

Name School/Program: _____

City/State: _____

NC = Noncompliance

The trait or quality in the indicator does not exist or is not in practice.

PC = Partial Compliance

The trait or quality is observed but not consistently. Policies may be in writing but not followed or practiced. Training is inconsistent. This area needs some improvement to be at the desired level.

C = Compliance

The trait or quality is consistently in practice by the school. Written policies are regularly reviewed. Practices comply with the indicator in quality. Training for ongoing development is evident. A systematic review process has been developed.

EC = Exceeds Compliance

Trait or quality is consistent across levels and faculty. Staff go above and beyond requirements. Results are documented, evaluated, and used for school improvement. Related policies are regularly reviewed, carefully implemented, and updated as needed. Training for development is ongoing.

NOTE: All indicators in **boldface** are considered Critical Indicators. Indicators in Standards 2, 3, 4, & 6 which are marked with an asterisk (*) **must** be met at the “compliance” level or higher for a team visit to occur. Indicators in **RED** type are for early education programs (EE–12 or standalone EE programs.)

Standard One

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

NC	PC	C	EC	Indicators
				1.1 The statement of faith and the philosophy, mission, vision, core values, and schoolwide expected student outcome statements of the school are established and are reviewed regularly and systematically in a collaborative manner. (C)
				1.2 The school communicates its philosophy, mission, vision, core values, and schoolwide expected student outcomes statements to its constituents and community. (C)
				1.3 The foundational documents are consistently applied as integrative, coordinating, and examining devices throughout all aspects of the programs, operations, and curriculum. (C)
				1.4 The executive leadership, faculty, and staff continually support the advancement of the philosophy, mission, and vision of the school. (C)
				1.5 From a distinctively Christian perspective, all staff demonstrate a commitment to the development of the whole child—spiritually, intellectually, physically, emotionally, and socially (Luke 2:52). (C)

Explanation of why partial or noncompliance is checked:

Standard Two

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

NC	PC	C	EC	Indicators
				2.1 A governing body has been established, and its primary responsibilities include: developing general school governance policy; hiring the head of school; providing direction and strategic planning; ensuring the financial stability, effectiveness, and consistency between all campuses of the institution; defining the role of the governing body; defining the role of the head of school; and conducting systematic board self-evaluation. (C)
				2.2 The governance and executive leadership team of the school reflects a clear Christ-centered governance and executive leadership model. A policy is in place that requires a testimony and evidence of faith in Jesus Christ from all board members and executive leadership. (C)
				2.3 The governing body supports the head of school's prerogatives and responsibilities, and it provides for an appropriate annual evaluation of the head of school. (C)
				2.4 Constituents and stakeholders are provided appropriate input by leadership in the decision-making process, a practice that promotes a culture of participation, responsibility, transparency, and ownership. (C)
				2.5 Established written policies and procedures promote effective operations in admissions, governance, finance, and other operational aspects. Appropriate legal documents and clearly articulated articles of incorporation, governing body policies, and bylaws are established and are available for review. (C)
				2.6 Established written policies are in place to see that the educational and developmental needs of each admitted student are being met on the basis of biblical principles, professional ethics, and high standards. Staff members are sensitive to the culture, gender, language, and special needs of students and their families. (C)
				2.7 Financial resources are available to fulfill the mission and programs of the school, and financial operations and decisions are conducted with integrity and in accordance with biblical principles. Income received from tuition is appropriately used for education-related expenses within the school. (C)
				2.8 The budget is constructed carefully—using input from program heads—and is managed properly in accordance with the stated goals of the school. The budget reflects an accurate assessment for educating a student, including instructional supplies and informational technology. Stated student outcomes are appropriately financed. (C)
				2.9 A review of the school's finances is conducted by an external CPA who has no vested interest in the school at the time of initial accreditation and renewal. The annual statement of financial practices is submitted with the annual accreditation report. (See <i>Options for Meeting Indicator 2.9</i> for details.) (C)
				2.9a Stand-alone preschool programs, with an annual budget of \$250,000 or less, may choose to have an annual examination of their finances in lieu of a financial statement review. The examination must be completed by a qualified accountant who is independent of the program and its sponsoring church, school, or board. (EE)
				2.10 Just compensation packages are documented for all employees and are commensurate with the training and services rendered. (C)
				2.11* The school ensures compliance with applicable local, state, and federal laws, and it is in good standing with all regulatory agencies. (C)

Explanation of why noncompliance is checked:

