PROFILE & STANDARDS REPORT

Christian International School of Prague

Legerova 5
Prague, 120 00 Czech Republic

Jodi Oppenhuizen
Head of School
Christian International School of Prague
Legerova 5
Prague, Czech Republic

Dr. Collette House
Aurora Christian Schools
Superintendent
Chair

November 07, 2021 - November 10, 2021

Table of Contents - Self-Study

School Demographics Table

Intro to the ACSI REACH Self-Study

Regional Association Information Page (if included)

Self-Study Committees Table

School Snapshot

- Introductory Statement
- Vision, Mission, and Future Goals
- Historical Overview
- Demographic Portrait

Re-accreditation Update (if included)

Survey Information

Student Assessment Profile

Self-Study Process

Conclusion Summary

Standards and Indicators (Standards 1 - 8)

- Indicator Compliance Ratings
- Brief Narrative
- Strengths
- Areas for Improvement

Early Education Standards and Indicators (Standards 2-7, if included)

Completion of Self-Study

School's Demographics

School's Demographics

	Information
School Name	Christian International School of Prague
Address 1	Legerova 5
Address 2	
City	Praha 2
Country	Czech Republic
Postal Code	120 00
Phone	+420 272 730 091
Head of School	Jodi Oppenhuizen, Director
Contact Information	director@cisprague.org
Dual accreditation	Middle States Association
School Website	cisprague.org
Grades Accredited	1-12
Enrollment in accredited grades	136

Intro to the ACSI REACH Self-Study

ACSI accreditation is a highly effective way for a Christian school to evaluate itself in light of its unique educational mission. An authentic Christian school excels in all areas of 1) academic thinking, 2) skills for life and living, 3) biblical worldview development, and 4) personal character and spiritual formation. The self-study process guides a school to evaluate and reflect on all that it does in light of this distinctive four-pronged mission.

Writing the self-study is the critical ingredient in maximizing the value of the accreditation process. The self-study is foundational, addressing all the other components of the process. Therefore, it requires the best efforts of the faculty to prepare an accurate, complete, and well-written document. The written self-study is conducted by subcommittees that review, analyze, and evaluate every area of the school's program. *REACH Standards Manual for Accreditation* provides a framework and a set of rubrics to guide the subcommittees through the process.

There are three basic commitments to a successful self-study:

1. A willingness to invest the necessary time, effort, and cost

2. The complete support of the entire school community— administration, board, faculty, staff, and parents

3. A commitment to make any changes that the self-study brings to light for the betterment of the school and student learning

The school is required to complete a self-study. It must organize the school staff and other stakeholders into Standards study groups to complete the process. Each of the eight standards is carefully reviewed using the indicators and rubrics to guide the preparation of an accurate, complete, well-written report. It must evaluate the evidence, rate itself on each of the indicators, identify strengths and weaknesses, write a concluding narrative in regard to the standard, and compile the evidence used to identify those conclusions. Tools are provided to help schools evaluate whether they *Exceed Compliance*, are *Compliant*, are *Partially Compliant*, or are *Non-Compliant* with the indicators. A Steering Committee oversees the process and works with the subcommittees dedicated to examining each standard. Completion of a quality self-study normally takes 18 to 24 months for a school that is going through its initial accreditation. The self-study is a high-value aspect of the accreditation process, and it must be approached with deliberation and high levels of involvement to attain the quality report that is needed.

In addition to the standards/indicators compliance, the school describes itself by completing a school profile. Information is shared about the school's history, demographics, student achievement, mission, vision for the future, results from surveys, and other pertinent data in order to help the reader understand the context of the school for the accreditation visit.

Also included are any significant changes the school has experienced since the previous accreditation or candidacy visit. These changes may impact the school's ability to meet accreditation standards or implement the continuous school improvement plan.

If the school has been previously accredited, the school addresses whether the major recommendations have been completed or are continuing to be addressed in the current cycle of accreditation.

The self-study serves as the guiding document for the visiting team as they examine the school's compliance to the standards, adherence to their mission, and commitment to quality Christian education.

The REACH process is thought provoking in its approach, stimulating in its methods, and efficient in its procedures, both for the school and the team. The end result produces a Visiting Team Report that will assist the school in its efforts to improve student learning and organizational effectiveness.

Middle States Association

MSA's Commission on Elementary and Secondary Schools

The *Commissions on Elementary and Secondary Schools* accredit early-childhood through post-secondary, non-degree granting public, private, faith-based educational institutions including special purpose schools, supplementary education centers, learning services providers, and distance education institutions.

Historically, MSA-CESS has operated in the mid-Atlantic region (Delaware, Maryland, New Jersey, New York, Pennsylvania, and the District of Columbia); with its cooperative partners, it has expanded its scope to include schools and institutions seeking accreditation throughout the United States. The Commissions also award accreditation to member institutions in more than 85 countries around the world.

The *Commissions on Elementary and Secondary Schools* are affiliated with the United States State Department's Office of Overseas Schools and provide accreditation services to American and international style schools attended by members of the U.S. foreign service and U. S. citizens working for non-government agencies and multi-national corporations. The *Commission on Secondary Schools* is also recognized by the U.S. Department of Education as a gatekeeper for eligibility for Title IV funding for post-secondary non-degree granting institutions and distance education.

The *Commissions on Elementary and Secondary Schools* are founding members of the International Alliance of Accrediting Associations which includes the major regional, national and international accrediting agencies.

Nearly 3,000 schools, school districts and educational institutions throughout the United States and in more than 90 countries around the globe are accredited by the Middle States Association Commissions on Elementary and Secondary Schools (MSA-CESS).

MSA-CESS standards, protocols and accreditation services reflect the latest research on school effectiveness and school improvement and uses volunteers trained in critical peer review to provide an external validation of a school's or school district's performance. Middle States accreditation provides its members with the knowledge and processes necessary for implementing school improvement and achieving higher levels of student performance.

Recent research suggests the critical differences between schools that make the grade and those that struggle are the degree to which the school clearly understands what it needs to do to improve, the extent to which the plan to improve is supported by school and community stakeholders, and capacity of, and commitment by, the school to implement and sustain its plan to improve over time.

Middle States accreditation helps a school critically review its current performance, set a course for positive change and build the commitment and support necessary for significant and long-term improvement.

Accreditation helps ensure that schools are making the most efficient use of available resources. Middle States accredited schools are better positioned to use time, talent and money in the most efficient and effective way possible.

Whether a school looks to build on its record of high performance and solid reputation or is interested in setting a new course for continuous school improvement, Middle States accreditation is a catalyst for making every school better.

Self-Study Committees

Self-Study Committees

	Committee Name	Committee Chair	Person 2	Person 3	Person 4	Person 5	Person 6	Person 7	Person 8
Steering Committee	Steering Committee	Kate Parker	Jodi Oppenhuizen	Rachel Jonkers	Dana Chumbley	Rachel Conner	(Andrea Craddock)	(Rindee Tucker)	(Terry Chumbley)
Committee #1	Standard 1 - Philosophy and Foundations	Kate Parker	Andrew Funka	Vicky Mobley					
Committee #2	Standard 2 - Governance and Executive Leadership	Jodi Oppenhuizen	Kevin Moos	Katie Ford	(Boyd Hatchel)	(Terry Chumbley)			
Committee #3	Standard 3 - Home and Community Relations and Student Services	Dana Chumbley	Jodi Oppenhuizen	Rachel Jonkers	Phil Brande	(Lori Gregory)	(Sheri Lefebvre)	(Rindee Tucker)	
Committee #4	Standard 4 - Personnel	Rachel Conner	Romana Grindeland	Jeff Rogers	Abbey Flaherty	(Renee McLean)			
Committee #5	Standard 5 - Instructional Program and Resources	Rachel Jonkers	Rachel Conner	Phil Brande	Trisha Birr	Vicky Mobley	Carolyn Turnau	Veronika Vesela	Vaclav Janca
Committee #6	Standard 6 - Student Care	Jodi Oppenhuizen	Jessica Wunderink	Marketa Huber	(Michelle LeGault)	(Katie O'Boyle)			
Committee #7	Standard 7 - Character, Values, and Spiritual Formation of Students	Rachel Jonkers	Calvin Wunderink	Jeff Rogers	(Becca Ashton)	(Becca Miller)			
Committee #8	Standard 8 - Continuous School Improvement Plan	Kate Parker	Rachel Jonkers	Andrew Funka	Jodi Oppenhuizen	(Terry Chumbley)	(Rindee Tucker)		
Committee #9	Student Performance Data Analysis & Interpretation	Trisha Birr	Calvin Wunderink	Rachel Jonkers					
Committee #10	Survey Administration, Collection, Analysis, & Interpretation	Ruben Jonkers	Rachel Jonkers	(Renee McLean)					
Committee #11	Team Visit Logistics and Hospitality	Karolina Mala	Marketa Huber	Romana Grindeland					
Committee #12									
Committee #13									

School Snapshot

Introductory Statement

The Christian International School of Prague (CISP) is a community of caring staff and teachers as well as diverse students. We provide an excellent education focusing on more than just academics. The education at CISP is practically oriented, and our students are challenged to grow into responsible contributors to society. We believe that education should kindle students' delight in learning and lay the groundwork for a joyful life of service to the world around us.

CISP is located in the center of Prague and offers an affordable education for international students. The school is run by an independent board. CISP is entering its second accreditation cycle with ACSI and MSA.

Vision, Mission, and Future Goals

VISION
Students who are followers of Jesus among the nations expressing their faith by thinking biblically, and loving and serving their communities for Him.

MISSION
CISP provides, from a biblical perspective, an academically excellent and practically oriented education within a loving community.

CORE VALUES

- Faith in Christ
- Walking in Truth
- Grace in Community
- Biblical in Worldview
- Learning for a Lifetime

EXPECTED STUDENT OUTCOMES
Maturing CISP students...

Biblical

- Trust only in Jesus for salvation and are growing through a personal relationship with him
- See themselves as created in God's image, marred by sin, redeemed and loved
- Demonstrate Christlike character and behavior
- Display gratefulness and joy in the Lord
- Interpret the world through a biblical worldview

Academically excellent

- Evaluate written and spoken words with wisdom
- Speak and write skillfully and graciously
- Practice intellectual virtues: tenacity, courage, humility, carefulness, fair-mindedness and honesty
- Cultivate habits of imagination and inquisitiveness that make life-long learners
- Think critically and creatively and engage in problem-solving

- Are responsible, productive and compassionate members of society
- Apply biblical principles to practical areas of life, including money and sexuality
- Care for God's creation as God-appointed stewards
- Practice justice and mercy with those in physical and spiritual need
- Share their talents and time to serve the community

Loving community

- Love and respect all people as image bearers of God
- Build a community of grace and handle conflict in a Christ honoring way
- Work collaboratively with others, demonstrating God's grace
- Share and articulately uphold their beliefs within loving relationships
- Worship and serve in a local Christian church

Future Goals

CISP's goal is to move into its own facility that is accessible by existing public transportation, adequate for a student body size of about 200, and provides an environment that is safe, healthy, and conducive to excellent education. CISP is reaching the limits of the capacity of our current building, and our lease expires in July 2023.

CISP plans to add a kindergarten. CISP plans to increase engagement with the Czech community through enrollment of Czech students, service projects, and mentoring Czech teachers. The Knight School program will also be able to grow in a new location, and increase opportunities to involve the Czech community.

Historical Overview

In 2003, several parents saw a need for an affordable excellent education in English that also integrated biblical faith in learning. The interested parents met and prayed throughout the fall of 2003 and spring of 2004, with a heart to serve international and Czech families who could not afford the expensive international schools in Prague. The Christian International School of Prage was established with this purpose statement: Our purpose is to provide an education -- one that is academically excellent, relationally nurturing, and practically oriented -- from a biblical perspective designed to assist students to know God better and to serve and transform their community for Christ.

On 8 September 2004, CISP opened its doors with ten American missionary students meeting in two classrooms in a school building centrally located in Prague 3. There was a kindergarten/first grade class, and classes for 6th-9th graders. By the end of the first year, there were 18 students, and the school experienced a steady growth for some years. The first student graduated in June 2008.

CISP began with a strong pro-homeschooling support system in place. Homeschoolers often enrolled as part-time students or registered with CISP to use the school library and join CISP students for extra-curricular activities and field trips. In the beginning years, CISP had a program for elementary homeschoolers two days a week called TNT (Tuesday 'n' Thursday).

As the school grew and developed, the administration and board recognized the need to validate the education provided by CISP. The staff came to know and trust the Association of Christian School International (ACSI) and learned that the accreditation process both validates our school and is an excellent method for ensuring school improvement. ACSI and the Middle States Association of Colleges and Schools (MSA) accepted CISP as a candidate for accreditation in 2009. At this same time, a business manager helped the school gain a stronger financial footing. He also helped the administration and board start developing a donor base to invest in the school. For these two reasons, the board inspired to revise the purpose statement; the current foundation statements were adopted in spring 2011.

In 2013, CISP achieved accreditation by ACSI and MSA and moved into a larger school building in Prague 2. Within a few years, the student population grew substantially. The development team led fundraisers to build a student lounge called the Knights' Keep, outfit the chapel, and build a playground.

Since the start of CISP, the founders have desired CISP to be recognized by the Czech Ministry of Education. After many attempts, this was finally achieved with the Lord's help on 15 March 2013. The recognition with the Czech Ministry of Education was renewed in 2018. CISP has incorporated outside support in ensuring it complies with and, in many instances, exceeds the requirements of the Czech Ministry of Education.

After serving CISP for 11 years, Leslie Johnson, one of the original founders, stepped down as director in the spring of 2015. Principal Terry Chumbley served as interim director until he was hired as director by the school board in April 2017. He continued in the role until July 2020.

In March 2020, the Czech government closed schools with a one-day warning. We sent students home with materials, books, and Chromebooks (which thankfully had been purchased for all secondary students in the 2018-2019 school year). Thanks to the foresight of Terry Chumbley, teachers had already been thinking of ways to conduct classes virtually. Within two days, CISP resumed classes online. The secondary teachers used Google Classroom for materials and assignments, and class was held on Google Meet. Secondary students followed their normal schedule, with the exception of Wednesdays: they were deemed screen-free days. The elementary classes used the online platform Seesaw, where teachers posted interactive assignments and viewed student responses. Elementary classes met once a day in a Google Meet as well. A majority of parents were pleased with CISP's distance learning program.

Due to the pandemic, the planned May 2020 Accreditation Team visit was cancelled.

The 2020-2021 school year was a unique one in CISP history. The school was run by a leadership team of four: the school counselor, chaplain, admissions manager, and curriculum coordinator. Students started the year in-person but in October 2020, the government sent all students home. The middle school continued with distance learning through April; the high school did not return to in-person classes for the whole year. The elementary school alternated between distance and in-person learning several times over the course of the year. During that year, the school counselor, who has been at CISP since 2013, applied and was hired as director. Jodi Oppenhuizen began her tenure as director in April 2021.

In September 2021, CISP had 136 students from 23 different countries, and 36 faculty and 12 support staff members from 6 different countries.

Demographic Portrait

School information

Christian International School of Prague
Legerova 5, Prague 2, Czech Republic
+420 272 730 091
info@cisprague.org

Director: Jodi Oppenhuizen,director@cisprague.org

Year Founded: 2004

Accreditation received: 2013 by ACSI; 2013 by MSA

Recognition by the Czech Ministry of Education: 2013 and 2018

Grade levels seeking re-accreditation: 1-12

Governance Structure

CISP was founded as a Czech o.p.s., or a non-profit organization, following Czech law. The founding board was made up of missionaries from different organizations. The school board now is represented by six members from different nations and work backgrounds. The board has a chair, a secretary and a treasurer. The school board is totally independent from any specific church authority.

Czech law also requires a "supervisory board," which reviews the work of the administrative board by reading the minutes and assuring the finances and work of the school is transparent and according to the vision. This board has three members.

Both the administrative board and the supervisory boards are self-perpetuating. When a need to fill a board position arises through resignation or the expiration of a term, the current administrative board prays and begins discussing who in the community might have the gifting and calling to become a board member. A candidate is asked to read a section from *Teaching Redemptively* by Donovan Graham, then to meet with a board representative. If that continues to go well, the person meets with the administrative board. The board then votes in executive session.

CISP's administrative board meets six times per year, with an agenda including: financial items, a staff update, director's report, legal issues, and board business. Planning for the future is also a part of the board's task; strategic planning meetings are on the board calendar.

CISP Administrative Board:

- Andrew Funka, Chair
- Katie Ford, Secretary
- Dan Foreman, Treasurer
- Radim Špurek
- Jessica Weaver
- Matt Ferguson

Executive Leadership

Leadership Team:

- Director - Jodi Oppenhuizen, Ed.S.; MA TEFL/Intercultural studies; MA Clinical-Counseling Psychology
- Principal - Kevin Moos, Masters in Education, Administration
- Curriculum and Instruction Coordinator - Rachel Jonkers, Bachelors in Art Education

Academic Advisory Team (AAT)

- Director - Jodi Oppenhuizen
- Principal - Kevin Moos
- Curriculum and Instruction Coordinator - Rachel Jonkers
- Elementary Coordinator - Kelly Robinson
- Athletic Coordinator - Trisha Birr
- School Counselor - Carol Lillard
- Admissions Manager - Kate Parker
- Chaplain - Carrie Beth Rogers

Department Heads

- English language arts - Kevin Moos
- Social Studies - Rachel Conner
- Math - Vicky Mobley
- Science/PE - Trisha Birr

- Bible - Carolyn Turnau
- Languages - Veronika Vesela
- ELL - Phil Brande
- IT - Vaclav Janca

Staff Demographics

Number of Teaching Staff:

- Full time: 22
- Part time: 14

Number of Support Staff:

- Full time: 7
- Part time: 5

Number of Staff on Full Missionary Support: 34

Number of staff on Salary: 13

Staff nationalities:

- United States: 30
- Czech: 9
- Canada: 3
- South Korea: 2
- And 1 staff member from each of the following countries: Australia, Netherlands, Lebanon, Philippines

Organization and Enrollment

Total Enrollment: 136

- Elementary (grades 1-5): 54
- Secondary (grades 6-12): 82

    - Middle school (grades 6-8): 40
    - High school (grades 9-12): 42

Student and Family Demographics

- Boys: 67
- Girls: 69

English Language Learners:

- Currently in ELL classes: 12.5%
- Recently graduated from ELL classes: 10%
- Multilingual students: 48%
- Native English speakers: 60%

CISP students hold passports from 24 different countries. The top four countries have the following percentages:

- United States 40%
- India 15%
- Czech Republic 14%

- South Korea 7%

Percent of part-time students: 1.5%

Percent of students whose parents are in missions: 29%

A total of 59% of the CISP student body receives some type of tuition discount. The following details the percentages of students receiving different discounts to tuition.

- On scholarship: 4%
- Staff discount: 19%
- Czech citizen discount: 14%
- Missions discount: 15%
- Sibling discount: 22%

Tuition and fees, 2021-2022

Grades	Tution	Fees*	Total	USD Exchange at 21.6/$1
1 - 5	157 436 CZK	17 564 CZK	**175 000 CZK**	$ 8 085
6 - 8	165 481 CZK	19 519 CZK	**185 000 CZK**	$ 8 550
9 - 11	165 481 CZK	29 119 CZK	**194 600 CZK**	$ 9 000
12	165 481 CZK	33 719 CZK	**199 200 CZK**	$ 9 200

*These fees include capital fee, activity fee, technology fee and school supplies.

- Application Fee: 4 000 CZK
- Enrollment Fee: 6 000 CZK
- Re-enrollment Fee: 4 000 CZK

CISP offers a 10% discount for each additional child from the same family, a 5% discount to Czech citizens, a 5% discount to families sent by a missions agency.Students of CISP missionary staff receive tuition discount, up to full tuition for full-time missionary staff. These discounts apply only to tuition, not fees.

Scholarship funds provide partial scholarships for students based on need.

Finance

Size of annual school budget:

- Total Operating Revenue: 24 000 000 CZK
- Total Operating Expense: 24 000 000 CZK

Capital campaign:

- Balance in Czech account as of September 2021: 5 116 000 CZK
- Aspire fund: $ 22 516 USD
- Fellowship fund: $ 50 980 USD

Facility

CISP rents a school building from the city of Prague 2, about a 10 minute walk from a central metro station. The school includes:

- 4 elementary classrooms
- 8 secondary classrooms, including a science lab
- 8 addition classrooms for ELL, elementary language, supplemental services, as well as a designated music room, art room, and a computer lab

Additionally CISP has a library, student lounge, two small gyms, a fitness center, several offices, a staff room, and a courtyard with a playground and pitch. A cafeteria is also available to students and staff in the building.

Instructional Program

CISP offers a liberal arts education, with core subjects of English language arts, mathematics, science, social studies, Bible, and foreign language. Additionally, students take classes in fine arts, physical education, and information technology. English language learning support is offered to students who need it. Field trips, seminars, the sports program, drama program, and other student activities support the curricular program by providing opportunities to care for many facets of student learning and growth. They also support the building of the CISP community.

At the center of all these curricular activities is CISP's vision for students who are followers of Jesus. We believe the Bible not only communicates "religious" knowledge, but that it provides a lens through which to understand all aspects of life. Therefore, we endeavor to integrate all of our educational disciplines with a distinctively biblical worldview. Not that we attempt to substitute the Bible for a science textbook; rather, the Bible gives us a perspective through which to view science as deeply meaningful and ordered to the glory of God. We want each of our students to be familiar with this biblical perspective on reality, and be able to understand everything from that Christ-centered perspective. Course guides include a biblical worldview statement, and unit plans have essential questions which support biblical worldview development.

The courses at CISP follow an American-style curriculum with flexibility to address the diversity of our students. For example, a wide range of literature and world history is studied, and both metric and US standard systems of measurement are used. We are sensitive to students who need specific courses for entrance into universities in their home countries and help students meet requirements as we are able. Homeschooling families may send their children to our school for individual classes when we offer courses and schedules that meet their needs.

Education in the elementary classes is creative and hands-on, allowing children to discover their world and grow in their academic skills. The secondary school offers classes in all core subject areas with an additional emphasis in the arts, physical education, and health to help children grow into well-rounded adults.

CISP utilizes blended learning in various secondary classes. This includes online textbooks, various websites, and online programs. Our math, language arts, and IT departments especially rely on electronic media.

We have developed the Supplemental Services department to support students with various learning needs. The Supplemental Services Coordinator's job is to support students who have been identified as having learning difficulties by providing in-class aids, small group sessions, and one-on-one therapies. This position is not currently filled in the 2021-2022 school year, and the supplemental services department currently only includes ELL services. In the past, the supplemental services included a Challenge Program for high achieving students which met after school once a week to provide more rigorous challenges to meet their academic needs. Additionally, students with behavioral challenges which don't require long-term support from the guidance department would meet with the Supplemental Services Coordinator. CISP desires to fill this position again and provide a broader range of supplemental services to our students.

Curriculum Documents are available to view electronically on Curriculum Trak.

Related Files

- [2021_09_13-07_19_CISP Curriculum Guide.pdf](#)
- [2021_09_18-06_35_CISP Tuition and Fees 2021-22 Revised 02_21.pdf](#)
- [2021_09_18-08_55_Student Countries 2021-2022.pdf](#)
- [2021_09_18-08_55_Enrollment 2021-22.pdf](#)
- [2021_09_18-08_55_Budget 2021_2022.pdf](#)
- [2021_09_18-08_56_CISP Charter.pdf](#)

Reaccreditation Visit Update

Major Changes Since 2013

The first ACSI Accreditation Team Visit was in May 2013, when CISP was located on Perunova and planning a move into the Legerova facility, summer 2013. The new building has allowed CISP to offer more to the community. Knights School is a program for the parents of our students, and it has included ELL classes and various seminars. CISP also has been able to host ACSI Honor Choir and an annual Czech Christian Educators Conference. In the early years in our new building, the school conducted several fundraising projects, including building a playground in the courtyard and renovating the chapel with new chairs, flooring, stage, and technical equipment. The Aspire and Fellowship funds were developed to build up money for CISP to own a building.

The school has purchased more technology and increased technology use in learning. The school uses Google Suite and teachers have had many opportunities for Google training. Secondary students use e-books, Chromebooks, and teachers use Google classroom. Four classrooms use interactive whiteboards. The school purchased an account with Curriculum Trak and switched to the FACTS school information system.

The student population underwent several changes in the past eight years. The first year in the new facility, the student population dropped below 80. After several years, the enrollment saw great increases, and it has been over 120 since 2017-18. In 2013, the population of our school was 50% American. The Korean population grew and we hired a Korean liaison to help us communicate with Korean families. The percentage of Korean families dropped and now the school's Indian population is increasing. The percentage of American students dropped to 28% in 2020. When only 34% of the current students were native English speakers, and a significant majority of the students did not come from Christian homes, the school re-evaluated the Bible curriculum since a smaller percent of our students were familiar with the Bible. In 2021, the American population is up to 40% due largely to an influx of American missionaries.

In June 2015, founder and first Director Leslie Johnson stepped down. The school's principal Terry Chumbley came on as interim director. In April 2017 he was hired as director. In 2018 the first student to attend CISP full-time for twelve years graduated. In summer 2020 Terry Chumbley stepped down and in April 2021 Jodi Oppenhuizen became the school director. The organization of leadership also changed. A site-based decision-making team was established in 2015; a group of leaders from the school met weekly to discuss issues and make decisions. This was redefined in 2018 as the Academic Advisory Team (AAT), a team of coordinators and managers who meet biweekly to advise the Leadership Team.

The school has matured in many ways since 2013. Today, CISP is more selective in staff hiring and more careful to admit only students whose needs we can meet. The school has placed limits on courses that are offered. In addition to these careful limitations, the school has more written procedures, department manuals and job descriptions.

Progress on CSIP and Major Recommendations

CSIP 1: Student Learning Goal - Writing

- ***Increase students' ability to communicate well through writing.***

CISP has made steps to increase our attention to student writing. The English language arts department was given a dedicated chair in 2018. CISP adopted US Common Core standards for English language arts. We developed a curriculum map on writing to ensure writing concepts and genres are taught at all grade levels.

Inservice in August 2018 and 2019 included seminars on teaching writing.

The elementary department implemented the 6+1 Traits curriculum, giving teachers a better focus for writing lessons. Elementary teachers started to keep writing portfolios for each student, per our stated goal in 2013. This system was cumbersome to maintain, and due to the turnover in staff and students was not deemed helpful. In 2020, CISP started using the 6+1 Traits program that includes lessons to support teachers in writing lesson plans on writing.

There are many examples of our emphasis on writing in the secondary department. Students have writing opportunities in every core course, even math. We have added AP Literature and Composition to our course offerings. We have also taught AP English Language and Composition and English electives Journalism and Creative Writing, though we are not currently offering those courses. Students wrote their own script for the play in 2018-19. Student writing has been incorporated into the Art and Coffee Night. Beginning in 2019-2020, all ninth graders take a Personal Communications class, which emphasizes writing; half the year is on public speaking, and the fourth quarter is focused on writing. In English 11, students choose a creative, technical, and professional writing element for a semester-long project. In English 12, students engage in a year-long project which also includes various types of academic writing.

Student writing is boosted by grammar and vocabulary, and CISP has adopted resources suited to help establish these abilities in our students. For grammar, secondary teachers use IXL.com which gives appropriate exercises based on grade level and meant to match Common Core standards; for vocabulary, we use Wordly Wise, which focuses on standardized academic vocabulary often present in the SATs or the novels the students are reading, and provides exercises of the words in context. These tools are both crucial for developing the writing skills of CISP students.

CISP teachers utilize online tools to ensure the quality and academic integrity of our student papers, encouraging them to write based on their own critical reasoning, understanding of their research, and how to avoid various types of plagiarism.

Efforts to improve student communication through writing is ongoing for staff and administrators at CISP. Spring 2021 MAP testing scores show that CISP has reason to be pleased with its efforts. In language, 77% of elementary students and 95% of secondary students scored at or above the national average. The average scores in all the language test goal areas were at or above the norm RIT for all grades.

CSIP 2: Financial Goal

  - ***Establish a financial base for stability reflected in 1) progress toward having a cash reserve of 6 million CZK by 2024; and 2) having a healthy budget that enables the effective operation of CISP.***

CISP has a healthy budget that enables effective operations. We have been able to budget every request of teachers in the last two school years. We have kept most education materials and technology up to date, as our space has allowed.

We have a full-time business manager. We have hired Genova consulting, an outside accounting firm.

CISP has developed a donor base and has both a capital fund of5 116 000CZK and a scholarship fund of $ 50 980 USD anda saving fund of $ 22 516 USD as of September2021.

CSIP 3: Curricular Goal

  - ***Improve our curriculum's horizontal integration (interdisciplinary) and vertical alignment (across grades).***

CISP has made much progress to to meet our curricular goal of integration and alignment, and is in a better place to make further progress on this goal.

The humanities program integrates English language arts and social studies disciplines. In English classes, students read books that focus on what they are learning in history. High school class trips are focused around what the students are learning in humanities.

Regular secondary department meetings provide opportunities for teachers to collaborate and develop vertical alignment.

Curriculum documents were moved to a shared Google drive. Having an easily accessible and central location fosters collaboration.

CISP purchased Curriculum Trak in spring 2019 and teachers have been inputting teaching unit plans and connecting standards to units. When the input is complete, the program will facilitate interdisciplinary integration and vertical alignment.

We have improved resources for teaching. CISP also has better organizational structure: department heads have specific responsibilities, and the curriculum coordinator helps the department heads stay current on the stages of the curriculum review cycle.

CSIP 4: Staff Goal

- ***Increase staff retention to the point of 75% percent are long-term (more than two years) and 99% percent being on at least a two-year commitment.***

Staff retention has increased greatly at CISP since we began the accreditation process. Thirty-three percent of our staff have been at CISP for five or more years. This continuity has benefited our students and programs.

In 2019-2020, the following figures show the increase in staff retention, which is reflected in our current staff:

- 60% have been at CISP more than 2 years
- 73% have been at CISP for 2 or more years
- 83% have been at CISP for 2 or more years, or are planning to stay at least 2 years

CISP has made many improvements to encourage staff retention. We have a written policy that volunteer staff commit to CISP for two years. CISP provides support for staff through professional development: Connexus, ICEC, in-house CEUs, and each faculty member has a fund for professional development. The CISP Board pays for an annual staff retreat, Christmas party, and end of year party. We have a chaplain to staff. A counselor comes to give staff a Transition Seminar - one month after arrival for new staff, and one month before departure for staff who are leaving or going on totalization.

CISP's human resource manager conducts exit interviews with staff and sends a report to the director. Based on exit interview feedback, a communications manager was hired.

CISP increased salaries for national staff. In 2019-2020, CISP began giving full-time, volunteer staff a stipend in their support accounts.

CSIP 5: Facility Goal

- ***Make significant progress toward readiness to move into a permanent facility by 2023.***

The CISP Development Team includes the director, board chair, and business manager. The CISP Board established a school debt policy in spring 2016. Matt Coe talked to the Board about capital campaigns. The Board has been in discussion with a capital campaign consulting firm Mission Advancement from the USA. CISP started a Capital Campaign; donors can give to the Aspire Fund through Teach Beyond to donate to our building. CISP sends Christmas cards to supporters every year to let them know our needs for a building. Currently the Capital Fund has 5 116 000 CZK and 22 516 USD.

CISP hired Arcadas Consulting to represent the school in discussion with developers, and will use the company to project manage a future project. In the 2019-2020 school year, the school was in discussions with the developer Crestyl about a possible new building. The school hired Ian Bryan Architects to draft designs for a

school. While these ultimately will not be used, this architect firm knows our needs and will work with us again. CISP has been working with Brian Piper, an independent business development associate, who has been volunteering his time, expertise and contacts to help the school meet its goal.

Since the COVID-19 pandemic, discussions of building plans and purchasing lands have been put on hold. The school expects the city to postpone the major reconstruction it plans for our current facility, and CISP does not anticipate needing to move in 2023 as originally expected.

CISP appointed a development manager in May 2021 who will work to re-establish the school's donor base and begin smaller fundraising campaigns. The Board continues to look at land in the city.

Major Recommendation 1: ELL Program

- **Accelerate the development of the ELL program in anticipation of increased interest from Czech and Asian families as CISP reputation is enhanced by government recognition, accreditation, and the new facility.**

COMPLETED

Over the past 7 years CISP continually worked at improving the English Language Learning (ELL) department by improving policy and increasing staff. More staff were dedicated to the ELL department, and a new administrative position of Supplemental Services was created to oversee the ELL department. The administration revised the numbers and percentages of students allowed in the ELL program, specifying numbers of students per grade level. The tests for admissions and for leveling were changed to ensure students had an appropriate level of English to succeed in the grade they were placed. The ELL department reorganized the High School ELL curriculum to gear it towards English grammar and reading and writing. The department also increased tracking through the ELL program for students' progress and testing out.A new "ELL Graduate" category helps ELL teachers track the students after leaving the program, and the teachersincreased the follow up time after students exit the ELL program.

Major Recommendation 2: Curriculum Review

- **Resume the curriculum review cycle on all levels incorporating into the process careful study of both the current instruction program and standardized test results in order to ensure alignment with standards adopted in Curriculum Trak, and the expected student outcomes. Curriculum should be reviewed by subject area by a committee of teachers that includes representatives from all grade levels.**

IN PROGRESS

In fall 2014, the curriculum coordinator revised the curriculum review cycle to include research of trends and best practices and analysis of standardized testing scores. In addition, it required a study of our current curriculum including its alignment with CISP's goals and external standards. This plan was followed by department heads starting in 2015-2016.

In the summer of 2016, CISP implemented a form for teachers to review their students' strengths and weaknesses as reported from standardized testing. This helped our teachers to utilize test scores to develop individual student goals. In addition, the English and Math departments reviewed the trends in scores on a school-level, and used the data to explore areas of weakness in our students. This helped but analyzing test scores was still a weakness for CISP. In fall 2017, a team was formed to review standardized testing scores on a deeper level. Based on that review, the school decided to change our standardized test, because it took too many hours to learn from the data provided by TerraNova. In the 2018-2019 school year, CISP began using the MAP standardized test.

MAP's RIT Score compares our students' data to other international, English speaking students. The RIT scale measures what students know regardless of grade level. It measures growth over time, making it easy to track students' progress. During August in-service, the Curriculum Coordinator explained the MAP scores to teachers.

In fall 2017 CISP hired a new curriculum coordinator with a Masters in Curriculum. Expected Student Outcomes were emphasized in staff meetings throughout the school year. In winter 2018, the curriculum coordinator reviewed and recommended Curriculum Trak. In 2019-2020, staff began utilizing Curriculum Trak, which provides better and easier communication concerning units, standards and expected student outcomes.

In the August 2019 inservice, staff spent time reviewing our Portrait of a CISP graduate (CISP's ESOs condensed to eight attributes) and how we instill them in our students from grade 1 to 12. In spring 2021, it was determined that our school's ESOs were not written in a way to make alignment with curriculum possible. Careful study of our former ESOs and those of other schools led to a re-writing of ESOs for CISP. The new draft was reviewed carefully by several staff members and was adopted in June 2021. This fall, 2021, teachers are in the process of recording integration of the new ESOs into curriculum maps.

Major Recommendation 3: Technology Plan

- **Revise its technology plan to reflect a higher compatibility to the biblical mission and vision of the school and the financial impact of the coming move to a new building with appropriate training of both support and instructional staff.**

COMPLETED

During its first year in the Legerova building, CISP established an IT committee. The committee assessed CISP's IT equipment, established goals for purchasing new equipment, and began to raise funds. The IT Committee chose a phone system, rewired the building with new switches and hubs, and built a server. In fall 2016, CISP acquired six new access points which improve Internet connectivity and provide a bell and alarm system.

CISP continued to budget significantly more for technology. The director increased training on Google Education Platform. FACTS was chosen as a new school management system. CISP purchased Chromebooks for every student in grades 6-12, and the school has a classroom set available for elementary grades. CISP also purchased Chromebooks for staff usage. A full-time IT manager was hired.

Major Recommendation 4: Facility Plans

- **Develop comprehensive written facility plans for addressing the following issues in the new Legerova building: Maintenance, cleaning, and safety inspections; Proof of full compliance with best practices and legal standards for safety; Adequate insurance; Access control and student safety, particularly in areas of the building that areaccessible to the public and/or the organizations sharing spaces with the school.**

IN PROCESS

CISP began the 2013-2014 school year in a new building. In the fall of 2013, staff wrote a comprehensive facility plan and revised the Security and Crisis Manual. Maintenance and safety inspections are conducted quarterly. Phones are in every classroom.

Staff and students use ITIC and ISIC identity cards, and visitors sign in at the office. Our Crisis Management Team conducts scenario drills each quarter to prepare for the unexpected. Emergency drills are practiced with students each quarter. CISP hired a Czech safety and security consultant who visits yearly.

CISP continues to do what is possible to ensure student safety. Because the school shares a building with four other entities, we continue to have concerns with access control. The other entities are less concerned with safety than we are. We continue to address issues as they come up, and attempt to work with the other entities to increase the control that others have access to space that our students use. We have discussed the concerns with the landlord who then spoke with the other renters. We take all precautions possible and are compliant within our ability.

Related Files

- [2021_09_20-06_55_CSIP 2013-2020 Action Items](#)
- [2021_09_20-06_58_CISP Technology Plan 2020.pdf](#)
- [2021_09_20-06_58_Security Crisis Management Plan.pdf](#)
- [2021_09_20-07_00_CISP Facilities Plan](#)
- [2021_09_20-07_00_Facilities Plan Timeline.pdf](#)
- [2021_09_20-07_02_ELL Policy 2020-21 .pdf](#)

Survey Information

Survey Descriptions

Annual Parent Survey

This survey was developed by CISP and last administered in June 2021. The purpose is for parents to provide feedback to the administration and teachers about the educational and spiritual environment of the school and how the school is meeting the needs and expectations of each family.

A link to the survey's Google form was sent to parents of current students at their primary correspondence email address at end of school year; one survey per family. Parents had the option for responding to questions about students at different grade levels. The survey was provided in English, Czech, and Korean.

Response rate: 32%

Annual Secondary Student Survey

This survey was developed by CISP and last administered in June 2021. The purpose is for students to provide feedback about how the school is meeting their educational, emotional, spiritual, and social needs.

The survey was done in Google forms. It was completed by secondary students (grades 6-12) on Chromebooks in homeroom during review week in June.

Response rate: 44%

Semester Course Evaluations

This survey was developed by CISP and last administered in June 2021. The purpose is for secondary students to provide feedback about their experiences of individual classes in the school, to aid the teachers and administration in creating courses and supporting students well.

This survey is completed in each high school class in December and June each year by all students in grades 9-12. The results available on site.

Annual Staff Survey

This survey was developed by CISP and last administered in June 2021. The purpose is to provide feedback to the administration about the educational, spiritual and professional environment and needs in the school.

The survey is conducted by Google Forms and was completed by volunteer as well as paid staff as part of end-of-year check-out process in June. All full and part-time staff, both paid/contract and volunteer are asked to complete it.

Response rate: 62%

Alumni Relations Survey (in development)

The purpose of the alumni survey is to build relationships with alumni so that they remain connected and invested in the school community.

The survey which will be done on Google Forms is still in development phase. It will be sent to former students and graduates of CISP. It was not recently conducted. Maintaining contact with alumni and getting a significant response has proved to be challenging.

Survey summaries

Following are the highs and lows from each survey. Please note the scale:

4 = Strongly Agree; 3 = Agree; 2 = Disagree; 1 = Strongly Disagree

Annual Parent Survey June 2021: 26 responses

All-School Highs: out of 35 questions/statements

- 3.54: Students at CISP generally feel safe.
- 3.46: Different cultures and ethnicities blend well at CISP.

All-School Lows:

- 2.84: CISP teachers have prepared my child(ren) for success in these areas of study: Physical Education
- 3.04: Parent volunteer opportunities are well coordinated.
- 3.09: CISP teachers have prepared my child(ren) for success in these areas of study: Foreign Languages

Elementary Highs: out of 7 statements

- 3.33: Please evaluate your experience with the following activities: 100thDay of School

Elementary Lows:

- 2.60: Please evaluate your experience with the following activities: Swim Camp
- 2.80: Please evaluate your experience with the following activities: Clubs

Middle School Highs: out of 9 statements

- 3.30: The addition of one-to-one devices (Chromebooks) improved the learning experience for my child(ren).
- 3.29: Please evaluate your experience with the following activities: Concerts (Christmas, Spring)

Middle School Lows:

- 2.40: Middle school students have enough extra-curricular activities.
- 2.40: Please evaluate your experience with the following activities: Athletics

High School Highs: out of 20 statements

- 3.67: The addition of one-to-one devices (Chromebooks) improved the learning experience for my child(ren).
- 3.30: School Counseling Department: Scheduling

High School Lows:

- 2.22: Student Opportunities: Clubs
- 2.33: Student Opportunities: Athletics

Comparison of Parent Survey 2020 to 2021

These are the results that had a 0.30 difference or more between the 2019-2020 school year to the 2020-2021 school year.

- A positive climate is maintained in CISP classrooms: 3.04 rose to 3.42
- Different cultures and ethnicities blend well at CISP: 3.19 rose to 3.46
- CISP teachers have prepared my child(ren) for success in these areas of study: Fine Arts: 3.33 fell to 3.13
- CISP teachers have prepared my child(ren) for success in these areas of study: Physical Education: 3.04 fell to 2.84

Elementary:

- Swim Camp: 3.29 fell to 2.6
- Clubs: 3.05 fell to 2.8

Middle School:

- Secondary Retreat: 3.12 fell to 2.75
- School in Nature: 2.92 fell to 2.5
- Athletics: 2.71 fell to 2.4
- Drama Club: 3.24 fell to 3.0
- Student government: 3.06 fell to 2.75

High School:

- School Counseling Department: Post HS Planning: 2.46 rose to 2.86
- Student Opportunities: Field Trips: 3.16 rose to 2.80
- Student Opportunities: Class Spring Trip: 3.5 rose to 2.75
- Student Opportunities: Athletics: 2.0 rose to 2.33
- Discipleship Experiences: Roundtables: 2.72 rose to 3.25
- Discipleship Experiences: Secondary Retreat: 3.24 rose to 2.75
- The addition of one-to-one devices (Chromebooks) improved the learning experience for my child(ren). 3.16 rose to 3.67

Secondary Survey 2020-2021: 30 responses

Highs:

- 3.67: Was the use of a Chromebook beneficial for your learning?
- 3.45: Did you have the opportunity to learn about Christ-like behaviors?
- 3.29: Did you see the school staff practicing Christ-like behavior?

Lows:

- 2.58: Were you satisfied with the after-school activities offered at CISP?
- 2.67: Have you been challenged to grow in gratitude at CISP?
- 2.74: Did you have the opportunity to serve others while at CISP?
- 2.74: Did you feel listened to by staff at CISP?

Secondary Survey 2019-2020: 49 responses

Highs:

- 3.63: Was the use of a Chromebook beneficial for your learning?
- 3.55: Did you have the opportunity to learn about Christ-like behaviors?

- 3.38: Was diversity welcome at CISP?

Lows:

- 2.67: Were you encouraged to learn outside of the classroom?
- 2.75: Were you satisfied with the after-school activities offered at CISP?
- 2.79: Did you have the opportunity to serve others while at CISP?

Staff Annual Survey 2021: 30 responses

Highs:

- 3.84: My administrators support my decisions about student behavior.
- 3.69: I am empowered to make decisions about my teaching.
- 3.64: My administrators are available for me.

Lows:

- 2.87: CISP provides a spiritually rich environment to its students.
- 2.92: CISP provides a practically oriented education.
- 2.96: We have a positive staff culture.

Staff Annual Survey 2020: 31 responses

Highs:

- 3.59: My administrators support me when conflict arises with parents.
- 3.53: My administrators support my decisions about student behavior.
- 3.5: My administrators treat me like a professional.

Lows:

- 2.96: We have a positive staff culture.
- 2.96: CISP provides a spiritually rich environment to its students:
- 3.03: We have a positive student culture.
- 3.03: CISP provides an academically excellent education.

Survey Analysis

All surveys were conducted through Google Forms and are being aggregated through Google Data Studios. The minimum response rate for each group was received in the June 2021 surveys to staff, parents, and students. These three surveys were standardized by CISP staff in June 2020, and we have two years of comparable data.

Overall, the parent ratings were very high. The only scores dipping below a three were relating to sports and after school activities. This aligns with anecdotal data; parents report to be happy with CISP, and inquiries come from prospective students who were recommended by current families.

Scores in the 2021 parent survey dropped in areas which can most evidently be attributed to the pandemic: clubs, activities, physical education and fine arts classes.

Several ratings from the secondary student survey were consistent between the two years. Students gave high responses to Chromebooks, opportunities to learn about Christlike behavior, and observing Christlike behavior in the staff. Students (and parents) gave low responses to availability of after-school activities.

The pandemic may have played a role in the low scores of after school activities in June 2020 and June 2021. However, this complaint is not new for our school, and our small student population has kept CISP from offering as many activities and sports as larger schools normally do. In 2021-2022, the high school choir was opened to both middle school students and staff. This fall, the administration is considering a process for vetting the leaders of clubs that wish to offer clubs to our students in our building. Therefore all after school clubs from external

sources are suspended until a policy is put in place. After school volleyball is open to all secondary students.

Opportunities to serve also received a low rating in both years from the student survey. CISP revised its service project policy in 2019 so that community service hours are no longer counted for high school credit. Instead, staff are responsible for providing opportunities to their students to serve in their roundtable groups. The COVID-19 pandemic interrupted this program. CISP plans to expand service opportunities as it is possible. The curriculum coordinator's goal is to work with teachers to find ways to incorporate community service into the school curriculum. This will also help make the curriculum practically oriented, one component of the CISP mission statement.

One of the lowest ratings for two years by CISP staff concerned staff culture. This is important to CISP because our mission statement says we have a loving community. We believe that the staff community will spill out to the student community. The school has made several plans to bring improvement to staff culture in the 2021-2022 school year. Several fun activity days are planned for all staff in the fall, and if possible, staff will have a retreat in the spring semester. Other programs that we believe will have a positive impact on staff culture include the mentor program for new staff, after school volleyball, First Fridays (monthly staff gathering at a restaurant), and Bible study. School chaplains this year are committed to CISP for the foreseeable future and one of their main focuses is staff care. The administration is committed to making HR transparent and ensuring that every staff member has a job description.

In exit interviews with departing staff, our staff consistently reflected that they feel supported by leadership. The staff reflected upon the autonomy they were given in how they teach their material within the scope of the curriculum. This corroborates with data from the staff survey.

The most recent alumni survey was conducted in 2018, and we received four responses to three open ended questions about their spiritual growth at CISP. Since we have not been able to determine how this survey was sent out or to how many alumni, we have not included these results in our report. CISP now has a development manager who is making efforts to reach out to all our constituents regularly, including alumni. We are in the process of gathering contact information for alumni and determining effective ways of staying in touch with them.

Related Files
- 2021_09_18-08_43_CISP Annual Parent Survey Questions - June 2021.pdf
- 2021_09_18-08_44_Secondary Student Survey - Google Forms.pdf
- 2021_09_18-08_44_Secondary Student Survey Responses 2020 2021.pdf
- 2021_09_18-08_44_Staff Annual Survey Questions June 2021.pdf
- 2021_09_18-08_44_Staff Survey Responses - June 2021.pdf
- 2021_09_18-08_45_Semester Course Evaluations - Questions.pdf
- 2021_09_27-04_44_CISP Annual Parent Survey

Student Assessment Profile

MAP Testing

Summary of MAP Testing

CISP implemented NWEA's Measure of Academic Progress (MAP) testing in spring of the 2018-2019 school year. Prior to that, TerraNova tests were administered. Testing was changed from TeraNova to MAP due to the immediate results, similar cost, and promise of reports which would be easier to access and understand. Because the test is online, ordering and security of testing materials is not an issue and administration of the test is easier. Testing is done in a proctored classroom. Student copying is impossible since the questions are presented in varying order. The tests are also adaptive; as students answer correctly, they are given more difficult questions.

The objectives of the tests have not been examined to see how they match with the expected outcomes of the courses and academic programs.

MAP testing is administered twice a year in October and again in April to every student in grades three to twelve. Students are tested in mathematics, language usage, and reading. In 2019, MAP tests were administered in grades three through ten. Eleventh and twelfth grades were required to take the tests starting in 2019-2020. In 2020, testing was interrupted due to COVID-19; there was no testing in spring 2020 and only third through fifth grades were able to test in fall 2020 before another lockdown; not all grades were able to finish all three tests.

In spring 2021, the following percentages of CISP students received scores at or above the national average:

Map Test	Elementary	Secondary
Math	60%	87%
Reading	57%	86%
Language	77%	95%

MAP Math Composite Scores, in Percentiles

Grade	Spring 2019	Fall 20219	Fall 2020	Spring 2021
3	37	49	--	63
4	58	53	59	60
5	34	62	47	35
6	35	54	--	69
7	57	51	--	54
8	63	68	--	61
9	72	65	--	81
10	76	75	--	80
11	--	76	--	87
12	--	81	--	79

MAP Reading Composite Scores, in Percentiles

Grade	Spring 2019	Fall 20219	Fall 2020	Spring 2021
3	44	44	--	56
4	62	59	40	49
5	40	60	--	49
6	41	41	--	61
7	61	49	--	62
8	66	68	--	60
9	63	63	--	73
10	69	67	--	74
11	--	75	--	70
12	--	67		74

MAP Language Composite Scores, in Percentiles

Grade	Spring 2019	Fall 20219	Fall 2020	Spring 2021
3	44	50	61	71
4	70	55	47	59
5	47	62	55	55
6	50	55	--	76
7	67	56	--	80
8	73	67	--	71
9	73	76	--	81
10	78	74	--	77
11	--	79	--	77
12	--	**	--	**

** Data was not available from MAP to complete percentiles for grade 12 in Language.

Individual student results are shared with parents during parent-teacher conferences in the fall. These individual results show trends for the period of time that the student has taken the assessments, and how they compare to other students who take this assessment. The individual results also show how prepared the student will be to meet the objectives of the SAT exam.

CISP has found standardized testing results to be the most beneficial for understanding the individual student growth rather than for evaluating whole grade levels. Due to CISP's small class sizes, one or two new students entering or leaving the school can result in significant changes in the class average. Some general comments are included below.

In general, secondary scores are higher than elementary scores. This could be attributed to the strength of secondary teachers with experience teaching and longevity at CISP. The elementary department has seen much more turnover in the last five years. This could also be attributed to the student body; students in elementary grades are admitted based on a lower English level requirement (B1 is required for high school). In addition, a higher percentage of ELL student admission is allowed in the elementary levels.

The following charts identify the goal areas with the lowest and highest scores in math, reading, and language usage.

Math MAP Scores, Spring 2021

Grade	Lowest Scoring Sections(s) RIT Score	Highest Scoring Section(s) RIT Score	Norm RIT
3	Computation and Problem Solving Data, Statistics, and Probability 202	Measurement 215	201
4	Geometry 211	Computation and Problem Solving 222	211
5	Geometry 206	Number Sense 214	219
6	Geometry 223	Algebraic Concepts Number Sense 240	223
7	Data, Statistics, and Probability 220	Computation and Problem Solving 236	227
8	Data, Statistics, and Probability 233	Number Sense 242	230
9	Data, Statistics, and Probability 241	Computation and Problem Solving 257	230
10	Geometry 244	Algebraic Concepts 259	232
11	Data, Statistics, and Probability 250	Computation and Problem Solving 273	234
12	Data, Statistics, and Probability 251	Measurement Algebraic Concepts 263	234

In every grade except for grade 5, the low score is at or above the norm score for math. It is evident that data, statistics and probability are a weakness across the grades, and especially in secondary math. This is not surprising to the department; since data and probability units tend to be the last unit of the school year, this was most frequently skipped in 2020 and 2021 when the pandemic made it impossible for teachers to finish all the courses' units.

Reading MAP Scores, Spring 2021

Grade	Lowest Scoring Sections(s) RIT Score	Highest Scoring Section(s) RIT Score	Norm RIT
3	Word Meaning 197	Literary Concepts: Main Ideas, Details, and Inferences 205	197
4	Word Meaning 200	Informational Concepts: Purpose, Structure, and Argument 209	205
5	Informational Concepts: Purpose, Structure, and Argument 206	Literary Concepts: Purpose, Structure, and Devices 214	211
6	Literary Concepts: Main Ideas, Details, and Inferences 214	Word Meaning 226	215
7	Literary Concepts: Main Ideas, Details, and Inferences 221	Literary Concepts: Purpose, Structure, and Devices Informational Concepts: Purpose, Structure, and Argument 227	218
8	Word Meaning 221	Literary Concepts: Purpose, Structure, and Devices 228	222
9	Literary Concepts: Main Ideas, Details, and Inferences 231	Literary Concepts: Purpose, Structure, and Devices 237	221
10	Informational Concepts: Main Ideas, Details, and Inferences Literary Concepts: Purpose, Structure, and Devices 234	Literary Concepts: Main Ideas, Details, and Inferences 240	224
11	Literary Concepts: Main Ideas, Details, and Inferences 233	Word Meaning 238	225
12	Literary Concepts: Purpose, Structure, and Devices 239	Word Meaning 245	224

In reading, the lowest goal area scores were at or above the norm RIT except for grades 4, 5, 6, and 8. The RIT scores in the high sections were well above the norm across the grades.

Language Usage MAP Scores, Spring 2021

Grade	Lowest Scoring Sections(s) RIT Score	Highest Scoring Section(s) RIT Score	Norm RIT
3	Writing Process 204	Parts of Speech Usage 209	198
4	Writing Process 206	Mechanics Usage 211	205
5	Mechanics 210	Usage Writing Process 214	210
6	Writing Process 222	Usage 231	214
7	Mechanics 228	Parts of Speech 231	216
8	Writing Process 225	Mechanics 231	219
9	Parts of Speech 231	Writing Process 236	219
10	Mechanics 232	Usage Writing Process 235	221
11	Writing Process 235	Mechanics 237	222
12	Usage 238	Writing Process 234	Not Available

The score of the lowest goal area is at or above the norm RIT in all grades for language usage. This is particularly encouraging as CISP has a significant portion of students for whom English is a second language. It is clear that usage is a strength in the elementary grades. The diversity in strengths and weaknesses in the secondary are probability indicative of the varied English proficiency of students rather than curricular decisions.

AP Testing

CISP offers Advanced Placement (AP) classes in grades eleven and twelve. AP tests are conducted in May and are the culmination of a year-long AP course.

During the years 2016 to 2019 the number of AP students at CISP has increased from 8 to 25 and the percentage of students receiving a score of 3 or higher increased from 37.5% to 57%. During that time the percentage of students in Czech Republic that scored 3 or higher increased from 71.4% to 81.5% while the percentage globally with a score of 3 or higher stayed at about 60%.

The scores below are the totals from the AP tests taken in years 2015-2019. The data can be compared to all the students worldwide took the AP test in 2020. A score of 3 or higher (on a 5-point scale) is considered passing.

AP Test 2015-2019	Number of CISP Students Passing	Percentage of CISP Students Passing	Percentage of Students Worldwide Passing in 2020
Calculus AB	9 out of 16	56%	61%
English Language and Composition	8 out of 10	80%	62%
Psychology	7 out of 9	87%	71%
Computer Science A	4 out of 5	80%	71%
United States History	8 out of 17	52%	59%
World History	3 out of 9	33%	60%

In two tests, the percent of CISP students passing was lower than the worldwide percent of passing students. In United States history, this was not surprising as many of our students are not American and many had not ever taken a course in US history prior to taking AP US History. As a result, the social studies department decided to change the eighth grade course to US history. The other test was World History, offered to tenth grade. After low scores, the department decided to stop offering this course.

AP Test 2021	Number of CISP Students Passing	Percentage of CISP Students Passing	Percentage of Students Worldwide Passing in 2020
Calculus AB	5 out of 6	83%	61%
English Literature and Composition	4 out of 8	50%	60%
Psychology	4 out of 5	80%	71%

CISP's goal is to see attendance in AP courses grow, and to have a minimum of 80% of students passing all AP tests.

PSAT and SAT Testing

All students in grade ten are invited to take the PSAT tests in the fall and most do. CISP has no data for the results of that testing for 2020 as of yet.

Summary of PSAT Data

Year	Number of Students	Average SAT Score	National Percentiles
2017	Grade 10: 5 students Grade 11: 5 Students	999	48
2018	Grade 10: 8 students Grade 11: 7 students	1097	67
2019	Grade 10: 10 students Grade 11: 10 students	1067	61

Summary of SAT Data

Year	Number of Students	Average SAT Score	National Percentiles
2017	4 students	1190	80
2018	3 students	1207	81
2019	9 students	1179	78

SAT average scores show a significant increase from PSAT scores.

Formative Assessments

The Curriculum Guide includes a philosophy of assessment. Teachers at CISP are expected to use many types of formative assessment to inform classroom instruction on a regular basis. Assessments are designed to help students grow as learners. Formative assessment will be evident in our classrooms, lesson plans, and on Curriculum Trak.

Assessment of Non-Academic Expected Student Outcomes

In fall of 2017, CISP began using Wheaton Press's Global Student Assessment in grades 6-12.

Summary of High School Global Assessment Survey

This follows the 2018 data for 45 students in grades 9-12.

The first section assesses spiritual formation; students were asked to make opinions about several statements. Some of the responses to the statements that stood out are as follows:

- 77% agree or strongly agree with the statement, "I am interested in learning more about Jesus." and only 15% disagree or strongly disagree.
- 70% agree or strongly agree with the statements, "I am not skeptical or disinterested in Jesus", and I know that Jesus has redeemed me by forgiving my sin through the work of Jesus Christ."
- Only 17% agree with the statement "I have led people who are currently leading others through the process of following Christ."
- Only 19% agree or strongly agree with the statement "I am currently in a disciple making relationship leading someone else through the process of following Jesus."

The second section assesses worldview. Some of the responses that stood out are as follows:

- 84% agree or strongly agree with the statement, "Absolute moral truth exists."

- 77% agree or strongly agree with the statement, "Jesus Christ lived a sinless life during His ministry on earth."

Of all the worldview indicators, the lowest is 51% who agree or strongly agree with the statement, "Human life becomes a person at the instant of conception." This maybe be mostly due to students not understanding what the statement means since 38% indicate a neutral view which is the highest percentage of neutral for any indicator.

Comparing the worldview statements and the spiritual formation statements we concluded that in general a higher percentage agree or strongly agree with the worldview statements (average 67%) than with the spiritual formation statements, average 50%.

Summary of Middle School Global Assessment Survey

This follows the 2018 data for 28 students in Grade 7 and 8.

The first section assesses spiritual formation. Some of the students' responses to the following statements stood out:

- 89% agree or strongly agree with the statement, "I know that Jesus has redeemed me by forgiving my sin through the work of Jesus Christ."No students disagree or strongly disagree with this statement.
- 89% also agree or strongly agree with this statement , "I am interested in learning more about Jesus."
- Only 25% of students agree or strongly agree with the statement, "I have led people who are currently leading others through the process of following Christ."
- 46% of students agree or strongly agree with the statement, "I am currently in a disciple making relationship leading someone else through the process of following Jesus."

The second section assesses worldview. Some of the students' responses which stood out are as follows:

- 85% of students agree or strongly agree with the statement, "God created the universe and continues to rule it today."
- 82% of students agree or strongly agree with the statements, "God exists as a Trinity; a single entity composed of three persons." , "The Bible is accurate in all of its teachings." and "Jesus Christ lived a sinless life during His ministry on earth."
- Only 49% of students agree or strongly agree with the statement, "Absolute moral truth exists." However, 46% were neutral with this question which is probably due to students not understanding what the statement means.

Comparing the worldview statements and the spiritual formation statements, CISP concluded that on average 73% agree or strongly agree with the statements on spiritual formation compared to 70% for the statements on worldview.

Program Improvements

Results from the Global Assessment Survey have been used in the decision making process for chapel topics and small group discussions. A small group known as a "roundtable" was formed in the 2017-2018 where students are grouped by grade level and gender. Each group has a lead teacher who meets with them after chapel and guides discussion.

Related Files
- 2021_09_23-04_12_Charts of scores from College Board.pdf
- 2021_09_23-04_18_CISP Curriculum Guide - Assessment Philosophy - pg 9.pdf
- 2021_09_23-04_28_CISP Spring 2021 GSA Report.pdf
- 2021_09_23-05_04_Elementary Class Report Spring 2021.pdf
- 2021_09_23-05_04_Middle School Class Report Spring 2021.pdf

Self-Study Process

In October 2018, CISP began to work on the 2020 Accreditation Self Study by creating a timeline and meeting with prospective chairs for the accreditation teams. The director appointed Katie Ford to be Steering Committee chair. In November 2018 all staff were advised of their required involvement in the process and the first steering committee meeting was held.

Throughout the fall and winter of 2018-2019, subcommittees convened to examine and compile evidence. In Spring 2019 subcommittees rated CISP on each indicator. In Fall 2019, subcommittees drafted narratives, strengths and areas for improvement. The Steering Committee reviewed the evidence in a meeting in November 2019. In December 2019, the ACSI Team Leader Mike Epp visited CISP and confirmed the school's readiness for an accreditation team visit in May 2020.

The report was presented to the entire staff. Standards 1, 2, 3 and 6 were read aloud to staff on February 12, 2020. All staff were given a copy and given an opportunity to respond. Standards 5 and 7 were read on March 4. On March 13th, our accreditation visit was cancelled due to the coronavirus pandemic. In July, ACSI offered schools expecting an accreditation visit in 2020-2021 to postpone an additional year. Due to the uncertainties of the pandemic, hoping to avoid a virtual visit, and because CISP was going through a leadership change, the school accepted ACSI's offer and postponed the accreditation visit. CISP's Accreditation with ACSI was officially extended through June 2022, and accreditation from MSA was extended through May 2022.

In January 2021, the steering committee re-convened. Subcommittees were re-established to make any necessary revisions to the self-study. In August 2021, the Standard narratives were again presented to the whole staff, which is now significantly different than it was in fall 2019. The report was finalized in September 2021.

This "snapshot" of our school was taken over the course of over two years which saw many changes for CISP. While the school has not fundamentally changed, the leadership changed completely, and the school underwent a period of uncertainty due to the pandemic. While writing the narratives, we struggled to know if we should describe how CISP was pre-pandemic, or during the pandemic, or who we thought we will be as we emerge from the pandemic. Ultimately, we decided to describe who we were and still plan to be, even if the pandemic is restricting our ability to carry out some of our programs.

Conclusion Summary

The process of completing an accreditation self-study is formative. We can not help but change as we look at our school. The school leadership has appreciated the work and effort given by many staff members to complete this report. Each subcommittee brought forth strengths and areas for improvement to the steering committee. After discussion, the committee agreed upon the following three strengths.

1. CISP leadership is encouraged by our well-established mission and vision, and our foundation which remains the same as the school has grown and changed. We know who we are and who we want to be, and we communicate that with all stakeholders.
2. CISP cultivates a safe and positive environment. Classroom management is characterized by both structure and loving relationships.
3. CISP has made a commitment to educating our students completely whether we are in the school building or distance learning. We are committed to raising responsible and caring digital citizens. Because of our well-established technology plan, we were able to teach during the pandemic from the beginning of the government lockdown.

CISP has identified these three areas for improvement using a variety of evidence including surveys and discussions within administration, school board, and the steering committee. These areas for improvement are

addressed in the school's Continuous School Improvement Plan.

1. CISP has continued to need improvement in analyzing and applying standardized testing and survey data. We struggle with taking the time to understand the results and making improvements based on those results. We can improve on making practical applications from data. We can improve by updating Curriculum Trak as testing scores show need for curricular changes.
2. CISP desires to improve the staff culture, a noted weakness from the June 2021 staff survey. One component of this is to take better care of those who are new to CISP and new to teaching. CISP has already created a comprehensive mentoring program to introduce and train staff, in an effort to build a more healthy school community.
3. Student discipleship is a main area of focus for our school. The percentage of students coming from Christian homes was notably lower noted in 2020. CISP responded to this change by making specific plans to better reach students spiritually.

Standards & Indicators

Standard 1 - Philosophy and Foundations

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

INDICATOR 1.1 (CI) The statement of faith and the philosophy, mission, vision, core values, and schoolwide expected student outcome statements of the school are established and are reviewed regularly, and systematically reviewed in a collaborative manner. (C)

Exceeds Compliance (EC): The school regularly and systematically reviews all foundational documents collaboratively with all constituents. All facets of the school program are aligned by utilizing the constituents to assess the validity of the statement of faith and philosophy, mission, vision, core values, and schoolwide expected student outcome statements in the lives of the students.

Related Files
- 2020_02_27-04_35_Board Calendar Rotation.pdf
- 2020_02_27-04_35_Board Policy - Work Calendar .pdf
- 2021_09_13-02_21_CISP Curriculum Guide - p3-7 Philosophy statements and ESOs.pdf
- 2021_09_13-02_34_CISP Administrative Board Meeting minutes 01.2021.pdf

---

INDICATOR 1.2 The school communicates its philosophy, mission, vision and core values statements and schoolwide expected student outcomes to its constituency and community. (C)

Exceeds Compliance (EC): The school thoroughly and frequently communicates foundational statements orally and in print (displayed) to all constituents and community. There is evidence of understanding and support from stakeholders.

Related Files
- 2020_02_27-04_57_2019_2020 Staff Inservice.pdf
- 2021_09_13-02_27_Educational Commitment Contract 2021-22 Revised 02_21.pdf
- 2021_09_13-02_28_State of School Report 2021 Final.pdf
- 2021_09_13-02_35_Director weekly email to staff -sample.pdf
- 2021_09_13-02_36_CISP Website.pdf
- 2021_09_13-02_37_Photos of Mission Vision Values on display.pdf

---

INDICATOR 1.3 (CI) The foundational documents are consistently applied as integrative, coordinating, and examining devices throughout all aspects of the programs, operations, and curriculum. (C)

Compliance (C): The foundational documents are consistently applied as an integrative, coordinating, and examining device throughout all aspects of the programs, operations, and curriculum.

> **Related Files**
> - 2020_02_27-05_00_CISP Board 10.2018 Minutes.pdf
> - 2020_02_27-05_01_Lesson Plans - sample from HS history.pdf
> - 2021_09_13-02_46_Academic Advisory Team meeting notes.pdf
> - 2021_09_13-02_48_Formal Teacher Evaluation Form.pdf

INDICATOR 1.4 The executive leadership, faculty, and staff continually support the advancement of the philosophy, mission, and vision of the school. (C)

Compliance (C): There is consistent commitment by the executive leadership, faculty, and staff to advance the philosophy, mission, and vision of the school.

> **Related Files**
> - 2020_02_27-05_02_Staff Handbook Agreements-Signature.pdf
> - 2020_02_27-05_03_Board Policy - Evaluation of Director.pdf
> - 2020_02_27-05_03_Board Policy - Addition of Board Members.pdf
> - 2020_02_27-05_03_Hiring process from AHP.pdf
> - 2021_09_13-02_39_Email from Director.pdf

INDICATOR 1.5 From a distinctively Christian perspective, all staff demonstrate a commitment to the development of the whole child—spiritually, intellectually, physically, emotionally, and socially (Luke 2:52). (C)

Exceeds Compliance (EC): The school demonstrates a commitment to the development of the whole child•spiritually, intellectually, physically, emotionally, and socially• from a distinctly Christian perspective. The school is engaged in the following: Continually assessing effective implementation of this commitment; Making this commitment evident throughout all aspects of the programs and operations, including curricular, cocurricular, and extracurricular programs.

> **Related Files**
> - 2020_02_27-05_03_Roundtable - Development Phase.pdf
> - 2020_02_27-05_04_Roundtable discussion questions.docx
> - 2021_09_13-02_41_Lesson Plans - sample from HS history.pdf
> - 2021_09_13-02_42_Field Trip Requests 2019-2020.pdf
> - 2021_09_13-02_43_Photos of pitch playground student lounge.pdf
> - 2021_09_13-02_47_After School Clubs - on CISP Website.pdf

---

BRIEF NARRATIVE Provide a 1-2 page (1200 words or less) explanation of how the school is meeting the standard or what factors are hindering meeting the standard with excellence. Use the indicator ratings (from above), data/documentation, supporting evidence, and other sources such as surveys to

validate your explanation. Identify what data most relevant to mission attainment the school regularly collects in this standard area and what systems are in place to analyze the data and ensure implementation of improvement strategies.

If the regularity with which we see our philosophical statements, say them from memory, and discuss their particulars would be enough to solidify them as more than words, CISP would meet its goals. The vision, mission and core values statements are in every classroom and common area of the school. The leadership emphasizes them with the staff. Staff regularly see and hear them in meetings, emails and discussions. But, just as in any lesson in any classroom, knowing is not the goal. The goal of these statements is to internalize them. CISP's vision, mission and core values will be realized not just in the presence of the printed words but also in the hearts and minds of staff, students and families.

So how do we endeavor to accomplish this? In addition to practices mentioned above, staff and board members review and commit to the philosophical statements and our statement of faith in the hiring process, in our Christian Philosophy of Education classes, and in ongoing biblical integration discussions. Our biblical worldview is integrated into the school program, and permeates all planning and implementation of the curriculum, including community life. Classroom observations verify that teaching and classroom management meet the stated values of CISP. Our board, leadership and advisory teams regularly ask questions based on these statements when we implement something new or revise what we already do.

The school is committed to the whole child, as is evidenced in our caring teachers, our school counselor, varied extracurricular (sports and arts) programs, and facilities including a playground and pitch, gyms, fitness room, art room, and student lounge.

We want our students and families to know our vision and mission. Parents are made aware from the beginning of their time at CISP and they are expected to understand and acknowledge our school's mission. It is published on our website, communicated in tours, and each prospective family meets with the director and hears a clear experience of our philosophy and practice. While they are not required to share our beliefs, we believe that our students and their families will be impacted by their time in CISP's community and we expect that impact to have gospel ramifications.

STRENGTHS In 600 words or less, describe one to three areas that describe strengths that exceed compliance in this standard. Reference your school's ratings on the indicators. What measures might the school need to take to keep these areas strong?

- All programs and plans are viewed through the lens of our vision and mission.
- CISP clearly communicates its vision and mission in many places.
- CISP's educational program is committed to the whole child.
- CISP continually assesses its practices and makes changes to better meet our philosophy and serve our students.

AREAS FOR IMPROVEMENT In 600 words or less, state one to three goals that target needed improvement in this standard. Reference your school's ratings on the indicators. If the school is not in compliance, what needs to occur for it to become compliant?

- CISP should seek to develop the support staff's passion for the school's mission and vision.
- CISP should endeavor to raise school families' awareness of the whole program of the school, including the environment and its spiritual emphasis.

DATA/DOCUMENTATION Have you included all the Required Documentation? If not, please include any of the pieces of evidence that have not been included that are required BELOW.
If you are unable to supply a piece of required data/documentation, use this textbox to explain why it is not available. (If all required evidence is supplied, no response is needed.)

Standard 2 - Governance and Executive Leadership

The school has Christ-centered governance and executive leadership that promotes effectiveness of the school and growth of the student through an established structure that contributes to an operationally and financially sound Christian educational institution.

The executive leadership and governing body work in partnership to ensure the integrity, effectiveness, and reputation of the institution through the establishment of written policies and procedures. The head of school is responsible for the supervision of all operations of the school and implementation of board policies.

INDICATOR 2.1 A governing body has been established, and its primary responsibilities include: developing general school governance policy; hiring the head of school; providing direction and strategic planning; ensuring the financial stability, effectiveness, and consistency between all campuses of the institution; defining the role of the governing body; defining the role of the head of school; and conducting systematic board self-evaluation and training. (C)

Compliance (C): The governing body has clearly defined its role, develops overall governing policies, directs the strategic plan, and ensures the financial stability of the school. The members of the governing body serve as informed decision makers. The board regularly implements a systematic plan for self-evaluation and training.

Related Files
- 2020_03_09-04_39_CISP Charter 2.1.pdf
- 2020_03_11-04_42_STRATEGIC PLAN adopted Jan 2014.pdf
- 2020_03_11-04_43_Director - Job Description.pdf
- 2020_03_11-04_50_ACSI ConNexus Board Training.pdf
- 2020_03_11-04_54_CISP School Board Evaluation 2019.pdf
- 2020_03_12-06_41_Effective Governance Presentation - November 2016.doc

---

INDICATOR 2.2 (CI) The governance and executive leadership team of the school reflects a clear Christ-centered governance and executive leadership model. A policy is in place that requires a testimony and evidence of faith in Jesus Christ from all board members and executive leadership. (C)

Compliance (C): The governance and executive leadership team of the school reflects a clear Christ-centered governance and executive leadership model. A policy is in place that requires a testimony and evidence of faith in Jesus Christ from all board members and executive leadership as evidenced in the signed statement of faith.

Related Files
- 2020_03_09-04_39_CISP Charter.pdf 2.2.pdf
- 2020_03_11-06_39_Board Policy - BP2.pdf
- 2020_03_11-06_39_Board Policy - BP3.pdf

INDICATOR 2.3 The governing body supports the head of school's prerogatives and responsibilities,

and it provides for an appropriate annual evaluation of the head of school. (C)

Compliance (C): The board and other stakeholders recognize and support the executive prerogatives of the head of school. The roles of the board and the head of school are clearly defined, and the head of school is recognized as the administrative and educational leader of the school. An appropriate written evaluation system is developed and is used annually.

Related Files
- 2020_03_11-06_39_Board Policy - BDR123.pdf
- 2021_09_27-14_36_2021 EOSY Director Review - Google Docs.pdf

INDICATOR 2.4 Constituents and stakeholders are given opportunities to provide feedback to leadership regarding decisions of the school, a practice that promotes a culture of participation and transparency. (C)

Compliance (C): Constituents and stakeholders have ongoing opportunities to provide feedback regarding the decisions of the school. Feedback provides stakeholders and leaders opportunities for healthy dialog and to strengthen communication throughout the school community. The school has written policies that ensure integrity in decision making and limit conflict of interest for all involved in the school.

Related Files
- 2021_09_17-09_35_CISP Parent Survey -Responses 2021.pdf
- 2021_09_17-09_35_Secondary Student Survey Responses 2020 2021.pdf
- 2021_09_17-09_35_Staff Survey Responses - June 2021.pdf
- 2021_09_18-06_42_Conflict-of-Interest Policy.pdf

INDICATOR 2.5 (CI) Established written policies and procedures promote effective operations in admissions, governance, finance, and other operational aspects. Appropriate legal documents and clearly articulated articles of incorporation, governing body policies, and bylaws are established and are available for review. (C)

Compliance (C): Written policies and procedures exist to promote effective operations. Bylaws and all policy manuals are current. The financial requirements of the continuous school improvement plan are incorporated in the annual budget and/or capital improvement plan. Legal documents are prepared, filed, and secured by legal counsel.

Related Files
- 2020_03_11-07_02_Board Policy Manual.pdf
- 2020_03_12-07_10_pojistka Liability Insurance.pdf
- 2021_09_16-04_52_CISP Organizational Chart Leadership Tree.pdf
- 2021_09_17-09_37_CISP Charter.pdf
- 2021_09_18-06_49_CISP Administrative Policies Handbook.pdf

INDICATOR 2.6 (CI) Established written policies are in place to see that the educational and developmental needs of each admitted student are being met on the basis of biblical principles, professional ethics, and high standards. Staff members are sensitive to the culture, gender, language, and special needs of students and their families. (C)

Compliance (C): An admissions policy is in place whereby students whose educational and/or developmental needs can be met in the existing programs are admitted. Admission criteria are clearly communicated to prospective families. The school has identified the needs of students that have been admitted, and it consistently meets those needs.

Related Files
- 2020_03_12-06_44_Curriculum Review Cycle.pdf
- 2020_06_24-04_18_Parent-Student Handbook 2020-2021.pdf
- 2021_09_18-06_48_CISP Parent-Student Handbook 2021-22.pdf
- 2021_09_18-06_48_Administrative Policies Handbook -Student Policies.pdf
- 2021_09_18-06_49_Supplemental Services Handbook 2019-2020 WIP.pdf

INDICATOR 2.7 (CI) Financial resources are available to fulfill the mission and programs of the school, and financial operations and decisions are conducted with integrity and in accordance with biblical principles. Income received from tuition is appropriately used for education-related expenses within the school. (C)

Compliance (C): The school consistently has the required resources to fulfill its mission and program goals and objectives. The governing board and the administration consistently display evidence of accuracy, integrity, honesty, equity, impartiality, good stewardship, and compassion in financial decisions and operations. The school provides an annual financial report to its stakeholders.

Related Files
- 2020_03_12-06_45_Administrative Policy Handbook - Finances.pdf
- 2020_03_12-06_45_Board Policy - Finances.pdf
- 2020_03_12-07_06_Strategic Plan.xlsx
- 2021_09_17-02_49_Budget 2021_2022.pdf
- 2021_09_17-02_49_End of year financial statement 2019-20.pdf

INDICATOR 2.8 The budget is constructed carefully—using input from program heads—and is managed properly in accordance with the stated goals of the school. The budget reflects an accurate assessment of the cost of educating a student, including instructional supplies and informational technology. Stated student outcomes are appropriately financed. (C)

Compliance (C): The budget is developed using thorough supporting data. It adequately supports educational and organizational goals that support student learning. It is appropriately managed using general accounting principles, and it is regularly used as a decision-making tool. All fiscal aspects of the school are reflected in the financial documents. Line items to distinguish program expenses are developed as needed to give an accurate picture of resource allocation.

Related Files

- [2021_09_17-02_50_Budget 2021_2022.pdf](#)
- [2021_09_17-02_50_End of year financial statement 2019-20.pdf](#)
- [2021_09_18-06_51_Administrative Policies Handbook - Fiscal Policies.pdf](#)

INDICATOR 2.9 (CI) A review of the school's finances is conducted by an external CPA who has no vested interest in the school at the time of initial accreditation and renewal. The annual statement of financial practices is submitted with the annual accreditation report. (See O*ptions for Meeting Indicator 2.9* for details.) (C)

Compliance (C): A review of finances is conducted in a timely fashion and at the level recommended in the chart provided on Options for Meeting Indicator 2.9. The review is conducted by an external CPA.

Related Files
- [2021_09_16-04_51_ACSI Statement of Financial Practice signed.pdf](#)
- [2021_09_16-05_20_Geneva Consulting Finance - accountant contract.pdf](#)
- [2021_09_17-02_51_End of year financial statement 2019-20.pdf](#)

INDICATOR 2.10 Just compensation packages are documented for all employees and are commensurate with the training and services rendered. (C)

Compliance (C): Just compensation packages are written, reviewed, and adequate for meeting the financial needs of staff. Just compensation packages of local and regional schools were considered in the development of benefits, and benefits were based on equitable recognition of training and level(s) of responsibility.

Related Files
- [2020_03_11-07_47_19-20 Teachers Salary Chart.pdf](#)
- [2021_09_16-05_01_Administrative Policy Handbook - Staff Recruitment.pdf](#)

INDICATOR 2.11 (CI)* The school ensures compliance with *applicable* local, state, and federal laws, and it is in good standing with all regulatory agencies. (C)

Compliance (C): Compliance is reflected in appropriate policies, and where indicated, appropriate certificates and licenses are posted. The school is in good standing with regulatory agencies including, but not limited to, the areas of employment practices, tax compliance, or other use of funding. Regulatory documents (including reports of inspections, approvals, and corrected deficiencies) are maintained on file.

Related Files
- [2021_09_16-05_21_Contract with safety inspector CZ.pdf](#)
- [2021_09_17-02_44_MSMT acreditation extension 3.pdf](#)

BRIEF NARRATIVE Provide a 1-2 page (1200 words or less) explanation of how the school is meeting the standard or what factors are hindering meeting the standard with excellence. Use the indicator ratings (from above), data/documentation, supporting evidence, and other sources such as surveys to validate your explanation. Identify what data most relevant to mission attainment the school regularly collects in this standard area and what systems are in place to analyze the data and ensure implementation of improvement strategies.

CISP started with parents who sought solid leadership for CISP from the onset. The six founders were actively involved in leadership in the early years, and one of those founders served as the director for the first 11 years of the school. God has provided leaders; our second director served at CISP since January of 2007 and was the director from July 2015 through July 2020. Our current director, Jodi Oppenhuizen has served at CISP since 2013 and started in her new role in April 2021.

The director's leadership has been supported by the Administrative Board, and the Board's prayer is that this partnership will continue to increase in effectiveness. The Board evaluates the director biannually and works with the director in areas identified for growth. The Board also conducts an annual review of its own performance in order to identify areas for improvement. CISP has responded to staff input on compensation, training, and services in its effort to retain qualified and dedicated staff. Czech staff work under contracts and are reimbursed based on the pay scale of the Czech educational system. The school hires a few non-support-raising staff members, but the majority of the staff is made up of missionaries who raise their own support. This aids in keeping expenses lower, but does present staffing challenges. Though we are often stretched, we have seen God's provision throughout CISP's existence.

The Administrative Board of CISP sees its role as guarding the goals, vision and mission of CISP, while providing leadership for the school community. Prayer characterizes its meetings, with each beginning with prayer for the school and the issues CISP is facing at that particular juncture. It is common for the board to stop and pray over decisions where views differ or when the impact of the decision is a concern. Further strategic planning with both the Board and administration involved will be necessary to direct CISP's future efforts and maintain its focus.

The charter and board policies have been revised over the years as needed. With the student and staff population growth at CISP, more clarity in policies, procedures and expectations is needed. Our founders were skilled in wrestling with the philosophy of education and continue to provide needed guidance in that area. The process of adding and training new members is in place and utilized to provide ongoing leadership. The board is committed to leadership under God's authority.

The Administrative Board and administration consistently display accuracy, integrity, good stewardship, and compassion in financial decisions and operations. The board's record of minutes evidences their prayerful approach to budget decisions. The budget is constructed carefully, using input from department heads, and is managed in accordance with the stated goals of the school. The budget reflects an accurate assessment of the cost of educating each student. Operating funds are generated through tuition revenue and pay for textbooks and other educational materials, rent for facilities, and salaried staff. Tuition increases have been carefully considered and stakeholders given information about these increases.

Funds are spent in accordance with the budget. In accordance with Czech law, the school hires a local accountant to ensure the school's accounting practices are in compliance with generally accepted accounting principles (GAAP) in the Czech Republic. In addition to the Administrative Board's quarterly review of expenditures, an annual review is performed by the Supervisory Board to provide accountability. CISP's supervisory board completes the ACSI Annual Statement of Finances, a useful addition to the inspection practices already in use.

STRENGTHS In 600 words or less, describe one to three areas that describe strengths that exceed compliance in this standard. Reference your school's ratings on the indicators. What measures might

the school need to take to keep these areas strong?

- The CISP Board supports the director's prerogatives and responsibilities and provides a biannual review.
- CISP has the financial resources to fulfill the mission and adequately fund the programs of the school, and the budget is constructed carefully with staff input.
- CISP employs an outside accounting firm for financial accountability and stability.

AREAS FOR IMPROVEMENT In 600 words or less, state one to three goals that target needed improvement in this standard. Reference your school's ratings on the indicators. If the school is not in compliance, what needs to occur for it to become compliant?

- The CISP board needs to establish, evaluate, and implement the strategic plan on a consistent basis.
- Not all constituents and stakeholders are given opportunities to provide feedback concerning school decision-making.

DATA/DOCUMENTATION Have you included all the Required Documentation? If not, please include any of the pieces of evidence that have not been included that are required BELOW.
If you are unable to supply a piece of required data/documentation, use this textbox to explain why it is not available. (If all required evidence is supplied, no response is needed.)

Indicator 2.2

- Board members' testimonies - see Board Notebooks, Director's Office
- Administrators' testimonies - see applications in staff files, Romana Grindeland

Indicator 2.10

- Employee Contracts - see Business Manager Romana Grindeland

Indicator 2.11

- Czech Ministry of Education recognition - see office staff Marketa Huber

Standard 3 - Home and Community Relations and Student Services

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

INDICATOR 3.1 (CI) Enrollment is sufficient to establish the viability of the school and all divisions it offers (i.e., EE, elementary, secondary). (C)

Compliance (C): Enrollment is sufficient to operate as a viable school, meet the needs of students, and operate with financial stability.

Related Files
- 2021_09_16-05_27_Enrollment 2021-22.pdf
- 2021_09_17-02_52_Budget 2021_2022.pdf

INDICATOR 3.2 The school conducts regular demographic assessments of its constituents in light of the stated mission: (1) educational levels, (2) ethnic diversity, (3) faith backgrounds, and (4) other pertinent family information. (C)

Compliance (C): The school conducts regular, comprehensive demographic assessments, and it has used some of its constituent responses in order to better fulfill its stated mission.

Related Files
- 2021_09_16-05_28_GDPR Consent Form 2021-22 Revised 02_21.pdf
- 2021_09_16-05_38_Student Countries 2021-2022.pdf
- 2021_09_16-05_40_CISP Longitudinal Study .pdf

INDICATOR 3.3 The length of the school day and year, as well as the number of instructional hours and days, complies with state or provincial laws, if applicable. (E/S)

Compliance (C): The length of the school day and year, including the number of instructional hours and days, complies with applicable laws.

Related Files
- 2021_09_16-05_41_Number of Instructional Hours.pdf
- 2021_09_16-05_44_2021-2022 Academic Calendar.pdf

- [2021_09_20-07_37_Appendix F - Timetable - for Ministry of Education](#)

INDICATOR 3.4 Regular, established, and effective two-way communication occurs between the school and its constituents. (C)

Compliance (C): A variety of established, effective two-way communication occurs between the school and its constituents.

Related Files
- [2020_06_12-04_52_Standards for Class Communication.pdf](#)
- [2021_09_16-05_45_ParentTeacher Conference Schedule Fall 2020.pdf](#)
- [2021_09_17-04_40_FACTS Family Portal - Staff Directory available for Families.pdf](#)
- [2021_09_17-04_44_2021-22 Parent-Student Handbook pg 9-10 on Parent Involvement.pdf](#)
- [2021_09_18-07_03_Google Classroom Parent Summary.pdf](#)
- [2021_09_18-07_16_Online communication tools.pdf](#)

INDICATOR 3.5 The school has established biblical principles for resolving differences between the school and its constituents. These policies are written, reviewed, and communicated for effective implementation. (C)

Compliance (C): The school has established biblical principles for resolving differences between the school and its constituents. These policies are written, reviewed, and communicated for effective implementation.

Related Files
- [2020_06_12-05_00_Student Code of Conduct 2020-2021.pdf](#)
- [2020_06_24-05_05_Parent-Student Handbook 20-21 complaint and conflict procedures.pdf](#)
- [2021_09_18-07_17_Staff Code of Conduct 20-21.pdf](#)

INDICATOR 3.6 The school systematically seeks input/feedback from parents, staff, and current and past students in order to adjust its instructional and operational practices. Survey data is regularly gathered and analyzed for feedback regarding program satisfaction. (See Appendix E in the Standards Manual.) (C)

Partial Compliance (PC): The school seeks limited or inadequate input/ feedback from parents, staff, or current and past students and/or does not use the input to provide information regarding the learning process. Surveys are occasionally distributed, but the data may not be accurately tabulated or effectively analyzed.

Related Files
- [2020_06_12-05_25_Semester Course Evaluations - Questions.pdf](#)
- [2020_06_24-05_07_Administration response to parent survey spring 2019.pdf](#)
- [2021_09_18-07_23_CISP Parent Survey -Responses 2021.pdf](#)
- [2021_09_18-07_23_Secondary Student Survey Responses 2020 2021.pdf](#)

- [2021_09_18-07_23_Staff Survey Responses - June 2021.pdf](#)
- [2021_09_18-07_28_Admissions Questions for New Families_Parent Interivews.pdf](#)
- [2021_09_18-07_29_Alumni spotlight.JPG.pdf](#)

INDICATOR 3.7 (CI)* The nondiscrimination statement is published and evident in the actions, relationships, and programs of the school. (C)

Compliance (C): The nondiscrimination statement is published and evident in the actions, relationships, and programs of the school.

Related Files
- [2020_06_12-05_36_Admissions Statement.pdf](#)

INDICATOR 3.8 Guidance services are provided at age-appropriate levels and communicated to families. High school guidance services provide academic course selection along with college and career planning. (E/S)

Compliance (C): Guidance services are provided at age-appropriate levels and communicated to families. High school guidance services provide academic course counseling along with college and career planning. The school has effective communication with families regarding all guidance services provided by the school.

Related Files
- [2020_06_12-05_56_Post High School 2019.pdf](#)
- [2020_06_24-05_19_Childhood Sexual Abuse Prevention Program.pdf](#)
- [2020_06_24-05_22_Parent Seminar on Third Culture Kids.pdf](#)
- [2021_09_18-07_33_CISP School Counseling Department Manual.pdf](#)
- [2021_09_18-07_36_2021-2022 Course Catalog.pdf](#)
- [2021_09_18-07_44_College and university brochures.pdf](#)

INDICATOR 3.9 The school has a process to identify the unique learning needs of individual students and support is provided in order for them to meet the expected student outcomes. (C)

Partial Compliance (PC): The process exists to identify students with learning differences. Students are not consistently identified or supported with additional assistance by the teacher.

Related Files
- [2020_06_12-06_07_Accommodation_Modification Plan.pdf](#)
- [2020_06_12-06_07_Supplemental Services Referral.pdf](#)
- [2020_06_12-06_07_Challengers Support Questionnaire.pdf](#)
- [2020_06_12-06_08_Guidelines for Student Referral_Admission to Supplemental Services.pdf](#)
- [2020_06_12-06_08_English Language Learner ELL Policy 2019-2020.pdf](#)
- [2020_06_24-05_24_Educational Testing - parent signature.pdf](#)

- [2021_09_18-07_47_Supplemental Services Handbook 2019-2020 WIP.pdf](#)

INDICATOR 3.10 (CI) Confidential records of students are complete, organized, current, accessible only to appropriate personnel, compliant with applicable legal requirements, and kept in a safe location. (C)

Compliance (C): Student records are organized and current. Accessibility is restricted, and they are in a fireproof location or are electronically duplicated and maintained off-campus. They are compliant with all applicable legal requirements.

Related Files
- [2021_09_18-07_42_Student Files in locked cabinets.pdf](#)
- [2021_09_20-05_22_Google Drive of student records.pdf](#)

INDICATOR 3.11 The school has a written plan in place for the transfer of student records to an appropriate accredited school, association, or local school district in the event of closure. (C)

Compliance (C): The school has a written plan in place for the transfer of student records to an appropriate accredited school, association, or local school district in the event of closure.

Related Files
- [2020_06_12-06_06_CISP Charter.pdf](#)
- [2021_09_20-05_24_3.11 Transfer of Records signed scanned.pdf](#)

INDICATOR 3.12 Student activities are consistent with the mission of the school, are a balanced variety, and are reflective of the needs of all students. (E/S)

Compliance (C): Student activities are consistent with the mission of the school, are a balanced variety, and are reflective of the needs of all students.

Related Files
- [2021_09_18-07_52_CISP Activities.pdf](#)
- [2021_09_18-07_58_Activities during Distance Learning.pdf](#)

BRIEF NARRATIVE Provide a 1-2 page (1200 words or less) explanation of how the school is meeting the standard or what factors are hindering meeting the standard with excellence. Use the indicator ratings (from above), data/documentation, supporting evidence, and other sources such as surveys to validate your explanation. Identify what data most relevant to mission attainment the school regularly collects in this standard area and what systems are in place to analyze the data and ensure

CISP endeavors to provide a quality, Christian education to a multinational community. Enrollment is sufficient to financially support the curriculum, staff, and our current extra-curricular programs. Non-discrimination is practiced in hiring, admissions, and in all activities. The length of the school day and school year are in line with Czech and US standards. A number of different activities are offered to elementary students through field trips, special school days, concerts, and after school clubs. For secondary students, fine arts and athletic opportunities are available along with activities that develop leadership and critical thinking.

The admissions process, which includes new parent interviews, enables us to determine whether CISP can meet the educational needs of each new student. Pertinent family information is gathered during the enrollment and re-enrollment process (i.e. parent education levels, sibling information, school history, etc.). Under GDPR, CISP gathers only the demographic data necessary to fulfill our educational objectives. CISP can not legally collect data regarding a student's or parent's religion or ethnic background; however, country of origin is obtained from students' passports.

CISP communicates regularly with parents through a variety of means including FACTS Family Portal, elementary newsletters, social media, school newsletters, Google Classroom weekly reports, and parent/teacher conferences. Before the pandemic, the school also held a weekly coffee hour with the director and a variety of Knight School activities (seminars and language classes for parents). Two staff positions are purposefully designed to improve communication: communications manager and the Korean liaison. CISP strives to provide effective two-way communication between students and staff, as well as parents and staff. Feedback from our families is given through student/parent Google surveys, email, alumni gatherings, and individual conferences. The administration wrote a communications policy in 2020 and continually analyzes the effectiveness of our communication methods.

One of CISP's core values isGrace in Community; positive relationships are greatly valued. Students, parents, and staff are guided in our Parent/Student Handbook to resolve conflicts through biblical principles. The staff code of conduct, which is read and signed annually, includes high expectations for staff to foster a community of grace.

CISP has a process to identify the unique learning needs of individual students, and desires to provide support for them to meet the expected student outcomes. In past school years, students with learning difficulties were served through inclusion, small group or individual settings in a resource room. In addition, students who were gifted were offered an after school club. Our supplemental services program is not currently staffed.

Confidential student records are organized, complete, and available only to appropriate staff. The file cabinets are locked and electronic copies are available offsite. An amendment to the school charter states the plan for the transfer of student records in the event of school closure.

The guidance department began using Second Step, a robust guidance program for elementary students in 2019-2020, focusing on social-emotional lessons and bullying. Implementation of the child protection portion of the Second Step program was started in 2020-2021. A regularly updated child sexual abuse prevention program is presented to the entire school population yearly.

The school counselor offers high school students opportunities to understand how to promote a more successful post high school experience through advising, following student progress, regularly updating graduation worksheets, college fair visits, Post High School Night, and regular twelfth grade appointments with school counselors. More opportunities to educate students on career awareness and planning are being sought. Efforts to improve effective communication with families regarding all guidance services, including transition guidance for exiting students, are ongoing.

STRENGTHS In 600 words or less, describe one to three areas that describe strengths that exceed

compliance in this standard. Reference your school's ratings on the indicators. What measures might the school need to take to keep these areas strong?

- The implementation of Second Step, a robust guidance program, means that more, consistent and proven lessons are being brought to the elementary teaching socio-emotional skills.
- Organization and consistency in student record keeping has improved dramatically since the last ACSI review. FACTS SIS and Google Shared Drives allows authorized staff quick access to student records and documents in digital form at any time.

AREAS FOR IMPROVEMENT In 600 words or less, state one to three goals that target needed improvement in this standard. Reference your school's ratings on the indicators. If the school is not in compliance, what needs to occur for it to become compliant?

- Provide staff for the supplemental services program to better serve students with unique learning needs.
- Conduct an exit survey to families withdrawing from CISP.
- Improve the process of tracking alumni for surveys and record keeping.
- With a growing population and changes to curriculum, find ways to provide college and career counseling as well as emotional health lessons to more of the secondary population.

DATA/DOCUMENTATION Have you included all the Required Documentation? If not, please include any of the pieces of evidence that have not been included that are required BELOW.
If you are unable to supply a piece of required data/documentation, use this textbox to explain why it is not available. (If all required evidence is supplied, no response is needed.)

Indicator 3.1

- Enrollment on FACTS School Information System - See Admissions Manager Kate Parker

Indicator 3.2

- Individual tours for prospective families - See Admissions Manager Kate Parker

Indicator 3.7

- [Admissions Policy on CISP Website](#)

Indicator 3.10

- Electronic student files on FACTS - see Admissions Manager Kate Parker

Standard 4 - Personnel

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

INDICATOR 4.1 (CI) Each staff member has a clear testimony of faith in Christ, has signed the school's statement of faith, and endorses the school's code of ethics/lifestyle statement. (See*Guidelines for Outside Contracted Teachers or Instructors*.) (C)

Compliance (C): Every staff member has a clear testimony of faith in Christ, has signed the school's statement of faith, and endorses the school's code of ethics/lifestyle statement.

Related Files
- 2020_06_24-06_20_Staff Code of Conduct.pdf
- 2020_06_24-06_23_Staff Handbook Agreements-Signature.pdf
- 2021_09_17-10_05_CISP Teacher Application includes Statement of Faith.pdf
- 2021_09_17-10_07_CISP Employed Staff Application - Google Forms.pdf

---

INDICATOR 4.2 (CI) The executive leadership of the school ensures staff members know and understand the ethical considerations of their respective positions. Examples include: appropriate student/teacher relationships, confidentiality with student information, and use of copyrighted material. (C)

Compliance (C): Staff handbooks and staff training enable staff members to know and understand the ethical considerations of their respective positions.

Related Files
- 2020_06_15-03_07_Because We Care for Our Kids.pdf
- 2020_06_26-03_21_Staff Handbook - Code of Conduct.pdf
- 2020_06_26-03_25_Parent-Student Handbook - Philosophy of Education.pdf
- 2020_06_26-03_27_Plagarism Presentation for Students.pdf
- 2021_09_17-10_19_Teacher-Mentor Program - Staff Handbook 2021-2022.pdf
- 2021_09_17-10_21_CISP School Counseling Department Manual.pdf
- 2021_09_17-11_29_2019-20 CISP Handbook Agreement Signature3 Staff.pdf

INDICATOR 4.3 (CI)* All personnel, including volunteers and substitute teachers, have the appropriate screening and background checks on file, and they are supervised by qualified staff. Orientation for new staff members is thorough and is conducted before any new staff have contact with the students. (See the *EE Annual Staff Training Guidelines*.) (C)

Compliance (C): All personnel, including volunteers and substitute teachers, have the appropriate screening and background checks on file and they are supervised by qualified staff. Orientation for new staff members is thorough and is conducted before any staff have contact with students.

Related Files
- 2020_06_15-03_15_Copy of Reichenberger Rachel - Background Check.pdf
- 2020_06_15-03_16_Copy of Swearman Tom- Professional Reference - Rachel Angleberger.pdf
- 2020_06_15-03_17_Substitute Teacher Handbook WIP.pdf
- 2021_09_17-10_04_CISP Teacher Job Description.pdf
- 2021_09_17-10_23_CISP Organizational Chart Leadership Tree.pdf
- 2021_09_17-10_25_Because We Care for Our Kids.pdf
- 2021_09_20-07_39_CISP HR Overview 2021

INDICATOR 4.4 (CI) The K-12 head of school and all K-12 principal qualifications are demonstrated in one of the following ways:

1. The K-12 head of school and all K-12 principals hold ACSI administrative certification OR current state, national, or provincial administrative certification* plus Christian philosophy and Bible requirements (Other administrators, such as academic deans, directors of curriculum and instruction, assistant principals, etc. may be included with the teacher and professional staff certification required in Indicator 4.6.) Schools may use a combination of ACSI certification and state, national, or provincial certification, as demonstrated on the Certification Spreadsheet, to meet the indicator.

OR

2. The school has an approved School-Based Professional Development (SPD) plan, sufficiently documenting the ongoing professional development of the administration within that plan, with annual reporting to ACSI. See www.acsi.org/school_based_pd for more information. An approved SPD plan would enable the school to fulfill indicator 4.4 without submitting a Certification Spreadsheet. (E/S)

Compliance (C): The head of school and all K-12 principals have current administrative certificates; OR, the school has an approved SPD plan and is current on annual report of that plan.

Related Files
- 2021_09_17-09_45_Jodi Oppenhuizen - New ACSI Certification - Executive Director - Professional.pdf

INDICATOR 4.5 (CI) All K–12 teachers hold, at minimum, a bachelor's degree from an accredited college/university or an institution recognized by ACSI. Contact the ACSI Certification Department for information regarding recognized institutions. (E/S)

Compliance (C): All teachers hold approved bachelor's degrees. The school has a policy in place to hire only appropriately degreed teachers. Note: See the waiver documents for guidelines on appropriate exceptions.

Related Files
- 2020_06_15-03_35_Garrett Parker - Permanent.pdf
- 2021_09_22-08_27_Staff Education 2021-2022
- 2021_09_26-14_28_Sevcukova-temporary.pdf

INDICATOR 4.7 Professional development for K–12 faculty, guidance personnel, informational resources staff, and other appropriate staff is ongoing and integral to the school and aligned with specific goals and instructional programs, and it includes training in biblical studies and the Christian philosophy of education. (E/S)

Compliance (C): Professional development for K-12 faculty, guidance personnel, informational resources staff, and other appropriate staff is ongoing and integral to the school and is aligned with specific goals and instructional programs, and it includes training in biblical studies and the Christian philosophy of education.

Related Files
- 2020_06_15-03_40_Mid-year Staff Inservice - Orientation.pdf
- 2020_06_26-03_33_ConNexus CEU Report.pdf
- 2021_09_17-10_27_CPoE Staff Completion Checklist - current teaching staff status.pdf
- 2021_09_17-10_46_In-Service Schedule_ Fall 2021.pdf
- 2021_09_17-10_50_Bible Study and Prayer Groups 19_20.pdf

INDICATOR 4.8 Policies and procedures that reflect ethical employment practices regarding faculty/staff and separation from service are implemented and regularly reviewed. (C)

Compliance (C): There are policies and procedures in place that reflect ethical employment practices regarding faculty/staff employment and separation from service that are implemented and regularly reviewed.

Related Files
- 2020_06_15-03_47_Associate Agreement Julia Kim 2018-19.pdf
- 2020_06_15-03_48_Sending Agency MOA w Teach Beyond.pdf
- 2020_06_15-03_48_Pracovni smlouva Employee Contracts.pdf
- 2021_09_17-10_53_CISP Administrative Policies Handbook - Staff.pdf
- 2021_09_17-10_54_CISP Volunteer Staff Handbook 2021-22.pdf
- 2021_09_17-10_57_Staff Exit Interview - example.pdf

INDICATOR 4.9 Executive leadership supports the implementation of effective instructional practices of faculty/staff through annual observation, evaluation, and goal setting to more effectively achieve desired student outcomes. (C)

Partial Compliance (PC): The executive leadership team primarily uses informal or infrequent evaluation for

faculty and staff, and the process is inconsistent in application. Feedback is also inconsistent and poorly documented.

