliance) The CSIP is reviewed and revised annually. Representatives of all stakeholder groups collaborate in the planning process. Stakeholders are able to verbalize their understanding and support of the planning process.

INDICATOR 8.2 The CSIP reflects the attainment of schoolwide academic and non-academic expected student outcomes and school effectiveness. (C)

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

INDICATOR 8.3

The planning process is organizationally comprehensive and establishes goals and priorities for development. (C)

C (Compliance) The planning process is organizationally thorough and comprehensive, and it establishes goals and priorities for development.

INDICATOR 8.4 The school improvement plan is developed by utilizing a variety of organizational, achievement, and survey data and input from stakeholders. The plan is viewed as a strategy for strengthening mission effectiveness and vision accomplishment. (C)

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

INDICATOR 8.5 Each action item in the improvement plan addresses the fiscal, personnel, resources, and time implications for implementation. (C)

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

INDICATOR 8.6 The school evaluates and documents the effectiveness and impact of its improvement plan and regularly communicates the results to all stakeholders. (C)

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

THE CONTINUOUS SCHOOL IMPROVEMENT PLAN For each action plan section, include 1) Statement of area for improvement (goal); 2) Time Frame; 3) Specific action steps to achieve the goal: person responsible for the action, resources needed, action due date, evidence of progress; 4) Communication to constituents; 5) Expected schoolwide learning results this improvement addresses.

A school may create a document, chart, or spreadsheet with the components listed above or they may use the template provided by ACSI. The school's CSIP is required to be attached as documentation to Standard 8.

Brief Narrative:

Tipton Christian Academy is dedicated to the continuous school improvement process and all categories of stakeholders are included throughout the various processes of the CSIP. Faculty, staff, board, parents, students and community members of TCA are selected annually to serve on various stakeholder committees; when needed, members may be selected at different times to fill a vacancy for a committee. Stakeholders' input and insight is highly valuable to the continual improvement of the CSIP each school year.

The CSIP will encompass TCA's school wide student outcomes. Initially, the outcomes will be driven by the Accreditation Visiting Team's report. The report will be thoroughly reviewed, revised, and updated over the course of time to reflect survey data and parent feedback. In addition, TCA will maintain a leadership team consisting of faculty, the admissions director, Board members, parents and administrative level leaders. TCA's Marketing Committee and Admissions Committee, alongside an administrative level leader, will continue to focus on school growth. Over a 1000 Day Vision or Vision 2020, a focus on alignment of our vision, mission, and core values within every aspect of TCA will be evaluated. Surveys will be conducted twice per year and will include alumni by 2021.

In order to best support the school improvement process, Tipton Christian Academy will analyze and incorporate student test data annually into the CSIP. This data will come primarily from Terra Nova and ACT Aspire scores. Teachers will have time allotted each year to review and interpret test data. This data, in addition to anecdotal classroom data will be used to support school improvement and student achievement.

The CSIP follows a very specific formula for all standards; committees are expected to complete the required actions steps. Committee members must create a goal for improvement and a timeline. The required actions steps and persons responsible for completing the action in a successful manner should be listed. Resources, projected costs and funding sources are to be detailed. An evaluation strategy must represent evidence of progress and performance results should be presented to constituents. Once the information has been completed and gathered across all standards, the CSIP will be compiled into a single document, shared with appropriate stakeholders via email and uploaded to TCA's online school management system, RenWeb.

Strengths:

- Tipton Christian Academy's foundational documents were comprehensively formed with collective input by a large group of school stakeholders.
- Effective two-way communication is established.
- Tipton Christian Academy's faculty and staff clearly understand and model the mission of the school.
- Tipton Christian Academy experiences low turnover rates of 5-10% for faculty positions and has average

faculty tenure of seven years.

- Age-appropriate opportunities for service and missions.

Areas for improvement:

- Marketing and advertising efforts should continue to emphasize the school's mission and vision statements .
Ongoing
- Board Training ongoing and Division of Power in the next three years. (2.1, 2.2)
- Hiring of a Guidance Counselor in the next year. (3.8)
- Ongoing development of a Professional Development for all teachers by the administration. (4.9)
- Adopt a more cohesive Bible curriculum that can be utilized across all subject areas. Teachers will sample new curriculum from Bob Jones University in the upcoming school year as well research online for other possible curriculums to sample. Both standards 5.1 and 5.2 recommendations for our action plan include teachers and staff attending professional development focused on integration of biblical principles/worldview across the curriculum. Resources needed include: Administrators will create a list of researched professional development opportunities offered nearby focused on biblical worldview, as well as online webinars. (5.1) (6.6) (7.8)
- Offer more diverse and a greater number of co-curricular activities as the school grows. (Standard 7)

Completion of Self-Study

The school should send its self-study to the team chair at least six weeks prior to the visit. A copy should also go to the appropriate ACSI regional office for review.

The visiting team will use the self-study to help them identify what areas the school has strengths, areas in which it needs to improve, and it will also make an overall recommendation for accreditation. The overall purpose of this process is to give the school very specific information that will help them on their quest to continuous improvement toward excellence.

The accreditation recommendation goes to the regional commission which considers both the self-study and the team report. The commission has the authority to approve the accreditation recommendation or ask further questions. They can change the term or status of accreditation for a school.

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

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

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