Southern Union Conference
of Seventh-day Adventists

Adventist EDGE School of Excellence Award
Southern Union Conference Office of Education

Application

The Adventist EDGE School of Excellence Award recognizes schools that meet specific criteria established by the Southern Union Conference for ongoing and comprehensive school improvement. Recognizing that "excellence is never achieved by accident", this catalytic process is designed to ensure the delivery of GREAT Adventist education.

School Information

School: Asheville-Pisgah Christian School

Phone: (828) 667-3255

Address: 90 Academy Drive

Candler, NC 28715

Conference: Carolina

Fax: (828) 667-8465

Website ashevillepisgah.org

APPLICATION

SECTION A

Type(s) of Accreditation:

☑ NAD/AAA   Term 2008-2013   Expiration Date 06/30/2013

☑ NCPSA   Term 2010-2013   Expiration Date 06/30/2013

☐ Middle States   Term _____   Expiration Date _____

☑ AdvancED/SACS   Term 2008-2013   Expiration Date 06/30/2013

SECTION B

☑ *Select and complete each appropriate category for which you are submitting this application.*

☑ Our school is in the process of completing the Adventist EDGE School of Excellence Award criteria over the course of one to two years.

☑ Our school would like to apply for **SMART** *(Schools Making A Real Transformation)* funds to facilitate this process. **(A budget indicating how you will use these funds toward becoming an *Adventist EDGE School of Excellence* must be submitted with this application.)**

SECTION C

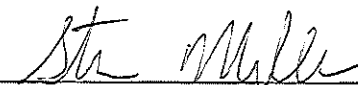*Please check the following steps as they have been completed:*

1. Orientation of the application process was presented to the board by a representative from the Conference Office of Education.
   Date of Presentation: 04/19/2010

2. This application contains an attached letter of recommendation from the Conference Superintendent of Schools.

3. The school administrator(s) and teacher(s) have signed their commitment to the criteria established for this award. *(Complete section H)*

SECTION D

The ___Asheville-Pisgah Christian School___ operating board has taken a formal action to support our initiative toward becoming an *Adventist*
Name of School
EDGE School of Excellence. This action was taken on:

_____02/22/2010_____

Date of School Board Action

_____
Chairperson of the School Board

We the undersigned, representing the administration and staff of _____Asheville-Pisgah Christian School_____ are committed to the

Name of Institution

pursuit of the *Adventist EDGE School of Excellence Award.*

Principal / Head Teacher

School Board Chairperson

Component Chairpersons:

God-Centered

Harry Janetzko

Results-Oriented, in an

Janesta Walker

Environment that is Safe and Nurturing

Beth Belansky

Aligned w/Adventist and National Standards

Laurie Worth

Team Effort

Additional Support Personnel:

Susan Newsome

Eileen Fuller

Ruth M. Steinkraus

The Adventist EDGE - Educators Delivering GREAT Education

Adventist EDGE School of Excellence
Analytical Scoring Rubric

Directions: Use the following criteria to rate your school's performance. Record your score for each in the far right column.

School Name: Asheville-Pisgah Christian School   Date: 10/10/2010

Location: 90 Academy Drive, Candler, NC 28715

Component Criteria No.	Emerging 1	Progressing 2	Ideal 3	Score
GOD-CENTERED: Integration of Faith and Community				
Criterion #1	← →		The school sign is attractive and clearly identifies the school as Adventist.	2
Criterion #2	1. Friendliness is occasionally exhibited by school personnel, pastors, and school board members. 2. Personal spiritual stories and experiences are shared with students sometimes.	1. Friendliness is usually exhibited by school personnel, pastors, and school board members. 2. Personal spiritual stories and experiences are shared with students often.	1. Friendliness is usually exhibited by school personnel, pastors, and school board members. 2. Personal spiritual stories and experiences are consistently shared with students because of an intentional school-wide focus.	2
Criterion #3	There are consistent weekly spiritual activities that include: • Administrator/teacher(s) • Pastor(s)/other church member(s) or student led activities	There are consistent weekly spiritual activities that include: • Administrator/teacher(s) • Pastor(s)/other church member(s) • Student-led activities	There are consistent weekly spiritual activities that include: • Administrator/teacher(s) • Pastor(s)/other church member(s) • Student-led activities • Board members/ parent(s)	3

Component Criteria No.	Emerging 1	Progressing 2	Ideal 3	Score
Criterion #4	The Fundamental Beliefs of the SDA Church are intentionally taught.	There is an intentional design to: • Teach the Fundamental Beliefs of the SDA Church • Lead the students to have a personal relationship with Jesus Christ.	There is an intentional plan to: • Teach the Fundamental Beliefs of the SDA Church. • Lead the students to have a personal relationship with Jesus Christ. • Ensure that students know most of the Fundamental Beliefs of the SDA Church.	3
Criterion #5	The school has at least one week of prayer and baptismal classes are occasionally planned for students.	The school: • Has at least one week of prayer each school year. • Has baptismal classes planned for students once each school year.	The school: • Has at least two weeks of prayer each school year. • Has baptismal classes planned for students both semesters of the school year.	2
Criterion #6	Teachers participate and assume leadership in community service projects.	Teachers: • Participate and assume leadership in community service projects at least twice a year • Share faith and extend discipleship to students, parents, administration, colleagues, constituent members and others in the community	Teachers: • Participate and assume leadership in community service projects at least three times a year • Share faith and extend discipleship to students, parents, administration, colleagues, constituent members and others in the community • Demonstrate Christ-like behavior with students, parents, colleagues, constituent members and others	2

Note: *Due to the significance of the God-centered component in our schools, additional standards and benchmarks for this component are embedded in the following criteria: #7, #10, #12, #16, #17, #18, #19, 20, #21, #23, #29, and #33.*

		RESULTS-ORIENTED: Informed Decision-making		
Criterion #7	Academic and baptismal data have resulted in individual teacher use of this data to inform instruction and to create opportunities for students to accept Jesus Christ as their personal Saviour.	Academic and baptismal data have been used to develop school-wide plans for scholastic improvement; and for students' acceptance of Jesus Christ as their personal Saviour.	• Academic and baptismal data are used to develop ongoing strategic plans which inform instruction and intentionally invite students to accept Jesus Christ as their personal Saviour. • Analysis is consistently used to modify ongoing strategic plans to ensure ultimate effectiveness.	2

Component Criteria No.	Emerging 1	Progressing 2	Ideal 3	Score
Criterion #8	The school has a written school development, recruitment, and retention plan.	The school has a written school development, recruitment, and retention plan that includes the following: • Analyzing enrollment trends. • Recruitment of students who do not attend • Analyzing satisfaction levels and needs of current students, students who leave, parents, constituents, and stakeholders • Analyzation and implementation of the school's mission and vision statements takes place annually *(what has gone well, what needs to be improved)*	The school has a written school development, recruitment, and retention plan; and the school board has a yearly systematic method for implementing the following: • Analyzing enrollment trends. • Recruitment of students who do not attend • Analyzing satisfaction levels and needs of current students, students who leave, parents, constituents, and stakeholders • Analyzation and implementation of the school's mission and vision statements takes place annually • Specific short and long range development, marketing, and retention plans • Written action plans are in place for implementing and maintaining the above.	2
Criterion #9	A website exists.	A professional, attractive, and current website is maintained, which includes: • Mission and Vision • School Handbook • Tuition/other fees • Contact information • Calendar of events • About Us • School Application	A professional, attractive, and current website is maintained, which includes: • User-friendly set-up • Mission & Vision clarity • Distinctly SDA/Spiritual Flavor • School Handbook • Calendar of Events • Interactive School Application • Tuition/Other Fees • ANGEL Link • Contact Information • About Us • Coordinated with Adventist EDGE & school logos/colors, etc. • Adventist EDGE Link • Gift Opportunity	3
Criterion #10	There are functioning library/media resources for students.	There are functioning library/media resources that allow equal access by all students and teachers. The administration and the school board provide functioning library/media resources for 90% of their teachers and students.	There is a person assigned to manage the library media resources who: • Ensures equal access to all students and teachers • Ensures a variety of Bible-based and/or spiritual topics, reference tools, and resources	2