Related Files
- 2021_09_17-10_58_Becca Formal Evaluation Form.pdf
- 2021_09_17-11_03_Formal Teacher Evaluation Form.pdf
- 2021_09_17-11_05_Mentor Program Observation Form 2020 2021.pdf
- 2021_09_18-06_56_2017-18 CISP Performance Evaluation - Google Forms.pdf

---

INDICATOR 4.10 The number and professional preparation of instructional and support staff is sufficient for the scope of the school. (C)

Compliance (C): Instructional/Administration: Programs offered by the school are implemented smoothly. Sufficient staff members teaching within their area of preparation are present allowing each staff member to fulfill his or her responsibilities for program management, instruction, and interaction with students. Clerical: The program runs smoothly as a result of sufficient hours allotted to clerical staff. Custodial: The number of custodial and maintenance staff is sufficient for the facilities and programs. Staff members are confident that requested maintenance or custodial services will be completed in a timely fashion.

Related Files
- 2021_09_17-11_09_Teacher Application Example.pdf
- 2021_09_17-11_17_School Schedule 2021-2022.pdf

INDICATOR 4.11 Teachers and administrators work collaboratively with each other to positively affect school culture, encourage student learning, and promote organizational effectiveness. (C)

Compliance (C): A significant majority of teachers participate in regularly scheduled learning communities or other opportunities for collaboration. The agenda for these meetings contributes to a reflective, problem-solving culture which is focused on student learning, school ethos, or other conditions that affect student learning.

Related Files
- 2021_09_17-11_12_TEAMS 2021_22.pdf
- 2021_09_17-11_13_Staff Meeting Calendar.pdf

BRIEF NARRATIVE Provide a 1-2 page (1200 words or less) explanation of how the school is meeting the standard or what factors are hindering meeting the standard with excellence. Use the indicator ratings (from above), data/documentation, supporting evidence, and other sources such as surveys to validate your explanation. Identify what data most relevant to mission attainment the school regularly collects in this standard area and what systems are in place to analyze the data and ensure implementation of improvement strategies.

All teaching staff are Christians, have written a personal testimony and agree to the statement of faith, code of conduct, and core values. Teachers also provide three personal or professional references during the application

process. All staff are required to submit a criminal background check from their home country or from the Czech Republic.

Implementing CISP's Christian philosophy of education begins in the hiring process, is emphasized in our annual August in-service, and development continues throughout the school year. All faculty are in the process or have completed the Christian Philosophy of Education training per ACSI requirements. Every staff member is given access to the Volunteer Staff Handbook and Parent/Student Handbook, and expectations are reviewed during the annual staff orientation at the start of each school year or when a new staff member arrives. Each new teacher receives guidance from their department head or an assigned mentor teacher, walking them through how to thrive at CISP and in Prague, being a resource for them as they enter into service. Ongoing training contributes to staff cohesiveness as well as preparedness.

Professional development is offered regularly through Google training, guest speakers, ACSI conferences, and ConNEXUS. Our professional development program has broadened to include more training in current technology; this prepares our teachers to use programs such as Google Classroom, Teacher Dashboard, and interactive whiteboards in the classroom. Staff members are also encouraged to attend professional conferences in their field and encouraged to pursue ACSI certification.

All teachers are formally observed at least twice a year; the first focuses on goal setting and the second on evaluation. Full-time teachers attend a weekly staff worship, devotions, and prayer groups. Staff are invited to connect monthly in social gatherings and quarterly in all-staff celebrations.

Members of our Academic Advisory Team hold meetings bi-weekly. The leadership team meets once a week and holds a two-day meeting each semester. The director submits and reviews written reports with the Administrative Board.

STRENGTHS In 600 words or less, describe one to three areas that describe strengths that exceed compliance in this standard. Reference your school's ratings on the indicators. What measures might the school need to take to keep these areas strong?

- The CISP staff has added strong, qualified teachers to its department head staff and has seen many benefits from their leadership in the past few years.
- The CISP staff form a caring community, supporting one another in prayer and practical needs, and welcoming new staff into their community.

AREAS FOR IMPROVEMENT In 600 words or less, state one to three goals that target needed improvement in this standard. Reference your school's ratings on the indicators. If the school is not in compliance, what needs to occur for it to become compliant?

- CISP should look for more ways to increase staff to share the load of classes and duties.
- CISP should develop a better method of staff evaluations for administration and operational staff, to better support and provide input for improvement in these areas.

Standard 5 - Instructional Program and Resources (5.1-5.10)

The instructional program consists of carefully developed, thoroughly documented, and well-executed curriculum elements that include educational philosophy, schoolwide expected student outcomes, a variety of effective instructional strategies, adequate resources, and appropriate assessments that are based on current research and quality practices.

The curriculum of the school is driven by well-written policies and procedures. Core instructional areas include Bible, language arts (reading, English, literature, grammar, and writing), mathematics, science, and social studies/history. It is sufficiently funded, collaboratively reviewed on a regular basis, and compiled using the school's mission, vision, core values, and schoolwide expected student outcomes to ensure a biblical foundation for instruction. A method for assessing the effectiveness of schoolwide expected student outcomes is in place, and the results of the assessments are communicated regularly to all stakeholders.

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

INDICATOR 5.1 (CI) The curriculum documents developed by the school provide a well-documented biblical basis for all courses consistent with the goal of developing a biblical worldview in students. (See*Guidelines for Accepting Credits from Other Sources.*) (C)

Compliance (C): Curriculum guides/maps are comprehensive and provide a well-documented biblical basis for all courses consistent with developing a biblical worldview in students.

Related Files
- 2021_09_17-05_58_CISP Curriculum Guide.pdf
- 2021_09_21-02_25_Social Studies 10 Curriculum with Biblical Integration 5.1.pdf
- 2021_09_21-02_25_Science 1 Curriculum with Biblical Integration 5.1.pdf
- 2021_09_21-02_25_Math 7 Curriculum with Biblical Integration 5.1 .pdf

---

INDICATOR 5.2 (CI) The curriculum guides/maps drive the instructional program. The guides/maps are current and include the following components: 1) schoolwide expected student outcomes, 2) course goals and objectives, 3) biblical integration concepts, 4) school-selected standards, 5) resources, 6) time allotted for each unit, 7) instructional methods, and 8) assessments. A document, often called a Scope and Sequence, is available to guide the overall curriculum plan through electronic means (curriculum mapping software) or a traditional written format.The guides/maps are accessible to all faculty and inform instruction that clearly values the development of the whole child—spiritually, intellectually, physically, emotionally, and socially. (See Appendix H in the Standards Manual regarding initial vs. renewal visit expectations.) (E/S)

Partial Compliance (PC): The curriculum guides/ maps are somewhat developed, but several of the requirements are not included. There is little or only anecdotal evidence the curriculum addresses the developmental needs of the whole child. The curriculum documents are not readily accessible to the faculty. The instructional program is highly textbook driven and not curriculum driven. A curriculum review process exists, but it is not consistently followed.

Related Files

- [2021_09_17-06_04_Social Studies curriculum map - elementary.pdf](#)
- [2021_09_21-02_18_CISP Curriculum Guide - p3-7 Philosophy statements and ESOs.pdf](#)

INDICATOR 5.3 (CI)

Bible content and instruction are required in the core curriculum. (E/S)

Compliance (C): A Bible course is required for each student every term of attendance or, due to a varied school class schedule, its equivalent amount of time in a year. Instruction is built on a well-developed scope and sequence. Bible curriculum includes all the elements described in Indicator 5.2. Instructional strategies are consistent with other courses.

Related Files
- [2020_06_16-03_45_Parent-Student Handbook - Bible class requirement p9.pdf](#)
- [2021_09_17-06_10_2021-2022 HS Course Catalog - Bible classes](#)
- [2021_09_17-06_14_New Bible Scope Sequence for 21_22.pdf](#)
- [2021_09_17-06_18_Elementary Bible Curriculum Maps](#)

INDICATOR 5.4 The school systematically evaluates its instructional strategies, learning activities, and instructional technology, ensuring that these are research-based and that they reflect sound educational practice. (C)

Compliance (C): A process is in place to effectively evaluate the school learning environment to ensure that it is conducive to the instruction and development of the whole child.

Related Files
- [2020_06_16-03_59_Curriculum Review Cycle CRC.pdf](#)
- [2020_06_18-02_35_CISP Technology Plan 2019-2020.pdf](#)
- [2021_09_21-02_20_3-Phase Teacher Development_Spring 2021.pdf](#)
- [2021_09_21-02_22_Formal Teacher Evaluation Form.pdf](#)

INDICATOR 5.5 Instructional strategies and equitable learning activities focus on active student engagement, the achievement of essential knowledge and skills, biblical wisdom and understanding, and higher-order thinking skills. (E/S)

Compliance (C): Instructional strategies and learning activities focus on active engagement, the achievement of essential knowledge and skills, biblical wisdom and understanding, and critical thinking skills as well as higher-order thinking skills. Most students have an equal opportunity for meeting the learning outcomes.

Related Files
- [2021_09_21-02_28_Lesson Plans - sample from HS history.pdf](#)

- 2021_09_21-02_30_CISP ELL Inservice Presentation.pdf
- 2021_09_21-02_32_4th Grade Music Lesson Plan.pdf

INDICATOR 5.6 (CI) There is a systematic process in place for the assessment of student learning and development that includes multiple assessment measures over time to accomplish the expected student outcomes. (See Appendix F in the Standards Manual.) (E/S)

Compliance (C): There is a systematic administration of standardized testing consistently over time. There is use of multiple assessment measures to assess expected student outcomes.

Related Files
- 2020_06_16-04_06_Semester Exam Schedule December 2019.pdf
- 2021_09_21-02_36_Assessment practices in Parent-Student Handbook.pdf
- 2021_09_21-02_37_Test Calendar on Google Calendar.pdf
- 2021_09_21-02_43_CISP Curriculum Guide - Assessment Philosophy - pg 9.pdf

INDICATOR 5.7 (CI) The school analyzes student performance data including: 1) implications of schoolwide trends seen from year to year; 2) monitoring the progress of individual students; 3) disaggregation of data by gender, ethnicity, and other factors important to the school; and 4) comparison to outside groups. Teachers are trained in data assessment and analysis for program improvement. (E/S)

Partial Compliance (PC): The school analyzes data on a cursory basis by what is provided in the group reports for the standardized tests. There is very little disaggregation of data or analysis of data for subgroups or on a single student basis. Teachers are rarely trained in data analysis.

Related Files
- 2021_09_21-02_49_CISP Spring 2021 GSA Report.pdf
- 2021_09_21-02_49_MAP Testing Reports Breakdown Powerpoint for Teachers September 2021.pdf
- 2021_09_21-02_53_Parent-Student Handbook - Academic Probation policy 5.7.pdf
- 2021_09_23-02_18_Sample 2020-2021 Grade 3 Final Report Card.pdf
- 2021_09_23-02_19_Sample 2020-2021 Grade 12 Final Report Card.pdf
- 2021_09_24-02_39_Staff Meeting Calendar.pdf

INDICATOR 5.8 The school uses the analysis of data in making educationally sound decisions regarding students, instructional strategies, and programs to better attain expected student outcomes. (E/S)

Compliance (C): The school consistently uses data and data analysis to make educationally sound decisions regarding students, instructional strategies, and programmatic improvements.

Related Files

- [2021_09_23-02_22_WRAT Testing - Admission decisions.pdf](#)
- [2021_09_23-02_23_Wide Range Achievement Test - entrance exam.pdf](#)
- [2021_09_23-02_23_Secondary ELL Placement 1 Example 5.8.pdf](#)
- [2021_09_23-02_25_Parent-Student Handbook - Academic Probation policy 5.7.pdf](#)

INDICATOR 5.9 The school has implemented procedures for regular communication of student achievement to all stakeholders. This communication includes the following: (1) major tests used, (2) schoolwide trends in achievement, (3) accomplishment of schoolwide expected student outcomes, and (4) annual progress of individual students. (C)

Compliance (C): The school has procedures for regular communication regarding the results of both formative and summative assessments used, schoolwide trends in achievement, and accomplishment of schoolwide expected student outcomes.

Related Files
- [2021_09_23-02_27_Sample 2020-2021 Grade 3 Final Report Card.pdf](#)
- [2021_09_23-02_27_Sample 2020-2021 Grade 12 Final Report Card.pdf](#)
- [2021_09_23-02_28_State of School Report 2021 Final.pdf](#)
- [2021_09_23-02_30_PT Conference Schedule 5.9.pdf](#)
- [2021_09_23-02_33_MAP Standardized Testing Elementary Parent Letter.pdf](#)
- [2021_09_23-02_36_Sample Family Report MAP testing.pdf](#)

INDICATOR 5.10 Age-appropriate instructional and information resources which support teaching and learning are appropriate in number, culturally representative of the students, and include the Christian distinctives of the school. (C)

Compliance (C): Resources are adequate and appropriate for the programs offered. Materials are systematically evaluated and selected with moral and cultural sensitivity and include Christian distinctives. There is a formal process for the faculty members to provide input into the selection of information resources supporting the attainment of the schoolwide expected student outcomes.

Related Files
- [2021_09_23-02_42_Library Catalog access.pdf](#)
- [2021_09_23-02_43_Library Inventory - Updated April 2021.pdf](#)
- [2021_09_24-02_44_Curriculum Guide - Resource Selection Policy.pdf](#)

Standard 5 - Instructional Program and Resources (5.11-5.16)

The instructional program consists of carefully developed, thoroughly documented, and well-executed curriculum elements that include educational philosophy, schoolwide expected student outcomes, a variety of effective instructional strategies, adequate resources, and appropriate assessments that are based on current research and quality practices.

The curriculum of the school is driven by well-written policies and procedures. Core instructional areas include Bible, language arts (reading, English, literature, grammar, and writing), mathematics, science, and social studies/history. It is sufficiently funded, collaboratively reviewed on a regular basis, and compiled using the school's mission, vision, core values, and schoolwide expected student outcomes to ensure a biblical foundation for instruction. A method for assessing the effectiveness of schoolwide expected student outcomes is in place, and the results of the assessments are communicated regularly to all stakeholders.

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

INDICATOR 5.11 Information resources are readily accessible to students and staff. Training for students and staff on the use of information resources is supported by specially trained staff. (C)

Compliance (C): Information resources, including those beyond online search engines, are adequate for college prep coursework and are readily accessible by students and staff. (Adjust appropriately for schools with lower grades.) Trained staff are usually available to assist staff and students with their research and support needs. Schools with elementary grades incorporate library/ media center skills into the curriculum. Professional development for staff is provided as needed.

Related Files
- [2021_09_22-05_37_Library System Follett Destiny - 5.11.pdf](#)
- [2021_09_22-05_39_Elementary schedule - indicating library times.pdf](#)
- [2021_09_23-02_46_Chromebook availability - email to parents during distance learning.pdf](#)
- [2021_09_23-02_47_Google Training Bootcamp for staff.pdf](#)
- [2021_09_23-02_48_Social Studies class Library Unit.pdf](#)

INDICATOR 5.12 Instructional technology competencies are incorporated into the teaching and learning process to improve the achievement of expected student outcomes. Well-integrated technology promotes creativity, collaboration, innovation, research skills, problem-solving, and digital citizenship. (C)

Exceeds Compliance (EC): Technology is integrated through a vast majority of classes at high levels by both teachers and students. There are frequent examples of creativity, collaboration, innovation, research, problem-solving, and ongoing training for digital citizenship. Students are taught the skills of the innovative tools, how to use them in their coursework, and are assessed appropriately for the variety of tools they use.

Related Files
- [2020_06_18-02_36_CISP Technology Plan 2019-2020.pdf](#)

- [2021_09_23-02_53_PSH - IT Information - pgs 21-22.pdf](#)
- [2021_09_23-02_54_Chromebook Agreement and Information 2021-22 Revised 01_21.pdf](#)
- [2021_09_23-02_56_High School Course Catalog - IT Classes.pdf](#)
- [2021_09_24-02_29_5.12 Elementary Middle School IT Curriculum.pdf](#)

INDICATOR 5.13 The school has a written classroom management philosophy and policies that are developmentally appropriate and biblically based, and they are implemented effectively and communicated to the school community. (E/S)

Exceeds Compliance (EC): Classroom management philosophy and policies have been effectively implemented. There is an overarching positive atmosphere. Classroom management policies are regularly reviewed and revised as needed.

Related Files
- [2020_06_16-04_15_Third Grade Classroom Expectations.pdf](#)
- [2020_06_16-04_17_Middle School Classroom Expectations.pdf](#)
- [2020_06_16-04_18_Study Hall Guidelines.pdf](#)
- [2020_06_16-04_19_Classroom ManagementDiscipline Slideshow.pdf](#)
- [2020_06_16-04_20_All School Rules.pdf](#)
- [2020_06_16-04_21_Standards for Class Communication.pdf](#)
- [2021_09_24-02_20_Classroom Management Procedures.pdf](#)

INDICATOR 5.14 Written policies and procedures are in place to allocate and protect instructional time and learning opportunities and support student learning and graduation requirements. The number of students per classroom is monitored for effective learning and student-teacher relationships. (C)

Compliance (C): The school has a written policy regarding student/ teacher ratio for each school division. The school has a written policy regarding the time allocated for instruction that meets the requirements of the state, province, or foreign country of the school's geographic location.

