

Lake Region Conference

Education Department



Comprehensive

Strategic

Plan

Journey to Excellence

**LAKE REGION CONFERENCE OF SEVENTH-DAY ADVENTISTS
DEPARTMENT OF EDUCATION**

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RATIONALE

Opening Statement

The primary objective of Seventh-day Adventist Education in Lake Region Conference is to lead students into a saving relationship with Christ, and to equip them with the skills to be lifelong servants of God.

“True education is more than the pursual of a certain course of study. It means more than the preparation for the life that now is. It has to do with the whole period of existence possible to man. It is the harmonious development of the physical, mental, and spiritual powers. It prepares the student for the joys of service in this world, and for the higher joy of wider service in the world to come.” Education p. 18:

Therefore, our schools exist for the sole purpose of being Christ-centered, excellence focused, and service directed.

Rationale for a Comprehensive Strategic Plan

“Planning is an organization’s way of projecting intentions – a way of pursuing and realizing desired goals and objectives. Strategic plan is developing a blueprint for the future through strategic thinking, strategic decisions, and strategic actions.” *RESA – The Excellence Edge*

The architect of the Education Comprehensive Strategic Plan, the LRC Education Advisory Task Force, worked to develop a plan that would chart the direction for education in the Lake Region Conference. This work, to be endorsed by the K-12 Board, Conference Leadership, School Boards, and other stakeholders, will ensure the realization of the mission, goals and outcomes for our conference educational program.

A strategic plan provides the overall statement of vision, mission and purpose. The Logic Model employed in the Evaluation Instrument of the Comprehensive Strategic Plan provides a pictorial representation of the specific measurable, achievable, relevant and time-limited steps to operationalize the accomplishment of the strategic plan. A useful analogy is the use of goals and objectives. A goal (strategic plan) is an overall general statement of purpose. An objective (logic model) provides the steps to achieve the goal. The descriptors of the Evaluation Instrument are presented as follows:

Inputs	Resources to implement the program
Activities	Services & interventions utilized in the program
Outputs	Immediate steps/activities necessary to achieve the outcome
Outcome Indicators	Direct products of the program activities measured as volume of work accomplished
Long-term Outcomes	Ultimate benefits or change to the client system after completion of the program

LRC SCHOOLS PROFILE

Lake Region Conference of Seventh-day Adventists Department of Education governs eight schools in four states. It is part of a system of education of the world church of Seventh-day Day Adventists, and functions under the auspices of the North American Division Department of Education located in Silver Spring, Maryland.

Currently its 325 students in kindergarten through grade twelve, including seven elementary and one academy, are located primarily in the major cities of Chicago, Detroit, Flint, Gary, Indianapolis, Milwaukee, and their metropolis, with one school in rural Cassopolis, Michigan.

Organized in 1945, **Calvin Center School** was the first SDA school in Cassopolis, Michigan. Calvin Center School serves 10 African American students, with an average class size of 5 students. The attendance rate at Calvin Center School is 98%. Calvin Center SDA Church is the only constituent church.

Capitol City Seventh-day Adventist School was the second Christian school built in the city of Indianapolis, Indiana. For Fiscal Year (FY) 2007-2008, the demographics averages are as follows: 99% of the students are African-American, 1% Hispanic, and 0% White. The average class size is 7 students, and it boasts a 98% attendance rate. The supporting constituent churches are Capitol City, Emmanuel, Haughville and Tabernacle of Hope.

The **Chicago SDA School**, formerly known as Shiloh Academy was started in the year 1913 in Chicago, Illinois. The urban setting lends itself to a diverse, multicultural population. A Christ-centered, comprehensive, multilevel, cross-curricular integrated program is offered for preschool through 8th grade students. With a current enrollment of 53 students, Chicago SDA has a 95% attendance rate. The average teacher-student ratio of 1:15 allows for closer teacher oversight, thus facilitating students' confidence and increased ability to face future academic and spiritual challenges. Constituent partners united in their commitment to Christian education at Chicago SDA School are Shiloh SDA Church and Hyde Park SDA Church with the support of New Life and Evanston churches.

Fairhaven SDA School was started in 1931, making it the oldest Christian School in the City of Flint, Michigan. The school continued on, in spite of several name changes. Enrollment ranged from about 52 students to about 11 students. Current demographic enrollment at Fairhaven is 100% African American. The average multi-grade population over a four -year period is 12, with a 72% attendance rate. Flint SDA Church is currently the primary constituent church with a membership of over 300 affluent African-Americans. Over the past years, Flint has been deeply affected by the decline of the US Auto industry.

The **Mizpah Seventh-day Adventist school** was opened in 1942 in the city of Gary, Indiana. A predominantly African American school presently, the school's current enrollment is 27, with an average class size of 11 students. Thirty-two percent of the students at Mizpah SDA School are from the Mizpah SDA Church, and 36% of the school age children in Mizpah Church attend Mizpah School. Eighty-two percent of the students in the school are from Adventist homes, with 50% of students from sister churches within the Lake Region Conference, and 1% from a sister church in another conference. Supporting churches are Brunswick Heights, Gary, and Bethel East Chicago in Indiana.

The realization of **Peterson-Warren Academy** was a dream of Elder Rothacker Smith, Sr., the pastor of the Sharon SDA Church in Inkster, Michigan. Together with Elder J.P. Winaton, the pastor of City Temple Church with whom he shared his dream, they prayed earnestly for the churches to come together and build the school for the Metropolitan Detroit children to have a senior academy to attend. Named after Elders F.L. Peterson and C.F. Warren, Peterson-Warren is located fifteen miles Southwest of Detroit, in Inkster. The property consists of seven acres of land and a physical plant.

The Peterson building first opened its doors as a day academy in 1964 as a consolidation of two already established but separate church schools--the Berean school of Detroit, and the Sharon junior academy of Inkster which were operated independently by City Temple and the Sharon churches. Today, the average class size is 9. Peterson-Warren Academy is a K-12 Day School operated by the motor city area Seventh-day Adventist churches of the Lake Region Conference in the motor city area, and serves a predominantly African American population.

Sharon Junior Academy opened its doors with 8 students in 1963 in the basement of a church. Currently Sharon averages approximately 65 students. In the 2007-2008 school year, 98% of the students are African American and 2% are Hispanic. The average class size is 13 students. Sharon Junior Academy has a 93% attendance rate. The supporting constituent churches are Hosanna Seventh-day Adventist Church and Sharon Seventh-day Adventist Church of Milwaukee, WI.

The **South Suburban SDA School** is located in Park Forest, Illinois. The school has approximately 59 students enrolled. The FY07 demographics show that 99.9% of students are African American and 0.1% are Hispanic. The average class size is 12 students and the average attendance is 90%. The supporting churches include All Nations Fellowship, Altgeld Gardens, Chicago Heights-Emmanuel, Independence, Shalem and Straford.

Interdependent Entities

The entities having the critical responsibilities for fulfilling the mission of Adventist Education in the Lake Region Conference make up the **Team Members** (LRC Executive Committee, LRC Administration, Superintendent of Education, school administrators, local Boards, teaching and support staff), the **Students**, the **Parents**, and the **Church Constituent Community**. The success of this evangelistic work of Adventist Education is dependent on the ability of all members of this team to work prayerfully and collaboratively in this *Journey to Excellence*.

The LRC Executive Committee and Administration provide the basis of conference support, vision, and directive for Adventist Education as the evangelistic arm of its mission. The superintendent of education, school administrators, school board teaching and support staff work to fulfill the vision and carry out the mission of Adventist Education to *Go and Teach*, ensuring that all students are excelling in their journey towards excellence daily. Schools in the Lake Region Conference aim to offer students a “value-added” spiritually based education. The parents support and engage in the efforts of teachers and schools on behalf of their children. Through this coordinated endeavor, church constituent communities provide the environment where this dynamic system that aims to prepare youth for the Kingdom, flourishes.

DEPARTMENT OF EDUCATION GOAL AND OBJECTIVES

Goal

To provide an education for youth within the framework of salvation, leading to the restoration of the image of God, and to secure quality staff and instruction that will assist students in career and lifelong learning.

Objectives

Objective A:

Leading young people into a saving relationship with Christ.

Objective B

Shaping individual students' characters for spiritual nurture and educational excellence.

Objective C:

Facilitating the development of Christian minds, exercised to their fullest potential and capacities.

Objective D

Preparing students for meaningful job and career opportunities and service.

**LRC DEPARTMENT OF
EDUCATION
COMPREHENSIVE
STRATEGIC PLAN**

LRC EDUCATION STRATEGIC PLAN – MISSION DRIVEN

Why - Rationale	What – Steps & Outcomes	How - Strategies	Responsibility	Time Line
<p>1. To develop mission driven pastors who value Adventist education.</p>	<p>Providing administrative support and directives for pastors in their ministry relative to Adventist education</p> <p>Educating pastors on their roles in sustaining Adventist education as a ministry of the church</p> <p>Retaining pastors who embrace, understand and are willing to support the mission of Adventist education</p> <p>Increasing pastors' involvement in the program of Adventist schools</p>	<p>Provide training and information about Adventist Education at Camp, Workers and Area Meetings.</p> <p>Develop a collaborative working relationship with pastors.</p> <p>Build various models of pastor/teacher evangelistic teams.</p> <p>Provide training for pastors for involvement in the life of Adventist schools.</p> <p>Facilitate congregation's exposure to Adventist Education and local school's operations.</p>	<p>Conference Executive Committee</p> <p>Conference Administration</p> <p>K-12 Board of Education</p> <p>Superintendent of Education</p> <p>Local School Board</p>	<p>June, 2008 –June 2010</p>
<p>2. To develop mission-driven teachers who recognize and embrace the sacredness of the call to the ministry of education.</p>	<p>Reviving the mission and purpose for teachers in Adventist education settings</p> <p>Restoring educators embrace and understanding of their evangelistic role as teachers in Adventist schools</p> <p>Understanding the necessity of the baptism of the Holy Spirit in fully carrying out the call as teachers</p> <p>Providing training, collegial</p>	<p>Keep the mission of Adventist education at the center of all school operations in all working relationships—conference-school, conference-employees, board-teachers, teacher-student, principal-teacher, church-school and school-parent.</p> <p>Provide a base of support that incorporates the office of education, local school board and constituent</p>	<p>LUC Department of Education</p> <p>LRC Executive Committee</p> <p>LRC Administration</p> <p>K-12 Board of Education</p> <p>LRC Office of Education</p> <p>Local Board</p> <p>Church Constituents</p>	<p>June, 2008 –June, 2014</p>

Why - Rationale	What – Steps & Outcomes	How - Strategies	Responsibility	Time Line
	<p>support and mentorship in the ministry of teaching</p> <p>Encouraging teachers in their personal relationship with Christ</p> <p>Recognizing that all school personnel are part of a singular mission.</p>	<p>church(es).</p> <p>Build various models of pastor/teacher evangelistic teams.</p> <p>Secure a healthy, nurturing work environment.</p> <p>Ensure conference-directed recognition of teachers' evangelist work.</p> <p>Initiate a network of workers that authorizes and sustains teachers' evangelistic work alongside that of pastors.</p>		
<p>3. To be deliberate and intentional in ensuring the integration of faith and learning across disciplines and activities.</p>	<p>Offering ongoing training for teachers on integration of faith and learning in all disciplines and activities</p> <p>Requiring integration of faith and learning school-wide</p> <p>Measuring said integration in student and school evaluations</p>	<p>Utilize Adventist web resources designed for integration of faith and learning.</p> <p>Provide conference-wide and local inservice opportunities for said integration.</p> <p>Facilitate teacher collaboration on faith integration strategies, planning and content.</p> <p>Keep abreast with NAD/LUC/Conference opportunities and resources for faith</p>	<p>LUC Department of Education</p> <p>K-12 Board of Education</p> <p>LRC Office of Education</p> <p>Local Board</p> <p>Pastor(s)</p> <p>Faculty</p>	<p>June, 2008 – Dec, 2008, ongoing</p>

Why - Rationale	What – Steps & Outcomes	How - Strategies	Responsibility	Time Line
		<p>integration.</p> <p>Conduct informal and formal evaluations that measure integration of faith and learning.</p>		
<p>4. To nurture students spiritually and lead them into a personal relationship with Jesus, through their passionate search for His purpose for their lives.</p>	<p>Making a practice of leading by example</p> <p>Ensuring that the teaching of Bible as a discipline leads students towards developing a growing relationship with Jesus</p> <p>Offering worship, chapel and outreach service ministry opportunities as part of the school schedule</p> <p>Encouraging students to serve and lead out at school, church and in youth activities</p> <p>Having ongoing baptismal classes</p>	<p>Reassess and restructure the teaching of Bible class beyond engaging in Bible workbook activities and the like.</p> <p>Plan for student leadership and participation in school religious events.</p> <p>Develop and sustain participation in service activities.</p> <p>Ensure ongoing self-evaluations.</p> <p>Offer ongoing baptismal classes.</p>	<p>Superintendent of Education</p> <p>Faculty</p> <p>Local School Board</p> <p>Pastor(s)</p> <p>Church Constituents</p>	<p>Ongoing</p>

LRC EDUCATION STRATEGIC PLAN – LEADERSHIP

Why - Rationale	What – Steps & Outcomes	How - Strategies	Responsibility	Time Line
<p>1. To equip faculty with resources to accomplish responsibilities at a maximum level.</p>	<p>Conducting a Needs Survey</p> <p>Holding Principal/Leadership Retreat</p> <p>Developing Teacher Leaders</p>	<p>Follow Union policies.</p> <p>Develop and implement Conference policies and Teachers’ Handbook.</p> <p>Release bulletins.</p> <p>Provide professional development opportunities.</p> <p>Implement administrative procedures.</p> <p>Secure financial systems, human resource services and curriculum & instruction support.</p>	<p>LUC (Lake Union Conference) Leadership</p> <p>Conference Leadership</p> <p>School Boards</p> <p>Teachers</p> <p>Parents</p> <p>Volunteers</p>	<p>Aug., 2008- Oct., 2008</p>
<p>2. To establish systematic and comprehensive strategies for administering various aspects of the school program.</p>	<p>Securing administrative and Board Policies and Procedures</p> <p>Ensuring proper maintenance of equipment and facility</p> <p>Reviewing and updating educational policies with clear curriculum and instructional planning guides</p> <p>Overseeing the development of school improvement plans</p> <p>Developing an Emergency/ Crisis Management Plan.</p>	<p>Maintain effective Home & School Association.</p> <p>Implement School Community Partnership Tools.</p> <p>Develop and implement a Handbook of Educational Policies.</p> <p>Establish pastoral awareness & involvement.</p> <p>Secure Union & Conference involvement.</p>	<p>Superintendent of Education</p> <p>School Boards</p> <p>Principals</p>	<p>June, 2008- June, 2011, Ongoing</p>

Why - Rationale	What – Steps & Outcomes	How - Strategies	Responsibility	Time Line
<p>3. To create a parent/community leadership initiative that will assist in helping to establish a high quality educational system.</p>	<p>Ensuring viable Home and School Organization</p> <p>Providing involvement in community affairs</p> <p>Conducting Career Fairs</p> <p>Participating in and promoting school in church programs and activities</p> <p>Instituting Parent Nights and Parent Training Activities</p>	<p>Establish pastoral and church leadership & support in local congregations.</p> <p>Devise Home and School partnership tools.</p> <p>Supply ongoing awareness and promotion of school programs.</p> <p>Ensure staff participation and visibility among constituents.</p>	<p>Conference Administration, Educational Superintendent</p> <p>Faculty</p> <p>Pastors</p> <p>Church Leaders & Members</p> <p>Church Members</p> <p>School Community</p>	<p>Aug, 2008 – Aug., 2010</p>
<p>4. To secure consistent, ongoing professional development opportunities aimed at equipping principals and teachers with the skills to be effective in assigned roles.</p>	<p>Implementing Professional Development Academy</p> <p>Long/Short range plans for teacher institutes and inservices</p> <p>Overseeing annual Professional Academic Credit maintenance</p> <p>Conducting Needs Survey to determine professional development needs</p>	<p>Provide regular inservices and continuing educational enrichment opportunities.</p> <p>Establish Teacher Learning Communities.</p> <p>Ensure certificated hires and maintenance.</p> <p>Offer Professional growth initiatives.</p> <p>Encourage peer coaching.</p>	<p>Lake Union Office of Education</p> <p>Educational Superintendent</p> <p>Union Certification Registrar</p> <p>School Board</p> <p>Principals</p> <p>Teachers</p>	<p>June, 2008- June, 2014</p>

LRC EDUCATION STRATEGIC PLAN – QUALITY

Why - Rationale	What – Steps & Outcomes	How - Strategies	Responsibility	Time Line
<p>1. To develop and implement a curriculum that is mission driven, aligned to NAD (North American Division) and state learning standards and offers academic proficiency for students throughout the spectrum of learning abilities.</p>	<p>Identifying other quality programs that focus on student learning outcomes</p> <p>Aligning programs with NAD and state curriculum</p> <p>Incorporating skill-strengthening aspects and co-curricula components into curriculum</p>	<p>Identify programs that target the exceptional students (high ability and learning disabilities).</p> <p>Incorporate added levels of support through developmental extended-day programs that include character building courses.</p> <p>Devise critical thinking, study skills, and test taking communication components.</p> <p>Secure additional resources and expertise in our churches to assist in offering identified instructional needs.</p>	<p>NAD Education Department</p> <p>LUC Department of Education</p> <p>LRC Board of Education</p> <p>Superintendent of Education</p> <p>Principals</p> <p>Teachers</p> <p>School Boards</p> <p>Church constituency</p>	<p>June, 2008- June, 2011</p>
<p>2. To recruit, hire and maintain qualified personnel for teaching and administrative assignments who will fully engage students' multiple intelligences and spirituality, who efficiently fulfill administrative duties and who themselves are lifelong learners.</p>	<p>Becoming more intentional in selecting the composition of those who carry out the hiring process in searching for the specific skills that will attend to various disciplines</p> <p>Taking a hard look at our current teachers' abilities and performances</p> <p>Taking an inventory of qualified personnel in our community, and determine their ability and willingness to contribute to the school program</p> <p>Offering or facilitating</p>	<p>Develop the strengths and passion for teaching subject area.</p> <p>Set in motion very strong criteria for hiring.</p> <p>Be willing to hire a diverse body of qualified applicants.</p> <p>Ensure that the proper tone is set by the school board and principal.</p> <p>Utilize the resources available in the community and churches to enhance and support the work of current teaching staff.</p>	<p>Board of Education</p> <p>Superintendent of Education</p> <p>Local School Board</p>	<p>June, 2008- June, 2011, Ongoing</p>

Why - Rationale	What – Steps & Outcomes	How - Strategies	Responsibility	Time Line
	<p>continuous professional development training opportunities for current staff</p> <p>Ensuring regular re-evaluations</p> <p>Requiring counseling training in each school.</p>	<p>Require maintenance of certification and offer incentives for such accomplishments.</p>		
<p>3. To provide safe, attractive, and well-equipped learning facilities and classrooms.</p>	<p>Having regular, annual inspections to meet building code requirements</p> <p>Ensuring that at least one certified, trained personnel with first aid expertise is employed in each school</p> <p>Identifying professionals in our constituent community who will serve as a core team to secure funding support to enhance program and facility</p> <p>Involving churches in school</p> <p>Ensuring computer and internet access in each classroom</p>	<p>Maintain schedule of school safety devices and safety maintenance.</p> <p>Connect churches with specific schools and specific needs.</p> <p>Initiate quarterly mission – directed conference-wide projects that are identified by the administration and local boards for identified needs.</p> <p>Plan open houses for conference-wide acknowledgement of most attractive classroom.</p> <p>Identify companies that are willing to donate equipment to schools.</p> <p>Connect with other SDA organizations for furniture donation.</p>	<p>K-12 Board</p> <p>School administration & staff</p> <p>School Board</p> <p>Constituent and Local Churches</p>	<p>July, 2008 – July, 2009</p>

Why - Rationale	What – Steps & Outcomes	How - Strategies	Responsibility	Time Line
<p>4. To establish, ensure, and maintain effective delivery of instruction that is reflected in informative assessment measures, and as needed assessment to facilitate students' optimum performance.</p>	<p>Increasing amount of training provided for teaching strategies and learning styles at the local level</p> <p>Pairing teachers throughout conference to reflect on praxis</p> <p>Instituting teacher support systems at the conference and local levels</p> <p>Identifying the cost and feasibility of having video-conference capabilities</p> <p>Implementing video conferencing opportunities for teacher training</p>	<p>Identify teachers' teaching styles.</p> <p>Reflect on teacher practices.</p> <p>Utilize videoconferencing as a means of continuing professional development.</p> <p>Establish union wide or conference-wide email networking support system that provides teachers with the forum for sharing, obtaining support and information.</p>	<p>K-12 Board of Education</p> <p>Superintendent of Education</p> <p>School Board</p> <p>Principals</p> <p>Teachers</p>	<p>July, 2008 – July, 2011</p>
<p>5. To establish, ensure, and maintain parent accountability in the education of the whole child.</p>	<p>Providing parents with training in the areas of student support, scholastic development, student learning variances and special needs servicing</p> <p>Securing supporting resources.</p> <p>Developing parents' active role in all aspects of the child's learning experience with assistance and/or directions from staff members or other parents when needed</p>	<p>Utilize formative assessment measures, and relational & behavioral data to determine student areas of need in academic and non academic skills areas for success in learning.</p> <p>Obtain training in areas of whole child development and parent roles in children's academic success.</p> <p>Seek multiple avenues of establishing communication with parents and gaining their trust.</p>	<p>Superintendent of Education</p> <p>Principals</p> <p>Teachers</p> <p>School Board</p> <p>Church community</p>	<p>July, 2008 – July, 2011, Ongoing</p>