Component Criteria No.	Emerging 1	Progressing 2	Ideal 3	Score
Criterion #11	Teachers administer a variety of standards-based assessments.	Teachers: • administer a variety of standards and performance-based assessments • utilize data to inform decisions regarding curriculum and differentiated instruction	Teachers: • administer a variety of standards and performance-based assessments • utilize data to inform decisions regarding curriculum and differentiated instruction that follows the Natural Cycle of Learning • create and implement a mastery learning academic plan if needed, based on documented assessments of individual students	3

ENVIRONMENT THAT IS SAFE AND NURTURING: Invitational Climate				
Criterion #12	Some school signs, publications, and bulletin boards are invitational, professional, and attractive.	Most school signs, publications, and bulletin boards are invitational, professional, and attractive.	All school signs, bulletin boards, and publications are invitational, professional, attractive, and they often contain spiritual graphics or themes.	3
Criterion #13	Building and rooms are physically attractive.	Building and rooms are physically and spiritually attractive most of the time.	Building and rooms are always physically and spiritually attractive.	3
Criterion #14	There is a plan for meeting visitors who come to the school.	There is a plan for meeting each visitor in a friendly and inviting manner.	There is a plan for meeting each visitor in a friendly and inviting manner that is consistently implemented.	3
Criterion #15			There is a written safety plan and intentional process for creating and maintaining a safe nurturing environment that is annually reviewed by the safety committees. Schools are in compliance with Risk Management and governmental policies.	3
Criterion #16	Parents and students think this school is about average.	Almost all parents and students think and believe this is a good school.	Almost all the parents and students think and believe this is a GREAT school.	2
Criterion #17	The school culture sometimes exhibits respects for diversity and occasionally teaches acceptance of each person.	The school culture usually exhibits respect for diversity and regularly teaches acceptance of each person.	The school culture is intentionally designed to respect diversity and consistently models acceptance of each person as God's creation.	3
Criterion #18	The school, on occasion, invites suggestions and welcomes feedback.	The school has a systematic process for obtaining suggestions and feedback.	The school's systematic process for obtaining suggestions and feedback is Christ-like and includes follow-up.	3
Criterion #19	Customer service is sometimes invitational.	Customer service is usually invitational and intentional.	Customer service is always invitational, intentional, and Christ-like.	2

Component Criteria No.	Emerging 1	Progressing 2	Ideal 3	Score
Criterion #20	The school has a customer-centered resolution process.	The school has a published customer-centered resolution process.	The school has a published customer-centered resolution process based on Matthew 18.	3
Criterion #21	Healthy living principles are evident in the school some of the time.	Healthy living principles are intentionally promoted and practiced by employees and students in the school most of the time.	Healthy living principles that subscribe to God's natural laws of health are intentionally promoted and practiced by students and employees the vast majority of the time.	3
Criterion #22	Teachers provide a learning environment where: • diversity is honored and celebrated • a positive, nurturing atmosphere exists	Teachers provide a learning environment where: • diversity is honored and celebrated • a positive, nurturing atmosphere exists • coaching framework creates a climate of grace, acceptance and trust, enabling students to think critically and stretch creativity to solve problems	Teachers provide a learning environment where: • diversity is honored and celebrated • a positive, nurturing atmosphere exists • coaching framework creates a climate of grace, acceptance and trust, enabling students to think critically and stretch creativity to solve problems • instructional time is effectively utilized and flexibility in curriculum implementation is demonstrated as long-range goals are achieved. • Teachers provide a learning environment where differentiated instruction honors the Natural Cycle of Learning and is measured by using the Assessment of Instructional Mastery (AIM) instrument	2

ALIGNED WITH ADVENTIST AND NATIONAL STANDARDS: Instructional Accountability				
Criterion #23	Spiritual emphasis is incorporated into instruction and activities other than Bible class and worship.	Spiritual emphasis is appropriately incorporated into instruction and activities other than Bible classes.	Spiritual emphasis is appropriately incorporated and intentionally integrated into instruction and activities other than Bible classes.	3
Criterion #24	Occasional links between instruction and assessment.	Regular use of assessment to monitor student progress.	Teachers use formal assessments, both formative and summative to drive instruction.	3
Criterion #25	26% to 74% of the teachers have developed and effectively implemented two or more researched-based instructional strategies which honor the Natural Cycle of Learning.	75% to 89% of the teachers have developed and effectively implemented two or more researched-based instructional strategies which honor the Natural Cycle of Learning.	90% or more of the teachers have developed and effectively implemented two or more researched-based instructional strategies which honor the Natural Cycle of Learning.	3
Criterion #26	Standards and differentiated instruction, leading to mastery learning, are used for some students.	Standards and differentiated instruction, leading to mastery learning, are used for most students.	• Standards are used to plan instruction • Differentiated instruction, leading to mastery learning, is used for all students.	3

Component Criteria No.	Emerging 1	Progressing 2	Ideal 3	Score
Criterion #27	There is no intentional *vertical alignment of the curricula to dev-elop skills with K-8 and/or 9-12 to prepare students to be workforce ready.	Core curricula has *vertical alignment to develop skills with K-8 and/or 9-12 to prepare students to be workforce ready.	90% or more of all curricula has *vertical alignment to develop skills with K-8 and/or 9-12 to prepare students to be workforce ready.	2
* Vertical Alignment: Ensuring that students have the knowledge and skills to meet each progressing grade's expectations. (Teachers need to talk with each other to clarify what mastery-level achievement is expected of students at each grade level for progressively successful matriculation).				
Criterion #28	The school has a written master technology plan that includes the following: • Maintaining current technology. • Internet access for students and teachers. • Internet safety software. • Technology is integrated in the instruction. • Internet access and use policies	The school has a master written technology plan that includes the following: • Maintaining current technology • Internet access for students and teachers • Internet safety software • Technology is integrated and utilized in the instruction on a daily basis • Proper licensing of all software • Internet access and use policies	The school has a written master technology plan that includes the following: • Maintaining current technology • Internet access for students and teachers • Internet safety software • Technology is seamlessly integrated and utilized in the instruction on a daily basis • Proper licensing of all software • Internet access and use policies • Appoint IT person • Future plans	2

TEAM EFFORT: Collaborative and Supportive Community				
Criterion #29	The school participates in the local Seventh-day Adventist church(es) through any programs.	The school participates in local Seventh-day Adventist church(es) during Sabbath School programs, divine worship services and other Sabbath programs.	The school, the local Seventh-day Adventist church(es) and has a written plan for systematic participation in Sabbath School programs and divine worship services.	3
Criterion #30	The Adventist EDGE logo is sometimes displayed at the school.	The Adventist EDGE logo is continually displayed throughout the school	The Adventist EDGE logo is continually displayed at the school on the following: • School sign • Website • EDGE brochures / promotional material • Handbook • Application form • Office and classrooms • Letterhead, envelopes, business cards	2
Criterion #31	The school has a current term of accreditation of six years with the Adventist Accrediting Association (AAA).	The school has a current term of accreditation of six years with the Adventist Accrediting Association (AAA) with evidence that they are addressing all major recommendations and action plan.	The school has a current term of accreditation of six years with the Adventist Accrediting Association (AAA) with evidence that they are addressing all recommendations and action plans.	3

January 2011

Component Criteria No.	Emerging 1	Progressing 2	Ideal 3	Score
Criterion #32	The school has a concise, written mission statement developed with input from stakeholders.	The school has a concise, written mission statement developed with input from stakeholders that is published, and posted.	There is a concise, written mission statement that is developed with input by stakeholders that is published, posted, recited by stakeholders and applied in daily operations.	2
Criterion #33	The meaning of the acronym "GREAT" is known by most school personnel.	The meaning of the acronym "GREAT" is known by most school personnel and students.	The meaning of the acronym "GREAT" is known by most school personnel, students, and parents.	1
Criterion #34			The administration, teachers, students, parents and school board members know and understand their personal learning styles, as outlined in 4MAT, and how it affects learning and their relationships with others.	2
Criterion #35	Communication with parents occurs regularly from administration and teachers.	Communication with parents occurs regularly from administration and teachers through written and electronic delivery.	Communication with parents occurs regularly from administration and teachers through hardcopy or electronic delivery which includes: • Student progress • Programs and events	3
Criterion #36	Teacher Study /Discipline Groups include 8 or more items of the component checklist found in the Adventist EDGE Handbook.	Teacher Study /Discipline Groups include 10 or more items of the component checklist found in the Adventist EDGE Handbook.	Teacher Study /Discipline Groups include 12 or more items of the component checklist found in the Adventist EDGE Handbook.	3
Criterion #37	Teachers collaborate through study/discipline groups and other professional development activities	Seventy-five to eighty-nine percent of teachers collaborate: • Through study/discipline groups and other professional development activities • In the development of lesson and unit plans by using 4MATION web-based software • To implement mastery-level achievement goals at each grade level as students are prepared for successful matriculation onward	Ninety percent of teachers collaborate: • Through study/discipline groups and other professional development activities • In the development of lesson and unit plans by using 4MATION web-based software and by posting approved lesson and unit plans in the 4MATION lesson bank • To implement mastery-level achievement goals at each grade level as students are prepared for successful matriculation onward and prepare students with the knowledge and skills necessary for meeting career expectations	2
Criterion #38	School is tuition-driven with only sporadic crisis support.	School is financially sound and has regular monthly church(es) subsidy and provides some worthy students aid.	School is financially sound, has current church subsidies, current student accounts receivables, is able to provide student aid to students needing it, and has regular donors.	3

During the confirmation visit, the goal is to earn a total score of 103, with no individual criteria score below 2. TOTAL SCORE: ___96___

This Rubric was developed by Pamela C. Forbes in collaboration with the Southern Union Conference of Seventh-day Adventists.

Directions: List evidence used in the documentation portfolio to support the choice of each scoring rubric criterion.

Component Area I

Assessment Documentation		Criteria
1.	New School Sign	☑ School signs and building entry
2.	Principal greets parents & students by name in the a.m. & p.m. car lines	☑ Friendliness exhibited / sharing stories
3.	Pastors do Wednesday worships and Friday assemblies	☑ Spiritual Activities
4.	Fall and Spring Weeks of Prayer	☑ Relationship with Jesus & SDA Beliefs
5.	K.I.D. Chapels	☑ Weeks of Prayer
6.	Student-led church services	☑ Christ-like behavior

God - Centered

Component Area II

Assessment Documentation		Criteria
7.	Dibels, BRI, Brigants, Metropolitan, Wide-range Abilities, ITBS	☑ Data used for instruction and strategic plans
8.	Web-site	☑ Recruitment Plans
9.	Hope Learning Center	☑ School Website
10.	ANGEL program in library	☑ Library/media resources
11.	Advertisements, Preview Day	☑ Variety of Assignments/Differentiated Instruction/ Mastery Learning

Results - Oriented

Safe Nurturing Environment

Component Area III

Assessment Documentation	Criteria
12. Brick and Mortar, Bulletin Inserts, fliers, ads	☑ Presentations/publications
13. Photos of facility	☑ Building and rooms
14. Health and safety reports	☑ Plan for meeting visitors
15. Grace Works Survey	☑ Safety Plan
16. Culturally diverse staff	☑ Beliefs of parents and students about the school
17. Black History Programs/chapels	☑ Respects diversity
18. 5A's of Conflict Resolution	☑ Invites feedback
19. P.E., Conquer a Cove, Fitness Meet	☑ Invitational customer service
20. Hot lunch	☑ Resolution Process
21. Visitor Tours led by the principal or development director	☑ Healthy living principles
22. Special needs students mainstreamed into classrooms	☑ Safe Learning Environment

Component Area IV

Assessment Documentation	Criteria
23. Integrated faith and learning in all classrooms	☑ Spiritual emphasis in all activities
24. Baptisms	☑ Multiple Assessments
25. 4-MAT lessons	☑ Learning community honoring the natural cycle of learning
26. Dibels, BRI, Brigance, Metropolitan, Wide-range Abilities, ITBS	☑ Standards-based, differentiated Instruction
27. Syllabi	☑ Curricula has vertical alignment
28. Plan for incorporating Curriculum Mapping	☑ Technology Plan

S.D.A / National Standards

Component Area V

Assessment Documentation	Criteria
29. Promote and support Pathfinder and Adventurer Clubs	☑ Participation in Local Church Services
30. Student-led Church Services	☑ Adventist EDGE Logo
31. Accreditation Certificates	☐ Current AAA Accreditation
32. Mission and Vision Statements	☐ Mission Statement
33. Financial Records	☐ Meaning of acronym "GREAT"
34. Annual Fund	☑ Learning styles and relationships
35. Educational Assistance Fund	☑ Communication to parents
36. Study Group Participation	☑ Teacher Study / Discipline Groups
37. Golden Triangle	☐ Teacher Collaboration
38. Online grades	☑ School Financial Health

Team Effort

Directions: Develop action plans to improve areas of need as identified by the School of Excellence Analytical Scoring Rubric.

Component Area I

Component Chairperson: David Pasos _____

Additional Members: _____

	Required Steps	Funding Plan	Anticipated Resources	Completion
God - Centered	1. Intentionality _____ 2. Baptismal classes each semester _____ 3. Staff teamwork _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____	_____ _____ _____ _____ _____ _____ _____	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____	Date: ___/___/___ Person(s) Responsible: 1. Harry Janetzko _____ 2. Jane Wade _____

Component Area II

Component Chairperson: Harry Janetzko

Additional Members: _____

	Required Steps	Funding Plan	Anticipated Resources	Completion
Results - Oriented	1. Review baptismal data	_____	1. _____	Date:
	2. Use data to inform instruction	_____	2. _____	___/___/___
	3. Mission/Vision reviewed yearly	_____	3. _____	
	4. Library checkout system	_____	4. _____	
	5. _____	_____	5. _____	Person(s) Responsible:
	6. _____	_____	6. _____	1. Jane Wade
	7. _____	_____	7. _____	
	8. _____			2. Teachers
	9. _____			
	10. _____			

Component Area III

Component Chairperson: Janesta Walker

Additional Members: _____

Required Steps	Funding Plan	Anticipated Resources	Completion
1. Follow-up Action Plan	_____	1. _____	Date:
2. Brick and Mortar	_____	2. _____	___/___/___
3. Customer Service	_____	3. _____	
4. AIM Instrument	_____	4. _____	
5. Post on 4MATION	_____	5. _____	Person(s) Responsible:
6. _____	_____	6. _____	1. Janesta Walker
7. _____	_____	7. _____	
8. _____			2. Harry Janetzko
9. _____			
10. _____			

Safe Nurturing Environment

Section H

Component Area IV

Component Chairperson: Beth Belensky

Additional Members: _____

S.D.A./National Standards	Required Steps	Funding Plan	Anticipated Resources	Completion
	1. Curriculum Mapping	1. _____	1. _____	Date:
	2. Technology Implementation	2. _____	2. _____	___/___/___
	3. _____	3. _____	3. _____	
	4. _____	4. _____	4. _____	
	5. _____	5. _____	5. _____	Person(s) Responsible:
	6. _____	6. _____	6. _____	1. Janesta Walker
	7. _____	7. _____	7. _____	2. David Pasos
	8. _____			
	9. _____			
	10. _____			

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Component Area V

Component Chairperson: Laurie Worth

Additional Members: _____

	Required Steps	Funding Plan	Anticipated Resources	Completion
Team Effort	1. EDGE Logo	_____	1. _____	Date:
	2. Mission Statement	_____	2. _____	___/___/___
	3. "GREAT"	_____	3. _____	
	4. 4MAT	_____	4. _____	
	5. Teacher Collaboration	_____	5. _____	Person(s) Responsible:
	6. _____	_____	6. _____	1. Harry Janetzko
	7. _____	_____	7. _____	2. Teachers
	8. _____			
	9. _____			
	10. _____			