Standard Three

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

NC	PC	C	EC	Indicators
				3.1 Enrollment must be sufficient to establish the viability of the school and all divisions it offers (i.e., EE, primary, elementary, secondary). (C)
				3.2 The school conducts regular demographic assessments of its constituents in light of the stated mission: (1) educational levels, (2) ethnic diversity, (3) faith backgrounds, (4) family income and vocation. (C)
				3.3 The length of the school day and year, as well as the number of instructional hours and days, complies with state or provincial laws, if applicable. (E/S)
				3.4 Regular, established, and effective two-way communication occurs between the school and its constituents. (C)
				3.4a Conferences with each child's parents/guardians are offered at least twice per year and at other times as needed to discuss the child's growth and developmental progress. (EE)
				3.5 The school has established biblical principles for resolving differences between the school and its constituents. These policies are written, reviewed, and communicated for effective implementation. (C)
				3.6 The school systematically seeks input/feedback from current and past students and other constituents in order to adjust its instructional and operational practices. Survey data is regularly gathered and analyzed for feedback regarding program satisfaction. (C)
				3.7* The nondiscrimination statement is published and evident in the actions, relationships, and programs of the school. (C)
				3.8 High school guidance services provide academic course selection along with college and career planning. (E/S)
				3.9 The school has a process to identify the unique learning needs of individual students and support is provided in order for them to meet the expected student outcomes. (C)
				3.10 The school communicates effectively with families regarding all guidance services provided by the school. (C)
				3.11 Confidential records of students are complete, organized, current, accessible only to appropriate personnel, compliant with applicable legal requirements, and kept in a safe location. (C)
				3.12 Student activities are consistent with the mission of the school, are a balanced variety, and are reflective of the needs of all students. (E/S)
				3.13 The director ensures that daily transitions and regrouping of children are minimized through organization, written policies, and staffing. (EE)
				3.14 Each group of children has one primary teacher/caregiver to help ensure that the individual child is cared for and nurtured. (EE)
				3.15 Staff members intentionally prepare and maintain an emotionally healthy environment (outlined in the EE Evidence Guide for REACH Indicators). (EE)
				3.16 The program has a written plan to address children who exhibit varying needs. Needs may include developmental delays, special needs, or English language learners (outlined in EE Evidence Guide for REACH Indicators). (EE)
				3.17 Families are provided with materials and resources to assist with health and educational needs of their child and are invited to participate in classroom activities.. (EE)

Explanation of why noncompliance is checked:

Standard Four

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

NC	PC	C	EC	Indicators
				4.1 Each staff member has a clear testimony of faith in Christ, has signed the school's statement of faith, and endorses the school's code of ethics/lifestyle statement. (C)
				4.2 The executive leadership of the school ensures that staff members know and understand the ethical considerations of their respective positions. (C)
				4.3 School personnel, including volunteers, must clearly indicate their commitment to the mission and philosophy of the school and biblically based relationships therein. (C)
				4.4 The K–12 head of school and all K–12 principals hold an ACSI administrative certificate. (E/S)
				4.4a <i>EE Director: The director of the early education program has professional training as evidenced by having obtained, at minimum, a bachelor's degree in early childhood education/child development or related field from an accredited institution, or a bachelor's degree in a nonrelated field and a CDA, or a bachelor's degree in a nonrelated field and nine credit hours of college course work in early childhood education/child development or related field.</i> <i>The director also has a working understanding of business practices as evidenced by nine credit hours of college course work in administration/business (or its equivalent). The course work includes training in leadership development and supervision of adults. Refer to the EE Equivalency Chart: Director. (EE)</i>
				4.5 All K–12 teachers hold, at minimum, a bachelor's degree from an accredited college/university or an institution recognized by ACSI. (E/S)
				4.5a <i>EE Teachers: Early education teachers have obtained, at minimum, an associate's degree in early childhood education/child development or related field from an accredited institution or an AA degree out of field with either six credit hours of early childhood/child development in college coursework or a CDA credential. Refer to the EE Equivalency Chart: Teacher. (EE)</i>
				4.5b <i>EE Teacher Assistants: Early education teacher assistants have obtained, at minimum, a state/nationally recognized competency credential. Refer to the EE Equivalency Chart: Teacher Assistants. (EE)</i>
				4.6 A minimum of 80 percent of K–12 faculty, which includes professional positions such as guidance counselors, athletic directors, library/ media specialists, etc., based on full-time equivalents (FTEs), hold current ACSI certification. (E/S)
				4.7 Professional development for K–12 faculty, guidance personnel, informational resources staff, and other appropriate staff is ongoing and integral to the school and aligned with specific goals and instructional programs, and it includes training in the Christian school philosophy of education. (C)
				4.7a <i>All EE staff who are responsible for the care and education of the children in the program participate annually in a minimum of 12 documented clock hours (or meet the state-mandated clock hours) of continuing education or professional development relating to topics specific to early education. Refer to the EE Yearly Professional Development Report. (EE)</i>
				4.7b <i>A minimum of four clock hours of biblical studies (a formal group or individual Bible study) is accepted with documentation of completion. (EE)</i>
				4.7c <i>Eighty percent of all early education teachers and teacher assistants complete ACSI's Principles and Practices of Christian Early Education course. (EE)</i>
				4.8 Policies and procedures that reflect ethical employment practices regarding faculty/staff and separation from service are implemented and regularly reviewed. (C)
				4.9 Executive leadership supports the implementation of effective instructional practices of faculty/staff through annual observation, evaluation, and goal setting to more effectively achieve desired student outcomes. (C)
				4.9a <i>The director ensures that a formal evaluation of new employees takes place no later than six months into the orientation period. (EE)</i>
				4.10 The number and professional preparation of instructional and support staff is sufficient for the scope of the school. (C)
				4.11* All personnel, including volunteers and substitute teachers, have the appropriate screening and background checks on file, and they are supervised by qualified staff. Orientation for new staff members is thorough and is conducted before any new staff have contact with the students. (See the EE Annual Staff Training Guidelines.) (C)