LRC EDUCATION STRATEGIC PLAN – FUNDING/FINANCING

Why - Rationale	What – Steps & Outcomes	How - Strategies	Responsibility	Time Line
<p>1. To develop creative thinking about financing Adventist Education</p>	<p>Developing a plan for obtaining private funding</p> <p>Establishing support through grants, wills and trusts</p> <p>Nurturing partnerships with community</p>	<p>Develop relationships with the community.</p> <p>Develop relationships with local community.</p> <p>Solicit community and business support, individuals.</p> <p>Secure foundations contribution.</p> <p>Work with conference Wills and Trusts services to establish additional avenues of support for schools.</p> <p>Establish local school development department to generate funds.</p> <p>Establish an endowment for long-term support of each school.</p>	<p>LRC Administration</p> <p>Conference Trust Services</p> <p>Conference Treasurer</p> <p>Superintendent of Education, & K-12 Board</p> <p>School Boards</p> <p>Principal</p>	<p>June, 2008 – Dec., 2008</p>
<p>2. To establish the constituent church(es) and conference role in funding Adventist Education</p>	<p>Creating greater awareness of LRC Adventist Education to obtain greater financial support</p> <p>Devising measures to provide opportunities for constituents to contribute to Adventist Education</p>	<p>Conference leadership communicates to constituents through multiple media the benefits of Adventist Education and the need for corporate support.</p> <p>Superintendent of Education employs various approaches to keep schools before constituents as described in Marketing component item</p>	<p>LRC Executive Committee</p> <p>Conference Administration</p> <p>K-12 Board</p> <p>Pastors</p> <p>Superintendent of Education</p>	<p>June, 2008- Dec., 2008</p>

Why - Rationale	What – Steps & Outcomes	How - Strategies	Responsibility	Time Line
		2.		
3. To secure management of school funds.	Training provided by the Treasury department to local school treasurers and business managers School boards' keen oversight of fund management Developing financial policies and procedures for management of school funds	Conduct annual financial statement audits which include control testing, full disclosure of monthly reports at board meetings. Establish finance committee. Develop and administrate debt collection policy and procedures.	Conference Treasury Department Educational Superintendent School Board School Finance Committee Principal Business Manager/School Treasurer	June, 2008- Dec., 2008
4. To offer quality, affordable Adventist Education for students.	Securing adequate financial resources for each school through conference and church subsidy, endowments and fundraising initiatives	Establish a formula by which churches and schools can compute a monthly subsidy to benefit the schools. Establish conference and local school development department to generate funds. Establish an endowment for long-term support of each school.	LRC Administration K-12 Board Conference treasurer Educational Superintendent School Board	June, 2008- June, 2011

LRC EDUCATION STRATEGIC PLAN - **MARKETING**

Why - Rationale	What – Steps & Outcomes	How - Strategies	Responsibility	Time Line
<p>1. To establish Adventist Education as indispensable to the mission of the Lake Region Conference and its constituency.</p>	<p>Implementing the recommendations put forth by RESA.</p> <p>Promoting Adventist Education throughout conference</p> <p>Servicing inner cities</p> <p>Creating awareness of the benefits of Adventist Education</p>	<p>Develop a Marketing Plan for the Conference Education Department and for each conference school.</p> <p>Modify the product.</p> <p>Require language component.</p> <p>Reeducate parents.</p> <p>Deliver Adventist Education as an evangelistic endeavor.</p>	<p>Conference Administration and Executive Committee</p> <p>K-12 Board</p> <p>Superintendent of Education</p> <p>School Boards</p> <p>Principals</p> <p>Teachers</p> <p>Parents</p> <p>Church community</p>	<p>July, 2008 – July, 2011</p>
<p>2. To establish the importance of Adventist Education in the Conference thereby supporting the execution of strategy # 2 within the Funding/Financing component of the Strategic Plan.</p>	<p>Engage administration's active role in Education Department's mission</p> <p>Communicating events, product, and plans of Adventist Education</p>	<p>Superintendent's continuous departmental updates to conference administration and other departments.</p> <p>Disseminate Quarterly Conference Newsletter.</p> <p>Build relationships with pastors through continuous communication and support.</p> <p>Introduce, develop, and establish symbiotic, interdependent relationship of the Education department to other conference departments.</p> <p>Encourage constituent</p>	<p>LRC Executive Committee</p> <p>LRC Administration</p> <p>Superintendent of Education</p> <p>Pastors</p>	<p>June, 2008- June, 2013</p>

Why - Rationale	What – Steps & Outcomes	How - Strategies	Responsibility	Time Line
		adoption of schools/students/school projects.		
<p>3. To develop a more honest appreciation for Adventist teachers among constituents.</p>	<p>Providing continuous training of current staff</p> <p>Hiring qualified teachers</p> <p>Establishing oversight and delivery of instructional leadership</p> <p>Securing personal and family appreciation and support</p>	<p>Hire highly qualified teachers.</p> <p>Ensure determined professional development.</p> <p>Deliver a top rate, “value-added” educational program.</p> <p>Hire pastors who are committed to and support Adventist Education.</p> <p>Promote Adventist education during Federation and main Camp Meeting programs.</p> <p>Demonstrate consistent care for the staff’s personal well being. Develop lecture series at different school locations.</p>	<p>Conference Administration</p> <p>Superintendent of Education</p> <p>K-12 Board</p> <p>School Boards</p> <p>Parents</p> <p>Church Community</p> <p>Pastors</p>	
<p>4. To offer quality, affordable Adventist Education for students.</p>	<p>Securing adequate financial resources for each school through conference, church subsidy endowments and fundraising initiatives</p> <p>Developing a quality system of education</p>	<p>Create a formula by which area churches provide monthly subsidy to benefit the schools.</p> <p>Establish conference and local school development department.</p> <p>Maintain a quality program as outlined in strategy # 4 of the Quality Programming Component.</p>	<p>Conference Administration</p> <p>Educational Superintendent</p> <p>School Boards</p> <p>Principals</p> <p>Teachers</p> <p>Parents</p> <p>Church community</p>	<p>June, 2008– June, 2014, Ongoing</p>

EVALUATION
INSTRUMENT
FOR LRC EDUCATION
COMPREHENSIVE
STRATEGIC PLAN

LRC EDUCATION STRATEGIC PLAN EVALUATION INSTRUMENT - **MISSION DRIVEN**

Inputs	Activities	Initial Outcomes	Outcome Indicators	Long-term Outcomes
<p>The <i>Bible</i></p> <p>LRC Executive Committee</p> <p>LRC Administration</p> <p>LRC Superintendent of Education</p> <p>Computer, email/internet access</p> <p>LUC, LRC Administration and NAD</p> <p>LUC, LRC education administration</p>	<p>LRC Executive Committee and Administration outline their role in establishing mission-driven schools & pastors</p> <p>Paper & email communication with pastors</p> <p>Combined pastor/teacher workshops</p> <p>Combined pastor/teacher workers' meeting</p>	<p>A clearly articulated & written directive on Pastors' role in relation to Adventist Education is communicated by the LRC Executive Committee to pastors and LRC constituents.</p> <p>Current pastors are inserviced and trained on the role of Adventist Education in the church's overall mission.</p> <p>LRC Administration will document and pursue Adventist Education as an evangelist mission-driven arm of the Advent work.</p>	<p>At least 3 direct communication from the Office of Education to inform pastors of the progress and work of education in the conference.</p> <p>100% of current pastors are inserviced and trained on the role of Adventist Education in the church's overall mission.</p> <p>98% of newly hired pastors demonstrate a commitment to Adventist Education through their support (sermons, school visits, financially, sponsoring schools and students, conducting week of prayer meetings, etc.) as an evangelist program.</p>	<p>LRC pastors are mission driven and value Adventist Education.</p>
<p>The Bible</p> <p>NAD employment Website</p> <p>LUC <i>Herald</i> classified</p> <p>Communication medium such as internet, telephone, church sermons, newsletters, etc.</p> <p>Superintendents/Directors of Education of NAD, LUC & LRC Teachers</p> <p>NAD, LUC & LRC conventions, workshops, & in-services</p> <p>E.G. White writings on Education</p> <p>Pastors, constituents</p>	<p>Ongoing building/rebuilding of individual teachers' relationship with God</p> <p>NAD, LUC & LRC Office of Education inservices and workshops for teachers on the implementation of their roles</p> <p>Faculty prayer groups and opportunities, worships and spiritual support opportunities</p>	<p>Pastors and teachers will secure and sustain ongoing collaboration on the mission of their work.</p> <p>Adventist educators will recognize their work and role as a sacred calling.</p> <p>Teachers will establish and exhibit a committed relationship with Jesus and understand their role as teachers in a mission-driven school.</p>	<p>At least 3 faculty meetings devoted to strengthening relationship with Jesus.</p> <p>At least 3 faculty meetings devoted to study of E.G. White's book on topics of Adventist teachers and Adventist Education.</p> <p>100% of new and current hires will demonstrate a committed relationship with Jesus by participating in and maintaining activities that strengthen and sustain their work as Adventists by the end of the first year of implementation.</p>	<p>LRC teachers are mission-driven and recognize the sacredness of their call to the ministry of education.</p>

Inputs	Activities	Initial Outcomes	Outcome Indicators	Long-term Outcomes
<p>The <i>Bible</i> & Spirit of Prophecy books</p> <p>NAD Elementary & Secondary Textbook Guides</p> <p>Spiritual Resources Website</p> <p>Supplementary cross-disciplinary resources for faith and learning integration</p> <p>CIRCLE</p> <p>NAD/LUC/LRC resource persons</p>	<p>Training opportunities for teachers on integrating faith into all curricula areas</p> <p>Bible Camps</p> <p>Prayer conferences</p> <p>Community outreach opportunities</p> <p>Student weeks of prayer</p> <p>character building focus</p>	<p>Workshop on faith & Learning integration is held by LUC and LRC Office of Education.</p> <p>Schools' full/Interim evaluations assess faith integration.</p> <p>Teachers and principals' observations assess faith and learning integration.</p> <p>School atmosphere, tone, and setting speak to the mission of Adventist Education.</p>	<p>100% of lesson plans integrate faith and learning.</p> <p>At least two weeks of prayer in all schools annually.</p> <p>100% of teaching in various disciplines are spiritually driven and directed.</p> <p>100% of worships, outreach, weeks of prayer, Bible camps, and prayer conference include students in the planning and execution processes of each activity</p> <p>Schools' co & extra curricular activities are planned and executed with the overall mission in mind.</p>	<p>Faith and Learning intentionally and deliberately drive the curriculum.</p>
<p>Camp Wagner & other camping facilities</p> <p>Student leaders</p> <p>Teachers, principals, parents, pastors and elders</p> <p>Bible & Spirit of Prophecy Books</p> <p>Secondary & Elementary Textbook Guides</p> <p>Supplementary cross- disciplinary resources</p> <p>Transportation, bulletin boards &</p>	<p>Bible Camps</p> <p>Student involvement in planning & participation in school religious, recreational, and academic programs and activities</p> <p>Baptismal classes advertisement and meaningful introductions</p> <p>Community/outreach activities meaningful and effective communication</p> <p>Opportunities for student-directed planning and execution</p>	<p>Students will receive character development.</p> <p>Students will be led to exemplify Christ likeness in their day-to-day school life and develop a lasting relationship with Jesus.</p>	<p>100% focus on developing student leaders.</p> <p>100% of classrooms/disciplines incorporate character building and teaching throughout the school year.</p> <p>At least one baptismal class conducted annually that aims to lead students into a lasting relationship with Christ.</p> <p>Students will participate in daily worships.</p> <p>Students will participate in week of prayer programs, prayer conferences</p>	<p>Students are spiritually nurtured and led into a personal relationship with Jesus through their passionate search for His purpose for their lives.</p>

Inputs	Activities	Initial Outcomes	Outcome Indicators	Long-term Outcomes
<p>supplies</p> <p>Access to community events, needs & calendar</p> <p>Church calendar</p> <p>Church clerk/secretary</p>		<p>Pastors and elders will participate in the spiritual life and growth of the school.</p> <p>Students will participate in school outreach & other programs in constituent and local area churches and venues.</p>	<p>and baptismal classes.</p> <p>Students will participate in student-led prayer sessions.</p> <p>100% pastoral & church elders' support and participation in developing the spiritual life of the school.</p> <p>2 outreach activities planned and executed at each school.</p> <p>At least three outreach activities implemented annually with follow up reviews, assessments and reflections.</p>	

LRC EDUCATION STRATEGIC PLAN EVALUATION INSTRUMENT – LEADERSHIP

Inputs	Activities	Initial Outcomes	Outcome Indicators	Long-term Outcomes
<p>NAD, LUC, & LRC personnel training</p> <p>Retreat & in-service locations</p> <p>Finances</p> <p>LUC Education Code</p> <p>LRC Handbook of Educational Policies</p> <p>Professional Development Plan</p> <p>Teacher bulletins</p> <p>NAD administrative resources</p> <p>NAD Key Learnings</p> <p>LUC/NAD Faith Integration Website</p> <p>Conference/school budgets.</p>	<p>Prepare Needs survey</p> <p>Plan for principals' leadership retreat.</p> <p>LUC, LRC & local schools provide training and access to resources</p> <p>Conduct a Needs Survey</p> <p>Develop teacher leaders</p> <p>Search for resources for program support</p>	<p>Key learning's with bench-marks will be taught and assessed for student learning outcomes.</p> <p>Full analysis of needs survey.</p> <p>Administrative, curricula and instructional resources are available to teachers, and are incorporated in teacher training opportunities and day-to-day activities.</p> <p>Financial support is secured for LRC schools.</p> <p>Human Resources will provide services relative to employment processing & services.</p>	<p>100% of NAD <i>Journey to Excellence Key Learnings</i> implemented in all schools.</p> <p>Full review and address of identified areas of need from survey utilized in Strategic Planning.</p> <p>100% Union & LRC Education implementation of policies.</p> <p>3 or more training opportunities on available administrative resources.</p> <p>90-100% curricula implementation.</p> <p>100% constituent/local church support.</p> <p>5-15% funding of school programs supported by through alternate funding.</p> <p>Full service provided to current and new employees on awareness and responsibilities for employment conditions.</p>	<p>LRC Faculty is equipped with resources to accomplish their responsibilities at a maximum level.</p>
<p>Continuous professional development</p> <p>Access to resources</p> <p>Personnel & consultants to provide training</p> <p>NAD & LUC education connection opportunities</p> <p>Home and school</p>	<p>Align LRC education policies to LUC Education Code</p> <p>Follow Union policies</p> <p>Develop and implement Conference policies and school handbook</p> <p>School improvement planning (SIP)</p>	<p>School policies & procedures will be aligned with LUC School Code & LRC Handbook of Educational Policies & Procedures.</p> <p>School improvement planning committee will be established for</p>	<p>2 or more school board meetings to establish and/or review clear board policies and guidelines.</p> <p>One or more board training sessions annually.</p> <p>100 percent implementation of policies & procedures.</p> <p>100% schools develop and implement SIPs.</p>	<p>LRC Office of Education has established systematic, comprehensive strategies for administering various aspects of the school program.</p>

