

**Evaluative Criteria  
for  
EASEA Schools**

**Grades K-12**

**Evaluation Instrument  
With  
Introduction & Instructions**



E.A. Sutherland Education Association  
a  
Private School Accrediting Association

**2005**

## **PREFACE**

The Evaluative Criteria for EASEA Schools is the basis for the evaluation and accreditation of all schools in North America.

The Evaluative Criteria are published in the following versions:

- a. Evaluative Criteria for EASEA Schools, Grades 9-12
- b. Evaluative Criteria for EASEA Schools, Grades K-8
- c. Evaluative Criteria for EASEA Schools, Grades K-12

The Evaluative Criteria for EASEA Schools has two components:

1. Self-study instrument

This instrument is the basis for the self-study. The instrument contains instructions and details the responsibilities for those persons and committees involved in the evaluation process and for the completion of the self-study. The completed self-study becomes the Self-study Report.

2. Visiting Committee Handbook

The Visiting Committee Handbook contains information on the role and function, membership, and responsibilities of a visiting committee, the Visiting Committee Report, and the term of accreditation.

# Introduction

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## **EVALUATIVE CRITERIA for EASEA Schools, Grades K-12**

## INTRODUCTION

The E. A. Sutherland Education Association is an accrediting agency for K-12 educational institutions and programs operated by supporting ministries (lay operated ministries) of the Seventh-day Adventist Church. It fosters close cooperation among the educational institutions of supporting ministries and effective working relationships with other educational organizations or institutions, accrediting agencies, and government departments of education.

EASEA provides a process by which the educational community holds an institution accountable for its own objectives. It assures a schools constituency that an accredited EASEA school offers programs of quality and balance, provides professional personnel who meet both EASEA and State standards and is the basis for reciprocity among EASEA schools.

The EASEA Commission on Accreditation serves as the agent of EASEA for accreditation of supporting schools of the Seventh-day Adventist Church.

The duties and functions of the EASEA Commission on Accreditation are to:

1. Establish guidelines for quality education.
2. Adopt criteria, guidelines, and procedures for evaluation visits.
3. Determine the data to be collected for the periodic review of schools.
4. Periodically review the status of each member school.
5. Review the Visiting Committee Report and determine a term of accreditation for each school.
6. Review appeals from schools regarding the recommendations of the Visiting Committee.
7. Transact business and perform routine activities between regular sessions of the Commission through the EASEA Office.
8. Consider all matters referred to the Commission by the EASEA Office, EASEA Education Council and the EASEA Board of Directors.

## **RATIONALE**

The rationale underlying the accreditation process is the belief that it encourages clarification of the mission and goals of EASEA member schools. A regular evaluation process contributes substantially to the improvement of the total school program and provides opportunity for involvement of the schools stakeholders.

The accreditation process has three stages: (1) the self-study, (2) the visit by a visiting team, and (3) the follow-up activities. The school's philosophy, schoolwide goals for student learning, and the criteria for accreditation from the EASEA Commission on Accreditation serve as the underlying basis for these stages.

Fundamental to accreditation is the quality of the educational program experienced by students. Thus, the accreditation process is designed to accomplish the following:

1. Assist each school in appraising the total program to determine the level to which the purposes and functions outlined in its statement of philosophy and goals for student learning are accomplished, and the extent to which these purposes and function address the general guidelines in the criteria for accreditation.
2. Provide a process for involving the administration, faculty, staff, school board, constituency, and students in an effective and meaningful evaluation of the program.
3. Provide an independent review of the self-study evaluation.
4. Provide the basis for action plans to address areas needing improvement.
5. Provide the basis for determining a term of accreditation.

## CRITERIA FOR ACCREDITATION

A school is to be evaluated based on the degree to which it is accomplishing the purpose and functions outlined in its own statement of philosophy and goals. In addition, to qualify for accreditation, a school must provide evidence of adequately addressing the standards and indicators of implementation for EASEA schools. Standards have been established for the major areas listed below which are found in an EASEA school program. The following standards have been established to describe an effective program that leads to continuous school improvement and results in improved student learning.

1. **Philosophical Foundation** – A statement of philosophy should be adopted by the governing board of each member school. Curriculum goals and objectives, consistent with the philosophy, should be developed and reviewed systematically by the constituency, administration, faculty, staff, students and governing body, and regularly communicated to the school constituency. The school shall have ongoing evaluations of progress towards these goals and objectives. The school must also possess a mission statement that embodies its philosophy.
2. **Community and Constituency** – A well-defined program should be maintained to facilitate two-way communication and cooperative interaction with the local church constituency and community. This communication should be enhanced by an active recruitment and marketing program.
3. **Administration** – A clearly defined organizational structure should facilitate and effectively guide the work of the school and provide for accountability in achieving the purpose and mission of the school. It should also include school improvement; fiscal responsibility; support for student academic, spiritual, physical and social development; and a safe environment for students. The description of the structure should also define the roles and functions of the school board, administration, faculty, staff parents, and constituency, as well as provide and encourage effective working relationships and communication among all concerned.
4. **Staff Development** – A well-qualified faculty and staff who work cooperatively as individuals and as a team to create an environment in which effective teaching/learning occurs should be in place. They should support biblical values as understood and taught by the Seventh-day Adventist Church and hold proper credentials. The administration, in collaboration with the faculty and staff, should plan and implement an ongoing program of professional growth that focuses on student learning.
5. **Curriculum and Instruction** – An instructional program should be implemented that is consistent with the EASEA Standards and sound educational practices.

## CRITERIA FOR ACCREDITATION *(continued)*

The curriculum should provide all students with suitable courses of instruction consistent with the school's philosophy, goals, and learning expectations, as well as the student's needs, abilities, and interests. The delivery of curriculum should reflect the best professional practices by teachers and be the object of ongoing evaluation involving the constituency, school board, administration, faculty, staff, and students. The teaching load and responsibilities should be in harmony with EASEA policy.

6. **Media Center** – A resource center should be provided with adequate and appropriate material to facilitate learning.
7. **Vocational Education** – Along side the traditional academic courses a vocational education program should be implemented. The vocational education program provides all students with suitable courses and lab experience to develop a work ethic and useful skills as part of a balanced educational experience.
8. **Student Services** – A program should be developed utilizing organizations and services that support the social, spiritual, and academic needs of students.
9. **Student Activities** – Appropriate co-curricular activities and programs should supplement the formal instruction of the school. These programs should be responsive to student needs and interests, utilizing skills of students, faculty, staff, and community resources. The activities and programs should provide opportunity for the development of student leadership skills and for students to participate in a variety of Christian service activities.
10. **Character Development** – Appropriate activities and programs aimed intentionally at developing character should be a part of the curriculum of the school.
11. **School Facilities** – A safe and adequate school plant with sufficient equipment to implement the school program should be provided.
12. **Information Technology** – Appropriate information technology should be available and utilized by faculty, staff, and students to facilitate the learning process and enhance the active involvement of students.

## **THE ACCREDITATION PROCESS**

The success of the evaluation process depends upon the cooperative efforts of the following: school board, principal, teachers, parents, students, constituents, and personnel from EASEA. The primary responsibilities of those involved in the accreditation process are indicated below.

1. **E. A. Sutherland Education Association Commission on Accreditation**

The EASEA Commission on Accreditation is responsible for:

- establishing guidelines, criteria, and procedures for the evaluation of K-12 schools;
- reviewing application for accreditation and conducting consultative visits;
- supervising the accreditation process;
- providing an adequate supply of appropriate evaluation instruments;
- providing in-service to the school personnel on the evaluation process;
- assisting the schools throughout the evaluation process; and
- overseeing compliance.

2. **Principal**

As the agent of the school board, the principal is responsible for organizing and supervising the self-study process at the school.

3. **School Board**

The local board is responsible for providing support to the principal and committees in the preparation of the Self-Study Report. This board is to review and approve action plans before they are included in the report.

4. **Coordinating Committee**

The Coordinating Committee is composed of the principal and representative from the study committees and school board. It is responsible for:

- a. Appointing 3-5 members to serve on each committee.
- b. Coordinating and monitoring the self-study process to ensure completion of the Self-Study Report according to a approved time line.
- c. Identifying and building consensus on significant schoolwide areas needing improvement.
- d. Overseeing the development of school-improvement action plans.

- e. Establishing an ongoing follow-up process to monitor the implementation and accomplishment of each action plan.

5. **Study Committee**

Study committees are responsible for assessing the school in the following twelve standards which are the core of the evaluation process:

1. Philosophical Foundation
2. Community and Constituency
3. Administration
4. Staff Development
5. Curriculum and Instruction
6. Media Center
7. Vocational Education
8. Student Services
9. Student Activities
10. Character Development
11. School Facilities
12. Information Technology

6. **Visiting Committee**

The Visiting Committee is responsible for:

- a. Reading, analyzing, and validating the Self-study Report by observing the school in operation; visiting classes; and interviewing administrators, teachers, students, and others.
- b. Preparing a report that commends the school for its areas of strength, validates action plans, and recommends specific actions to support school improvement.
- c. Recommending a term of accreditation to the EASEA Commission on Accreditation based on the Self-study Report and on-site findings.

## **GENERAL INSTRUCTIONS FOR COMPLETEING THE SELF-STUDY REPORT**

The material contained in the Evaluation Instrument is to be used for the evaluation conducted by each school. The completed report becomes the Self-study Report. The following general instructions will assist in completing the report:

**1. Appoint Coordinating Committee and study committees.**

Information regarding appointment of the Coordinating Committee and the study committees is provided on pages vii and viii.

**2. Study instructions for completing each section of the Self-study Report.**

Specific instructions for completing each section of the Self-study Report are provided immediately following the respective title pages.

**3. Distribute appropriate materials to study committee members, faculty, and staff.**

Each study committee member and all teachers should be given the following:

- a. A copy of the appropriate section from the Self-study Report.
- b. The appropriate instructions for completing the section.

**4. Review instructions for developing schoolwide-improvement actions plans.**

The Coordinating Committee, in consultation with all faculty, staff, and study committees, will develop action plans for significant areas of needed improvement. The action plans include (1) action steps, (2) a time line for implementation, (3) an estimate of necessary resources (financial, human, educational, etc.), and (4) the person(s) responsible for each action. Specific instructions, sample action plans, and action-plan forms are included in the Self-study Report.

**5. Gather supplementary materials to be provided for the Visiting Committee.**

Gather the supplementary materials listed on page v. Place the materials in the Visiting Committee workroom.

ALL INSTRUCTION PAGES ARE TO BE REMOVED BEFORE PUBLISHING  
THE SCHOOL'S FINAL SELF-STUDY REPORT.

## Checklist and Time Line for Coordinating Committee

The number of months in the right column are a guide as to when work should begin on the process in the left column prior to the on-site visit. The responsibilities of the Coordinating Committee are the following:		
✓	<b>Tasks:</b>	<b>Months</b>
	1. Study and discuss the Evaluative Criteria for EASEA Schools, Grades 9-12, to understand the purpose of the evaluation process and directions for completing the self-study document.	8-10
	2. Develop a time line for completing each section and the Self-study Report.	8-10
	3. Appoint study committees of 3-5 members to complete one or more sections of the following areas in the Standards section: a. Philosophical Foundation b. Community and Constituency c. Administration d. Staff Development e. Curriculum and Instruction f. Media Center g. Vocational Education h. Student Services i. Student Activities j. Character Development k. School Facilities l. Information Technology	5-8
	4. Distribute the following materials to each study committee: a. General Instructions for Completing the Self-study Report (page iii) and the specific instructions for completing the selected sections from the self-study instrument. b. Copies of the appropriate section from the self-study instrument.	5-8
	5. After orientation of all personnel, distribute subject-area material to the appropriate instructional staff.	5-8
	6. Assist the principal in completing the School Profile and Progress Report sections.	5-8
	7. Coordinate the distribution, collection, and tabulation of student surveys and parent surveys according to directions for administering these surveys.	3-5
	8. Review the study committee reports (Standards and Subject Areas) and copy edit the reports to ensure consistency of style and grammatical correctness.	3-5
	9. Develop action plans based on significant schoolwide areas of needed improvement. Review action plans with faculty and staff, and revise as needed.	3-5
	10. Present to the board, for study and final approval, all action plans approved by the Coordinating Committee.	2-4
	11. Develop the Self-study Report from the study committee reports prior to the scheduled on-site visit.	2-4
	12. Consult with the EASEA office for distribution of the completed self-study.	1-2

## SUPPLEMENTARY MATERIALS INVENTORY

All materials listed below are to be provided in the Visiting Committee workroom during the visit and are not to be included in the Self-study Report. If several items are contained in existing publications, provide the basic publication and index. If the materials are not available, please make a note of this.

1. Previous Self-study Report.
2. Previous Visiting Committee Report.
3. Annual progress report and interim or revisit reports.
4. School constitution.
5. School bulletin and/or student handbook.
6. School registers.
7. Standardized test results administered during the past three years.
8. Current class schedule.
9. Operating budget for current year.
10. Monthly financial statements for the current school year.
11. Last audited report with the statement.
12. Financial statement for the last full fiscal year.
13. School board minutes for at least one year.
14. Acceptable Use Policy for Internet.
15. School marketing/recruitment plan.
16. Sample copies of school publications (newspaper, yearbook, etc.).
17. List of current denominational and secular periodicals and subscriptions.
18. Disaster/emergency response plans/procedures.
19. Blood-borne pathogen procedures.
20. Hazardous material management plan (asbestos, etc.).
21. Sexual harassment policy.
22. Campus map and floor plans.
23. Teacher course outlines for each course (secondary).
24. Faculty meeting minutes.

# School Profile, Progress Report, And Philosophy

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**EVALUATIVE CRITERIA  
for EASEA Schools, Grades K-12**

## **INSTRUCTIONS FOR SCHOOL PROFILE, PROGRESS REPORT, AND PHILOSOPHY AND GOALS**

The principal, with assistance from the Coordinating Committee, is responsible for completing this section.

### **Items A Through H**

The principal may delegate to others responsibility for completing applicable sections. For example, he or she could delegate to the librarian, with the support of the Self-study Committee for the media center, the responsibility for completing Section D.

For Section D, #5c, Staff Data (page 8)—The ratio of students to FTE instructional staff should be obtained using the following formula: Divide the total number of students by the total full-time equivalent (FTE) instructional staff. (For example: 36 students divided by 1.5 FTE staff results in a ratio of 24 to 1.)

### **Progress Report**

The principal is responsible for completing the progress report based on input from the faculty, staff, and school board. The school board will approve the completed report.

1. The progress report responds to the action plans and recommendations from the previous evaluation visit, interim review, and/or revisit reports.
2. Under the proper heading, list each recommendation and action taken showing the date of completion. Be specific about the action and supply supporting evidence when applicable.

### **Philosophy, Goals, and School Mission**

The philosophical foundation study committee is responsible for completing this section and Standard 1 in cooperation with the school board, administration, faculty, and staff.

There are schoolwide goals for student learning adopted by the NAD education system. These goals have been adapted from *Journey to Excellence*.

The school board, administration, faculty, and staff will review and reaffirm the school's philosophy, mission statement, and curriculum goals.

**REMOVE THIS PAGE BEFORE PUBLISHING THE SELF-STUDY REPORT**

**Evaluative Criteria  
for  
EASEA Schools**

**Grades K-12  
Self-study Report**



For

E.A. Sutherland Education Association  
a  
Private School Accrediting Association

**2005**

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## EVALUATION STUDY COMMITTEES

COORDINATING COMMITTEE	
<b>Chair:</b>	
<b>Philosophical Foundations (1) and Community &amp; Constituency (2)</b>	<b>Administration (3) and Staff Development (4)</b>
<b>Chair:</b>	<b>Chair:</b>
<b>Curriculum &amp; Instruction (5) and Media Center (6)</b>	<b>Vocational Education (7) and Student Services (8)</b>
<b>Chair:</b>	<b>Chair:</b>
<b>Student Activities (9), Character Development (10) And Parent/Student Surveys</b>	<b>School Facilities (11) and Information Technology (12)</b>
<b>Chair:</b>	<b>Chair:</b>

*(Numbers in parentheses correspond to Standards)*

## SCHOOL PROFILE

The principal, with assistance from the Coordinating Committee, is responsible for completing sections A-F. The principal may delegate responsibility for completion of applicable sections to others, such as the media center to the librarian, etc.

**A. General Information**

Name of School \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Principal \_\_\_\_\_

Board Chair \_\_\_\_\_

Date of Last Full Evaluation \_\_\_\_\_

Date of Interim/Revisit \_\_\_\_\_

**B. Significant Financial Data**

1. Provide the following financial information from previous fiscal years:

<b>Financial Information</b>	<b>2 Years Ago</b>	<b>1 Year Ago</b>
Budgeted operating expense		
Actual operating expense		
Actual operating increase (decrease)		
Annual operating income		
Total depreciation		
Total depreciation funded		
Cost per student		
Tuition and fees per student		
Current student accounts receivable		
Non-current student accounts receivable before Allowance for Doubtful Accounts		
Percent of student account collections		
Commercial accounts payable		
Total capital expenditures		
Income from other sources		
Student labor expenses		
Instructional materials/supplies expenditures		
Total technology/computer expenditures		
Technology/computer expenditures per student		
Total library/media expenditures		
Library/media expenditures per student		

2. Date of last audited financial statement: \_\_\_\_\_

**C. Media Center/Library Holdings**

1. Print Materials: (Place total number of volumes to the left of each listing.)

- |  |   |
|--|---|
| _____ Encyclopedia sets, no older than five years, appropriate to various grade levels.<br>Copyright date: _____ | _____ Philosophy                        |
| _____ Modern unabridged dictionary   | _____ Religion                          |
| _____ Current world atlas  | _____ Social science                    |
| _____ Bible concordances   | _____ Language                          |
| _____ Bible dictionary   | _____ Natural science                   |
| _____ SDA Bible commentary sets  | _____ Applied science                   |
| _____ Index to Ellen G. White writings, (three-volume set)   | _____ Picture books—easy reading        |
| _____ Ellen G. White books   | _____ The arts                          |
| _____ General works  | _____ Recreation (sports, crafts, etc.) |
|  | _____ Literature                        |
|  | _____ History, biography, travel        |

<b>Summary:</b>	_____ Total number of titles (exclusive of reference)
	_____ Total number of reference volumes
	_____ Total number of denominational periodical subscriptions
	_____ Total number of secular magazine/newspaper subscriptions

2. Equipment: (Place total number in the left blank.)

- |                        |                          |                       |
|------------------------|--------------------------|-----------------------|
| _____ Computers        | _____ Cassette recorders | _____ Digital cameras |
| _____ Video projectors | _____ VCR/DVD            | _____ _____           |
| _____ Video cameras    | _____ TVs                | _____ _____           |

3. Software, etc.: (Place total number in the left blank.)

- |                          |             |
|--------------------------|-------------|
| _____ Computer software  | _____ _____ |
| _____ Videocassettes     | _____ _____ |
| _____ Audiocassettes     | _____ _____ |
| _____ CD/DVD/laser discs | _____ _____ |

4. Media Center Organization: (Complete the blanks.)

Library hours: During school \_\_\_\_\_ After school \_\_\_\_\_

- Classification system:  Library of Congress  
 Dewey Decimal  
 Other (specify) \_\_\_\_\_

- Materials selection policy:  Yes  No Date approved by board: \_\_\_\_\_  
Internet Connection:  Yes  No List service(s): \_\_\_\_\_  
Library endorsement:  Yes  No Professional membership: \_\_\_\_\_



2. What is the turnover rate within the administrative and instructional staff for each of the past three years?

20\_\_\_\_ %  
 20\_\_\_\_ %  
 20\_\_\_\_ %

3. Vocational Instructors:

NAME	*FT/ PT	Assignment/ Responsibility	Certification/License Status				Years of Employment			
			EASEA **	SDA ***	Expire Date	License Status	Denom.	Self- Supporting	Non- Adventist	In This School

\* FT—Full-time PT—Part-Time      \*\* Designated, Vocational      \*\*\* Designated Subject/Services

4. Non-Instructional:

NAME	*FT/ PT	Work Assignment	License Status (where required)	Years of Employment			
				Denom.	Self- Supporting	Non- Adventist	In This School

\* FT—Full-time PT—Part-Time

5. Staff Data:

a. Indicate the staff FTE assigned to the following areas:

Assignment	Men	Women	Total
Administration			
Classroom Instructors			
Instructional Aides			
Library/Media Center			
Office Personnel			
Vocational Instructors			
Non-Instructional			
<b>TOTAL</b>			

b. Current staff reported in full-time equivalents: \_\_\_\_\_

c. Ratio of students to FTE instructional staff: \_\_\_\_\_

d. Summary of academic preparation (report highest degree held):

	No Degree	B.A.	B.A. + 30	M.A.	Ed.S.	Ed.D or Ph.D
Men						
Women						
<b>TOTAL</b>						

6. Professional Activities and Memberships:

(List all administrative and instructional staff members, their current professional memberships, and significant professional activities that have impacted instruction in the past two years.)

Name of Certificated Staff	Professional Memberships	Professional Growth Activities

**E. The Students**

1. Student Enrollment Data:

Grade	Opening Enrollments for the Last Five Years					Number of Students From Adventist Homes		Number of Students From Non-Adventist Homes	
	4 Yrs. Ago	3 Yrs. Ago	2 Yrs. Ago	1 Yr. Ago	Current	Baptized	Unbaptized	Baptized	Unbaptized
<b>K</b>									
<b>1</b>									
<b>2</b>									
<b>3</b>									
<b>4</b>									
<b>5</b>									
<b>6</b>									
<b>7</b>									
<b>8</b>									
<b>9</b>									
<b>10</b>									
<b>11</b>									
<b>12</b>									
<b>TOTAL</b>									

2. Student Enrollment Data Summary:

- a. Percentage of total students from non-Adventist homes \_\_\_\_\_
- b. Percentage of students baptized \_\_\_\_\_
- c. Projected total student enrollment: Next school year \_\_\_\_\_ In 2 years \_\_\_\_\_ In 3 years \_\_\_\_\_

3. Student Follow-up Data: (Complete the chart below for the preceding two years.)

School Year	Number of Students Completing This School's Highest Grade	Number of Students Now Attending Academy	Number of Students Now Attending Private Schools	Number of Students Not Attending Public Schools	Number of Students Who Are Home Schooled/Other

**F. Student Achievement**

1. List the standardized tests administered each year in each grade: (Provide test score printouts as supplementary material for review during the on-site visit.)

