



**THE KING'S
ACADEMY**

**2012-2013 Accreditation Action Plans:
Continuous School Improvement Progress Report**

MAJOR RECOMMENDATIONS

Major Recommendation #1 – *“The Administration enhance the system of communication between departments and the administrator, to foster a campus-wide understanding and accountability of the state of the school’s program.”* **PAGE 7**

Major Recommendation #2 *“The Administration and Staff develop a formal mechanism for assessing long-term professional growth to ensure lifelong learning.”* **PAGE 5**

Major Recommendation #3 *“The Administration continue in its effort to formalize the evaluation of all teachers on a regular basis to ensure the quality of instruction, benefiting the academic experience of all students.”* **PAGE 5**

Major Recommendation #4 - *The Administration assemble a standing committee to create and implement a plan for curriculum review on a rotational format ensuring that curriculum is being monitored and evaluated to meet student and teacher needs.* **PAGE 22**

Major Recommendation #5 - *The Administration and Staff adopt a formal Bible curriculum to create a consistency and uniformity in the Bible program for student learning and spiritual maturity.* **PAGE 28**

Major Recommendation #6 - *“The Administration upgrade the outdoor PA system and install an intercom system in order to provide instant communication to the entire school community for student safety.”* **PAGE 12**

School Improvement Council (SI Council) - Original Action Plan #1

The Director of Curriculum, or acting administrator, create a standing committee (School Improvement Council – SI Council) including representatives of all stakeholders to oversee the administration and evaluation of the action plans AND THE LONG RANGE STRATEGIC SCHOOLWIDE IMPROVEMENT PLAN and communicate progress to the entire school community.

2012-2013 Committee Members (various slightly every year):

- Students: Will Derrick, Maddie Kliewer, Claire Pena, Christine Nice, Alden Park, Madi Szcboszlay, Kylie Haff, Emily Hilton, Mason Severe, Rachel McIntyre, Thomas Poozhikala, Meghan Reddy
- Parents: Laura Coyne, Nancy Ghodrat, Joan Huser, Peter Miller, Eric Venable
- Board members: Stephen Tom and Betsy Adler
- Administrators/faculty: Kristine Lui, Jack Ferrante, Kriss Hayward, Lindsey Heaton, Kara Loiacono, Rocelia Kmak, Anita Katter, Jason Rosé

2009-2010

- During the fall of 2009, a group of staff members met to begin talking about the development of a School Improvement Council. A mission statement was written to clearly identify the purpose of the council. Expectations, terms, and representation of the stakeholders were also determined. The mission statement is “The School Improvement Council is made up of two tiers representing all stakeholders. One tier, comprised of staff, shall monitor and evaluate the accreditation 2009 action plans and the long range strategic School-wide Improvement Plan. The second tier will include parents and students who will be informed of the status of the School-wide Improvement Plan and will make suggestions to improve the school. The SI Council will communicate progress to the entire school community with the purpose of maintaining momentum in executing these plans.”
- In another meeting during the year, it was determined that in order to address all the action plans and the overall school improvement plan, it would be best to have two tiers within the council. Tier one would be made up of staff members that will assist the accreditation coordinator in keeping track of the status of all the 2009 accreditation action plans. The second tier would include parents and students giving input as to what is being done in the overall school improvement plan as well as what they see as areas needing improvement.
- The SI Council is set to be fully in place by the next school year.

2010-2011

- This year we officially started the council. As of the writing of this report, we have met three times and will meet one more time before the end of the school year. We started the year by sharing with the stakeholders the major actions plans and areas of improvement that the school would be working on. We discussed the work that would be done with curriculum, the evaluation process and communication among the staff. At the first meeting, the director of development shared the master plan for development. He reported that the board was working on 5, 10, and 20-year plans for the school. He stated that a board sub-committee was working on this plan and were looking for a few parent volunteers. The council was asked to prioritize different aspects of the development plan including class size, different facilities issues

(like more classrooms, heating, air conditioning, lockers, locker rooms, etc.), annual fund raising ideas, and usage of the annual fund. The director also explained the annual fund would include what were previously two funds; the Gala fundraiser and the annual fund collected for teacher endowments and scholarships.

- During the second meeting, the council discussed various issues: surveys, new electives, school dances, sports, community service, and the new student portal. The stakeholders spent the majority of the time reviewing the student survey that would be given in the fall. The student survey this year would have a new self-assessment component to it. Through the survey, teachers would be able to see areas of strengths and areas of needed improvement. They would articulate this by writing two goals through which they would address the areas of needed growth. They would work on this with their department lead. Also, a board member was able to explain why TKA does not have dances. The board believes that all TKA activities should be open and include everyone. A “dance” can exclude students that are not invited to go. This is a heart issue that the board feels strongly about upholding as a core value.
- The council is currently working on reviewing the school’s philosophy, vision, mission, and core values as needed for the accreditation process. The council is a representative body that includes all stakeholders which makes it a perfect venue to work on this important requirement. This should be completed by the end of the school year.

2011-2012

- At the first meeting of the year, new students and parents were invited to join to replace those students that graduated and those parents that could no longer continue with the council. The council continues to be an excellent forum for sharing ideas on how to continue improving the school. Parents and students are opening up with honest ideas and suggestions. The council was given the opportunity to weigh in on a change being seriously considered which would move finals prior to Christmas. Having a representative body has been useful for getting feedback on proposed school-wide changes.
- During the first meeting of this year, the council discussed various topics including a couple that continue to resurface year after year, dances and cheerleaders. The PR Director will look into getting something formally written that can clearly articulate and address these issues for the community.

2012-2013

- The School Improvement Council met twice this year, once in November and once in February. At the first meeting of the year, an overview of the ACSI and WASC accreditation cycle was reviewed for the benefit of both new and returning members and as a reminder of the purpose of the School Improvement Council. In addition, an update on capital facilities and operations was given and the student dress code was reviewed and discussed. The majority of time was spent discussing TKA’s strengths and areas of growth as the council plans for the next accreditation self-study. Major areas of strength discussed were the affirming social and Christ-centered environment, the relationships between faculty and students, college preparation, and variety of programs and classes offered to students. Areas of growth identified were technology integration, consistent use of school portal and e-mail communication by all faculty

members, exploring even more electives for course offerings, ensuring same content is covered for courses taught by multiple teachers, more mentoring for new teachers, and addressing student or parent complaints about teachers. Questions about the school's technology requirements were raised.

- In response to the first meeting, an overview of the process for new course offerings was presented, an update on the school's technology requirements was given, and the process of teacher evaluation was reviewed. The official school portal posting policy was reviewed as well. A new topic discussed was the possibility of offering more organized lunchtime activities as suggested by parents at a previous coffee talk, but students felt that this was not necessary. With the upcoming TerraNova 3 and Inview standardized tests, an overview of the tests was covered. The need to better analyze and communicate results was identified by parents and faculty. The council recognized the need to fill Curriculum Coordinator position to aid in addressing this gap.

Staff professional growth/evaluations - Original Action Plan #2

The Administration provide for an individualized staff training, support, and evaluation plan to support the school's mission, including ministry opportunities. The plan will be based upon the individual's needs and administrator expectations of TKA staff.

Major Recommendation #2 *"The Administration and Staff develop a formal mechanism for assessing long-term professional growth to ensure lifelong learning."*

Major Recommendation #3 *"The Administration continue in its effort to formalize the evaluation of all teachers on a regular basis to ensure the quality of instruction, benefiting the academic experience of all students."*

Committee Members:

- Bob Kellogg, Glee Balvanz, Jack Ferrante, George Parson, Matt Nisbet, Tu Price, Dave Dealy, Brenda Rosé, Jason Rosé, Alex Wilson, Darien Reinman, Rick Palm, Robert Cortex, Ali Schoch/Drew Petiti, Jim Slyter

2009-2010

- These two major recommendations fall under the action plan that we had written ourselves to better address the individual needs of teachers. In meeting to discuss these recommendations, we have determined that both recommendations can be addressed by revising our current teacher evaluation system.
- This year, we plan to update the teacher evaluation forms to include professional development goals, both short term and long term. We will also add to the system the ACSI credentialing criteria and help teachers to make progress towards meeting the ACSI requirements in order for them to earn both the ACSI professional certificate and the state credentials.
- We will more explicitly address professional requirements in our staff handbook. The handbook will be updated during summer 2010 to include under professional expectations the following: curriculum mapping updates, ESLR collection, peer visitation, ACSI certificate progression, staff sheet updates, UC courses updates, and additional growth goals.
- We do evaluate teachers on a regular basis. First and second year teachers are evaluated every year. Most teachers are evaluated every year as well, but some veteran/experienced teachers are evaluated every other year. We have become aware that some teachers need yearly evaluations in order to update state credentials. We will be working on a plan to address those special situations.

2010-2011

- The evaluation committee is made up of teachers and department leads, all the vice-principals, the principal, and other staff members. The process of updating our evaluation system was started in the early fall by researching forms and materials used by other schools. We also took into consideration that our forms needed to be rigorous as defined by the California Department of Education in order for teachers to be able to use them to apply for a CA Teaching Credential through Senate Bill 75, which allows teachers who have taught for six or more years in a private school to qualify for a teacher credential.

- The committee worked many hours on five different drafts of six critical forms: evaluation system for teachers; informal/formal evaluation forms; employee professional intervention plan; individual growth plan; ACSI certification renewal plan; and employee summative evaluation form.
 - The new evaluation system for teachers will be included in next year's employee manual. The system explains the purpose of the teacher evaluation system as well as the evaluation schedule for new and returning teachers.
 - The Employee Formal/Informal Form will be used by department leads and administrators as they observe teachers in the classroom. The informal aspect is for when the classroom visit is not scheduled and the lead or administrator just "drops-in" to observe. The formal aspect is for when the classroom visit is scheduled in advance with the teacher.
 - The Employee Professional Intervention Plan is a form that will be filled out by the department lead and administrator when an employee is in need of significant improvement in critical areas of responsibility.
 - The Individual Growth Plan is a form that all employees will fill out which includes setting ministry, professional, and school goals. This form will be linked to the Employee Summative Evaluation Form with regards to professional development goals. This form will help track how employees are continuing to grow as professionals.
 - The ACSI Certification Renewal Plan form will be filled out by all teachers and administrators. This form will assist us in tracking the certificate level of all teachers. Renewal requirements can be used as part of teacher's professional goals.
 - The Employee Summative Evaluation Form is the form that will be used to formally evaluate all employees on their job performance and will be linked to the Individual Growth Plan. It encompasses all areas needed for teachers. The support staff will also be evaluated using their particular job description.
- As an opportunity for continued professional development for teachers, TKA has partnered with Patten University to assist teachers that have taught six years or more in a private, regionally accredited school to acquire their CA state credential. This process has already started and teachers will be working on studying and taking tests and meeting the needed requirements to apply for CA state credentials through Patten University.

2011-2012

- This year is a trial year with all the forms that were created last year. The forms and procedures were presented to the staff before school began.

2012-2013

- The inaugural year using the new forms and procedures went well with no feedback from staff or faculty for changes. The same forms and procedures are continuing to be used this year. In the 2013-2014 school year, the committee needs to reconvene to determine the effectiveness of the forms and procedures and adjust such as needed.

Staff professional expectations - Original Action Plan #3

The Administration augment the professional expectations for teaching staff and improve the system for accountability and follow-up which will enable them to effectively teach.

Major Recommendation #1 – “*The Administration enhance the system of communication between departments and the administrator, to foster a campus-wide understanding and accountability of the state of the school’s program.*”

Committee Members:

- Bob Kellogg, Glee Balvanz, Jack Ferrante, George Parson, Matt Nisbet, Tu Price, Dave Dealy, Brenda Rosé, Jason Rosé, Alex Wilson, Darien Reinman, Rick Palm, Robert Cortex, Ali Schoch/Drew Petiti, Jim Slyter

2009-2010

- We are working on improving the internal communication of our school. We currently have Instructional Council (IC) meetings which meet bi-monthly with mandatory attendance by all department leads and volunteer attendance by the rest of the staff. These meetings are an open forum with the agenda set by anyone with a submitted item they would like to discuss.
- This year the academic departments submitted their departmental meeting minutes to the principal and the vice-principal to inform them of the activities occurring in each department. This will allow them to know what is happening in each department when they are not able to attend the meetings. The meetings’ minutes are also forwarded to the staff that missed them so that they are up to speed on what is happening in their department.
- A committee is being formed to further address how to improve communication among the entire staff. Suggestions have been received by the accreditation coordinator to be shared with the committee.

2010-2011

- At the end of last year, we decided to change the name of the IC meetings to Staff Forum in order to better represent the purpose of the meeting, which is an open forum for staff to put items on an agenda for open discussion amongst the entire staff. This allowed more staff to feel comfortable attending the meeting. During the first part of the year there was still confusion as to the full scope of the staff forum.
- The communication action plan committee met and wrote up a purpose and scope for the Staff Forum. The administrative team reviewed the proposed purpose and approved it. The Staff Forum is a bi-monthly meeting open to all interested staff members. The purpose of the meeting is to address school-wide issues that affect the school, to bring new ideas for consideration, or to suggest a solution to a problem. The Staff Forum is an advisory group, not a decision-making body. The members of the Forum can recommend and suggest action items for consideration by the Principal who may choose to receive input from the A-Team and/or Department Leads. It is a place to consider new ideas and suggest ways to make school improvements. This is not a place to vent. Conversations need to be constructive with problem solving as the goal. The Staff Forum will not discuss individual staff members or allow derogatory comparisons of staff or departments.

- As of the writing of this report, this new purpose and scope have been in place for about a month and a half. It appears that this new focus has helped the Staff Forum function with clear parameters. We will continue to monitor its effectiveness throughout the remainder of the school year.
- The communication action plan committee is also working on a communication plan and chart. The chart will inform staff about who to go to with specific frequently-asked questions. We are hoping this will minimize the emails sent to “All Staff” with random questions. The communication plan would be a written statement which would be included in the Staff Handbook explaining to the entire staff our plan for communication within our community. The plan will include the chart. Currently, a second draft of the chart has been produced and will be going to the entire staff for review and input. The plan will be drafted and reviewed prior to the end of the school year. It will then be presented to the administration for approval and inclusion in next year’s staff handbook.

2011-2012

- This year for the first time a form is being used to track the professional development of our staff members. The staff is setting goals that can be measured throughout the school year. After using this form for a year, the committee will need to ask the staff for input on the effectiveness of the form in helping them with their professional growth. At that time, changes should be made to continue achieving and completing this action plan.

2012-2013

- For the second year all employees are asked to complete their “Individual Growth Plans” for the year. This form includes ministry, professional and school goals that require action plans and self-evaluation at the end of the school year. Last year no staff input was solicited to assess the effectiveness of the “Individual Growth Plans” in achieving professional growth goals. Input will be solicited at a Staff Forum towards the end of the school year.
- The Staff Forum has continued to meet at least once a month during the school year to address school-wide issues that affect the school, to bring new ideas for consideration, or to suggest a solution to a problem. Agenda items can be proposed by any faculty or staff member.

Surveys and testing - Original Action Plan #4

The Administration and teaching staff utilize the collected feedback from surveys (INCLUDING ALUMNI survey) and testing to positively impact classroom instruction, school-wide ministry, and teacher training, and make stakeholders aware of these improvements.

Survey Committee Members:

- Kriss Hayward, Daisy Rojas, Kara Loiacono, Becky Threewitt, Alex Wilson, Ed Lanning, Geralyn Giese

2009-2010

- We had a preliminary meeting to determine what surveys are currently given, by whom, for what purpose, and how resulting action steps are communicated to stakeholders. A chart was created to show the data. Currently, surveys are given to parents, students, graduating seniors, high school students (Spiritual Life survey), and alumni.
- Information collected in the alumni phone survey is less quantifiable because it consists simply of informal notes written on paper by the caller. A system for entering alumni survey results needs to be created in order to compile, summarize, and track data over time.
- With all the surveys, we concluded that the purpose of each survey, the results of the survey, and the improvements being made based on the data all need to be more clearly communicated to stakeholders in a timely manner.
- The committee will review the questions currently being asked on the surveys to make sure they produce useful data from which conclusions can be drawn to make necessary improvements.
- A process needs to be in place to make sure surveys are given on a regular basis, data is tracked, results are analyzed, and a plan of action is produced to address the issues that arise from the surveys.

2010-2011

Surveys

- The survey committee worked in the early fall to update the student survey in collaboration with the department leads. All questions were analyzed with regard to what we want to know from students. The committee suggested that a summary page be added where teachers could self-reflect on the patterns found in the surveys. Teachers should look for areas of strengths and areas of needed improvement. The teacher would set two goals in order to address the areas of needed improvement.
- During the rest of the fall and winter, the committee analyzed all the questions in the staff and parent survey. The 2008-2009 and 2009-2010 surveys were critiqued because some questions were dropped in the 2009-2010 survey that the committee felt were important to ask. The committee also streamlined the surveys to make sure that we were asking similar questions to all stakeholders to get a clear picture of various areas.
- The committee also added a new section to all surveys named "new initiatives." This section allows staff and parents to tell us how our improvements are being perceived; for example, feedback can be given regarding the new student portals or the new gradebook.

Testing Committee Members:

- Daisy Rojas, Matt Nisbet, Rick Palm, Rick Hardy, Dave Dealy, Brenda Rosé, Jason Rosé, Darien Reinman, Michele Duncan, Jack Ferrante

Testing

- The accreditation coordinator worked on analyzing the Stanford 10 (SAT 10) tests from spring 2010. The analysis showed that TKA students at the different grade levels are scoring higher than the national averages in all subject areas as well as scoring above average in the Stanine and in percentile rankings.
- In analyzing the SAT 10, with regards to content and curriculum, many of the department leads stated how the test was not in line with our curriculum or the state standards. For example, seventh grade history curriculum and standards teaches ancient world history, but the SAT 10 tests U.S. civic material. The same was seen in math and in science. The English department felt that it was a little useful for specific line items like spelling and mechanics. For this reason, we feel that the SAT 10 is not useful in helping us improve instruction as it does not clearly correlate with our curriculum.
- ACSI will be changing standardized test carriers in 2012. We have looked at the new provider and it appears that their test will be more useful in helping us identify areas of needed improvement in our instructional program. The test claims to be aligned to state standards as well as the common core standards. We will be using the new test next year and will do further analyses at that time.

2011-2012

Surveys

- The revised surveys were distributed electronically via Survey Monkey to the staff and parents in May. The new senior survey was also administered online in May by having all senior government classes take the survey in the computer lab.
- Data was compiled and distributed to the community in September. Staff members received the aggregate data summary for all surveys along with a summary of praises and concerns. Parents received the aggregate data summary for the parent survey along with a summary of praises and concerns.
- The survey committee met in September to evaluate the surveys, the process of administering the surveys, and the timing of the surveys. Several adjustments were recommended for 2012 surveys including: Limit the size of comments to one hundred words or less; administer surveys annually but give abbreviated surveys to parents and staff every other year to allow time to tabulate, cross-reference with previous years and respond to suggestions; proctor seniors closely so no discussion during survey; focus senior questions on cumulative experience; give surveys earlier (March, prior to service trips and Easter break).

Testing

- This year the school will be making the switch with ACSI from Stanford 10 to Terranova 3. After following the seminars and researching why ACSI is making the move, we feel that Terranova 3 would be a better for our school and could possibly provide us with a tool that we can use to

improve instruction.

- When scores are reported in the spring an analysis will need to be done to determine TerraNova 3's effectiveness in assisting us with our goal.

2012-2013

Surveys

- Aggregate results from the 2011-2012 from the parent, faculty, and senior surveys were compiled and reviewed by administrative team.
- The surveys that were developed as a result of the committee's work will be used again this year. Faculty and staff were sent copies of the surveys and were asked for feedback regarding any changes they would recommend.

Testing

- This is the second year that TerraNova 3 and Inview standardized tests will be taken by students. Teachers who are proctoring the tests are required to attend a training session for proctoring the tests and information meeting prior to the test for the first time this year.
- Student scores from the spring 2012 tests were not analyzed systematically from last year to identify strengths or gaps in the school's curricula, but some department leaders looked at the data for their departments. If the school had a curriculum director, that person would lead the analysis of the data across and within departments.
- In response to parent questions about interpreting test scores for their children, the school will purchase a home report that accompanies the TerraNova 3 and Inview Testing that will be sent to all families. The reports include the child's scores as well as a narrative for each test subject that explains what the student has or has not mastered based on the test scores. This should help families better understand their child's scores.

PA system and intercoms - Original Action Plan #5

The Emergency Response Coordinator and the facilities staff continue to improve procedures, facilities, and equipment for dealing with emergency situations.

Major Recommendation #6 - *“The Administration upgrade the outdoor PA system and install an intercom system in order to provide instant communication to the entire school community for student safety.”*

Committee Members:

- Matt Nisbet, Stephen Ting, Robert Cortez, Daisy Rojas, Rick Hardy

2009-2010

- There are several tasks on this action plan occurring at the same time. The Technology Department, the Director of Operations, the Emergency Response Coordinator, and the Facilities Coordinator are working together to make this action plan a reality. The PA system is being installed in two steps. The first step was to install telephones in all the classrooms in order to provide an indoor intercom/PA system. The second step is to install an outdoor PA system that can be integrated with the indoor system so both work together through the same protocol. The first step, installation of the telephones, occurred February 2010. The second step is still in the research phase with possible implementation during summer 2010. Those working on this action plan will decide where the new outdoor speakers are to be located. They will also design a protocol for the use of both the indoor and outdoor PA systems.
- The Emergency Response Coordinator, Principal, and Director of Operations are looking for a way to build new emergency storage that is more weather resistant than the existing container. This will protect emergency supplies from damage and deterioration as well as lengthen the life of perishable stores. The team is looking at different possibilities to make this happen.
- The Facilities Coordinator and Emergency Response coordinator are making plans to install a water tank to replace the current storage in barrels. The plan is to have this completed next year.
- The Materials Safety Data Sheet (MSDS) binder for the chemistry lab chemicals are in the classroom and will remain so. The MSDS binder for cleaning products located on campus is in the Business Office. The Facilities Coordinator also has a matching MSDS binder. The most recent inspection was January 2010. It was noted that the school does not have a map marked for storage of cleaning related chemicals. The Facilities Coordinator will create such map and give a copy to the Business Office.

2010-2011

- Currently, the school has two separate systems: the PA system which is external and the intercom system which is internal. In order to send out an announcement to all areas they would have to be done individually through both systems. The intercom system was used this year during our code red drill. We were able to work out some of the glitches in the system during drill, such as low volume issues. We are working on finding a PA system that can be

integrated with our intercom in order to make campus-wide indoor and outdoor announcements simultaneously from one location. The technology department expects to have this completed by August 2012.

- We continue to work on properly maintaining our emergency supplies. We would like to use a water tank as an emergency water storage system instead of the barrels currently used, but we would need to get district approval which might take a couple of years. Emergency supplies will be moved to a different storage shed which is more protected from the elements. The inside will be sealed and shelved to allow for easier access to supplies. The old storage container will be emptied of emergency supplies and used for other purposes.
- The MSDS binders are current and located in two places: the chemistry lab and business office. A map indicating the location of hazardous materials on campus still needs to be created.

2011-2012

- The installation of the interior intercom system was completed last year. Usage and communication protocols have been written.
- It has been determined that the existing outdoor PA system is incompatible with the interior intercom system. An entirely new PA system will be to be purchased.
- By August 2012, the required personnel will meet with the installation contractors to design the layout of the new PA system in the process of gathering bids for the installation work.

2012-2013

- Bids were gathered for the new PA system, a Capital Project for the 2012-2013 school year. However, due to the primacy of facility needs (new portables) and safety needs (security cameras and additional fencing), the PA system was not funded. It will receive funding in the budget for the 2013-2014 school year.

Code of Ethics - A Team Action Plan #1

The Board and Administration formally adopt a “code of ethics” for the school which will protect the school legally and set a standard for the school community.

Committee Members:

- Kriss Hayward, Bob Kellogg, Daisy Rojas

2009-2010 - COMPLETED

- In the fall, we collected samples of “codes of ethics” used by other schools. The codes varied in length from school to school but when analyzing the content we discovered that we make reference to or mention the same things in different school documents. We feel that TKA does not need a separate “code of ethics” because we have established specific ethical guidelines and standards of behavior in our Student/Parent Handbook, Staff Handbook, Staff Employment Contracts, and School Board Manual.

LAN System - A Team Action Plan #2

The Administration examine the possibility of a LAN system/remote terminal for staff usage.

Committee Members:

- Matt Nisbet, Robert Cortez, Stephen Ting, Daisy Rojas

2009-2010

- The technology department has been busy addressing this action plan. For this school year, the staff members with PC computers at home were able to access their grade-books in order to enter grades. Due to various other problems with the website used this year, we are changing our grade-book service provider to one which will allow for home access from any type of computer.
- The technology department is currently testing a system to allow teachers to access their school files from home. The team estimates that the system will be ready for implementation June 1st of this year.

2010-2011

- The technology department implemented “Log Me-In” as the way for staff to access their school computers from home. This was started during the summer. We will analyze the effectiveness of this new tool through the spring Staff Survey and from staff input.

2011-2012

- The analyses of last year’s usage will be done this year.

2012-2013

- Faculty and staff continue to use “LogMeIn” remote access and desktop control software to access their school computers remotely. In addition, the school transitioned over to Google Drive during the summer 2013. As a result, faculty and staff members can store and access files from any computer or mobile device with internet access.

Students and learning differences - A Team Action Plan #3

The Administration improve the system of establishing recommendations for students with documented learning differences and our system for encouraging every teacher to comply with those recommendations.

Committee Members:

- Michelle Duncan, Doreen Heenk, Marcia Maresh, Becky Threewitt, Marissa Lockett, and various other teachers that attended different meetings

2009-2010

- This fall the committee met to analyze our current system of assisting students with learning differences (LD). The committee identified several challenges to work on in order to make changes and improve the current system that assists students with difficulties. Identified action areas include the following: setting the right expectations (teachers and staff/parents and students), student placement, and teacher training to increase skill, technique, and confidence.
- The committee has written a philosophy statement that shows TKA's commitment to educating all of its students. "The King's Academy will provide a college-preparatory education to qualified and high-functioning students at all grade levels. Students with documented learning differences will be provided limited accommodations as deemed necessary and reasonable in order to create a successful learning environment. These accommodations are supported by all teachers and staff of The King's Academy."
- Due to the fact that we don't have all the necessary services to help many students with LD, we will limit admittance to no more than 10% per class, keeping in mind LD students are not our only challenged students.
- The committee is looking for ways to balance the use of the Academic Center (AC) between LD students and struggling students. Not all AC students are LD students. Also, the accommodations given to students need to be clearly defined, and those involved need to make sure that all requested accommodations are considered reasonable within the college-prep TKA academic environment.

2010-2011

- With the new philosophy statement in mind, the admission department revised the application form questions in order to draw out more specific answers regarding past student behavior which may be "learning difficulty" related. We also updated the questions asked of current and former teachers probing for potential areas of difficulty for students. The face-to-face interview questions were critiqued and updated to further investigate if there were learning issues that had not been previously mentioned.
- The Academic Center and the Academic College and Counseling Office worked together to create new student enrollment checklists to be included with all new acceptance letters. The purpose of the checklists is to make meeting with our support services director mandatory for all new LD students prior to course scheduling. This would help ensure that our LD students were put into correct classes, including the academic center if needed.

- The school is committed to keeping LD students to 10% or less of the total class size. We are still debating if this is the right percentage for us. Since most LD students do not take honors and advanced classes, this percentage is felt primarily by teachers teaching regular courses. The discussion on this topic is ongoing.
- Our new gradebook does not give teachers the possibility of seeing the LD designation of students. We will continue to see if this is possible in the future.

2011-2012

- Numerous open meetings have been held with teachers/staff members. The purpose of these meetings was to encourage open discussion about our current program for students with Learning Differences. Based upon this initial information gathering, a philosophy statement was created, a commitment to maintaining no more than 10% LD students per grade level was made, and a survey was drafted to poll a wider group of teachers/staff regarding their needs. Survey results showed a desire for training in the area of “differentiated instruction” and “making accommodations work in the classroom.” A presentation, by Nurturing Wisdom, targeting student learning methods and executive functioning skills was included in our October staff meeting. Additional training based upon survey results will be developed during the school year to be included in beginning of the year teacher/staff training. It was determined that additional open meetings were not necessary. Focus will now shift to training and review of current resources/procedures within the Academic Center.

2012-2013

- A full-time employee was hired this year to proctor quizzes and exams for students with learning differences who are receiving academic support services. Proctoring takes place in the Academic Center.
- Faculty members were required to post quizzes, tests, and projects on the school portal calendar to better coordinate these assessments and to aid the Academic Support Coordinator in determining the need for accommodations with deadlines for students with learning differences.

Vehicles and drivers - A Team Action Plan #4

The Administration and Staff work to come to full compliance in ensuring all paperwork on vehicles and drivers is gathered and assessed before all trips so that information would be more accessible in case of an emergency.

Committee Members:

- Daisy Rojas, Tu Price, Matt Nisbet, Debbie Butelo, Vicki Linn

2009-2010

- Due to other more pressing action plans and school needs, we will be addressing this action plan beginning summer 2010.

2010-2011

- We divided the paperwork needed for this action plan into two areas: van checkout and van maintenance.
 - Our paperwork process for checking out a school van is as follows:
 - Fill out the SAO Driver's Authorization Form
 - Fill out the insurance form (done through the Athletic Office)
 - Fill out the Driver's Expectation Form (done through the Athletic Office)
 - Fill out the School Van Policy (done through the Athletic Office)
 - If there is an incident or problem with the van, fill out incident report
 - A new tracking system for vehicle maintenance has been established by our facilities and athletic department, who is charge of the school vans. Van inspection guidelines have been written to make sure that our vehicles are in proper working order prior to use. The guidelines are accompanied by a weekly and monthly checklist. There is also a more extensive van inspection checklist for long-distance travel. These forms are completed by our maintenance crew and then filed for future reference. Also, a digitized system has been developed to track all receipts and maintenance work done on all vans. The system has been used most of this year and it is working very well. As we continue to improve in this area, we will create a calendar for when the vans should be taken in to be serviced. Currently, we are relying on reminders from the service center.

2011-2012

- The changes made last year are effectively working. The only change made is that now there is a distinct Facilities Office and what previously went to the Athletic Office is now being routed to the Facilities Office.

2012-2013

- A monthly checklist is being created to monitor the fire extinguishers and first aid kits in each school van.

Transportation rules - A Team Action Plan #5

The Administration create and distribute written transportation rules and regulations to its students and parents.

Committee Members:

- Daisy Rojas, Matt Nisbet, Tu Price, Nicole Squires (and input from various other staff members that use the forms and procedures)

2009-2010

- Due to other more pressing action plans and school needs, we will be addressing this action plan beginning summer 2010. It is possible that rules and regulations will be provided to parents in the summer information packets, so parents will read and sign an agreement to comply with the regulations as they sign the required forms to be drivers on field trips.

2010-2011

- The Driver's Form that is currently filled out by parents will be updated to include expectations for parents when they choose to drive in support of a school event. We are expecting to include this for next school year. The rules and regulations for students will be worked on next year.

2011-2012

- The Adult Driver's Form has been updated to include expectations for parents when they choose to drive for a school event. This new version will be posted on the website in June 2011. The Student Driver Form has been updated with driving guidelines and is posted on the school website, as well as in the Student/Parent Handbook. Review of all forms and guidelines takes place in June by the Administration Team where any future adjustments are made as needed.
- New procedures with clear instructions for staff usage of the Adult Driver's Form have been written and will be included in next year's staff handbook.

2012-2013

- In order to drive their own vehicle for a school event, adults fill out the "Adult Driver Application" in the SAO. Specific driver expectations are not included on this form. A general statement on this form reads, "On all occasions, I will take utmost care in transporting TKA student." If adults are going to drive a school van, they must also fill out the "Driver Information" form in the Facilities Office. This form includes specifics expectations regarding cell phone usage. Students who plan on driving a car to school must fill out the "Student Driver Form". Expectations on this form prohibit students from driving "in a careless or reckless manner". No separate forms addressing driving guidelines for adults or student drivers have been created at this time.

Business Office Action Plans

Action Plan #1 - The Board and Administration create a standardized checklist for all personnel files, streamlining the human resource documents.

Committee Members:

- No formal committee: put together by Kriss Hayward, Glee Balvanz, and Carolyn Corstorphine

2009-2010

- Business office staff met and reviewed the flow chart of responsibilities for the human resource department. There is a checklist in the process for the areas of interview, items for new employee folder, employee data sheet, items for personnel file, and termination check out. The human resource (HR) committee has yet to meet and finalize the list in each category.
- The PR director reports that during the reevaluation of the Staff Handbook during the summer by the administration team, it was decided to include a copy of the complete contract which is signed upon initial employment but not re-signed in this extended version each year (an abbreviated contract is signed in subsequent years). Additionally, the following new policies were added: Harassment Policy and Whistleblower Policy.

2010-2011

- The need for an HR person surfaced during our last staff survey. The school is committed to hiring a person to fill this position.
- During this year, a task force was created to write a job description for this new staff member. This has gone to the board for approval. Approval is still pending.

2011-2012

- The new HR job description included elements of hiring, employee training, staff evaluation, support services, staff issues (complaints, discipline), and staff termination. Each role indicated who is currently covering those duties or whether they were new enhancements. This job description was submitted to the School Board in March 2011.
- In August 2011, the Principal assigned a staff member to serve as another point of contact for "Employee Care" and announced this to staff at the first staff meeting of the year. Additionally, there is another staff member who serves as a mentor teacher, whom staff were also encouraged to seek if in need.
- The School Board has discussed this position at length. Additionally, the Board heard reports in November 2011 from the two employees indicated above regarding how they were doing in their staff support roles.
- The Board is still evaluating whether the need for this HR position outweighs other competing priorities for new staff positions. At this time, the decision about an HR position is on hold.

2012-2013

- In the fall, faculty and staff members were invited to schedule time to meet individually with a consultant hired by TKA to discuss human resource issues. The consultant's assessment was presented to the A Team and Department Leaders by the consultant. A recommendation was made by this group to invite the consultant back to TKA to present the assessment to all faculty

and staff.

Action Plan #2 - The Administration create a more standardized budget format for utilization by all department leads with adequate training for staff to understand the process.

2009-2010

- Some changes have occurred in the field trip forms to include a format for budgets but no other progress was made.

2010-2011

- No further action was taken on this action plan.

2011-2012

- The current budget process seems to be working satisfactorily.

2012-2013

- The budget process continues to work satisfactorily.

Curriculum Action Plan

Major Recommendation #4 - *The Administration assemble a standing committee to create and implement a plan for curriculum review on a rotational format ensuring that curriculum is being monitored and evaluated to meet student and teacher needs.*

Committee Members:

- Daisy Rojas, Jack Ferrante, Liz Bucko, Marcia Maresh, Kari Doyle, Rick Hardy, Laura Kubba, Becky Threewitt

2009-2010

- Our current curriculum guides are formatted in Excel files, making them difficult to work with because reports cannot be generated from them. Our focus for the greater part of this year has been on researching and viewing web-based curriculum mapping software that would allow us to generate the reports we need. Also of special concern was that the software be user/teacher friendly.
- Three different websites were found that matched our needs and fell within our budgetary constraints. A committee of teachers and administrators was formed to individually preview all three websites. They had several months to do this. The committee met to talk about the pros and cons of each website. One was picked to be used starting in the 2010-2011 school year.
- During the summer, the information from our current curriculum guides will be imported into the website.
- As per our action plan, a rough draft of the Curriculum Management Plan (CMP) has been written and discussed with key administrators and faculty members for the purpose of clarifying terms and processes. Further work on the CMP will occur next fall.
- Based on the ACSI and WASC Instructional Program section of the accreditation manual, the accreditation coordinator has drafted a 6-year cycle for curriculum instruction development/improvement. The cycle will be part of the CMP, which is yet to be finalized and approved.

2010-2011

- The curriculum committee has worked regularly all year on reviewing the initial rough draft of the CMP. The CMP includes all aspects of the instructional program. Here are the areas covered in the plan:
 - Philosophy of education and curriculum design
 - Roles and responsibilities
 - Curriculum development
 - Accreditation cycle
 - Curriculum review cycle
 - Textbook review cycle
 - Curriculum mapping
 - Standards
 - Assessment

- Professional Development
- Communication Plan (with regards to the instructional program)
- Textbook selection process, criteria, and forms
- The team reviewed every aspect of the plan and has completed its review. The committee is now working on the last part, which is textbooks selection committee, process, forms, and criteria. The team hopes to have the plan ready for administrator approval by the end of the school year and presentation to the staff for the start of the next school year.

2010-2011 – Curriculum Mapping

During the 2009-2010 school year, a group of teachers formed a committee to research and critique three different websites through which the school could map its instructional program. These teachers were able to try the different websites and see how they would work for our school community. The committee met and discussed the strengths and weaknesses of each of the proposed websites. After a lengthy discussion, it was decided that the school would use Curricuplan as our mapping website.

Our curriculum guides were on Excel spreadsheets and needed to be imported into the new website. During the summer of 2010, one of our English teachers took the job of not only importing our guides but also formatting them so that they would all look the same.

During the fall of 2010, our teachers were trained to use the website. As part of this new process, teachers were taught/reminded how to write student objectives. The focus of our new maps is what students will know as opposed to what teachers are teaching. This is a new way of thinking for many teachers. We are also working on using the same language in order to be able to dialogue across the curriculum. Our new maps include the following categories:

- Unit title and timeline
- Unit description – narrative of what unit will cover (to be used in the future for public sharing)
- Unit objectives – written in the form of “Students will be able to:”
- Instructional methods – strategies the teachers will use to teach the unit
- Instructional resources – materials the teachers will use to teach the unit
- Integrative elements – Biblical integration is included on all of our maps; we will be working on adding technology, cross-curricular, and others
- Assessments – broken into formative and summative
- Standards – addressing the California state standards with different levels of learning expectation

Teachers were assigned the task of updating their maps to reflect the current course content being taught. This was a huge task that has taken most of the year. This process will make the action plans for the various academic departments easier to achieve.

Currently, all the departments are working on vertical integration of the instructional program. We want to make sure that all elements support and reflect the content of each of the other courses within a department. In examining the maps, we not only want to see external alignment to the standards and the mission statement, but alignment between the categories: content, objectives, assessments, and others. Most importantly, we want the maps aligned with those grade levels preceding and following the course. We want to make sure that

each level is not only teaching the appropriate content, but also preparing students for the next level in both content and skills. Curricuplan has the tools needed to run many reports and analyses to aide this vertical integration process.

Curriculum analysis and review is a never ending process. We will continue to improve our maps with more specific details and content as the year's progress.

2011-2012

- Along with continued work on the new Curriculum Maps, teachers will be working on two areas of curriculum improvement: tracking formative assessments and writing benchmark assessments.
- Using an informal sheet, teachers will track what kinds of formative assessments they are using to inform their instruction and assist students in comprehending the material being presented. They are also looking to incorporate various forms of assessments as part of their instructional resources. This form will be shown to the department leads and kept in the Instructional Program binder for each course.
- Teachers will be writing a benchmark assessment for each course to be given to students at the end of each of the semesters. Teachers sharing a course will collaborate and write one assessment that will be given to all students. Each department will determine the benchmark scoring standard for the department (for example: 80% of the student will score 80% or better for our learning criteria to have been met). The score for each course will be analyzed using the form established.
- A packet with detailed instructions was created and shared with teachers at the beginning of the school year and throughout the year during department meetings.

2012-2013

- Teachers continue to update their curriculum maps for courses taught. This process is monitored by Department Leaders.
- The system for labeling courses in Curricuplan was revised so that all courses listed in Curricuplan match courses listed in the Course Catalogue.
- Teachers continued to work on benchmark assessments within their departments this year, to analyze their results, and to make adjustments to curricula and/or instruction as needed.

Technology

Action Plan #1 - The Administration and Staff develop a plan for updating the technology curriculum which will facilitate consistency in scope and sequence.

Committee Members:

- Robert Cortez, Stephen Ting, Phil Wang, Teddy Lee, Katie Cromie, Matt Nisbet

2009-2010

- The technology department is evaluating the necessary technology requirements for each department and is collaborating with them to integrate applicable and relevant technology in the appropriate classes. The department also helps teachers learn how to use technology in their own assignments in order to increase proficiency, knowledge, and application for students.

2010-2011

- The technology department was not able to address this action plan this year.

2011-2012

- Intro to Computers Course: The course has been renamed "Discovering Computers" and the material has been updated with current technical information, and reorganized to better reflect how students may use computers to assist in school work. Unit 1 begins with a Windows 7 overview, learning the user interface, working with files and organizing data, and customizing the desktop. Next we introduce the Microsoft Office software package and cover three applications in detail: Word, Excel, and PowerPoint. In unit 2, students learn about computer hardware components, how to assemble and disassemble computers, and basic troubleshooting skills. The final unit covers operating systems in more technical terms, networking, internet usage, and webpage design. The class concludes with an HTML programming project where students create their own website.
- Improvements to computer proficiency test-out exam: The test-out exam has been completely rewritten to test knowledge on the subjects covered in the new "Discovering Computer" course and to add lab elements that require students to demonstrate proficiency in using Microsoft Word and PowerPoint. MS Excel has been excluded from this test because the technology staff feel it is more specialized (calculations, charts, sorting) and therefore less broadly applicable for use in other academic subjects. The test is comprised of three sections: 1) multiple choice to test general knowledge, 2) identify parts to demonstrate knowledge of basic hardware components, and 3) MS Word and MS PowerPoint labs. Furthermore, Section 3 requires the student to log on to the TKA website, download a compressed file, unpack contents to a desktop folder, and then follow the lab directions to complete the exercise. All of these steps are designed to demonstrate proficiency in using the computer in the classroom.

2012-2013

- The "Discovering Computer" course is being offered as a 2013 summer course and is open to all incoming high school students. This course is a prerequisite for all technology courses, with the exception of "Computer Applications". The impetus for offering "Discovering

Computers” in the summer is to encourage students to take additional technology courses throughout their high school years.

- Based on parent and student feedback, the new course “Computer Graphic Design and Animation” was offered this year. An additional new course, “3-D Modeling” will be offered in the 2013-2014 school year.
- A new computer Mac lab was added on campus this year, and the new courses are offered in this lab.
- A new IT/faculty position was created this year, and this faculty member teaches the new courses.

Action Plan #2 - The Staff create a hands-on environment within our technology labs

2009-2010

- This requires some physical changes to the technology labs. The department will work to make all the necessary changes during summer 2010.

2010-2011 - COMPLETED

- After much discussion and analyses of our current three computer labs, it was determined that only the computer lab in P14 would need modifications. The following changes were made to the lab: removal of three computer tables and six computers in order to bring in workbench tables. There are now four workbench tables that provide space for hands-on activities. The lab is also equipped with all the necessary tools and supplies for lab projects.

Academic Departments

2010-2011 – The statement below is identical to what was stated under curriculum development. Teachers in all departments worked on updating the curriculum maps on our new web-based program. The new system will make it easier for the academic departments to continue working on their particular action plans.

During the 2009-2010 school year, a group of teachers formed a committee to research and critique three different websites through which the school could map its instructional program. These teachers were able to try the different websites and see how they would work for our school community. The committee met and discussed the strengths and weaknesses of each of the proposed websites. After a lengthy discussion, it was decided that the school would use Curricuplan as our mapping website.

Our curriculum guides were on Excel spreadsheets and needed to be imported into the new website. During the summer of 2010, one of our English teachers took the job of not only importing our guides but also formatting them so that they would all look the same.

During the fall of 2010, our teachers were trained to use the website. As part of this new process, teachers were taught/reminded how to write student objective. The focus of our new maps is what students will know as opposed to what teachers are teaching. This is a new way of thinking for many teachers. We are also working on using the same language in order to be able to dialogue across the curriculum. Our new maps include the following categories:

- Unit title and timeline
- Unit description – narrative of what unit will cover (to be used in the future for public sharing)
- Unit objectives – written in the form of “Students will be able to:”
- Instructional methods – strategies the teachers will use to teach the unit
- Instructional resources – materials the teachers will use to teach the unit
- Integrative elements – Biblical integration is included on all of our maps; we will be working on adding technology, cross-curricular, and others
- Assessments – broken into formative and summative
- Standards – addressing the California state standards with different levels of learning expectation

Teachers were assigned the task of updating their maps to reflect the current course content being taught. This was a huge task that has taken most of the year. This process will make the action plans for the various academic departments easier to achieve.

Currently, all the departments are working on vertical integration of the instructional program. We want to make sure that all elements support and reflect the content of each of the other courses within a department. In examining the maps, we not only want to see external alignment to the standards and the mission statement, but alignment between the categories: content, objectives, assessments, and others. Most importantly, we want the maps aligned with those grade levels preceding and following the course. We want to make sure that each level is not only teaching the appropriate content, but also preparing students for the next level in both content and skills. Curricuplan has the tools needed to run many reports and analyses to

aided this vertical integration process.

Curriculum analysis and review is a never ending process. We will continue to improve our maps with more specific details and content as the year's progress.

BIBLE

Major Recommendation #5 - *The Administration and Staff adopt a formal Bible curriculum to create a consistency and uniformity in the Bible program for student learning and spiritual maturity.*

Committee Members:

- Ron Kellner, Darien Reinman, Ben Palm, Hawley Menser, Karen DeSmidt, Kirk Siemsen, Mary Jane Klope, Matthew Berry, Matt Nisbet, Scott Falkowski, Rick Hardy, Stephanie Misson, Stephanie Nieves

2009-2010

- The Bible staff and administration have identified the current course map and have made some changes in order to begin providing an instructional program that is more consistent and uniform. The first change made this year is that, starting in the 2010-2011 school year, seventh graders will be required to take a full year of Bible instead of just one semester. Seventh graders will be studying the Old Testament, giving them the basis of important Biblical chronology. This shift will also begin to take the place of our Introduction to Bible course, as the students will have been adequately prepared for the study of Bible Ethics in 9th grade.
- The 10th grade Bible course is also being slightly refocused into a book study of the New Testament with more of a hermeneutic approach to Bible study (Acts, Philippians, and Ephesians).
- New curriculum for several courses is being reviewed in the next school year. We are searching for the curriculum that best fits our mission statement and our ministry focus. This will take some time as we research available resources.
- Teachers will be using a newly created course map for levels 6 to 12 during the 2010-2011 school year. Teachers will be writing their unit objectives as many of them are using a new curriculum. Simultaneously, they will be writing "Student Standards" and those will be our version of state standards, so all stakeholders will know what "students will be able to do" at the different levels once they have finished each course.

2010-2011

- The Bible staff has been working hard on the vertical integration of its program, ensuring that there are no content gaps in grades 6 to 12. The change made this year to have 7th grade for a year has really helped to give students time to learn necessary basic Bible content.
- We have focused our attention on making sure that we cover content that is life-changing, life-applicable, and developmentally appropriate.
 - Currently, we have designed our curriculum as follows:
 - 6th grade – year – What it means to be a Christian. This course is vital since we have students coming from all different faith backgrounds, including those for whom Christianity is all brand new. This course helps students to begin to grow in their

understanding of Biblical Christianity, and to understand how they can have their own intimate and growing relationship with Christ.

- 7th grade – year - Old Testament - In order to understand Biblical faith, students must have a strong foundation in the Bible from beginning to end. Seventh grade is a perfect time to begin to do this, because students are ready to start to put the pieces of their faith together with the larger picture of human history.
 - 8th grade – semester – Life of Christ – Eighth grade is the perfect time for students to discover and fall in love with Jesus Christ, perhaps for the first time. In the Gospels, Jesus speaks for Himself and lives out His life, passion, and redemption before our eyes. This is such a huge year in the lives of our students. They are trying out their independence in thought as well as action in unprecedented ways. Who better to guide them through this exciting, restless season than Jesus Himself?
 - 9th grade – semester – Introduction to the Bible (taken based on placement test) - This class is a brief survey of the entire Bible that covers the essential characters and story lines that all young Christians should know. It is designed to give students the background needed to excel in high school Bible classes and is especially beneficial for students that were not able to master these basics during their junior high years.
 - 9th grade – semester – Ethics in Romans (taken by all students) - Most freshmen have developed the emotional and spiritual maturity to begin their transition from the faith of their parents to a genuine and committed faith of their own. Through the study of the Gospel of Jesus Christ and its ramifications in Paul's greatest letter, Romans, students have the opportunity to cultivate a deep and personal relationship with Christ.
 - 10th grade – semester – New Testament books: Acts, Ephesians, and Philippians – Having cultivated a deeper personal relationship with Christ through their 9th grade study in Romans, the sophomore student is ready to see the significance of sharing this good news with the world through their study in Acts as well as the pastoral teaching in the New Testament letters. They have the foundation to care about how God wants them to live their lives and see the fulfillment of all His promises in Christ, and see what Christ has accomplished for them in the Gospels.
 - 11th grade – year – Foundational truth and Life Skills – Juniors are mature enough and able to bring it all together. Foundational truths are explored in a more profound way (deep study of the doctrines etc.), not only in how they impact us, but how we can impact the world, and make every choice in an informed, God-honoring way. Students learn how to defend and share their faith (apologetics and evangelism), and they also receive pastoral teaching in various aspects of everyday life.
 - 12th grade – year – Semester 1: Spiritual Formations; Semester 2: Worldviews – These two courses prepare students to understand their own peers, culture, and generation so that they are equipped to “go and make disciples of all nations.”
- The teachers have written out the curriculum in detail on our mapping software. There are unit descriptions, objectives, resources, strategies, assessments, and our Biblical standards for all levels of our Bible program.
 - Our Biblical standards were drafted at the end of the 2009-2010 school year and have been used throughout the 2010-2011 school year. They are part of our curriculum maps instead of state standards. The department is looking to expand the standards to include categories.

Currently, the categories that have been drafted are Christian Theology, Bible knowledge (Old and New Testament) and Christian Worldview and Apologetics. We are still in the launching phase of this process, but material being produced is phenomenal. These standards will help demonstrate the systematic approach to our Bible curriculum.

2011-2012

- Taking all the work done in the last year and a half, the Bible Department has put together a comprehensive scope and sequence for the department that shows clearly what is taught at each grade level, the reasoning behind what is taught, and major student objectives. The detailed objectives for each course can be found on Curricuplan Mapping website. The scope and sequence is attached in the appendix.
- The department has also produced “Bible Standards” which teachers select when writing their curriculum. It is our equivalent of the California State Standards.

2012-2013

- In the middle school, the course offerings for 6th-8th grade continue to be adjusted as needed. The switch from one semester of Bible in 7th grade to a full-year has been a success. When 7th graders only had one semester of Bible, forty percent of the students scored less than sixty percent on the knowledge assessment test at the end of the course. Now that students are required to take two semesters of Bible, only twenty-one percent of students score less than sixty percent on the knowledge assessment test at the end of the course.
- At the senior high level, a need was discerned to prepare senior students for immediate ministry. Consequently, a new course was offered for seniors this year, “Ministry Preparation”. Two new courses will be offered during the 2013-2014 school year, “World Missions” and “Local Ministry”.

ENGLISH

Action Plan #1 - The English Department develop scope and sequence with clear, and consistent writing standards to ensure growth in students' writing skills at all levels.

Committee Members: Department Lead, Brenda Rosé and all current teachers

2009-2010

- By the end of this year, each of the English teachers will have gathered and compiled the writing goals and benchmark skills that need to be imparted at each grade level. The department will be putting together a rough draft of the TKA writing standards, starting the framework over the summer and then continuing all during the next school year (2010-2011). Using the framework for a year will allow teachers to fine-tune the standards and publish a “Writing Guide” to all teachers in the fall of 2011 so that all teachers, across all curricula and levels, can know what quality of writing to expect at each grade level so they can confidently reinforce the writing standards.

2010-2011

- Apart from the Curriculum mapping, the department has taken deliberate steps to establish a writing program that is vertically integrated from 6-12, building on the writing taught from year to year. Teaching writing is difficult and abstract and each teacher has their own sense of the process. A lot of discussion has occurred to get a better sense of what each teacher does, and how they do it, and what is expected from students. The department has also discussed how all the teachers can all best inspire and challenge students in ways that build on what previous teachers have done and then prepare them for subsequent instruction. Through these discussions we found that we need to make some adjustments in what is taught at the middle school level in order to better prepare students for high school writing. The process will continue as we strive to make the necessary changes to build a cohesive writing program.

2012-2013

- The English Department faculty members and History Department faculty members met together to address Common Core State Standards and resulting shifts in the curricula. In addition, writing expectations in both departments were discussed between teachers at each grade level.
- The English Department leader solicited information from all departments to better assess the kinds of writing assignments students completed, what direct writing instruction is given by teachers for those writing assignments, and what standards are used to assess that written work. The data was compiled and presented to English faculty members to give them a better understanding of writing assignments, writing instruction, and writing assessment across departments.

Action Plan #2 - The Administration and English Department create and implement a professional development plan in order to continually update and expand content knowledge to enhance the quality of instruction.

2009-2010

- The English department lead encourages professional development of all the English teachers and provides as many opportunities as possible. Currently, individual teacher professional growth is a major recommendation and the administration is working on a system to rework the entire staff evaluation /professional growth requirement process. The English department will wait and see what the school requires as part of the new system and then address any additional professional growth needed to address issues within the English department.

Action Plan #3 - At the higher levels, students need to be trained how to closely read and comprehend the literature and not reduce it to moralistic tales. They also need to learn to truly hear what the text is saying, in its context, and to not immediately impose their own interpretations or meanings.

2009-2010

- Great progress has been made with this action plan. First of all, in this school year the school provided all English students with their copies of the literature. Students are learning to

annotate, which is helping students really read the text and not read into it. The department is working on providing a document to articulate this process to assist teachers new to the department. The department is also working on examples of essays and journals to illustrate how to detect when students fail to read closely and how to articulate, teach, and assess this skill as a department.

FOREIGN LANGUAGE

Action Plan #1 - The use of multi-media technology needs to be integrated into the curriculum in order to increase the listening and speaking components of the language being studied.

Committee Members: Department Lead, Marta Coulter and all current teachers

2009-2010

- The teachers in the department did self-assessment of their current curriculum in order to see what technology is provided by the publishers. Level one through three has technology available through the curriculum, and they are using it accordingly. Level four and five do not have technology provided through the current curriculum. The teachers provide/produce their own oral assessments. Research will be done to help the upper level teachers find technology that will assist them with the listening and speaking components of the language.

2012-2013

- Professional development this year focused on technology and foreign language instruction. Two faculty members in the Foreign Language department attended an all-day workshop focusing on technology integration in the foreign language classroom and presented highlights from the workshop at a subsequent department meeting. Another faculty member attended an all-day workshop on integrating technology specifically for French classes and shared highlights with the department as well.
- Listening and speaking are vital components of everyday activities in both French and Spanish classrooms at TKA. A communicative approach to teaching allows students ample opportunities at all levels to hear and speak the target language. Technology is used to assist in these activities in a myriad of ways; DVDs and CDs that accompany the curricula, on-line video and sound clips, digital speech recording software, student multi-media presentations and projects, and i-movies are just a few ways in which technology is being used to increase listening and speaking opportunities.
- The Foreign Language Department has partial access to a computer lab that includes software specific to learners in Spanish and French classes. In the future it is anticipated that this lab will become the learning lab the Foreign Language department.

Action Plan #2 - The Foreign Language Department improve the scope and sequence within the language curriculum to confirm students' academic preparedness and ensure alignment with the

Language Learning Continuum in the California Foreign Language Framework.

2009-2010

- At the beginning of this year, the department made a commitment to assess all aspects of the Language Learning Continuum (reading, writing, speaking, and listening). All teachers included all four components in her/his grading scale and assessments. Student expectations have been raised, especially in the areas of speaking and listening, and they are rising to the challenge.

2012-2013

- When Curriculum Maps were created by teachers for each course in the Foreign Language Department, the course content was aligned with the Language Learning Continuums for French and Spanish as outlined in the California Foreign Language Framework.

HISTORY

Action Plan #1 - The Administration and History Department establish means of formally developing and assessing the curriculum of the History Department to ensure proper scope and sequence in curriculum.

Committee Members: Department Lead, Rick Hardy and all current teachers

2009-2010

- The history department spent this year doing self-assessments of their teaching objectives in relation to the state standards. At different levels, missing standards were identified. In a collaborative fashion, teachers shared with each other ideas of how to address the missing components.
- Since currently there are no state standards for ninth grade World History, the sixth and seventh grade standards will be used to assess the ninth grade curriculum.
- This process of aligning the teaching objectives to the state standards will be simplified when our curriculum mapping software is available.

2011– 2012

- This was the year for the history department to evaluate its curriculum and recommend changes. The department evaluated textbooks at every grade level and the following decisions were made:
 - 6th grade was allowed to continue with the BJUSP text and continue to use “History Alive!” activities as supplements. They were asked to broaden their scope in Medieval Europe at the end of the year to compensate for its absence in the 7th grade curriculum.
 - 7th & 8th grade decided to remain with the “History Alive” curriculum. It was determined that the new 7th grade edition had raised the reading level from previous editions.
 - 9th & 10th grade remained with McDougal-Littel for World History
 - 11th grade US History (regular) switched from BJUSP to McDougal-Littel to raise the reading level and enhance the continuity of the High School history curriculum.
 - APUSH and APUSGOV retained the same curriculum as did the 12th Government &

Econ courses.

- AP Psych was introduced
- The curriculum mapping software continues to be updated for each course after each semester.
- Benchmark assessments were introduced to enhance accountability and consistency for all courses at each grade level.

2012-2013

- Curriculum maps continue to be updated at the end of each semester to allow for evaluation of scope and sequence.
- Benchmark assessments are continued each semester to enhance accountability and consistency for all courses at each grade level.
- The History Department proposed the addition of an Honors World History course at the 9th grade level in order to meet the needs of honors students who have this option in their other core classes. The proposal was turned down. The History Department plans to implement grade level appropriate changes in the 9th grade curriculum for next year and resubmit the Honors course proposal in the Fall of 2013.

MATH

Action Plan #1 - The Administration and Math faculty adopt standards for course content and provide a clear scope and sequence for each class so that students have a comprehensive mathematics program.

Committee Members: Department Lead, Rick Palm and all current teachers

2009-2010

- The Math department sub-committee completed a departmental scope and sequence of the current curriculum content. The content was analyzed against the California Math standards. Standards currently not being addressed could easily* be identified. The teachers are working on solutions to address missing standards.
- At the same time that missing standards are being addressed, the department is looking at other textbooks that might help in the process.
- Addressing all the missing standards is an overwhelming task, for there is too much data to process at once. The department has decided to address only those affecting Algebra 2 and Pre-Calculus as they are in greatest need of new textbooks.

2012-2013

- The math department is waiting to complete an evaluation of curricula across courses pending finalization of California's new standards (based on the Common Core) and the availability of textbooks that align to it.

Action Plan #2 - The Math Department integrate appropriate technology into the courses as funds become available.

2009-2010

- This year the Math department investigated what technology activities were found in the current textbooks. They also researched other technology items that could be purchased and were in-line with the educational goals and departmental scope and sequence of the department. Two items were identified, requested, and approved. The math department has received a "Ladybug" projector that the Algebra 1 teacher is evaluating. The department will also receive a Math Lab software for Statistics which will be implemented and evaluated next school year.

2012-2013

- The math department has made progress with document cameras and digital projectors, and continues to review department needs each November before the next year's budget is due.

SCIENCE

Action Plan #1 - The Science Department develop a vertical integration scheme to provide thorough coverage and ensure continuity of instruction in the sciences.

Committee Members: Department Lead, Jason Rosé and all current teachers

2009-2010

- The Science Department met and worked on new curriculum guides for the 2010-2011 school year. Overlap in the curriculum was found and addressed. Changes will be implemented in the new school year.
- The department, along with other departments, will do further analysis of the curriculum and its alignment to the state standards once the curriculum mapping software is in place. The software will facilitate the analysis of different aspects of the curriculum.

2012-2013

- In the previous school year, the Science Department faculty met as a whole and then by discipline (life science and physical science) to review what is covered in the curricula and when it is covered. Changes were made in 8th grade health to reduce overlap of content with 7th grade life science. The content in 8th grade health has been expanded to replace the material that was removed. Student feedback has been positive. Because the overlap between chemistry and physics is minimal, no major modifications to the curricula have been made in physical science courses. The scope of content covered in chemistry has been adjusted in the regular chemistry courses to eliminate some content not required by state standards. Curriculum maps were updated at the end of the school year to reflect these changes.
- Teachers have observed that students who have taken 8th grade science are integrating more smoothly into lab science in high school.
- Benchmark assessments from the previous school year were analyzed and warranted modifications were made to teaching practices. Benchmarks assessments from the previous year were compared to this year's benchmark assessments. Indications are that overall

student performance has improved this year based on first-semester results.