Inputs	Activities	Initial Outcomes	Outcome Indicators	Long-term Outcomes
representatives NAD & LUC administrative and school resources NAD curriculum guides NAD curriculum criteria	Prepare and release bulletins Provide professional development opportunities Implement administrative procedures Secure financial systems, human resource, and curriculum and instructional support	development and implementation of schools' SIP. A professional development calendar will be developed by LRC office of education & individual schools. Teacher collaborative teams will be set up in each school of two of more faculty members for teacher training and support.	Conduct 3 or more in-services annually. Provide opportunities for teacher collaborative/team planning and growth.	
Parent volunteers School bus, school van or rental transportation Community contacts Community calendar of events Plans for parent nights Education Sabbath schedule for constituent/neighborhood churches. Pastors Church representation Computers Library and internet access Resource persons	Community outreach programs Field trips to and participation in community events Career fairs Church participation Education day programs at constituent/neighborhood churches Parent night programs Scheduled visits to churches for awareness and participation Research and planning for parent training Pastoral contribution, church leadership participation and involvement in school affairs Home and school activities	A vibrant home and school organization will be established at each constituent and/or neighboring church with regular home and school activities existing in each school and church. A schedule of constituent and/or neighboring church visits will be developed and implemented. Pastors and elders of constituent and neighboring churches will conduct scheduled/nonscheduled visits to schools and support school's programs. Church calendar will reflect segments of school programs and scheduled participation/visits. Career programs will take place.	Monthly home and school contact with parents and school, and consistent parent input. 2 or more Home & School meetings annually with faculty. 4 or more Adventist-Education focused visits. 2 or more school events for constituent community participation & attendance. 100% of area pastors and elders offer visible, tangible support for schools, with 3-5 scheduled/nonscheduled visits during the school year. 25% of church programs annually, incorporate elements of Adventist Education support. 1 or more career fairs biannually. 30% parents receive training	A sound, and viable parent, church and community initiative exists that assists in establishing a high quality educational system.

Inputs	Activities	Initial Outcomes	Outcome Indicators	Long-term Outcomes
		Planned parent nights will be implemented.	during the first year at parent night or other activities.	
<p>Professional development website availability and access</p> <p>Resource persons for classroom and school support and professional development</p> <p>Computer & internet access for all teachers</p> <p>Available time for teacher collaboration by department, teaching assignment and/or groups</p>	<p>LUC & LRC Education Office led in-services, workshops and training sessions in individual schools</p> <p>Cycles of instruction delivered and suited to learning styles/modalities</p>	<p>Superintendent and Principal will conduct local and conference wide in-services on instruction, teaching, and learning for teachers.</p> <p>Superintendent of Education and LUC Certification Registrar will ensure maintenance and acquisition of State and SDA certification.</p> <p>Superintendent of Education and school boards will ensure that current and prospective teachers possess competency in content-area teaching skills.</p> <p>Superintendent of Education and local board will ensure continuing professional development of all staff.</p>	<p>100% of teachers are teaching to individual learning styles/modalities within one year of implementation of Strategic Plan.</p> <p>100% of LRC teachers are SDA denominationally certified.</p> <p>50% of teachers are state certified within 3 years, and 100% within 5 years.</p> <p>100% of teachers maintain current status on state/SDA certification.</p> <p>100% of all teachers will possess sound content knowledge for areas taught, utilize effective results-oriented teaching strategies, and differentiate classroom instruction by end of the 2008-2009 school year.</p> <p>100% of teachers demonstrate 75% or better competency in all disciplines taught.</p>	<p>Ongoing professional development opportunities exist that aim to equip principals and teachers with the skills to be effective in their assigned roles.</p>

RC EDUCATION STRATEGIC PLAN EVALUATION INSTRUMENT – QUALITY

Inputs	Activities	Initial Outcomes	Outcome Indicators	Long-term Outcomes
<p>LRC Goal</p> <p>LUC Mission Statement</p> <p>Journey to Excellence Key Learnings</p> <p>NAD Curriculum Guides</p> <p>Elementary & Secondary Textbook Guides</p> <p>Elementary, Junior, and Senior Academy establishment guides</p> <p>Science, Computer, Reading Labs/Centers</p> <p>Classroom/School Libraries, Computer Lab</p> <p>Classroom Computers</p> <p>Play Area/Gymnasium</p> <p>Music material & equipment</p> <p>Art supplies</p> <p>Volunteers</p> <p>Math manipulatives & lab material, books, and music material, PE equipment, and art supplies; language lab/materials.</p>	<p>Reviewing and aligning school curriculum with NAD, LUC, & LRC standards</p> <p>Securing needed textbooks & resources for curriculum alignment</p> <p>Establishing plan for science and math labs</p> <p>Aligning schools' key learnings with the state academic standards</p> <p>Obtaining needed subject area material for creative, inquiry-based learning experiences in math, art, PE, music, science, writing, Bible, social studies, and Language arts</p>	<p>Through multiple avenues (spiritual, character development, curricula faith integration), schools will fulfill their purposes as mission driven SDA schools.</p> <p>All schools will maintain classrooms that are literacy rich and inviting.</p> <p>Schools will maintain libraries with electronic/traditional cataloging and referencing.</p> <p>Time allotted in school and classroom schedules for library use.</p> <p>Learnings will be identified and taught.</p> <p>Key Academic Learnings will be reviewed biannually for alignment with state standards (by school location).</p>	<p>100% implementation and delivery of <i>Journey to Excellence</i> Key learnings within two years with pervasive faith integration.</p> <p>Full implementation of LRC, LUC mission.</p> <p>70% implementation of balance curriculum by 1st year, 08-09; 100% by 2nd year (09-10); 70% acquisition of resources by end of 08-09, 100% by 09-10.</p> <p>100% of classrooms will maintain attractively accessible variety book displays that are leveled are content rich, capture interest, and cover various genres.</p> <p>100% of schools will develop and maintain school libraries with electronic/traditional cataloging and referencing.</p> <p>100% of school library use will be part of school and classroom schedules.</p> <p>100% of all components of key learnings will be identified and taught.</p> <p>100% of Key Academic Learnings will be aligned with state standards (by school location).</p>	<p>LRC schools develop and implement a curriculum that is aligned to NAD and State learning standards and offers academic proficiency throughout the spectrum of learning abilities.</p>
<p>Board members</p> <p>Board planning time and directives for personnel committee</p>	<p>Superintendent's participation in teacher Interview sessions at Oakwood and Andrews Universities</p>	<p>Schools personnel and/or personnel/administrative committees will establish guidelines for teacher hires by grade, subject area, expertise and</p>	<p>100% of schools will establish sub committees (including personnel & administrative) with specific stated functions and term limits.</p>	<p>LRC Office of Education recruits, employs and retains high quality faculty for teaching and administrative roles who fully engage students' multiple</p>

Inputs	Activities	Initial Outcomes	Outcome Indicators	Long-term Outcomes
<p>NAD, Union website access for Job Postings</p> <p>Counseling resources in church community, Oakwood, Andrews, and other SDA university</p> <p>Teacher interview sessions</p> <p>Local, church resources and expertise</p> <p>Professional development material available in schools</p> <p>Access to website, computer; office supplies; teaching supplies</p>	<p>Training on hiring and securing qualified teachers</p> <p>Assessing school, classrooms, and personnel, needs</p> <p>Personnel committee review of school personnel needs</p> <p>Continuing professional development opportunities for teachers</p> <p>Training in areas of student guidance/counseling</p> <p>Redesigning objectives for faculty meetings</p>	<p>school needs.</p> <p>Superintendent and school board will exercise deliberate and mission driven focus in their search and hiring of qualified staff.</p> <p>Certification registrar will provide ongoing communication/updates on status of teachers' certification.</p> <p>Superintendent of Education will conduct regular evaluation of new and experienced teachers aimed at affecting successful instructional preparation, delivery & assessments, and teaching responsibilities.</p> <p>Office of Education and schools will offer continuing professional development opportunities with meaningful follow up activities.</p>	<p>85% of teachers are competent and skilled in subject matter taught.</p> <p>50% of teachers are state certified within 3 years, & 100% within 3 years.</p> <p>100% of teachers maintain current status on State/SDA certification.</p> <p>100% of teachers are SDA certified.</p> <p>2 formal evaluations of new teachers, and 4 observations of new teachers in the 1st two years.</p> <p>1 annual formal evaluation and one observation of teachers with more than two years teaching experience.</p> <p>At least 3 conference- directed and 4 local-directed professional development workshops.</p>	<p>intelligences and spirituality, who efficiently fulfill administrative duties and who themselves are lifelong learners.</p>
<p>Building safety code</p> <p>Building safety officers & Custodians</p> <p>Security systems</p> <p>Safe playgrounds and equipment</p> <p>Properly lit classrooms hallways,</p>	<p>Scheduled building inspections for safety, security, and maintenance</p> <p>Regular inspection of fire alarms, boiler, fire extinguishers, sprinkler systems, and security system</p> <p>Annual school board review of NAD safety guidelines and school safety checklist</p>	<p>School Board will annually review school safety checklist.</p> <p>School board will annually assess required safety needs.</p> <p>Boards and faculty will conduct annual review of school emergency/crisis plan.</p>	<p>100% building, playground, facility safety compliance.</p> <p>Completed review of school inspection plan by June 30 of each year.</p> <p>Full development, training and implementation of conference and schools' Emergency/Crisis Plan.</p>	<p>LRC learning facilities and classrooms are safe, attractive and well equipped.</p>

Inputs	Activities	Initial Outcomes	Outcome Indicators	Long-term Outcomes
<p>and other areas</p> <p>Asbestos removal plan and/or removal certification document</p> <p>Sprinkler systems</p> <p>Fire alarms</p> <p>Efficient boiler</p> <p>School safety checklist and playground safety guide</p> <p>School crisis emergency plan</p> <p>Laboratory supplies with storage areas and safety devices</p> <p>Library complete with books, magazines, reference material, shelves, cataloging system, computers and internet</p> <p>Adventist Risk Management (ARM) resources and access</p>	<p>Annual playground inspections and scheduled grounds inspection</p> <p>Scheduled work bees for building and grounds upkeep</p>	<p>School boards will develop and approve budget that provides the appropriate equipment, material, and supplies needed to facilitate effective instructional delivery and curricula implementation.</p>	<p>80% or more library material, classified by national/NAD library standards, in school library and/or classrooms.</p> <p>75% or better science equipment and supplies based on standard/NAD requirements for effective instructional delivery.</p> <p>90% or better art supplies and 70% or better music equipment and/or material based on standard/NAD requirements for effective instructional delivery .</p> <p>90% or better classroom supplies needed based on standard/NAD requirements for effective instructional delivery.</p> <p>90% or better teaching material, equipment & supplies based on standard/NAD requirements for effective instructional delivery.</p> <p>70% or better playground area in 3 years based on standard/NAD requirements for effective instructional delivery.</p> <p>80% or better PE supplies based on standard/NAD requirements for effective instructional delivery.</p>	
<p>Teachers, principals, teacher/principal mentor</p> <p>Teacher and students' textbook</p> <p>Teacher resources</p>	<p>Teacher, principal support and mentoring</p> <p>Continuing professional development in areas of best practices and learning modalities</p>	<p>Principals will receive training on instructional leadership.</p>	<p>At least one inservice retreat/training per year.</p> <p>Monthly principals' teleconference with Superintendent of Education.</p>	<p>LRC schools establish, ensure and maintain effective instructional delivery that is reflected in informative assessment measures, and as needed assessments for</p>

Inputs	Activities	Initial Outcomes	Outcome Indicators	Long-term Outcomes
<p>Instructional supplies, equipment and furniture</p> <p>School board and pastor</p> <p>Workshops on teaching practices, student learning styles, brain research, whole child research, teacher assessment instruments, differentiated instruction.</p>	<p>and current research.</p> <p>Collaboration with colleagues</p> <p>Office of education collaboration with principals, teachers, schools</p> <p>Superintendent's, principal observation/evaluation</p> <p>Informative assessments training</p>	<p>Teachers will implement the best practices in instructional delivery by content, teach to learning modalities and discontinue non-effective teaching approaches/strategies.</p> <p>Students will participate in multiple learning approaches that positively impact learning.</p> <p>Teachers will utilize cognitive tools to make learning engaging, relevant and meaningful to students.</p> <p>Teachers provide ongoing informative--formative and summative--assessments.</p> <p>Students will demonstrate improvement in local and national standardized tests.</p> <p>Experienced and new teachers are observed and evaluated annually.</p>	<p>1 in-service devoted to cultural competence teaching</p> <p>4-8 or more annual workshops for teaching/learning modalities, best practices</p> <p>Weekly planning for whole child teaching, brain research and effective instructional approaches</p> <p>100% of teachers exemplify in their practice whole child and demonstrate their understanding of current research on teaching and learning</p> <p>50-75% increase in instructional delivery for varying learning modalities</p> <p>Implementation of standards, benchmarks, differentiated instruction, and current research in instructional delivery</p> <p>100% of classroom informative assessment measures are utilized in classroom.</p> <p>20- 50 increase in ITBS/MEAP/ACT performance levels in three years.</p> <p>2-5 teachers observations and evaluations for experienced and new teachers annually.</p>	<p>students' optimum performance.</p>

LRC EDUCATION STRATEGIC PLAN EVALUATION INSTRUMENT - FUNDING/FINANCING

Inputs	Activities	Initial Outcomes	Outcome Indicator	Long-term Outcomes
Resource persons for funding/financing	School demographics analysis	LRC Executive Committee (ExCom) & K-12 Board will outline the funding for Adventist Education.	All ExCom approved budget will reflect equitable & reasonable percentage of income for education.	LRC schools pursue creative thinking about financing Adventist Education and establish constituent and conference role in its funding.
Cost evaluations for science, reading, computer and math labs, and for materials & equipment for art, music, language(s)	Assess and outline schools' needs	Wills & Trust Department will secure funding support for Adventist Education.	20% of Wills & Trust account for Adventist Education.	
Grant writer(s)	Plans to incorporate education in Wills & Trust services	Each school will plan for a school endowment fund.	100% of schools will have a written plan for an endowment fund.	
Conference Wills & Trust personnel	School community/constituent involvement in school life and programs	Each constituent and local LRC church will participate in a tithe-based subsidy or constituent subsidy by formula.	10%-15% of tithe-based subsidies is provided by constituent churches.	
School development team or person	Preparing budgets assessing needs	LRC administration, Office of Education, and local schools will communicate to churches their role and required support of Adventist Education.	2-4 hours devoted to LRC constituent awareness of Adventist Education at Camp Meetings.	
Administration & ExCom Church boards, church members, church budgets	Tithe-based church subsidies planning		88% of parent satisfaction.	
Conference treasurers	School constituent church support planning and implementation		Frequent/ongoing church awareness of schools' progress, activities, programs, & needs.	
School boards	Training in Fund Accounting recording & reporting for school treasurers and school business managers and developing of financial policies & procedures for fund management	LRC office of Education will adopt NAD Funding Practices.	100% of constituent & local churches adopt a neighboring LRC school.	
Skilled/trained treasurers & business managers	Annual K-12 school audits		Full LRC administration will adopt RESA's proposals.	
NAD/GC Fund Accounting manual & software	Monthly school board meetings	School boards will have ongoing awareness of financial state of the school.	Board treasurer will provide clear and precise and clear explanations of financial reports.	
Computer	Development of financial policies		School exhibits full confidence in	
NAD/Conference auditor; school board policy samples	Churches explore and consider an All Member Plan			LRC Conference, school boards and school treasurers/business managers efficiently manage school funds.
Conference treasurer/treasury personnel.	Student sponsorship drive; constituent, board, parent, pastor, church meetings focused on			
Church boards, church				

Inputs	Activities	Initial Outcomes	Outcome Indicator	Long-term Outcomes
<p>members, volunteers, sponsors</p> <p>Schools' wish lists</p> <p>Items in input section of Quality component</p> <p>Church subsidies.</p>	<p>school support</p> <p>Board meetings/business meeting to determine school subsidy</p>	<p>Churches will assist parents with tuition, and provide school subsidies.</p> <p>Appointment of a team/committee to seek support funding for stipulated school programs.</p>	<p>the work of treasurers/business manager.</p> <p>School boards will discuss and vote on treasurer's monthly reports.</p> <p>School fund management will be part of the school board policy manual.</p> <p>100% of constituent/area churches provide support for parents of students in K-12 Adventist schools</p> <p>Churches will engage in an All Member Plan.</p> <p>100% of LRC schools will have adequate funding for its programs and activities.</p>	<p>LRC Schools provide affordable, quality Adventist Education.</p>

LRC EDUCATION STRATEGIC PLAN EVALUATION INSTRUMENT - MARKETING

Inputs	Activities	Initial Outcomes	Outcome Indicator	Long-term Outcome
Constituent school subsidies Church subsidies Student sponsors Volunteers Parents Constituents School board teachers LRC Executive Committee & Administration	Establishing guidelines for adopting a school and the All Member Plan Church school subsidy & budget design	School subsidy program will be provided by designated area churches. Conference subsidies to schools will reflect the importance of AE in the conference. Churches will provide support for students/parents who are members.	70% of churches in conference support one of eight schools at a rate of 10% - 15% of tithe base income Each LRC church has at least one fundraising drive for schools.	LRC Adventist Education is of a high quality and is affordable.

RECOMMENDATIONS

The following recommendations emerge from the design, development of the Department of Education Comprehensive Strategic Plan.

That the Lake Region Conference schools fully embrace its primary evangelistic goal of leading students into a personal relationship with Jesus that will prepare them for citizenship in heaven by pervasively implementing the Lake Region Conference Department of Education Comprehensive Strategic Plan.

That the Lake Region K-12 Board of Education adopt this Comprehensive Strategic Plan for Lake Region Conference Education as the Comprehensive Plan for Lake Region Conference Schools for the next seven years.

That the Lake Region Conference Executive Committee **sanction**s and supports the efforts of the K-12 Board of Education in its adoption of this Comprehensive Strategic Plan for Lake Region Conference schools.

That the proposed strategic plan by the Regional Educational Superintendent's Association (RESA) – *The Excellence Edge* be officially adopted by the Lake Region Conference, and additional materials and presentations be developed to share the new vision with schools, churches, parents and constituent members.

That an Education Marketing Plan be developed to further articulate the “value added” benefits of Adventist education, and that this plan be given priority at conference-wide meetings (Camp Meetings, Worker's Meetings, Teacher Conventions, Pathfinder Camporee, etc.), local churches and constituent communities.

The Lake Region appoint an Associate Superintendent of Education and/or implementer of the strategic plan to aid the Superintendent of Education in fully and effectively fulfilling the mission of Adventist Education in the Lake Region Conference, with responsibilities for assistance in ensuring that the entire constituency is properly informed of the Comprehensive Strategic Plan for education—its scope and mission, and the ongoing priority of Adventist Education— as a key component of the ministry of the Adventist church.

Since it is believed that all children can learn or achieve to their potential, Lake Region conference administration, office of education and school board pledge to direct, support and encourage the efforts of 1) teachers to educate the whole child to achieve at the level of highest potential; 2) parents to take an active role in every child's learning experience and 3) students to develop a personal, saving relationship with Jesus; furthermore, said body will take the initiative to seize every opportunity to enhance students' learning experiences.

MODEL SCHOOL PROFILES

Small Schools

(Adapted from RESA's Excellence Edge)

Personnel

- A. Certified and endorsed in subject area(s)
- B. Adventist
- C. On-going training for administrators
- D. Teachers' Assistants
- E. Good Manager/Organized
- F. Mentor Attachment

Physical Facility

- A. Attractive & Maintained Buildings with signage
- B. Restrooms clean and maintained
- C. Lights
- D. Website
- E. Color coordinated
- F. Instant repair
- G. Spacious outdoor areas equipped for play and exercise
- H. Multi-purpose room that can serve as a gymnasium, cafeteria, and assembly

Resources

- A. Age/grade appropriate level desks
- B. Sufficient space for group instruction, learning centers
- C. Bulletin boards
- D. Computers (laptop for every student)

Programs

- A. NAD small school programs
- B. Fine Arts
- C. Second Language
- D. Physical Education
- E. Library/Media Centers

Miscellaneous

- A. Before/After School Care
- B. Scholarships
- C. Security
- D. Unified Dress Code for Students
- E. Dress Code for Teachers

K-8 PROGRAMS

Facility

- A. School Sign
- B. Spacious
- C. Well Lighted
- D. Adequate Storage – Cabinets, Shelves
- E. Multi-Media
- F. Wireless Wi Fi Smart Boards
- G. Furniture
- H. Ventilation
- I. Labs, Science, Music, Modern Language
- J. Fine Arts
- K. Full Sized Gymnasium
- L. Media Center/Library
- M. Cafeteria – Fully Equipped Kitchen
- N. Life Skills Center
- O. Music Room-Sound Proof, Practice Rooms
- P. Play Ground – Fully Equipped age appropriate
- Q. Grade Levels/Room Design
- R. Adequate Restrooms
- S. Water Fountains
- T. Nursing Stations
- U. Student Mentoring Centers
- V. Web Sites Capabilities

Curriculum

- A. Fine Arts
- B. Modern Language
- C. Technology
- D. Science Labs
- E. Special Needs
- F. Chaplain/Counselor
- G. Various Assessment
- H. TAG programs
- I. Resources
- J. Spiritual Emphasis In Reach, Out Reach
- K. Spiritual Resources

Personnel

- A. Outreach Coordinator
- B. Instructional specialists in reading, math, science, etc.
- C. Special Needs
- D. Band/Music/Fine Arts
- E. Nurse

- F. PE Teacher
- G. Chaplain
- H. Modern Language
- I. Technology

9-12 HIGH SCHOOL

Vocational Education

- A. Electronics
- B. Robotics
- C. Aerospace
- D. Dedicated Room/Building
- E. Personnel
- F. Auto Mechanics
- G. Cosmetology
- H. Plumbing
- I. EMT
- J. Childcare
- K. Carpentry

Family Consumer Science

- A. CAD Design
- B. Nutrition/Health
- C. Seamstress/Tailoring
- D. Culinary Arts
- E. Interior Design
- F. Agriculture/Horticulture/Green House
- G. Personnel

Fine Arts Education

- A. Sculpting
- B. Painting
- C. Ceramics
- D. Instrumental/Band
- E. Choral
- F. Personnel

Science

- A. Laboratories

Sports/Recreation

- A. Gymnasium
- B. Variety of Sports
- C. Health/Fitness
- D. Work Study

Library/Media

- A. Technology
- B. Personnel in Library Science
- C. Wi FI
- D. T1
- E. Angel

Tutorial Specialist/Remedial Intervention

Computer Education Labs

Food Service

Counseling/Guidance

Special Education

Foreign Language

- A. Spanish
- B. French
- C. Latin
- D. Chinese

Endowments

- A. Personnel
- B. Curriculum
- C. Facilities
- D. Programs
- E. Resources

Curriculum
Facilities
Programs
Resources



Adventist Education