NC	PC	C	EC	Indicators
				4.12 Teachers and administrators work collaboratively with each other to positively affect school culture, encourage student learning, and promote organizational effectiveness. (C)
				4.13 The program policy provides a schedule for staff that includes appropriate planning time and breaks in the work schedule. (EE)

Explanation of why noncompliance is checked:

Standard Five

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

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

NC	PC	C	EC	Indicators
				5.1 The curriculum documents developed by the school provide a well-documented biblical basis for instruction of students in each course consistent with the goal of developing a biblical worldview in students. (C)
				5.2 The curriculum plans/maps drive the instructional program. The plans/maps are current and include the following components: (1) schoolwide expected student outcomes, (2) scope and sequence of instruction for each subject area at each grade level, (3) biblical integration concepts, (4) school-selected standards, and (5) assessments. The plans include course goals and objectives; resources, as well as the time allotted for each unit. The plans/maps are accessible to all faculty and inform instruction that clearly values the development of the whole child - spiritually, intellectually, physically, emotionally, and socially. (E/S)
				5.2a The program has developed a curriculum guide/plan that flows out of the philosophy and foundational statements and that is based on current early education research and principles. The curriculum plan includes the following components: (1) an educational philosophy of teaching and how children learn based on early education research, (2) schoolwide expected student outcomes, (3) mapping of instruction for each age group, (4) incorporating overall goals and objectives aligned with state/national standards for each domain: spiritual, social, emotional, physical, and cognitive, (5) developmentally appropriate instructional methods, (6) instructional resources, and (7) evaluation and assessment strategies (outlined in the <i>EE Evidence Guide for REACH Indicators</i>). (EE)
				5.3 Bible content and instruction are required in the core curriculum. (E/S)
				5.4 The school systematically evaluates its instructional strategies, learning activities, and instructional technology, ensuring they are research based and reflect sound educational practice. (C)
				5.5 Instructional strategies and equitable learning activities focus on active student engagement, the achievement of essential knowledge and skills, biblical wisdom and understanding, and higher-order thinking skills. (E/S)
				5.5a Appropriate instructional strategies include the following developmental domains: spiritual, social, emotional, physical, and cognitive to include Bible, language, math, science/discovery (outlined in the <i>EE Evidence Guide for REACH Indicators</i>). (EE)
				5.5b Teachers incorporate appropriate instructional strategies and learning activities in the lesson plans that reflect the goals of the program and connect with the overall expected child outcomes (outlined in the <i>EE Evidence Guide for REACH Indicators</i>). (EE)
				5.5c The daily schedule provides for stability, security, and flexibility to meet the group's needs, capitalizing on the children's interest and attention span. The classroom schedule includes a balance of activities that are age appropriate in length (outlined in the <i>EE Evidence Guide for REACH Indicators</i>). (EE)
				5.6 There is a systematic process in place for the assessment of student learning and development that includes multiple assessment measures over time to accomplish the expected student outcomes. (C)
				5.6a Developmentally appropriate child assessments such as portfolios, work samples, and observation data are collected at least twice per year and shared with parents. (EE)
				5.7 The school analyzes student performance data including 1) implications of schoolwide trends seen from year to year; 2) monitoring the progress of individual students; 3) disaggregation of data by gender, ethnicity, and other factors important to the school; and 4) comparison to outside groups. Teachers are trained in data assessment and analysis for program improvement. (C)
				5.8 The school uses the analysis of data in making educationally sound decisions regarding students, instructional strategies, and programs to better attain expected student outcomes. (E/S)
				5.9 The school has implemented procedures for regular communication of student achievement to all stakeholders. This communication includes the following: (1) major tests used, (2) schoolwide trends in achievement, (3) accomplishment of schoolwide expected student outcomes, and (4) annual progress of individual students. (C)
				5.10 Instructional and informational resources which support teaching and learning are appropriate in number, culturally representative of the students, and include the Christian distinctives of the school. (C)
				5.10a Developmentally appropriate materials and equipment are provided in each classroom including child-sized tables and chairs and adequate furniture in good repair and provided in each classroom to meet the needs of the children. (EE)

