



# Cresset Christian Academy

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## Stakeholder Engagement

- Stakeholders are our students, families, friends, staff and those that contract with the school.
  - Includes: a) students; b) staff; c) School Board; d) Church; and, e) Families that make up the broader Cresset Christian Academy community
- Enhancement of stakeholder engagement (SE) involves:
  - Deepening of our relationships and commitment to Cresset and all it represents.
  - Understanding that consistent evaluation is important to improvement
  - Evaluating what we are doing and identifying ways to improve.
  - Recognizing that expectations may vary from one stakeholder group to the next
- Themes
  - Students
    - Increases in opportunities to self-advocacy.
    - Missions-minded trips (in discussion)
    - Student generated ideas for philanthropy and service (e.g. Christmas Closet)
    - Shared space activities called Flex days. The flex schedule concept is an effort to look at the daily schedule and adjust what we normally do to accommodate group bonding through enriching academic, interpersonal practices. These “Flex Days” would occur at least once a quarter and are in discussion now.
  - Staff
    - Professional development that highlights pedagogical practices (classroom skillsets)
      - Budget Priority
      - Calendar Planning,
      - Personal development plans (PDP).
    - Interpersonal growth
      - Book studies,
      - CEU’s that include technology
    - Data analysis and implementation
    - Key hires
      - Teaching and support staff - Foreign Language, student services, College and Career Placement, guidance, and learning services.
  - Parents (local community)

- Communication
- Website development (Parent-classroom interaction)
- New app and website. The new app and website are being managed to better share the Cresset story and daily occurrences.
- Alumni
  - Senior Time Capsule
  - Homecoming weekend
  - Archiving contemporary history
- Volunteers
  - Key events (e.g. Community Fall Festival)
  - School Athletics and the arts. For our neighbors in the surrounding community, we are discussing ways to engage them through acts of service and outreach. This includes developing strategic alliances and inviting our community on to campus. While some strategies have been enacted, we are constantly thinking and know that the work is constant.
- Steps
  - Surveys to collect information
  - Review of current practices and policies
  - Plan new events and school practice

## Curriculum and Technology Enhancement

- Curriculum and Technology Enhancement (CTE)
  - Focus on
    - Academic thinking and skills development
    - College preparatory school
      - Educate the mind
      - Nurture Christ-like character,
      - Knowledge and skills for a 21<sup>st</sup> century context.
    - Technology and digital media practice
      - Roles, limitations, and pitfalls
      - Plan for 1:1 technology use. Adequate training of staff will center around the purchase of devices for each MS/HS students; a 2-3-year plan is being developed
    - Biblical
- Curriculum Practices
  - Observe and evaluate four areas
    - Planning
    - Management
    - Instructional environment/rapport
    - Professionalism
  - Strategies in Process
    - New course offerings
    - Dual enrollment
    - Maker space - allow students to design and fabricate items borne from their curiosity or related to classroom activity.
    - Professional development focused on concepts-based instruction
  - Strategies under evaluation
    - Categorical improvement plans in Fine Arts, Academics, Apologetics and Athletics.
    - Identification of goal-specific steps to enhance communication, competitiveness and organization.
    - Technology plan and program.
    - Data analysis and implementation for schoolwide improvement of instructional practice
      - Identification of strengths and weaknesses
      - Delineate between good practices and areas for improvement and training.
      - Steps taken include:
        - Discussion about content articulation from lower school to middle school and middle school to high school
        - The development of learning committees and communities
        - The identification of classroom leaders that can be exemplars for the larger community.
    - Development of measurable, expected student outcomes

- Development of mentoring, coaching and collaboration community among teaching and support staff
- Assessment of school performance as aligned with Accreditation Standards.
- Exemplars and Role Models
  - Identify schools and institutions that do certain things well and ask for opportunities to learn from them.
  - Cultivate relationships with other schools

## Kingdom Education

- Kingdom Education is a system of practices imbued with purpose, set by standards, undergirded by a worldview and assessed using established expectations.
  - True learning does not occur outside the presence of a tension between Biblical revelation and academic rigor.
  - The individual learns what it means to love God with all of the heart, soul and mind because they are taught and exposed through the school culture and its practices.
  - Academic focus:
    - Growth of the student mind through the investigation of different disciplines.
    - College preparatory practices
    - College and career counseling
  - Biblical focus
    - Learning encompasses interaction between the individual, the world in which knowledge exists and what Scripture reveals about these interactions.
    - Develop a Biblical Worldview
    - Development of abiding faith
- Expected student outcomes (ESO)
  - Goal-oriented and measurable objectives that indicate strengths, weaknesses, and opportunities of both students and school.
  - Beginning process of clarifying and refining
  - Defining core values.
    - Conceptual frameworks that act as “umbrellas” for specific objectives
    - They include:
      - Christlike character
      - Interpersonal growth
      - Academic rigor
      - Worldview development.
  - Defining subcategories
    - Academic rigor
      - Implementation of a formal review process for teachers with four distinct categories:
        - a) Instructional planning and practice; b) classroom management; c) classroom environment; and d) professionalism.
      - Identify strengths and areas for growth
        - Classroom environment
        - Classroom management
        - Instructional practice
        - Professionalism
        - Curriculum evaluations

- Student comportment
    - learning services and opportunities (academic rigor),
  - Christlike character
    - Evangelism and discipleship of students
  - Interpersonal growth
    - Leadership opportunities
  - Worldview development
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- Ongoing developments
  - Teacher follow-up meetings
  - Professional development days
  - Increase in length of instructional periods
  - Staff focus on ideals
  - Integration of new curriculum
  - Training and identifying individuals to aid guidance and general needs for college placement
  - Dual enrollment with Durham Tech
  - New career exploration assessments and tools
    - A.S.V.A.B.
    - Beta-testing for College Career service assessments
  - Learning services
    - Hallie Bouchard and Vickie Stelling
    - Expanded or new staff
      - Mrs. Gil Lee - math courses
      - Dr. Cho - computer programming
      - Mrs. Diggs - Science enrichment
      - Dr. Bollinger, Mrs. Smith, Mr. Reyner and Mr. Going – Bible courses
    - New courses
      - Under evaluation
        - Japanese, Greek, and Chinese
        - Math (Discrete Math and Advanced Functions and Modeling),
        - Fine Arts (Fabrication).
    - Strategies
      - Chapel Program evaluation
      - Missions-based trips
      - Student culture that encourages initiative and leadership (e.g. Christmas Closet).
      - Apologetics
      - Arts
        - Creative writing
        - Original screenplay development
      - Athletics
        - New varsity sport options
        - Sports camps in the Summer).

- Celebrations
  - Apologetic, academic and athletic practices
  - Individual and team accomplishments