Grade Level	Standardized Test(s) Administered

2. Explain school communication with parents and constituents regarding student achievement test results.
3. Describe the activities initiated to improve student performance in subject areas that have been identified as inadequate on achievement tests.

4. Elementary Standardized Test Scores:  
 (List the class average grade equivalency of students in each grade tested on the EASEA adopted standardized tests for the three most recent years.)

Test Areas	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>School Year:</b> _____ - _____						
Reading						
Language						
Mathematics						
Social Studies						
Science						
Sources of Information						
Composite Score						
<b>School Year:</b> _____ - _____						
Reading						
Language						
Mathematics						
Social Studies						
Science						
Sources of Information						
Composite Score						
<b>School Year:</b> _____ - _____						
Reading						
Language						
Mathematics						
Social Studies						
Science						
Sources of Information						
Composite Score						

5. Secondary Standardized Test Scores:

(List the class average grade equivalency of students in each secondary grade tested on the EASEA adopted standardized tests for the three most recent years.)

Test Areas	Grade 9			Grade 10		
	3 Years Ago	2 Years Ago	1 Year Ago	3 Years Ago	2 Years Ago	1 Year Ago
	____.____	____.____	____.____	____.____	____.____	____.____
Reading						
Written Expression						
Mathematics						
Social Studies						
Science						
Information Processing						
Composite Score						

**G. Secondary Curriculum**

In the following chart list every secondary credit course offered to grades 9 to 12 students, providing the name of the teacher and other requested course information.

Course Title	Name of Teacher	Endorsement		Enrollment	Credit Value	Per Week	
		EASEA	SDA			No. of Periods	Total Minutes
		<input type="checkbox"/>	<input type="checkbox"/>				
Art		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
Business/Computers		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
English		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
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		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
Health		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
Home Arts		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
Mathematics		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				

Course Title	Name of Teacher	Endorsement		Enrollment	Credit Value	Per Week	
		EASEA	SDA			No. of Periods	Total Minutes
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
Modern Language		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
Music		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
Physical Education		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
Religion		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
Science		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				

Course Title	Name of Teacher	Endorsement		Enrollment	Credit Value	Per Week	
		EASEA	SDA			No. of Periods	Total Minutes
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
Social Studies		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
Industrial Technology		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
Other		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				
		<input type="checkbox"/>	<input type="checkbox"/>				

**H. Guidance Services**

1. Briefly describe the guidance services of the school in each of the following areas:
  - a. Academic advisement including testing.

b. Career advisement including testing.

c. Personal counseling.

2. List the number of hours per day that guidance services are available to students.

3. List the types and location of guidance materials available to students.

**I. Philanthropy Program**

1. Briefly outline the school's development program, including alumni activities, fund raising, and board development. Include goals, objectives, and action steps for each area.

2. List the goals and accomplishments for the past three years, including total dollars raised, percentage of alumni contributing to the school, and percentage of board members making annual gifts to the school.

3. List the goals for increasing charitable giving in the immediate future.

## PROGRESS REPORT

**Instructions:**

The previous Visiting Committee Report(s)—full evaluation visit, interim review, and/or revisit—are to be used as the basis for the Progress Report. This report states progress in implementing schoolwide-improvement action plans and all recommendations in the previous Visiting Committee Report. Use the accompanying table to report on action plans.

For recommendations, state the specific action that has been taken with supporting evidence/information, where applicable, and give the date of fulfillment.

### PROGRESS REPORT FOR SCHOOLWIDE-IMPROVEMENT ACTION PLANS

Date of Last Evaluation: \_\_\_\_\_

Action Plan #	Action Plan Goal	Implementation Steps	Results of Efforts	Barriers to Fulfillment	Current
		<p>On schedule with original action plan timeline: <input type="radio"/> Yes <input type="radio"/> No</p>			<input type="checkbox"/> New Plan Date Goal Set _____ <input type="checkbox"/> Plan Not Begun <input type="checkbox"/> In Progress Expected date of completion _____ <input type="checkbox"/> Completed
		<p>On schedule with original action plan timeline: <input type="radio"/> Yes <input type="radio"/> No</p>			<input type="checkbox"/> New Plan Date Goal Set _____ <input type="checkbox"/> Plan Not Begun <input type="checkbox"/> In Progress Expected date of completion _____ <input type="checkbox"/> Completed

## **PHILOSOPHY AND GOALS**

### **A. Introductory Statement**

A statement of philosophy should be developed for each EASEA school. Schoolwide curriculum goals and objectives consistent with the philosophy shall be established. The philosophy and goals should be systematically reviewed by the constituency, administration, faculty, staff, and school board. There should be an annual evaluation of continuous progress toward these goals.

### **B. Statement of Philosophy**

**C. Statement of School's Mission**

#### D. Seventh-day Adventist Curriculum Goals

The following goals have been developed to support the unique philosophy of Seventh-day Adventist education. (Taken from *Journey to Excellence*.)

	<b>Each st</b>	<b>Each student will:</b>
1. Acceptance of God		Surrender one's whole life to God, develop a relationship with Jesus Christ, and allow the Holy Spirit to work in one's life.
2. Commitment to the Church		Desire to know, live, and share the message and mission of the Seventh-day Adventist Church.
3. Interpersonal Relationships		Develop a sense of self-worth, skills in interpersonal relationships, an understanding of the responsibilities of family membership, and the ability to respond with sensitivity to the needs of others.
4. Responsible Citizenship		Develop an understanding of cultural and historical heritages; affirm a belief in the dignity and worth of others; and accept responsibility for local, national, and global environments.
5. Healthful, Balanced Living		Accept personal responsibility for achieving and maintaining optimum physical, mental, and spiritual health.
6. Intellectual Development		Adopt a systematic, logical, and biblically based approach to decision making and problem solving when applied to a developing body of knowledge.
7. Communication Skills		Recognize the importance of effective communication and develop the requisite skills.
8. Personal Management		Function responsibly in the everyday world using Christian principles of stewardship, economy, and personal management.
9. Aesthetic Appreciation		Develop an appreciation of the beautiful, both in God's creation and in human expression, while nurturing individual ability in the fine arts.
10. Career and Service		Develop a Christian work ethic with an appreciation for the dignity of service.

**E. Specific Goals for This School**

# Standards for EASEA Schools

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Instructions for Evaluating School Standards.....

Philosophical Foundation.....25

Community and Constituency .....27

Administration .....29

Staff Development .....32

Curriculum and Instruction.....34

Media Center.....36

Vocational Education.....38

Student Services.....40

Student Activities.....42

Character Development .....44

School Facilities.....46

Information Technology .....48

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**EVALUATIVE CRITERIA  
for EASEA Schools, Grades K-12**

# INSTRUCTIONS FOR EVALUATING SCHOOL STANDARDS

## School Standards Assessment

Each statement is a standard of school quality that must be met in all EASEA schools. Study committees of 3-5 members are to be appointed to complete one or more standards. The standards are as follows:

Philosophical Foundation.....	page 25
Community and Constituency .....	page 27
Administration .....	page 29
Staff Development .....	page 32
Curriculum and Instruction .....	page 34
Media Center.....	page 36
Vocational Education.....	page 38
Student Services.....	page 40
Student Activities.....	page 42
Character Development .....	page 44
School Facilities.....	page 46
Information Technology .....	page 48

The study committee as a group is to evaluate each standard and associated indicators of implementation then determine by consensus the extent to which the statement is addressed. Select the number in the rating scale that best describes the present practice.

- 1—The standard/indicator of implementation is not met.
- 2—The standard/indicator of implementation is partially met.
- 3—The standard/indicator of implementation is met.
- 4—The standard/indicator of implementation is exceptionally met.

After selecting the number that best describes the indicators of implementation and the overall rating for that standard, the study committee is to write a verification narrative statement for that standard.

## Schoolwide-Improvement Action Plans

When the study committee identifies needed significant improvement in a standard, a recommendation for possible development of an action plan should be made to the Coordinating Committee.

Copy this page for each study committee working on standards.

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**Standard for Philosophical Foundation** (*continued*)

**Verification Narrative for Philosophical Foundation:**

## 2. Standard for Community and Constituency

**Standard:** *The school, community, and constituency are mutually interdependent. Cooperative interaction is essential to providing an effective educational program.*

The standard/indicator of implementation is:

- 1—not met.
- 2—partially met.
- 3—met.
- 4—exceptionally met.

<b>Indicators of Implementation:</b>	1	2	3	4
A. Interacts with and responds to the constituency and community needs when planning school activities, programs, and services.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Coordinates school activities, programs, and services with the local church and conference program .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Admits students based on procedures consistent with its stated mission and purpose .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Develops and maintains consistent communication with parents and constituents.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Develops and maintains consistent communication with the alumni and involve the alumni in school activities and programs.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Develops and maintains a formalized marketing/recruitment program that clearly describes the program, person(s) responsible, and policies of the school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Overall rating for this standard .....</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Standard for Community and Constituency** (*continued*)

**Verification Narrative for Community and Constituency:**



**Standard for Administration** *(continued)*

- K. The principal, in cooperation with the staff, creates a safe, nurturing school environment that supports student learning .....
- L. The principal promotes an environment that fosters an appreciation for diversity and multiculturalism .....
- M. Administrators cooperate with the EASEA office to implement a plan of classroom supervision and evaluation of instructional personnel that fosters professional growth .....
- N. The principal encourages and supports the use of innovative instructional strategies that enhance student learning school environment that supports student learning .....
- O. The principal promotes a variety of partnerships among the school, home, church, business, and community .....
- P. The principal cooperates with fellow institutional administrators in employing qualified personnel .....
- Q. The principal maintains a record-keeping system to ensure the security of all school, student, and school board information .....
- R. The principal cooperates with the fellow institutional administrators to ensure that instructional and non-instructional personnel are qualified, oriented with written job descriptions, and aware of their influence on students .....
- S. The principal ensures that student supervision is provided during school hours and at school functions .....
- T. The principal cooperates with EASEA office to ensure compliance with EASEA policies and governmental regulations regarding health and safety requirements and employment practices .....
- Overall rating for this standard** .....

**Standard for Administration** *(continued)*

**Verification Narrative for Administration:**

**4. Standard for Staff Development**

**Standard:** *Staff-development programs are planned and implemented to enhance the professional development of school personnel, integrating new knowledge, information, and teaching methodologies identified through current research.*

The standard/indicator of implementation is: 1—not met.  
2—partially met.  
3—met.  
4—exceptionally met.

<b>Indicators of Implementation:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
A. School personnel participate in an ongoing program of professional development .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. School personnel have access to and use current professional materials and resources .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. School personnel hold memberships in professional organizations .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Overall rating for this standard .....</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Standard for Staff Development** *(continued)*

**Verification Narrative for Staff Development:**



**Standard for Curriculum and Instruction** *(continued)*

**Verification Narrative for Curriculum and Instruction:**



**Standard for Media Center** *(continued)*

**Verification Narrative for Media Center:**

## 7. Vocational Education (vocational training, work educ.)

**Standard:** *The inclusion of vocational education within the educational process enhances learning, provides physical exercise, develops a work ethic and useful skills and provides a balanced experience.*

The standard/indicator of implementation is: 1—not met.  
2—partially met.  
3—met.  
4—exceptionally met.

<b>Indicators of Implementation:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
A. Every student is involved in a daily vocational education .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. An adequate number of staff is provided to ensure the effective and successful operation of the vocational education program.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Goals and objectives for each area of vocational education are evaluated and updated regularly .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Student progress within the vocational education program is assessed and communicated to students and parents on a regular and timely basis .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. A plan for the rotation of students through differing vocational education areas is provided for.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. The vocational education program demonstrates compliance with regulations for safety and health as applicable.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Documentation is provided assuring parental understanding and permission for student participation in the vocational education program .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. Agriculture is included within the vocational education program .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I. The vocational education program develops a Christian work ethic with an appreciation for the dignity of service .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Overall rating for this standard.....</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Standard for Vocational Education** *(continued)*

**Verification Narrative for Vocational Education:**

## 8. Standard for Student Services

**Standard:** Student support services meet the needs of students.

The standard/indicator of implementation is:

- 1—not met.
- 2—partially met.
- 3—met.
- 4—exceptionally met.

<b>Indicators of Implementation:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
A. Programs and procedures meet the needs of students in areas such as health, academic assistance, career exploration, and counseling .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Food service, when provided, meets the nutritional requirements of students.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Administrative records include mandated information about student immunizations and physical examinations and are kept in a locked file.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Procedures are in place to respond to illnesses, injuries, and other emergencies .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Vehicles used to transport students are in compliance with governmental regulations and EASEA policies .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Overall rating for this standard.....</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Standard for Student Services** *(continued)*

**Verification Narrative for Student Services:**



**Standard for Student Activities** *(continued)*

**Verification Narrative for Student Activities:**



**Standard for Character Development** (*continued*)

**Verification Narrative for Character Development:**



**Standard for School Facilities** *(continued)*

**Verification Narrative for School Facilities:**

## 12. Standard for Information Technology

**Standard:** *The integration of information technology enhances work efficiency and learning enrichment throughout the school program.*

The standard/indicator of implementation is:

- 1—not met.
- 2—partially met.
- 3—met.
- 4—exceptionally met.

<b>Indicators of Implementation:</b>	1	2	3	4
A. Adequate technology is available to support and enhance student learning.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Technology is integrated throughout the instructional program to support and enhance student learning.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Technology is provided to staff and students with appropriate orientation for office, class, and personal applications .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Overall rating for this standard.....</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Standard for Information Technology** *(continued)*

**Verification Narrative for Information Technology:**

# Subject-Area Evaluations

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<b>Instructions for Evaluating Subject Area</b> .....	
Teacher Instructional Profile.....	51
<b>Grades 1-12 Subject Areas</b>	
Art .....	53
Business/Computer Education .....	58
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Science .....	82
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<b>Elementary Subject Areas</b>	
Kindergarten ( <i>if offered</i> ) .....	94
Language Arts/Reading (1-8) .....	99
<b>Secondary Subject Areas</b>	
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**EVALUATIVE CRITERIA  
for EASEA Schools, Grades K-12**

## INSTRUCTIONS FOR EVALUATING SUBJECT AREAS

The following steps will guide the teachers in completing the subject-area sections.

### Materials needed for each teacher

1. This page of instructions
2. The assigned subject-area sections
3. Teacher Instructional Profile

Each teacher will complete a set of general questions regarding the instructional program in brief narrative responses.

### Instructions for each section (A–E) in the subject areas

- A. Introductory Statement:** A general statement about the subject area and its purpose and relevance within the EASEA curriculum is provided.
- B. Instructional Goals:** The instructional goals have been provided for each subject area. Teachers may include additional goals for specific or unique aspects of the instructional program.
- C. Instructional Assessment:** This series of questions will be used to determine the effectiveness of the instructional program in the subject area. The teacher is to provide the information requested in brief narrative responses.
- D. Evaluation:** Three summative statements provide the teacher an opportunity to highlight the strengths of the instructional program in this subject area and to cite evidence of student learning.
- E. Recommendations for Improvement:** The teacher is to recommend improvements to the instructional program in this subject area. Some of these recommendations may be used by the Coordinating Committee to develop action plans.

**The completed subject-area sections will be submitted to the Coordinating Committee.**

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# ART

## A. **Introductory Statement**

Art is a universal language of emotions, experiences, and ideas that knows no boundary of time, culture, or geography. Art is offered to help students develop an appreciation for aesthetic beauty, diversity, and creative expression. It gives students an opportunity to develop and express their own creative/artistic abilities.

“The Author of all beauty, Himself a lover of the beautiful, God provided to gratify in His children the love of beauty”—Ellen G. White, *Education*, p. 41.

## B. **Instructional Goals**

The art program will assist the students to:

1. Recognize their unique artistic talents and create a desire to use them to serve and glorify the Creator God.
2. Develop an aesthetic and conceptual understanding of God’s creation and human expression.
3. Value art as a means of self-expressive communication with God and others.
4. Develop observational/perceptual skills and heighten sensory awareness.
5. Develop the ability to make aesthetic judgments by critiquing works of art.
6. Encourage a sense of self-worth in a creative environment.
7. Develop confidence in their artistic skills and abilities.
8. Acquire an appreciation of diversity in the culture arts of the world.
9. Exhibit a fundamental knowledge of art history and aesthetics.
10. Understand and exhibit safe practices in art production.
11. Experience the use of technology in creative expression.
12. Acquire a knowledge of career opportunities in art.

**C. Instructional Assessment**

1. List each textbook and workbook (title, author, publisher, copyright & date) used in each class within this subject area.
  
  
  
  
  
  
  
  
  
  
2. What methods are used to determine how well the instructional goals are achieved?
  
  
  
  
  
  
  
  
  
  
3. How do the subject-area goals relate to the schoolwide goals for student learning?
  
  
  
  
  
  
  
  
  
  
4. How are spiritual values infused into the art program?
  
  
  
  
  
  
  
  
  
  
5. What teaching methods are utilized to meet the students' varying learning styles, needs, abilities, and interests?





**D. Evaluation**

1. List the improvements in this subject area implemented in the past three years.
  
2. Identify strengths of this content area. Cite evidence, if available.
  
3. Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student learning.

**E. Recommendations for Improvement**

After reviewing your responses to sections C–D, list in order of priority improvements recommended for this subject area.

## **BUSINESS/COMPUTER EDUCATION**

### **A. Introductory Statement**

Training in computer technology and business education is essential to success in many aspects of life in the changing world of the twenty-first century. Principles of Christian stewardship, service, and decision making are infused into a curriculum of skill development that prepares students for life and successful careers. The “head-heart-hand” characteristics of business and computer education give it potential for inculcating traits, qualities, and truths that affect the learner for life.

### **B. Instructional Goals**

The business/computer education program will assist students to:

1. Understand the application of Christian principles and ethics in business and in the use of computer technology.
2. Acquire an understanding of the importance of Christian stewardship, philanthropy, and personal economy in the management of personal resources.
3. Explore the use of technology in sharing the basic tenets of the Seventh-day Adventist Church.
4. Enhance confidence in decision making, project development, and problem solving using computer technology.
5. Develop initiative, good judgment, and proper work habits in business/computer projects.
6. Acquire competency in the use of basic computer applications/programs.
7. Develop basic keyboarding skills and efficient use of computer peripheral equipment.
8. Understand the role and function of computer technology in various aspects of society.
9. Experience the use of technology in creative projects and commercial productions.
10. Acquire a knowledge of career opportunities in business and fields using computer technology.

**C. Instructional Assessment**

1. List each textbook and workbook (title, author, publisher, copyright & date) used in each class within this subject area.
2. What methods are used to determine how well the instructional goals are achieved?
3. How do the subject-area goals relate to the schoolwide goals for student learning?
4. How are spiritual values infused into the business/computer education program?
5. What teaching methods are utilized to meet the students' varying learning styles, needs, abilities, and interests?

6. What community resources (human and material) are used to enhance the business/computer education program?
  
  
  
  
  
  
  
  
  
  
7. How do teachers work together in planning learning activities, both within this instructional area and in other areas?
  
  
  
  
  
  
  
  
  
  
8. Describe how computer education is integrated into the learning process in other aspects of the school curriculum.
  
  
  
  
  
  
  
  
  
  
9. How do the content, concepts, and skills presented in the instruction of business courses and computer education create an awareness of available career opportunities?
  
  
  
  
  
  
  
  
  
  
10. What business courses are offered to secondary students, and how is the computer used to support the instructional program in those courses?



**D. Evaluation**

1. List the improvements in this subject area implemented during the past three years.
2. Identify strengths of this content area. Cite evidence, if available.
3. Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student learning.

**E. Recommendations for Improvement**

After reviewing your responses to sections C–D, list in order of priority improvements recommended for this subject area.

# MATHEMATICS

## A. **Introductory Statement**

Mathematics education should equip students with essential skills for making the many mathematics computations and practical applications of math concepts necessary for living in our technological society. Mathematics instruction must assist students in developing analytical and critical-thinking skills. Opportunities should also be provided for students to discern the mathematical patterns the Creator has given in nature, thus increasing appreciation for its beauty, order, and symmetry.

## B. **Instructional Goals**

The mathematics program will assist the students to:

1. Gain an understanding and appreciation for the Creator God, who is orderly, precise, and infinite.
2. Develop an appreciation for God's faithfulness and dependability as illustrated in the constancy and predictability of mathematical rules.
3. Understand the importance of Christian principles and ethics in mathematical applications.
4. Acquire skill and confidence in performing, communicating, and connecting mathematical concepts.
5. Develop competency in the use of mathematical terms and in measurement skills.
6. Learn to collect, process, properly represent, and interpret statistical data and information.
7. Develop analytical-reasoning, critical-thinking, and problem-solving skills.
8. Acquire skills in selecting and using appropriate technology in mathematics problem solving.

**C. Instructional Assessment**

1. List each textbook and workbook (title, author, publisher, copyright & date) used in each class within this subject area.
2. What methods are used to determine how well the instructional goals are achieved?
3. How do the subject-area goals relate to the schoolwide goals for student learning?
4. How are spiritual values infused into the mathematics program?
5. What teaching methods are utilized to meet the students' varying learning styles, needs, abilities, and interests?
6. What community resources (human and material) are used to enhance the math program?



13. Explain the rationale for sequencing the current math courses for grades 9 and 12 students.
  
  
  
  
  
  
  
  
  
  
14. How much has been spent annually in the last two years on the mathematics program?

**D. Evaluation**

1. List the improvements in this subject area implemented during the past three years.
  
  
  
  
  
  
  
  
  
  
2. Identify strengths of this content area. Cite evidence, if available.
  
  
  
  
  
  
  
  
  
  
3. Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student learning.

**E. Recommendations for Improvement**

After reviewing your responses to sections C–D, list in order of priority improvements recommended for this subject area.

## **MODERN LANGUAGES**

### **A. Introductory Statement**

Because of the communication links, global transportation systems, and global economy that have developed in our modern world, it is essential that students acquire the ability to understand and communicate effectively with peoples of other cultures and languages. The modern language curriculum will help students develop these skills and abilities. The Seventh-day Adventist Church is an international church with a global mission of sharing the gospel; thus, it is imperative that the study of modern languages be an integral part of the curriculum.

### **B. Instructional Goals**

The modern language program will assist students to:

1. Develop the communication skills of listening, speaking, reading, and writing a modern language.
2. Enhance intellectual acuity for learning in all disciplines and improve social sensitivity.
3. Foster the development of an attitude of inquiry into the concepts, values, and worldview of other people and cultures.
4. Acquire a broader understanding and appreciation for the literature and arts of other cultures and language groups.
5. Develop a desire for language proficiency and linguistic ability that will encourage lifelong learning in languages.
6. Understand the importance of personal involvement in carrying out the gospel commission and being equipped for effective witness/service in an international church.
7. Engender additional employment opportunities, local and international, through the development of modern language skills.
8. Assist in preparing for higher education by accomplishing a common graduation requirement and college/university entrance prerequisite.



7. How do teachers work together in planning learning activities, both within this instructional area and in other areas?
  
8. How do the content, concepts, and skills presented in the instruction of modern languages create an awareness of available career opportunities?
  
9. How does the modern language program provide opportunities for students to experience, practice, and use language in authentic situations outside the classroom?
  
10. How does the modern language program utilize authentic materials and artifacts from target cultures to enhance instruction?
  
11. How does the modern language program foster an appreciation for cultural and ethnic diversity?
  
12. How is technology integrated into the learning process?

13. How much has been spent annually in the last two years for the modern language program?

**D. Evaluation**

1. List the improvements in this subject area implemented during the past three years.
2. Identify strengths of this content area. Cite evidence, if available.
3. Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student learning.

**E. Recommendations for Improvement**

After reviewing your responses to sections C–D, list in order of priority improvements recommended for this subject area.

# MUSIC

## A. **Introductory Statement**

The impact of music on individuals and society necessitates assistance to students in developing a value system to guide them in making good judgments about choices in music. The music program should help students understand, appreciate, create, evaluate, and discriminate in a variety of musical experiences. As a gift from the Creator God, music that is aesthetically pleasing and spiritually inspiring should be the focus of music education in EASEA schools.

## B. **Instructional Goals**

The music program will assist students to:

1. Enhance their spiritual development by supporting their understanding of and relationship with a God of beauty and inspiration.
2. Participate with increasing skill in musical experiences consistent with Christian principles.
3. Develop an aesthetic awareness of melody, harmony, and rhythm.
4. Acquire an understanding of the basic elements of music theory and techniques.
5. Develop skills and technical proficiency in musical performance as a means of self-expression.
6. Cultivate an awareness and appreciation of music from various cultures and historical periods.
7. Develop an appreciation for the influence of music on society and in their personal lives.
8. Learn to use discriminating criteria in selecting music for personal enrichment.



7. How do teachers work together in planning learning activities, both within this instructional area and in other areas?
8. How do the content, concepts, and skills presented in the instruction of music create an awareness of available career opportunities?
9. Indicate how the music program prepares students to make decisions about the selection of appropriate music to serve both the spiritual and secular aspects of life.
10. Describe how the music curriculum fosters a lifelong appreciation for music.
11. Explain how students are given opportunities to develop leadership skills within the music activities.
12. What opportunities are provided for students to demonstrate their musical achievements?

13. How is music used to benefit the school, church, and community?
  
14. How is technology integrated into the learning process?
  
15. Describe the level of secondary students' participation in the music program.
  
16. How much has been spent annually in the last two years on the music program?

**D. Evaluation**

1. List the improvements in this subject area implemented during the past three years.
  
2. Identify strengths of this content area. Cite evidence, if available.

3. Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student learning.

**E. Recommendations for Improvement**

After reviewing your responses to sections C–D, list in order of priority improvements recommended for this subject area.

## RELIGION

### A. **Introductory Statement**

“The science of redemption . . . is the highest study in which it is possible for man to engage.”—Ellen G. White, *Education*, p. 126. The sourcebook for this study is the Word of God—the Bible. The study of God’s Word is central to the mission of Seventh-day Adventist Christian education and, as such, is central to the curriculum. The instructional program for religion is designed to help students know God so they will respond with love, trust, and obedience to Him. They will understand the science of salvation, accepting God’s saving grace through Jesus Christ, and make Him the focal point of their lives.

Students will be led to understand and endorse the teachings of the Seventh-day Adventist Church and accept the commission of Jesus to witness for Him in their daily lives. “True education means more than the pursual of a certain course of study. . . . It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come.”—Ellen G. White, *Education*, p. 13.

### B. **Instructional Goals**

The religion program will assist students to:

1. Understand and appreciate the workings and purposes of the Trinity—the Father, the Son, and the Holy Spirit.
2. Recognize the authenticity and authority of the Bible as a primary source of knowledge about the Creator God.
3. Develop an understanding that the purpose of Bible study is to become more like God—more open to the influence of His Spirit.
4. Evaluate the compelling evidence in the Bible and nature that demonstrates the worthiness and admirable goodness of the Creator God.
5. Comprehend the dignity of a human being and the high value God places on each one as evidenced in the plan of salvation.
6. Recognize that God has created a universe and humankind on earth with the privileges and responsibilities of free will and personal choice.
7. Develop an understanding of the great rebellion of Satan and its effects on the universe, and God’s love in providing a plan of redemption.
8. Appreciate the greatness and love of God in providing a remedy to the sin problem.
9. Experience personal growth through Bible study and group interaction/discussion.
10. Develop a personal sense of mission, understanding that sharing one’s faith is a natural outgrowth of acquiring the knowledge about, and developing a relationship with, God.

11. Becoming a committed, loyal, loving Seventh-day Adventist Christian through Bible study, prayer, and group interaction.
12. Understand and accept the role of the prophetic gift as evidenced in Scripture and in the writings of Ellen G. White.

**C. Instructional Assessment**

1. List each textbook and workbook (title, author, publisher, copyright & date) used in each class within this subject area.
  
  
  
  
  
  
  
  
  
  
2. What methods are used to determine how well the instructional goals are achieved?
  
  
  
  
  
  
  
  
  
  
3. How do the subject-area goals relate to the schoolwide goals for student learning?
  
  
  
  
  
  
  
  
  
  
4. What teaching methods are utilized to meet the students' varying learning styles, needs, abilities, and interests?
  
  
  
  
  
  
  
  
  
  
5. What community resources (human and material) are used to enhance the religion program?



12. How is technology integrated into the learning process?

13. How much has been spent annually in the last two years for the religion program?

**D. Evaluation**

1. List the improvements in this subject area implemented during the past three years.

2. Identify strengths of this content area. Cite evidence, if available.

3. Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student learning.

E. **Recommendations for Improvement**

After reviewing your responses to sections C–D, list in order of priority improvements recommended for this subject area.

## SCIENCE

### A. **Introductory Statement**

An understanding of science fosters in students an increased understanding of God's creative and sustaining power. True science is a revelation of the character of God. It is essential that students acquire a knowledge of basic scientific principles and their effect on the quality of spiritual, social, moral/ethical, and economic life. The science curriculum and instructional program should include fundamental science concepts, the application of scientific methods of inquiry in laboratory experiences, and problem-solving skills—all skills that are essential for understanding our modern scientific/technological society and the awesome wonders of God's creation.

### B. **Instructional Goals**

The science instructional program will assist the students to achieve the following:

1. Develop an appreciation for the study of science as a means of learning about God—as Designer, Creator, and Sustainer of universal natural laws.
2. Understand the importance of exercising faith in relating scientific data to the Scriptures and other inspired writings.
3. Acquire knowledge of biological, physical, earth, and health sciences consistent with their level of readiness.
4. Extend their understanding of processes, concepts, generalizations, and unifying principles through guided study, research, and laboratory/field activities.
5. Develop fundamental skills in basic scientific methods—gathering, organizing, interpreting, and communicating scientific information.
6. Recognize the relationships of science, technology, and society—evaluating their potential for good and the limitations of each.
7. Develop proficiency in critical and creative thinking and applying problem-solving strategies to everyday situations and problems.
8. Establish a framework of Christian principles for responsible stewardship of natural resources and personal health.
9. Recognize ethical applications of scientific knowledge and the importance of critical analysis in considering conflicting ideas and concepts.
10. Evaluate interests, aptitudes, and abilities necessary for career opportunities in science.



7. How do teachers collaborate learning activities, both within this instructional area and in other areas?
  
8. How do the content, concepts, and skills presented in the instruction of science create an awareness of available career opportunities?
  
9. What strategies are used to address areas of controversy, such as creation/evolution and other social issues related to science?
  
10. How does instruction in science lead students to a better understanding of environmental and conservation issues?
  
11. Describe the adequacy of available laboratory equipment and materials.
  
12. How and to what extent are students given opportunities to investigate the important concepts of science through inquiry and demonstration?

13. How is technology integrated into the learning process?

14. How much has been spent annually in the last two years for science in grades 9–12?

**D. Evaluation**

1. List the improvements in this subject area implemented during the past three years.

2. Identify strengths of this content area. Cite evidence, if available.

3. Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student learning.

**E. Recommendations for Improvement**

After reviewing your responses to sections C–D, list in order of priority improvements recommended for this subject area.

## **SOCIAL STUDIES**

### **A. Introductory Statement**

The social studies program in Seventh-day Adventist schools is designed to emphasize the theme of God's guiding hand in history and His loving concern for humanity. It endeavors to give students an opportunity to develop an appreciation for the biblical concepts of human worth and the value of service to humanity. Social studies acquaints students with the contributions of different cultures to the developing story of humankind and encourages them to become responsible citizens.

### **B. Instructional Goals**

The social studies program will assist the students to:

1. Develop an understanding of the origin, nature, purpose, and destiny of humanity based on a Seventh-day Adventist worldview.
2. Acquire a knowledge of factual historical information and recognize the relevance of historical events on civilization throughout the ages.
3. Recognize God's purpose for people and nations by relating history with Bible prophecy.
4. Analyze, evaluate, and apply information gained through the use of a variety of research and study skills.
5. Communicate historical information and interpretations effectively.
6. Demonstrate the skills essential for effective social interaction and cooperation with others.
7. Develop a personal system of ethics for responsible citizenship based on integrity, morality, and personal responsibility.
8. Recognize the value of patriotism and accept the privilege of serving others through the rights and responsibilities of citizenship.
9. Develop the judgment, perspectives, and analytical skills essential for a productive citizen participating in a contemporary society.
10. Develop a value system based upon respect for human and civil rights, religious tolerance, and multicultural understanding.
11. Develop an individual sense of identity, purpose, and importance in the human story.
12. Participate in activities that demonstrate Christian concern for and acceptance of the world mission of the Seventh-day Adventist Church.

**C. Instructional Assessment**

1. List each textbook and workbook (title, author, publisher, copyright & date) used in each class within this subject area.
  
  
  
  
  
  
  
  
  
  
2. What methods are used to determine how well the instructional goals are achieved?
  
  
  
  
  
  
  
  
  
  
3. How do the subject-area goals relate to the schoolwide goals for student learning?
  
  
  
  
  
  
  
  
  
  
4. How are spiritual values infused into the social studies program?
  
  
  
  
  
  
  
  
  
  
5. What teaching methods are utilized to meet the students' varying learning styles, needs, abilities, and interests?
  
  
  
  
  
  
  
  
  
  
6. What community resources (human and material) are used to enhance social studies?

7. How do teachers work together in planning learning activities, both within this instructional area and in other areas?
  
8. How do the content, concepts, and skills presented in the instruction of social studies create an awareness of available career opportunities?
  
9. How does the instructional program integrate the use of critical-thinking skills in analyzing historical and social issues?
  
10. What opportunities are provided for students to apply their knowledge of democracy, responsibility, and civic values to school and community?
  
11. How are multicultural contributions to society and the value of diverse religious, social, and ethnic groups emphasized in the social studies instruction?
  
12. How is technology integrated into the learning process?

13. How much has been spent annually in the last two years for social studies? Give examples of equipment/supplies purchased.

**D. Evaluation**

1. List the improvements in this subject area implemented during the past three years.
2. Identify strengths of this content area. Cite evidence, if available.
3. Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student learning.

**E. Recommendations for Improvement**

After reviewing your responses to sections C–D, list in order of priority improvements recommended for this subject area.

## **WITNESSING/SERVICE**

### **A. Introductory Statement**

Since EASEA schools place special emphasis on social and spiritual responsibility, the practice of service for others must be a vital component of each student's education. Witnessing/service experiences should be designed to elevate practice to a level with theory. Ideally, Christian witnessing/service opportunities will strengthen the student's personal relationship with Jesus, enhance positive interpersonal relationships with others, and train and empower students for lifelong service.

"True education means more than the pursual of a certain course of study. . . . It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come."—Ellen G. White, *Education*, p. 13.

### **B. Instructional Goals**

The witnessing/service program will assist students to:

1. Develop a personal commitment to Jesus and respond by reaching out in spontaneous love to all within their sphere of influence.
2. Understand and demonstrate appreciation and respect for the worth of humankind through service activities.
3. Identify the spiritual, physical, intellectual, and emotional needs of others and respond with loving care and courtesy.
4. Acquire an awareness of their own spiritual gifts and utilize them for witnessing and service.
5. Develop positive social skills and interpersonal relationships through cooperation with others in useful service activities.
6. Acquire the ability to present the beauty of the gospel of God's saving grace in clear, concise terms.
7. Develop a sensitivity to the leading of the Holy Spirit in watching for opportunities to lead others into a saving relationship with Jesus Christ.
8. Develop a lifestyle of witnessing and assume personal responsibility for helpful service in the home, at school, at church, and in the community.
9. Acquire knowledge about the resources available through the church, school, and community for supporting and assisting witnessing/service activities.
10. Develop a personal sense of mission and participation in the gospel commission as a member of the Seventh-day Adventist Church.



6. How do administrators, teachers, and staff work together in planning for the coordination of witnessing/service activities?
  
  
  
  
  
  
  
  
  
  
7. How are students made aware of the impact of personal lifestyle choices on the witnessing/service experience?
  
  
  
  
  
  
  
  
  
  
8. What components of the program are used to create an awareness of career opportunities that emphasize witnessing/service?
  
  
  
  
  
  
  
  
  
  
9. What part do students play in planning, implementing, and evaluating the witnessing/service program?
  
  
  
  
  
  
  
  
  
  
10. Describe the witnessing/service activities that project a positive image of the school in the local community.
  
  
  
  
  
  
  
  
  
  
11. Provide evidence of the impact witnessing/service activities have on students.



# KINDERGARTEN

## A. **Introductory Statement**

The early years are critical in the life of the child and form the basis for character development and success in later formal education. Emphasis should be placed on surrounding the young child with a rich experiential environment.

EASEA kindergartens offer a transitional experience that extends the home and early childhood programs into the elementary school. As such, it provides a flexible program that considers the developmental stages of children as well as individual differences.

## B. **Instructional Goals**

The primary goal of the EASEA school kindergarten program is to acquaint young children with God through a combined study of nature and the Scriptures. In this environment they are stimulated to observe, explore, think, discover, experiment, speak, manipulate, model, and create. The prescribed kindergarten program will be reflected in the following goals:

1. Spiritual—The students will:
  - a. Accept the Bible as God’s Word to them.
  - b. Worship God with joy and reverence.
  - c. Know Jesus as a personal Friend.
  - d. Recognize their value as children of God.
  - e. Develop Christlike characters.
  - f. Have a knowledge and understanding of Adventist beliefs and lifestyle.
  
2. Social/Emotional—The students will:
  - a. Accept moments of success, disappointment, and failure.
  - b. Have realistic expectations of themselves.
  - c. Participate in a variety of activities.
  - d. Perform various classroom responsibilities.
  - e. Respond to their teachers and peers in an appropriate manner.
  - f. Develop self-control, respect for others, willingness to share, and a sense of fair play.
  - g. Demonstrate a willingness to try new experiences.
  - h. Develop self-reliance.
  - i. Use communication skills for effective interaction.
  - j. Show respect for property.
  - k. Appreciate the value of friendship.
  
3. Cognitive—The students will:
  - a. Attend to and complete tasks.
  - b. Develop problem-solving skills.
  - c. Exhibit appropriate communication skills.
  - d. Show an active interest in their environment and an eagerness to learn.
  - e. Apply reasoning from cause to effect in their behavior.

4. Physical—The students will:
  - a. Participate in both indoor and outdoor physical activities.
  - b. Increase both fine and gross motor skills.
  - c. Demonstrate safe practices in their total environment.
  - d. Show increased awareness and practice of health habits.

**C. Instructional Assessment**

1. How are spiritual values infused throughout the kindergarten program?
  
  
  
  
  
  
  
  
  
  
2. How does the structure of the kindergarten program provide for a variety of activities and experiences to meet individual needs of students?
  
  
  
  
  
  
  
  
  
  
3. What multi-sensory and motor skills are used as prewriting and pre-reading activities?
  
  
  
  
  
  
  
  
  
  
4. How are emerging communication skills fostered?
  
  
  
  
  
  
  
  
  
  
5. Give at least five examples of how the available instructional materials and equipment are used to implement a program appropriate to the developmental needs of students.



The following materials are available and used in the kindergarten program:

	<b>Yes</b>	<b>No</b>
NAD curriculum materials	<input type="radio"/>	<input type="radio"/>
Child evangelism materials	<input type="radio"/>	<input type="radio"/>
Songbooks	<input type="radio"/>	<input type="radio"/>
Teacher resource books	<input type="radio"/>	<input type="radio"/>
Parenting books	<input type="radio"/>	<input type="radio"/>
Books, nature magazines	<input type="radio"/>	<input type="radio"/>
Pictures, games, puzzles, sewing cards	<input type="radio"/>	<input type="radio"/>
Flannel board and flannel aids	<input type="radio"/>	<input type="radio"/>
Magnetic alphabet board and letters	<input type="radio"/>	<input type="radio"/>
Building blocks and woodworking equipment	<input type="radio"/>	<input type="radio"/>
Tinkertoys® and LEGO® construction toys	<input type="radio"/>	<input type="radio"/>
Materials for drawing, coloring, painting	<input type="radio"/>	<input type="radio"/>
Materials for clay sculpture	<input type="radio"/>	<input type="radio"/>
Materials for cutting and pasting	<input type="radio"/>	<input type="radio"/>
Rhythm instruments	<input type="radio"/>	<input type="radio"/>
CD/DVD player and appropriate CDs/DVDs	<input type="radio"/>	<input type="radio"/>
Playhouse	<input type="radio"/>	<input type="radio"/>
Child-size play furniture	<input type="radio"/>	<input type="radio"/>
Wheel toys	<input type="radio"/>	<input type="radio"/>
Terrarium and aquarium	<input type="radio"/>	<input type="radio"/>
Specimens (rocks, shells, feathers)	<input type="radio"/>	<input type="radio"/>
Cooking utensils	<input type="radio"/>	<input type="radio"/>
Measuring equipment	<input type="radio"/>	<input type="radio"/>
Magnifying glasses	<input type="radio"/>	<input type="radio"/>
Magnets, compasses	<input type="radio"/>	<input type="radio"/>
Balls, bean bags, ropes	<input type="radio"/>	<input type="radio"/>
Balance beam	<input type="radio"/>	<input type="radio"/>
Sandbox	<input type="radio"/>	<input type="radio"/>
Climbing equipment	<input type="radio"/>	<input type="radio"/>
Water play area	<input type="radio"/>	<input type="radio"/>
Maps, globes	<input type="radio"/>	<input type="radio"/>
Other: _____	<input type="radio"/>	<input type="radio"/>

**D. Evaluation**

1. List the improvements in this subject area implemented during the past three years.
2. Identify strengths of the instructional program in this subject area. Cite evidence, if available.
3. Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student learning.

**E. Recommendations for Improvement**

After reviewing your responses to sections C–D, list in order of priority improvements recommended for this subject area.

## **LANGUAGE ARTS/READING**

### **A. Introductory Statement**

The ability to listen, speak, read, and write with ease and accuracy is essential for learning and living. The study of language arts/reading is basic to the educational program. It provides students the opportunity to develop thinking processes and communication skills. EASEA education recognizes these basic skills as essential for productive citizenship and for comprehending the good news of salvation and sharing it with others.

As reading competency is developed, the individual's recognition of reading as a valuable source of knowledge, pleasure, and spiritual growth should also increase. What one reads should provide a better understanding of one's relationship and responsibility to God and to humanity.

### **B. Instructional Goals**

The language arts/reading program will assist the students to:

1. Develop optimum reading skills to facilitate reading for learning and pleasure.
2. Become discerning/discriminating readers, identifying quality literature in harmony with Christian principles.
3. Develop perception and sensitivity through literature that portrays the beauty of language.
4. Enhance their understanding of God, others, and self through experiences with literature.
5. Listen and observe purposefully in acquiring, interpreting, and evaluating information.
6. Communicate ideas clearly, accurately, and effectively in written and spoken language.
7. Write for practical, creative, and aesthetic purposes with clarity and precision.
8. Speak effectively and appropriately when addressing various audiences under varying circumstances.
9. Acquire the essential language and study skills essential to functioning as a productive citizen in the church and in society.
10. Develop analytical thinking and evaluation skills for selecting media suitable for learning and/or personal enjoyment.

**C. Instructional Assessment**

1. List each textbook and workbook (title, author, publisher, copyright & date) used in each class within this subject area.
2. Describe the processes used to assess student ability for placement, instruction, and mastery.
3. What provisions are made to accommodate the levels of student learning and comprehension within and across grade levels?
4. How is instruction of spelling and handwriting integrated into the language arts program?
5. Give examples of how the instruction of reading and writing includes a variety of genre.
6. What opportunities are given to students for the practice of listening and speaking skills in a variety of settings.

7. Describe what strategies are employed for teaching reading across the curriculum.
  
8. What criteria are applied that indicate a sensitivity to diversity and Adventist values in the selection of supplementary materials?
  
9. What motivational techniques are employed to encourage students to become lifelong readers for pleasure?

The following materials and equipment are available and used in the language arts/reading program:		
	<b>Yes</b>	<b>No</b>
1. Handwriting charts/wall strips	<input type="radio"/>	<input type="radio"/>
2. Grade-level appropriate dictionaries	<input type="radio"/>	<input type="radio"/>
3. Thesaurus	<input type="radio"/>	<input type="radio"/>
4. Poetry books	<input type="radio"/>	<input type="radio"/>
5. Library/trade books	<input type="radio"/>	<input type="radio"/>
6. Recorded books/stories/poems	<input type="radio"/>	<input type="radio"/>
7. Computer software	<input type="radio"/>	<input type="radio"/>
8. Magazines/newspapers	<input type="radio"/>	<input type="radio"/>
9. Online resources	<input type="radio"/>	<input type="radio"/>
10. Other: _____	<input type="radio"/>	<input type="radio"/>

**D. Evaluation**

1. List the improvements in this subject area implemented during the past three years.
  
2. Identify strengths of this content area. Cite evidence.
  
3. Describe how the improvements and strengths noted in items 1 and 2 have an impact on student learning.

**E. Recommendations for Improvement**

After reviewing your responses to sections C–D, list in order of priority improvements recommended for this subject area.

## ENGLISH

### A. **Introductory Statement**

The development of language skills provides a vehicle for effective communication that enhances one's relationship with God and with others. It provides the avenue through which one person may affect another in spiritual growth and social interaction. English instruction should develop proficiency in writing, listening, speaking, reading, and viewing, all of which promote intellectual and spiritual development. Students will become effective communicators—confidently using language to express themselves, to acquire new information, and to interact effectively with others.

### B. **Instructional Goals**

The English program will assist students to:

1. Develop a lifelong love for reading literature, enhancing their understanding of God, others, and themselves.
2. Become discerning/discriminating readers, identifying quality literature in harmony with Christian principles.
3. Develop perception, sensitivity, and an appreciation for the beauty of language and literature and its significant contribution to the human experience and imagination.
4. Internalize Christian values and recognize that they should characterize all communication.
5. Listen and observe purposefully in acquiring, interpreting, and evaluating information.
6. Communicate ideas clearly, accurately, and effectively in written and spoken language.
7. Write for practical, creative, and aesthetic purposes with clarity and precision.
8. Speak effectively when addressing various audiences, under varying circumstances, and for different purposes.
9. Acquire the essential language and study skills essential to functioning as a productive citizen in the church and society.
10. Develop analytical-thinking and evaluation skills for selecting media (television, film, videotapes, audiotapes, CDs, printed material) suitable for learning and/or personal enjoyment.

**C. Instructional Assessment**

1. List each textbook and workbook (title, author, publisher, copyright & date) used in each class within this subject area.
  
2. What methods are used to determine how well the instructional goals are achieved?
  
3. How do the subject-area goals relate to the schoolwide goals for student learning?
  
4. How are spiritual values infused into the English program?
  
5. What teaching methods are used to meet the students' varying learning styles, needs, abilities, and interests?
  
6. What community resources (human and material) are used to enhance the English program?



13. Describe how the English program teaches students to become analytical/critical thinkers.
  
  
  
  
  
  
  
  
  
  
14. How is technology integrated into the teaching/learning process?
  
  
  
  
  
  
  
  
  
  
15. How much has been spent annually in the last two years on the English program?

**D. Evaluation**

1. List the improvements in this subject area implemented during the past three years.
  
  
  
  
  
  
  
  
  
  
2. Identify strengths of the instructional program in this subject area. Cite evidence, if available.
  
  
  
  
  
  
  
  
  
  
3. Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student development and learning.

**E. Recommendations for Improvement**

After reviewing your responses to sections C–D, list in order of priority improvements recommended for this subject area.

## **HEALTH/WELLNESS EDUCATION**

### **A. Introductory Statement**

Health education in EASEA schools emphasizes concepts necessary for the development of dynamic Christ-centered personalities, creative minds, and physically fit bodies. The values and lifestyle that students choose as adolescents will influence their health, or state of wellness, throughout their life. Wellness includes the nurture of sound mental and physical health, the development of stable social relationships, and the fostering of spiritual growth and maturity.

### **B. Instructional Goals**

The health education program will assist students to:

1. Gain a knowledge of the biblical and scientific principles of healthful living.
2. Understand how personal health influences the quality of one's relationships with God and with others.
3. Accept biblical and scientific principles of healthful living.
4. Implement/demonstrate an understanding of how to apply personally the biblical and scientific principles of healthful living to their own life choices and habits.
5. Pursue the highest levels of fitness/wellness for success in work and recreation, creating a strong sense of well-being.
6. Acquire skills essential to personal wellness, successful family membership, and effective community witness/service.
7. Identify community health resources.
8. Explore health-related career opportunities.



7. How do teachers work together in planning for the coordination of learning activities, both within this instructional area and in other areas?
  
  
  
  
  
  
  
  
  
  
8. How do the content, concepts, and skills presented in the instruction of health create an awareness of available career opportunities?
  
  
  
  
  
  
  
  
  
  
9. Describe how sensitive health topics are addressed within the health curriculum.
  
  
  
  
  
  
  
  
  
  
10. Give evidence that students have acquired the knowledge and skills to make healthful choices.
  
  
  
  
  
  
  
  
  
  
11. How is technology integrated into the learning process?

**D. Evaluation**

1. List the improvements in this subject area implemented during the past three years.
  
  
  
  
  
  
  
  
  
  
2. Identify strengths of the instructional program in this subject area. Cite evidence, if available.
  
  
  
  
  
  
  
  
  
  
3. Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student development and learning.

**E. Recommendations for Improvement**

After reviewing your responses to sections C–D, list in order of priority improvements recommended for this subject area.

## **HOME ARTS/CONSUMER SCIENCE**

### **A. Introductory Statement**

EASEA schools include instruction in home arts, family, and consumer science because healthy, stable families are essential for optimum personal development, a productive society, an effective church program, and demonstrating God's love in relationships. Effective instruction should assist the students in developing an appreciation and understanding for managing life's personal choices, finances, and interpersonal relationships in a manner that positively impacts their life's goals and resources for food, clothing, housing, service to God, and leisure activities.

### **B. Instructional Goals**

The home arts/consumer education program will assist students to:

1. Acknowledge the sacredness of human life and the responsibility of each student to develop a lifestyle that will maintain optimum physical, mental, and emotional health.
2. Create and maintain Christian living environments that permit the harmonious development of personal spiritual maturity and positive interpersonal relationships.
3. Learn to identify and use the available resources to improve home life and meet basic human needs of safety, food, and shelter.
4. Understand the value of maintaining a personal lifestyle of simplicity and service in human relationships as a means to demonstrate eternal values.
5. Acquire the basic knowledge and skills needed for effective home management and maintenance and for wise consumer practices.
6. Explore the opportunities for service in careers related to the home arts, family, and consumer sciences.

**C. Instructional Assessment**

1. List each textbook and workbook (title, author, publisher, copyright & date) used in each class within this subject area.
2. What methods are used to determine how well the instructional goals are achieved?
3. How do the subject-area goals relate to the schoolwide goals for student learning?
4. How are spiritual values infused into the instructional program?
5. What teaching methods are used to meet the students' varying learning styles, needs, abilities, and interests?
6. What community resources (human and material) are used to enhance the instructional program?

7. How do teachers work together in planning for the coordination of learning activities, both within this instructional area and in other areas?
  
  
  
  
  
  
  
  
  
  
8. How do the content, concepts, and skills presented in the instructional program create an awareness of available career opportunities?
  
  
  
  
  
  
  
  
  
  
9. Cite evidence that shows current course offerings are meeting the needs of students.
  
  
  
  
  
  
  
  
  
  
10. What procedures are in place to ensure that equipment is updated on a regular basis?
  
  
  
  
  
  
  
  
  
  
11. How is technology integrated into the teaching/learning process?
  
  
  
  
  
  
  
  
  
  
12. How much has been spent annually in the last two years on the home arts/consumer science program?

**D. Evaluation**

1. List the improvements in this subject area implemented during the past three years.
2. Identify strengths of the instructional program in this subject area. Cite evidence, if available.
3. Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student development and learning.

**E. Recommendations for Improvement**

After reviewing your responses to sections C–D, list in order of priority improvements recommended for this subject area.

## TECHNOLOGY EDUCATION

### A. **Introductory Statement**

EASEA schools include instruction in practical arts and industrial-technology skills. Technology education plays an important role in preparing youth to live and work successfully in a fast-changing society. Technology education also provides skills that can be used to find entry-level jobs and equip students for Christian witnessing/service. In EASEA schools, technology education, with its “head-heart-hand” characteristics and practical skill development, has the potential to inculcate traits, qualities, and truths that will affect the student for life.

### B. **Instructional Goals**

The technology education program will assist students to:

1. Develop an awareness of technological processes, the use of resources, and the impact of one’s technological activities on the environment and society.
2. Identify, evaluate, select, and use technological resources in practical situations.
3. Demonstrate the ability to work productively, safely, and cooperatively with others.
4. Develop the skills to process resources to meet job specifications and production goals.
5. Understand the importance of developing skills that can be utilized to enhance and support a personal involvement in Christian service projects.
6. Explore the opportunities for service in careers requiring skills in technology.



7. How do teachers work together in planning for the coordination of learning activities, both within this instructional area and in other areas?
  
8. How do the content, concepts, and skills presented in the technology program create an awareness of available career opportunities?
  
9. Give examples of student work demonstrating their ability to combine theoretical knowledge with practical applications.
  
10. What procedures are in place to ensure that equipment is updated on a regular basis to support instruction?
  
11. What opportunities are provided for students to develop skills for leisure-time activities?
  
12. Cite evidence that shows manual education courses are meeting the needs of current students.

13. How is technology integrated into the learning process?
  
  
  
  
  
  
  
  
  
  
14. How much has been spent annually in the last two years on the technology education program?

**D. Evaluation**

1. List the improvements in this subject area implemented during the past three years.
  
  
  
  
  
  
  
  
  
  
2. Identify strengths of this content area. Cite evidence, if available.
  
  
  
  
  
  
  
  
  
  
3. Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student development and learning.

E. **Recommendations for Improvement**

After reviewing your responses to sections C–D, list in order of priority improvements recommended for this subject area.

# Surveys

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**EVALUATIVE CRITERIA  
for EASEA Schools, Grades K-12**

## **INSTRUCTIONS FOR ADMINISTERING STUDENT SURVEY**

The study committee assigned to complete the standards for student activities and student services should also oversee the administration of the Student Survey. Follow these instructions:

### **Administration of Student Survey**

The Student Survey is to be administered to students in grades 9-12. Students absent on the day of administration do not need to be surveyed upon their return. It is recommended that one person distribute, supervise, and collect the surveys. This will provide continuity in presenting the purpose and rationale for the survey to students.

In consultation with EASEA, the principal and/or study committee may add questions that would be useful in assessing the quality of locally developed programs and initiatives.

### **Tabulation of Responses to the Student Survey**

1. Tabulation of the responses to the survey will be reported on the form provided.
2. Reporting the responses to survey items 1-31 will be done using a calculated percentage of total responses on each item.
3. The written responses will be collated and transcribed verbatim on separate pages by category.
4. Include the Student Survey Tabulation in the Self-study Report.

**REMOVE THIS PAGE BEFORE PUBLISHING THE SELF-STUDY REPORT**

## STUDENT SURVEY

**Instructions:** Your opinion about the quality of the school program is important. Please complete this student survey. Do **NOT** sign your name. Rate your school by circling the number that corresponds with your level of agreement with the following statements about the school. (Number 1 indicates little or no agreement with the statement, and 5 indicates strong agreement.)

Current grade in school: \_\_\_\_\_ Number of years you have been attending this school: \_\_\_\_\_

**Agreement**  
**Low - - - - - High**

- |           |   |
|-----------|---|
| 1 2 3 4 5 | 1. Spiritual activities at our school are excellent.  |
| 1 2 3 4 5 | 2. I am actively involved in the spiritual activities of the school.  |
| 1 2 3 4 5 | 3. Spiritual values are emphasized in each of my courses.   |
| 1 2 3 4 5 | 4. My school has helped me to grow spiritually and develop a closer relationship with Jesus.  |
| 1 2 3 4 5 | 5. Our school is preparing us to deal with issues and problems we will face in the future.  |
| 1 2 3 4 5 | 6. I see a relationship between what I am studying and my life.   |
| 1 2 3 4 5 | 7. My school is helping me to explore career options.   |
| 1 2 3 4 5 | 8. In my classes a variety of teaching and learning activities is provided to help me learn.  |
| 1 2 3 4 5 | 9. Computer technology is incorporated into classroom instruction in many courses.  |
| 1 2 3 4 5 | 10. Homework assignments help me learn.   |
| 1 2 3 4 5 | 11. We have access to a variety of resources to help us learn, such as computers, Internet access, current library resources, etc.                |
| 1 2 3 4 5 | 12. I have been taught how to use these resources to help me with my schoolwork.  |
| 1 2 3 4 5 | 13. Our school's facilities, such as classrooms, laboratories, library, gymnasium, playground, etc., are adequate.                                |
| 1 2 3 4 5 | 14. Equipment and materials are well maintained and up-to-date.   |
| 1 2 3 4 5 | 15. In addition to written tests and quizzes, I am provided with a variety of ways to demonstrate my learning, such as projects, portfolios, etc. |

- 1 2 3 4 5      16.    The academic program is of high quality.
- 1 2 3 4 5      17.    My teachers care about me.
- 1 2 3 4 5      18.    My teachers are available to help me outside of class time.
- 1 2 3 4 5      19.    The principal is available to students.
- 1 2 3 4 5      20.    School spirit is high.
- 1 2 3 4 5      21.    I feel that I fit in and am accepted.
- 1 2 3 4 5      22.    I am learning to relate in an appropriate manner with those of my opposite gender.
- 1 2 3 4 5      23.    Sexual harassment is **NOT** a problem at our school.
- 1 2 3 4 5      24.    Substance abuse is **NOT** a problem at our school. (Tobacco, alcohol & drugs)
- 1 2 3 4 5      25.    Discipline policies at our school are fair.
- 1 2 3 4 5      26.    Our school provides a safe and orderly environment.
- 1 2 3 4 5      27.    Personal harassment/bullying/hazing are **NOT** problems at our school.
- 1 2 3 4 5      28.    Our school provides a variety of extracurricular activities that meet the needs and interests of students.
- 1 2 3 4 5      29.    The Vocational Training/work education program is helping students gain useful skills and experience.
- 1 2 3 4 5      30.    The student body organization is active.
- 1 2 3 4 5      31.    Our school encourages all students to participate in community and mission projects.
- 1 2 3 4 5      32.    Our school is training us to be of service to others.
- 1 2 3 4 5      33.    My family feels welcome at this school.
- 1 2 3 4 5      34.    Overall, I like my school.

	<b>What are the strengths of this school?</b>	<b>How would you improve the school?</b>
<b>Spiritual</b>		
<b>Academic</b>		
<b>Extracurricular</b>		

## STUDENT SURVEY TABULATION

**Instructions:** Indicate how many students in each grade took the survey on the day it was given. Count the number of students that indicated choices 1 through 5. In the appropriate column indicate the percentage of students (or the actual number responding) that marked each number 1 through 5. Remember that 1 indicates little or no agreement with the statement, and 5 indicates strong agreement.

**Number of students completing the survey by grade:**

<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
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Survey Statements	Low -----High				
	1	2	3	4	5
1. Spiritual activities at our school are excellent.					
2. I am actively involved in the spiritual activities of the school.					
3. Spiritual values are emphasized in each of my courses.					
4. My school has helped me to grow spiritually.					
5. Our school is preparing us to deal with future issues and problems.					
6. I see a relationship between what I am studying and my life.					
7. My school is helping me to explore career options.					
8. In my classes a variety of teaching/learning activities are used to help me.					
9. Computer technology is incorporated into classroom instruction.					
10. Homework assignments help me learn.					
11. We have access to a variety of resources to help us learn.					
12. I have been taught how to use these resources.					
13. Our school's facilities (classrooms, labs, gym, etc.) are adequate.					
14. Equipment and materials are well maintained and up-to-date.					
15. I am provided a variety of ways to demonstrate my learning.					
16. The academic program is of high quality.					
17. My teachers care about me.					
18. My teachers are available to help me outside of class time.					

19. The principal is available to students.					
20. School spirit is high.					
21. I feel that I fit in and am accepted.					
22. I am learning to relate in an appropriate manner with those of my opposite gender.					
23. Sexual harassment is <b>NOT</b> a problem at our school.					
24. Substance abuse is <b>NOT</b> a problem at our school. (Tobacco, Alcohol and drugs)					
25. Discipline policies at our school are fair.					
26. Our school provides a safe and orderly environment.					
27. Personal harassment/bullying/hazing are <b>NOT</b> problems at our school.					
28. Our school provides a variety of extracurricular activities.					
29. The Vocational Training/work education program is helping students gain useful skills and experience.					
30. The student body organization is active.					
31. Our school encourages all students to participate in outreach Projects.					
32. Our school is training us to be of service to others.					
33. My family feels welcome at this school.					
34. Overall, I like my school.					

**Summary of Student Comments:**

## **INSTRUCTIONS FOR ADMINISTERING PARENT SURVEY**

The study committee assigned to complete the standards for Student Activities and Student Services should also oversee the administration of the Parent Survey. Follow these instructions:

### **Administration of Parent Survey**

The Parent Survey is to be sent to all parents of all students. An accompanying letter from the principal should indicate the purpose of the survey as an integral part of the school evaluation process and solicit full participation. The letter should also instruct the parents to return the completed survey sealed in an enclosed envelope to the EASEA Office.

The sealed surveys are to be given to the Visiting Committee chair, who will oversee their review. A report of Parent Survey responses will be provided to the school by the Visiting Committee.

**REMOVE THIS PAGE BEFORE PUBLISHING THE SELF-STUDY REPORT**

## PARENT SURVEY

Instructions: Your opinion about the quality of the school program is important. Please complete this parent survey. Do **NOT** sign your name. Return it to the school sealed in the envelope provided. For questions 1–12, rate your school by circling the number that corresponds with your level of agreement with the statements about the school. (Number 1 indicates no agreement with the statement, and 5 indicates strong agreement.) You may add a brief comment about any statement. Upon completion of the ranked response items, answer the open-ended questions 13–16.

How long have you had a student(s) in this school? \_\_\_\_\_ Currently in grade(s): \_\_\_\_\_

**Agreement**  
**Low - - - - - High**

- |           |   |
|-----------|---|
| 1 2 3 4 5 | 1. I am informed of the school's programs and policies.   |
| 1 2 3 4 5 | 2. Reports concerning my student's progress are adequate.   |
| 1 2 3 4 5 | 3. I feel welcome at the school.  |
| 1 2 3 4 5 | 4. Students have access to a variety of resources to help them succeed in learning.   |
| 1 2 3 4 5 | 5. The school is helping my student grow in a relationship with Jesus.  |
| 1 2 3 4 5 | 6. My student receives adequate help from school personnel.   |
| 1 2 3 4 5 | 7. The school accommodates students with special needs.   |
| 1 2 3 4 5 | 8. The students and teachers have a good working relationship.  |
| 1 2 3 4 5 | 9. The school provides students and teachers with a safe and orderly environment for learning.                                  |
| 1 2 3 4 5 | 10. The school is preparing students to continue their education at more advanced levels.                                       |
| 1 2 3 4 5 | 11. Teachers hold high expectations for student learning.   |
| 1 2 3 4 5 | 12. The educational program offered at this school is of high quality.  |
| 1 2 3 4 5 | 13. The Vocational Training/Work Education program is helping my student gain useful skills and develop a Christian work ethic. |



# **Schoolwide-Improvement Action Plans**

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Instructions for Developing Schoolwide-Improvement Action Plans

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**EVALUATIVE CRITERIA  
for EASEA Schools, Grades K-12**

## **INSTRUCTIONS FOR DEVELOPING SCHOOLWIDE-IMPROVEMENT ACTION PLANS**

Schoolwide-improvement action plans are a vital outcome of the evaluation process. The development of action plans provides the school an opportunity to transform its vision of excellence into strategic-improvement action steps for introducing change and creating a higher level of accountability. Action plans will be created in significant schoolwide areas that need improvement.

A schoolwide-improvement action plan is a detailed description of a strategic initiative. It includes a clear objective, action steps for implementing the plan, a time line, an estimate of necessary resources (financial, human, educational, etc.), and the person(s) responsible for completing each step. Action plan forms are included in the Evaluation Instrument.

All schoolwide-improvement action plans will be drafted by the Coordinating Committee and approved by the school board. Action plans will be based on identified needs of the school program that have been included in the completed Self-study Report sections. This information includes the student and parent surveys. The identified needs will also be reported in the recommendations made by study committees and/or school personnel.

### Procedures for Developing Schoolwide-Improvement Action Plans

- A. The Coordinating Committee will do the following:
  - 1. Develop all schoolwide-improvement action plans with a clearly stated and measurable objective. Suggestions for improvement from the subject areas will be included under the Standard for Curriculum and Instruction.
  - 2. Identify and develop a reasonable number of achievable, specific action plans produced by the self-study process.
  - 3. Use the action plan forms included in the Evaluation Instrument (one form for each plan) and complete each draft plan, fully identifying the action steps to be taken, the responsible person(s), a time line for implementing, and estimated resources required.
  - 4. Ensure that the principal/head teacher and faculty review all draft action plans before sending them to the school board for review and approval.
  - 5. Submit final drafts of all action plans to the school board for approval.
  - 6. Include all schoolwide-improvement action plans as the final section of the Self-study Report.
- B. The school board will approve all schoolwide-improvement action plans prior to their inclusion in the Self-study Report.

**REMOVE THIS PAGE BEFORE PUBLISHING THE SELF-STUDY REPORT**

**Schoolwide-Improvement Action Plan # \_\_\_\_\_**

**Standard #/Subject Area: \_\_\_\_\_**

**Objective:**

<b>Action Step # _____</b>	<b>Person(s) Responsible</b>	<b>Action Steps</b>	<b>Date/ Time Line</b>	<b>Estimated Resources</b>