NC	PC	C	EC	Indicators
				5.11 Faculty members, students, and other relevant constituents provide input into the selection of instructional and information resources that support the attainment of schoolwide expected student outcomes. (C)
				5.12 Informational resources are readily accessible to students, staff, and faculty. Use of information resources is supported by trained staff. (C)
				5.12a Passive media (television, DVDs, CDs), when used, meet the following requirements: (1) are appropriate to the age and the attention span, (2) enhance the effectiveness and values of the program, (3) are previewed by the staff for overall content and age appropriateness, (4) serve as an occasional supplement to daily activities rather than a significant part, and (5) include appropriate teacher involvement in introducing and following up the viewing with questions and activities that elicit children's active involvement. (EE)
				5.12b If the program includes screen time for children, program guidelines have been developed for classroom use to ensure children's active involvement. Guidelines address strategies to ensure interactive involvement and consider the needs of the young learner. (EE)
				5.13 Instructional technology competencies are incorporated into the teaching and learning process to improve the achievement of expected student outcomes. Well-integrated technology promotes creativity, collaboration, innovation, research skills, problem-solving, and digital citizenship. (C)
				5.14 The school has a written classroom management philosophy and policies that are developmentally appropriate and biblically based, and they are implemented effectively and communicated to the school community. (E/S)
				5.14a Child guidance policies and procedures are in place and published for parents and staff. The policies and procedures support staff in maintaining effective orderly classrooms (outlined in the <i>EE Evidence Guide for REACH Indicators</i>). (EE)
				5.15 Written policies and procedures are in place to allocate and protect instructional time and learning opportunities and support student learning and graduation requirements. The number of students per classroom is monitored for effective learning and student-teacher relationships. (C)
				5.16 The school instructs teachers and students in the ethical and moral use and evaluation of source materials, including verification, attribution and credit, appropriate referencing, and media literacy. (E/S)
				5.17 The school has, and regularly evaluates, a technology plan that includes the acquisition, inventory, and maintenance of software and hardware as well as acceptable use policies. (C)

Explanation of why noncompliance is checked:

Standard Six

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

NC	PC	C	EC	Indicators
				6.1* A comprehensive written security and crisis management plan has been developed, regularly reviewed, and implemented, and it is supported by appropriate training for all staff and students. (C)
				6.2 The school communicates with legal authorities (i.e., the fire department, police department, and other applicable agencies), parents, media, and community members when a crisis or a major incident occurs. (C)
				6.3 The school complies with applicable local, state, and federal laws regarding safety and health issues. (C)
				6.3a The program does not offer foods that present a risk of choking to children. Food is cut into small pieces no larger than a one-fourth-inch square for infants and a one-half-inch square for toddlers. A written policy is communicated to all staff and parents. (EE)
				6.4 Students are in compliance with the requirements of civil authorities regarding immunizations, physical examinations, and communicable diseases. Records of health services rendered to students (including accidents and injuries) are appropriately noted and filed. (C)
				6.5 Written policies and procedures for all areas of health and safety services have been developed, reviewed, and implemented. (C)
				6.5a The program has specific written policies that guide the consistent implementation of a wellness and illness management plan as well as staff training in their responsibilities (outlined in the <i>EE Evidence Guide for REACH Indicators</i>). (EE)
				6.5b The program has an established plan for sanitizing toys and equipment regularly. Toys that have been contaminated by saliva or other body secretions are washed and sanitized before they are used by another child. (EE)
				6.6 Biblically-based plans and procedures are developed that educate the school community regarding harassment, intimidation, and bullying. (C)
				6.7* The school provides training for staff and complies with its legal reporting responsibilities in cases of alleged child abuse, neglect, or other areas in which reporting is mandated. (C)
				6.8 The school complies with local, state, and federal regulations regarding preparation, delivery, handling, and storage of food. (C)
				6.9 The school provides a suitable and hygienic eating space for the staff and students. (C)
				6.10 Nutritional standards for meals and snacks have been established. (C)
				6.10a The nutritional needs of children are met and supported by the staff and facilities (outlined in the <i>EE Evidence Guide for REACH Indicators</i>). (EE)
				6.11* Required local, state, provincial, and federal legal standards for fire protection, sanitation, and transportation are met. (C)
				6.12 The school maintains the site, facilities, services, and equipment to provide an environment that is safe, secure, and orderly. (C)
				6.13 The facilities are secure and suitable for the size of the school; the school environment is monitored and well maintained to ensure it is conducive to the instruction and development of the whole child. (C)
				6.13a The program provides an ongoing maintenance plan that ensures the health and safety of the children (outlined in the <i>EE Evidence Guide for REACH Indicators</i>). (EE)
				6.13b Sinks and toilets are readily accessible to children. (EE)
				6.14 The recreation area/playground, common areas, and athletic areas are safe, age appropriate, and they are large enough for the number of students. (E/S)
				6.14a The early education playground supports the developmental growth of children within a context of safety (outlined in the <i>EE Evidence Guide for REACH Indicators</i>). (EE)
				6.15 A written facilities plan is in place to address future programs; enrollment changes; staff, facility, and technical needs; as well as future capital improvements. (C)

NC	PC	C	EC	Indicators
				6.16 Vehicles and drivers used to transport students for all school activities follow the school's policies as well as government and insurance regulations. (C)
				6.17 Adequate liability, vehicle, and property insurance are in place. (C)
				6.18 Written policies and procedures are in place for routine safety inspections, service, and repair of school-owned vehicles and for reporting vehicle accidents—including communication with all constituents. (C)
				6.19 Infants and Toddlers: Appropriate health, safety, and supervision practices ensure the specific needs of infants and toddlers are met (outlined in the <i>EE Evidence Guide for REACH Indicators</i>). (EE)

Explanation of why noncompliance is checked:

Standard Seven

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

NC	PC	C	EC	Indicators
				7.1 Schoolwide expected student outcomes include character development, acquisition of Christian values, and spiritual formation. (C)
				7.2 Christlike respect, compassion, and caring for self and all others is taught and demonstrated by school personnel. (C)
				7.3 Mentoring and discipleship experiences focus on spiritual formation, character development, and the instilling of Christian values. (E/S)
				7.4 Constituent interactions reflect the attitude of Christ. Communication between constituents demonstrates sensitivity and responsiveness to the individual needs, interests, and temperaments of the students. (C)
				7.5 All aspects of the school and its instructional program reflect developmentally appropriate application of a biblical worldview and Christlike character and values. (C)
				7.6 Age-appropriate opportunities for service and missions, including compassionate outreach to the poor, needy, or vulnerable, are provided as a means of spiritual growth and formation. (C)
				7.7 Active participation in a local Christian church community is required of the faculty and emphasized within the school's philosophy and goals. (C)
				7.8 Assessment of the spiritual development of students is intentionally included in the ongoing evaluation of the school's effectiveness in formally measuring its schoolwide expected student outcomes. (E/S)

Explanation of why noncompliance is checked:

Standard Eight

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

NC	PC	C	EC	Indicators
				8.1 The ongoing planning process is collaborative, and it includes opportunities for input from all stakeholders. (C)
				8.2 The CSIP reflects the attainment of schoolwide academic and non-academic expected student outcomes and school effectiveness. (C)
				8.3 The planning process is organizationally comprehensive and establishes priorities for short- and long-range development. (C)
				8.4 The school improvement plan is developed by utilizing a variety of organizational, achievement, and survey data and input from stakeholders. The plan is viewed as a strategy for strengthening mission effectiveness and vision accomplishment. (C)
				8.5 Each action item in the improvement plan addresses the fiscal, personnel, resources, and time implications for implementation. (C)
				8.6 The school evaluates and documents the effectiveness and impact of its improvement plan and regularly communicates the results to all stakeholders. (C)

Explanation of why noncompliance is checked: