ACSI Accreditation by School Progress

Conestoga Christian School

ASP Year Three

5/1/2016

Conestoga Christian School has, through prayer and planning, developed a strategy to implement and improve the use of technology throughout the campus as identified in the ASP Project. To ensure that the needs of all stakeholders were being addressed, four key components were identified as areas of focus. These areas include Elementary School, Middle School, High School, and Office/Administration. Included in the scope of the Office/Administration is the contact and technology–related interactions between the school and patrons.

Departmental Leads for each of the four areas were identified, and these team leaders met along with the Education Committee at the start of the process to discuss the overall goals of the ASP Project. The Team Leaders were then asked to work with the faculty and staff in their respective areas to develop three to four technology projects for their area of focus. The team leaders were asked to strongly encourage faculty input in developing these ASP technology projects in order to develop a strong cohort approach to the development of future CCS technology according to faculty needs and vision. These projects were to be based on research both within the school as to the needs of each area as well as research based on industry standards, educational trends, and published works.

The teams were also asked to identify and define assessment strategies that would help track the progress of the project and provide a way to identify strengths/weaknesses and improvements as the school implements the projects in the upcoming years.

Finally, each project was to include a cost estimate of funds needed for successful implementation. This was to ensure that as the budget is reviewed and the Board of Directors establishes immediate and long-range financial goals, the needs of the ASP Project could be adequately financed and supported.

Each team submitted a written proposal to the Education Committee for review. The projects were then assessed for feasibility and adherence to the school's Mission and Vision Statements. Timelines and a roll out plan were developed to implement the targeted projects. The rollout of projects was determined based on infrastructure capabilities and improvements, need, and financial feasibility timelines.

Research was done by each focus group as it related to the proposed projects in each area. This insured that the projects that were chosen provided an educational benefit for all stakeholders within our organization. The Education Committee also reviewed the written proposals in light of ACSI standards and objectives. The Vision of CCS is that Conestoga Christian School, in harmony with the home and church, provides a quality educational program for PK-

12th grade students in an environment which develops critical thinking, nurtures Christ-like character, and equips students for a life of discipleship and service. It is believed that these technology projects do uphold and reinforce Conestoga Christian School's philosophy, mission, and vision as well as adhere to the standards set forth by ACSI.

Year Three Assessment Report

Team: Office/Support

ASP Projects:

1. iPad Streaming. Over the next 5 years Conestoga Christian School will purchase and train its staff on the use of iPads in the office. Ipads will be used for streaming meetings, observations, and events as well as utilized by teachers and students for recording lessons for professional and academic growth.
2. Database Adoption. Over the next 5 years Conestoga Christian School will purchase and train its staff on the use of Auction LIVE software. Auction Live is software that will be used to organize, run, and track donors for the CCS annual auction.

Implementation of Projects:

1. What has been implemented?
    a. iPad Streaming – Last year two iPads were purchased to be used by the office staff. The Head of School, Secondary Principal, and Athletic Director were trained to use iPads for streaming and recording.
    b. Database Adoption - The Auction Live Software was used for the 2014 and 2015 auctions on a trial basis. Rather than purchasing the software Tracy Jones Auctioneer offered to let the school use his version of the software.
2. Who has been involved with the implementation process?
    a. iPad Streaming – Head of School, Director of Technology, Secondary Principal, and Athletic Director.
    b. Database Adoption - Business Manager, Director of Technology, Financial Assistant, and Auction volunteers.
3. How has implementation been communicated with all CCS constituents?
    a. iPad Streaming – Social Media (Facebook), weekly newsletter, website, and High School Cube (Internet website).
    b. Database Adoption - the implementation was communicated to the Auction Committee.

Project Assessments:

1. Have your goals been reached? If not, why not?

a. iPad Streaming – iPad streaming has been used effectively by office staff to stream basketball games, concerts, classes, and meetings. The office goal of iPad streaming has been reached.
b. The goal for 2014 and 2015 was to use the software on a trial basis. The software worked very well and the goal was reached.

2. How has the campus been impacted?
    a. iPad Streaming – Communication has been enhanced through iPad streaming. Parents, grandparents, and all interested constituents can log into highschoolcube.com and watch certain events from home, options they did not have prior to iPad streaming. Also, an injured student was able to log into a class in a separate building through iPad streaming; this student's learning capability was enhanced through this project. Finally, the Secondary Principal was able to use iPad streaming as a tool for teacher observations. Incorporating this observation technique has assisted him in the professional development of teachers.
    b. Database Adoption - The maintenance of the software used previously was dependent on volunteers. This is no longer the case. This has allowed for the use of software that is updated on a regular basis and easy to use.
3. How is project impact being measured?
    a. iPad Streaming – Regular parent meetings are being held and parents are being asked if the office's communication strategies are well received. Parents have replied in the affirmative that the use of iPad streaming has been effective.
    b. Database Adoption - The project impact is measured by the accuracy of recording transactions and user feedback.
4. Concerns.
    a. iPad Streaming – None at this time.
    b. Database Adoption - The continuance of using a borrowed version of the software.

Team: Elementary School

ASP Projects:

In the Year 2 report it was identified that the elementary school modified its goals based on the team's collaboration. The updated goals for the elementary ASP plan are:

1. Grades K-5 will have 5 iPads per class.
2. Grades 1-5 will have 3 desk top computers per class for student use.

3. Grades 3-5 There will be a computer lab established in the elementary building to ensure easy access to technology for elementary teachers and students. It will also be accessible to all grade levels and can be reserved for use through the school's established Google calendar.

Implementation of Projects:

1. What has been implemented?
    a. All elementary classrooms K - Grade 5 now how four iPads. The PreK class now has 2 iPads. (They had none before January 2016.) The elementary principal also has access to an elementary office iPad.
    b. While we did not purchase any student laptops this year, we did develop an in-house elementary computer lab with fifteen computers transitioned to us from other parts of the campus. As the year progressed it became clear that the computers needed to be updated. Funds became available to upgrade our elementary computer lab with fourteen new Chromebase computers in February, 2016.
2. Who has been involved with the implementation process?
    a. Individuals involved with the implementation process have been the Head of School, Director of Technology, ES Principal, teachers, and a few parents. Responsibilities have included:
        i. Head of School - approving and allocating the budget for funding the purchase of the iPads and Chromebase computers.
        ii. Director of Technology - receiving, configuring, and tracking iPads. Receiving, setting up, configuring, and tracking Chromebase computers, as well as training teachers in preparation for student use. Also worked with elementary principal to develop and present technology in-service for elementary teachers.
        iii. Business Manager and Financial Assistant - Ordering and managing the financial components of the purchase of the iPads and Chromebase computers.

iv. Elementary Principal - assigned and distributed iPads in elementary classrooms, loaded and deleted apps on iPads, trained teachers on how to load and delete apps on iPads, organized and assisted Director of Technology with the development and presentation of technology in-service for elementary teachers, and assisted in setting up the the new chromebase computers in the elementary computer lab.
v. Teachers - This year the teachers have been trained and have access to add and delete apps on their classroom iPads. Several teachers across the school assisted in setting up the new chromebase computers in the elementary computer lab. The elementary teachers participated in a technology in-service set up by the director of technology and elementary principal. Teachers continue to work with students to implement new technology into daily classroom use across the curriculum.
vi. Students - assisted in setting up the the new chromebase computers in the elementary computer lab.

3. How has implementation been communicated with all CCS constituents?
    a. The Head of School, ES Principal, and teachers have communicated with CCS constituents in multiple ways, including:
        i. Head of School blog
        ii. ES Principal blog
        iii. Teacher websites

Project Assessment:

1. Have your goals been reached? If not, why not?
    a. We currently have 28 iPads being utilized throughout our elementary program. While the breakdown appears slightly different from the original plan of 5 iPads in each of the K-5 classrooms, iPads are easily mobile and shared among the classes as needed. Ipad breakdown is as follows:
        i. Pre-K - 2 iPads
        ii. K - 5 iPads
        iii. 1st - 4 iPads
        iv. 2nd - 4 iPads
        v. 3rd - 4 iPads

vi. 4th - 4 iPads
vii. 5th - 4 iPads
viii. Elementary Principal/Office - 1 iPad

b. Currently 1st, 3rd, 4th grades have 3 desktop computers. Due to class size, room spacing, and student needs, 2nd and 5th grade have 2 desktop computers in the classroom. We have opted to not have desktop computers in Kindergarten but instead utilize the iPads. It is felt that the iPads are more user friendly and age appropriate for this level.

c. As reported above, we have opted for an in house elementary computer lab which has been recently updated with 14 new Chromebase computers. All elementary grades have access to it for research, writing, and instruction as needed. Grades 4 and 5 have weekly, teacher led computer classes for 30 minutes. A new goal for next year is to propose and hopefully implement computer instruction for 30 minutes a week for 3rd grade as well.

2. How has the campus been impacted?
    a. The impact on the ES continues to be positive.
        i. Students are eager and continue to be able to use iPads individually and in small groups.
        ii. Teachers and students are now able to use the ES computer lab for whole group instruction and/or individual research, projects, and writing assignments.
3. How is project impact being measured?
    a. Technology integration is being measured through direct usage by teachers and students. Throughout our ES program:
        i. Students utilize iPads and computers a minimum of 5 times per week.
        ii. Students are engaged in active learning utilizing their iPads for a minimum of 10 minutes with each use.
    b. Next year the goals will encompass evaluating student academic progress.
4. Concerns.
    a. None at this time.

Team: Middle School

ASP Projects:

1. Online Portfolios for Students Using Google Docs. Starting in 2015-2016 and going forward students, starting in middle school, will regularly add their best work in all major subjects to an online portfolio in Google Drive. This will eliminate paper portfolios, give students ownership of portfolio management, and allow for cross-curricular archiving of student work.
2. Increased Computer Science Offerings in Middle School. Over the next five years, we will increase the computer science offerings in middle school (grades 6-8).

Implementation of Projects:

1. What has been implemented?
    a. Online Portfolios
        i. Middle school students have created Portfolio folders in their Google Drive with sub-folders for the current school year.
        ii. Middle school teachers decided that at the middle school level teachers would direct students as to which projects should be added to the portfolios. As students develop and mature, they will be given an increase of voice and ownership about the possible contents of the portfolios.
        iii. A shared Google doc lists the expected items from each middle school class/teacher that should be included in the portfolios.
    b. Computer Science Offerings
        i. Recent middle school electives have included digital photography options.
        ii. Our TSA (Technology Student Association) continues to offer computer science choices such as web design, video game design and computer aided design to the middle school students.
        iii. Computer coding instruction has been added at the 4th and 5th grade levels, and will progress forward as those students move into middle school.
        iv. We hope to add at least one new computer science elective to the elective choices for 2016-2017.
        v. To make it more feasible to add computer electives, a total of 40 Chromebooks have been added to our middle school building for student use.
        vi. This project is continuing to be developed to offer expanded classes for 2016-2017.
2. Who has been involved with the implementation process?
    a. Online Portfolios
        i. All middle and high school faculty are involved in the implementation process at this time.

ii. As students move into high school, high school teachers will be included in the portfolio process as well.

a. Computer Science Offerings
    i. The Director of Technology and Media has driven the purchase and deployment of the Chromebooks.
    ii. Faculty who are capable in computer science are being tapped for teaching that subject to middle school students for electives.
    iii. Our TSA program continues to attract students who desire to learn more about computer science and other technology topics. A record number of students were involved in the TSA program this year.

3. How has implementation been communicated with all CCS constituents?
    a. Online Portfolios
        i. Our weekly newsletter, *The Cougar Update*, ran a story informing our constituency of the portfolio initiative.
    b. Computer Science Offerings
        i. Our TSA students again participated against many large public schools in a competition and performed very well. This information was shared in our school newsletter and on our Facebook page.
        ii. Constituents are informed about our new Chromebooks through our school newsletter and Instagram.
        iii. Parents and other constituents will be informed of new middle school electives (as they become available) through our newsletter and technology blog.

Project Assessment:

1. Have your goals been reached? If not, why not?
    a. Our goals have not yet been reached because they are a long term plan.
    b. The purchase and deployment of 40 Chromebooks will make reaching the goal much more feasible.
2. How has the campus been impacted?
    a. While we are still in the early stages of implementation, current impact includes increased availability and accessibility to technology as well as improved speed and access which has created a more efficient learning environment.
3. How is project impact being measured?
    a. We will be able to measure the success of online portfolios as we implement the plan in the next year. The quality and quantity of work in student portfolios will be a measure of success. A survey will be sent out at the end of each year for students to report on how many items are in their portfolios.

b. An increase of computer science offerings in middle school will be reflected in the list of possible electives.
c. We also hope to see even more students take advantage of TSA. This year we had 14 middle school students attend the regional competition.

4. Concerns.
    a. Will we continue to have the knowledgeable staff and resources to make real headway in the increase in computer science offerings.

Team: High School

ASP Projects:

1. Full Application of Google Applications in all academic disciplines. This initiative will facilitate communication and learning through developing a paperless classroom, enhancing communication and collaboration between students and teachers, and facilitating learning and assessment.
2. Providing HS students with one-to-one technology and teachers with laptops. This initiative will facilitate communication and learning through developing a paperless classroom, enhancing communication and collaboration between students and teachers, and facilitating learning and assessment.

Implementation of Projects:

1. What has been implemented?
    a. All Teachers have continued to use RenWeb for communication with parents and students, for writing lesson plans, for grading, and for discipline referrals.
    b. All teachers have been trained (In-services and Individual training) and are using Google Classroom to communicate with students as well as to supply them with instructional/learning activities, class notes, assignments, handouts, assessments, rubrics, links, and much more.
    c. Conestoga Christian received a grant and all 9th and 10th grade students have been issued Chromebooks that are used in their classes for communication, instruction, research, simulations, and assessment.
    d. Teachers have received training and are using Google Apps such as Pear Deck and Quizlet which are useful in formative assessment and review.

    e. Multiple teachers have researched and are using online sites for instruction (Khan Academy, Grammar Bytes, iCivics, etc.) for enrichment, and for review in various subject areas.
    f. Multiple teachers have used the internet to find online videos that can enhance instruction.
2. Who has been involved with the implementation process?
    a. Director of Technology, administration, and teachers.
3. How has implementation been communicated with all CCS constituents?
    a. Faculty and department meetings.
    b. Emails to students and parents.
    c. RenWeb.
    d. Google Classroom.
    e. Blogs.

Project Assessment:

1. Have your goals been reached? If not, why not?
    a. We have met our 1st objective with our classes using Google applications for communication, collaboration, and turning in work.
    b. All of our core class teachers and most other classes, where applicable, are using Google Classroom for communication and other learning tasks.
    c. In 9th and 10th grade we are now one to one with all students having a Chromebook. Next year, all students grades 9-11 will have Chromebooks putting us 75% towards goal number two.
2. How has the campus been impacted?
    a. The campus is continuing to move toward a paperless system.
    b. Using the Chromebooks teachers are now able to get instant feedback to check for understanding during class using Pear Deck.
    c. Students with Chromebooks have been able to run online simulations, complete review activities, and much more.
    d. For the most part, use of the interactive whiteboards has allowed teachers to broaden instruction and move more quickly through curriculum. They also have been able to use the interactive whiteboards in conjunction with Google Apps and the Chromebooks.

e. Missed classroom information has been made more accessible to absent students.
f. Communication and classroom resources have been expanded through Google Classroom and Google applications.

3. How is project impact being measured?
    a. Through evidence of hardware purchased.
    b. Through teacher feedback on the use of the technology in their classrooms.
    c. Through teacher feedback on how they have seen it enhance student learning, communication, collaboration, and evaluation.
4. Concerns
    a. Financing to finish implementing the project.
    b. More time for appropriate training on the use of technology in instruction, learning, and assessment.

Team: Technology Coordinator

ASP Project:

1. CCS Infrastructure Upgrade. In order to support additional wireless clients, more network traffic, and heavier network demand, the network infrastructure needs to be updated and upgraded.

Implementation of Project:

1. What has been implemented?
    a. Most of the implementation was done last year.

    b. This year we added additional UniFi wireless access points to support the additional Chromebooks deployed to grades 9 and 10.

2. Who has been involved with the implementation process?
    a. Director of Technology, Administrative Team.
3. How has implementation been communicated with all CCS constituents?
    a. Nothing significant has needed to be communicated.

Project Assessment:

1. Have your goals been reached? If not, why not?

    a. At the present time, and for the present needs, our goals have been reached.
2. How has the campus been impacted?
    a. Internet and network connection has been solid and we have had few if any problems.
3. How is project impact being measured?
    a. Progress can be measured by the number of incidences of network downtime noted by the Director of Technology. This year only one has been observed that was due to issues with our own network (see concerns.)
4. Concerns.
    a. We do have a fiber connection between buildings that has been a concern. There is currently a backup in place, and plans are in the works to repair the fiber connectivity.