Related Files
- [2020_06_16-04_26_High School Profile 19-20.pdf](#)
- [2021_09_22-05_42_2021-2022 Course Catalog.pdf](#)
- [2021_09_22-05_43_Parent-Student Handbook - Homework Attendance Policies.pdf](#)
- [2021_09_22-05_44_CISP Curriculum Guide - p3-7 Philosophy statements and ESOs.pdf](#)
- [2021_09_22-05_46_Admissions Policy Manual - class size.pdf](#)
- [2021_09_24-02_24_2022 Graduation Worksheets - template.pdf](#)

INDICATOR 5.15 The school instructs teachers and students in the ethical and moral use and evaluation of source materials, including verification, attribution and credit, appropriate referencing, and media literacy. (E/S)

Compliance (C): The school instructs teachers and students in the ethical and moral use and evaluation of materials from any source, including verification, attribution and credit, appropriate referencing, and media literacy, and provides appropriate documentation of the instruction. The curriculum includes instruction in the proper documentation of sources.

Related Files
- [2021_09_22-05_47_Parent-Student Handbook cheating and plagiarism.pdf](#)
- [2021_09_22-05_47_Example Originality Report 5.15 - Google Docs.pdf](#)
- [2021_09_22-05_48_Elementary notetaking practice worksheet.pdf](#)
- [2021_09_22-05_49_Beginning of year powerpoint on MLA for students.pdf](#)
- [2021_09_24-02_26_Plagiarism FDOS Presentation.pdf](#)
- [2021_09_24-02_27_WebsiteEvaluationChecklist.pdf](#)

INDICATOR 5.16 The school has, and regularly evaluates, a technology plan that includes the acquisition, inventory, and maintenance of software and hardware as well as program philosophy, acceptable use policies, student learning outcomes, and strategies for integration of technology into the curriculum. (C)

Compliance (C): The school has created a technology management plan that includes the acquisition, inventory, and maintenance of software and hardware as well as program philosophy, acceptable use policies, student learning outcomes, and strategies for integration of technology into the curriculum. The school implements the plan and regularly evaluates it.

Related Files
- [2021_09_22-05_50_CISP Technology Plan 2020.pdf](#)
- [2021_09_24-02_30_CISP Calculator Rental Agreement.pdf](#)
- [2021_09_24-02_31_Chromebook Agreement and Information 2021-22 Revised 01_21.pdf](#)
- [2021_09_24-02_33_Staff Technology Agreement.pdf](#)

OVERALL INSTRUCTIONAL PROGRAM - PART A In two pages or less, (1200 words) prepare a narrative description of the overall instructional program. Use the indicator ratings, data/documentation, supporting evidence, and other sources such as surveys to validate your explanation.

The driving force behind CISP's instructional program and resource selection is our desire to integrate a biblical worldview and the school's expected student outcomes in every course. We strive to create an environment conducive to an academically excellent and practically oriented education that exists within a loving community. Our instructional program is evaluated cyclically to allow time for departments to evaluate the current curriculum, both for strengths and weaknesses, before deciding to pursue a new curriculum. This process is supported by the Curriculum Coordinator who oversees the instructional program from adoption to implementation.

Our program is supported by course descriptions, course guides, year plans, and unit plans for all of our courses. These documents can be found on Curriculum Trak. All resources, and supporting documents can be found within the CISP Google Shared Drives. Curriculum Trak allows current and incoming teachers to easily locate CISP's curriculum and resources. It is the expectation that teachers will adhere to the prescribed curriculum, but we also desire our teachers to be creative and find resources that support their strengths and student interests.

Since the teacher, more so than other factors, is the key to student academic success, we provide teachers with funds every year to use toward professional development in addition to the in-house professional development provided throughout the year. Our staff library is continually updated with teaching resources covering topics from classroom management to developing meaningful assessments. We also bring in experts to share effective techniques supported by experience and research. We have found that our staff are not only learning new teaching methods and being reminded of things they learned during their training, but they are also spurred on to support one another in the pursuit of improving their teaching methods.

Our school schedules, year-long and daily, have been designed to maximize time for learning across grade levels and subjects. All staff members have access to a file in the shared drive with every schedule including a calendar with school-wide events which helps them effectively plan their year. CISP graduation requirements are published in the High School Course Catalog. Our attendance policy, available in the Parent/Student Handbook, was developed to ensure parents know what CISP considers to be adequate instructional time for their student in each course. Standardized tests are administered twice per year in grades 3-12. The data from these exams is provided to parents and made available to staff. CISP has implemented changes to allow for consistent analysis of the collected data from this point forward. We will use the analysis of collected data to help inform curriculum and teaching practices.

We are excited about the improvements made in our technology plan and practices throughout the past few years. Instructional technology competencies are incorporated throughout the curriculum and practiced in every grade. The use of technology varies by age-appropriateness, teacher preference, and content needs. The technology is used to promote creativity, collaboration, innovation, research skills, problem-solving, and digital citizenship. Students see the use of different types of technology in different classes; for example, the use of Chromebooks, document cameras, interactive whiteboards, mounted monitors, and projectors. We also utilize online programs such as IXL, CommonLit, Google Classroom, Google Originality Reports, Exploros, Desmos, and sheg.stanford.org. Many of our classes utilize online textbooks and class specific sites such as myap.collegeboard.org.

The atmosphere of CISP is one of encouragement in learning and living in joy under God. We desire our teachers to take advantage of all that Prague and the surrounding areas have to offer for all grade levels. This includes not only the history and art opportunities, but also the unique way in which our city provides opportunities for community service. The school has provided in-house activities such as the academic fair, history "wax museum," drama club for middle school, two drama performances per year for high school, sports, student-centered seminars, and yearbook to ensure students receive an education that supports the learning of the whole child. (Many of these activities are not currently running due to the pandemic or staffing needs, but CISP hopes to return to the full board of activities as soon as possible.)

It has always been, and continues to be, the desire of CISP to empower teachers to not rely solely on the textbook but to explore their specific gifts to find and create new resources shaped by their faith. Our resources include texts and materials developed from both Christian and secular points of view. One of the strengths of our program is the strong belief in providing opportunities for our students to examine the world from a biblical perspective. We expose our students to various philosophies so that they are able to identify truth while living in an unbelieving world. Students have the opportunity to learn how to respond from a Christian perspective to the errors with which they are presented. They will be able to do this with confidence, firmly grounded in truth.

INSTRUCTIONAL PROGRAM CONTENT SYNOPSIS - PART B In one page or less PER SUBJECT, (600 words) prepare a Brief Synopsis of each subject area INCLUDING assessment of strengths, weaknesses, and suggested improvements: (Bible, mathematics, science, technology, language arts

English Language Arts

The focus of the English Language Arts (ELA) program is to develop skills in reading, writing, handwriting, grammar, and vocabulary. Students in all grades write regularly, receiving instruction and prompts to practice in creative, narrative, descriptive, comparison/contrast, expository and persuasive writing. In all grades, when appropriate, novel studies are aligned with the social studies curriculum to allow for meaningful integration across subjects.

The elementary program utilizes a wide variety of resources. Novel studies which tie history and literature together are available for various reading levels. Students visit the library weekly to learn how to use the resources and check out reading books. Library skills still need to be formally written into the curriculum. Teachers have recently started using the 6+1 Traits writing program.

The focus of the middle school ELA program is for the students to learn and master reading and writing skills which will serve as a solid foundation for high school. Sixth through eighth grade students take Independent Reading to support the mastery of reading skills.

In high school, teachers seek to increase student learning and mastery by further developing skills in critical thinking and literary analysis. Understanding the historical and philosophical context of the literature is a high priority, as is engaging with it from a Christian perspective. English literature in grades nine and ten are purposefully designed to complement ninth and tenth grade history.

In the secondary language arts program, students read whole novels rather than excerpts. A vocabulary program (Wordly Wise 9th-12th) and a grammar program (IXL 6th-12th) are standardized across grade levels. Some units still need adjustments to better align with common core standards. Scaffolding for ELL students is not yet planned in all our units. It would be a good improvement to level ELA offerings in the high school. Regularly offering honors/AP classes for high-achieving and motivated students would also create class sizes that allow for more attention from teachers for students at all levels.

Mathematics
The CISP elementary math program uses the Everyday Mathematics curriculum that emphasizes making independent and cooperative learners. Each unit has an emphasis on how math is used in real life and uses a diverse set of learning tools from games to manipulatives to traditional problem sets. The curriculum supports differentiation and helps students learn independently with resources.

Mathematics courses are well sequenced for sixth grade through twelfth grade. Teaching is supported by excellent technology including interactive whiteboards, premium subscriptions to online practice and teaching (IXL.com, DeltaMath.com, etc.), graphing calculators, and Chromebooks. Math teachers are trained and able to use all of these technologies. All math teachers use more than one technological application.

During the last two years new curriculum materials have been implemented for the entire sixth through eleventh grade mathematics program. A curriculum called All Things Algebra is used in Grade 6, Grade 7, Pre-Algebra, and parts of PreCalculus. The traditional Algebra I, Geometry, Algebra 2 sequence has been rewritten by the math teachers into a three-course sequence where the geometry topics are integrated with the algebra topics. These courses are called Course 1: Linear Relationships with Geometric Applications, Course 2: Quadratic relationships with Geometric Applications, and Course 3: Transcendental Relationships with Geometric Applications.

Starting in grade six, the math department provides two levels of math classes to meet students' varying math levels. Placement in either course depends on previous history both in content and grades. Twelfth graders that are on the advanced track can take AP Calculus AB or Statistics. Very advanced students have the option of taking AP Calculus BC. Currently, new student placement is based on the results of the WRAT test and personal interviews with the math department head or another experienced math teacher.

The math department wishes to investigate using IXL, MAP testing, or some other online assessment to help with placement of new students. We are monitoring and evaluating the jump in content and skills between fifth grade

math and sixth grade. We are currently reviewing and updating our in-house new high school courses as we finished implementing them this last school year. We plan to do this every year when we find we need to adjust topics.

Science
Science is the human attempt to understand the unfolding revelation of God through His creation. The Bible gives us a Christian perspective through which we can analyze scientific advances, theories, and ethical questions. Through scientific inquiry, students develop a deeper appreciation for the complexity of creation, the laws and structures of the natural world, God's awesome power, and the importance of our call to be stewards (caretakers) of the earth. It can be shown that science is not at war with God; science is in harmony with God as He has created all. In science class, CISP students learn hands-on and are challenged to make inquiries and test hypotheses.

The elementary science program, FOSS, is a hands-on, inquiry-based program that is well suited to our international school population. The secondary program offers the following courses: FOSS Modules (6), Life Science (7), Earth Science (8), Biology (9), Physical Science (10), Chemistry (11). In grade 12, students can choose Physics or Anatomy & Physiology based on their interest.

The FOSS hands-on curriculum requires a different type of preparation and teaching; additional support and orientation is recommended for new teachers using the modules for the first time. Not all consumable materials are easily available in the Czech Republic.

The science department would like to see improvements in consistent staffing, and finding suppliers for chemicals so that replacing materials is more streamlined. We would also like to consider removing sixth grade science from the FOSS program to help connect the 6th graders to the other subjects taught in grades seven through twelve.

Social Studies
Elementary Social Studies focuses on first learning about the students' individual communities, the world as a whole, and then finally looking at the world throughout history, from ancient civilizations to the Second World War. Students encounter history through the telling of stories, reading books, and hands-on projects, and guest speakers who have directly experienced the topic being studied. Our teachers are encouraged to make history come alive with books, stories, and projects, rather than teaching from a textbook. The program would be strengthened with more resources. The teachers should consider ways to provide students more opportunities for hands-on learning by capitalizing on our close proximity to many historical sites. We should consider ways to incorporate more Czech history and culture into our curriculum. In addition, Curriculum Trak needs to be updated.

Middle School Social Studies includes sixth and seventh grade geography and culture and 8th grade US History. The geography classes divide the world by the Eastern and Western Hemispheres. These two classes present both the history and current conditions of their regions. They work on developing the skills of note-taking, research, communication through writing and presentations, and map skills.

High School Social Studies includes ninth and tenth grades World History. Juniors and seniors can choose from a combination of the following courses: US History, International Politics, Economics, AP European History, and AP Psychology. AP US History is available to those students who have had at least one year of US history.

In secondary social studies classes, the instruction incorporates communication skills: writing and presenting. The curriculum makes use of maps, videos, worksheets, discussion, art, and music. Grades 9-11 take a week-long spring trip which is connected to the social studies curriculum. Most courses include a library unit in the first quarter to teach students how to make use of the library and its resources.

Bible
It is the goal of the Bible Department that CISP students of all faith backgrounds and language abilities will approach God and the Bible with openness and respect and gain understanding. We desire that students will: learn to read the Bible with understanding, ask good questions, seek answers, apply what they learn to their own lives and to the world around them, and speak respectfully about faith. We trust that God's Spirit will be at work in our students and that his Word will not return empty but will accomplish what he desires. Isaiah 55:11.

The elementary Bible program focuses on teaching students about God, His Word, His people, and His promises. The study in each grade is focused on a different part of the Bible. Each year begins with a review of the content of the previous grade and the message of salvation; this quickly catches up new students and enables students from non-Christian families to gain necessary background information. There is a strong focus on scripture memorization. Elementary curriculum is well-developed through fifth grade. The Elementary curriculum has so much material, it is hard to give it the necessary coverage during each day.

In 2018, the Bible department began reworking the curriculum in grades six through twelve to meet the changing needs of our student population. The department is still in the process of collaboration; final changes need to be evaluated and finalized. Secondary students have opportunities for practical application of faith by participating in class discussions and prayer and roundtable groups. Opportunities for service to the school and community and student leadership were not possible during the COVID-19 era. CISP needs to seek new ways to integrate practical service opportunities with Bible, Chapel, and roundtable groups.

Foundations I and II and Bible Survey options are available (as needed) to give basic Bible fluency for high school students who are still learning English, have learning difficulties, or have little exposure to Christianity. We have not yet developed basic Foundations-style courses for Middle School. Meanwhile, we are also working to make the "mainstream" Bible classes more accessible.

Fine Arts
The visual arts program at CISP offers students an introduction to important artists from early art history through contemporary art. CISP's program also provides students with opportunities to experiment with a variety of art media from watercolor and pastel to textile and ceramics. The art department strives to develop students' skills in various art techniques as well as recognize and evaluate the elements and principles of art in their own work and other significant works of art.

In CISP's music program, elementary students are introduced to important composers from early music history to contemporary musical artists. They develop an understanding of a variety of musical theory concepts and skills including rhythm, harmony, composition, and sight reading. Students are given the opportunity to experiment with various musical instruments and collaborate in group music making. The secondary music program offers students the opportunity to participate in choir. High school choir students have participated in ACSI Honor Choir for many years. In some years, students have had opportunities to receive private instruction in a variety of instruments including voice, piano, and guitar.

Secondary students at CISP are also offered opportunities to participate in drama through a fall and spring drama production, as well as opportunities for improv and small sketch performances at the Christmas program, Spring Concert, Honor Choir, and "Music, Art & Coffee Night" which is an informal annual gathering which gives student visual artists, musicians, writers, and actors the opportunity to share their talents through a medium and subject of their choice. While not offered in 2021-2022, high school drama class met twice each week for the year and drama club for Middle School students was offered twice a week as well.

Because of the transient nature of our school population, it is difficult to develop a curriculum that builds on skills and concepts over consecutive years. Because of the limitations of our facility and schedule, students often cannot participate in multiple fine arts courses simultaneously. It would be good to further expand integration into other subjects and courses.

Information Technology
The school is well-equipped technologically to provide quality courses and to teach students how to correctly use computers in higher studies, in personal life, and in future jobs.

The department is currently using learning.com as the main resource of course material, together with Typing Club for typing skills. High school students can take courses in coding, digital graphics, and motion graphics. The computer lab is equipped with workstations capable of running advanced graphics programs in the Adobe Creative Cloud software bundle.

Middle school students are assigned a Chromebook to use during the school day. Each high school student has a Chromebook assigned to them for use in class and at home. Students regularly use Google Suite to complete their coursework. Teachers use Hapara to monitor students on their Chromebooks, and have strict policies

regarding technology usage in school. Students sign a Chromebook agreement. The school should help raise awareness of potential dangers in today's (and future) digital world to students' families.

Overall technological literacy of the teachers is lower than needed for us to lead the students by example. CISP is addressing this by organizing training sessions. The school should develop safety training programs for staff regarding safe online behavior. CISP regularly provides training for the teachers to become more proficient in Google Suite, FACTS SIS and other systems in use. CISP sees the need to improve security in the infrastructure and in promoting safe online behavior. Due to the consistently younger age at which children come in contact with electronic devices, more attention will be given to increasing safety training in all grades.

Foreign Language
CISP developed a unique and highly structured program that makes it possible to place students at a various levels of Czech fluency into a class that fits their level. CISP has a very well developed curriculum for most foreign language classes. A number of students passed internationally recognized exams in Czech or German and were able to join universities studying in these two languages.

CISP offers Czech language classes from a number of approaches from Grade 1 to Grade 12. Czech is taught as a foreign language from zero knowledge to B2 level. Czech is also taught as a native language following the Czech governmental expectations (Grades 1-11). In addition, when possible, we offer specialized language courses for semi-native Czech speakers.

The foreign language department's aim is to help students further develop their language skills so that they are able to interact properly in various communicative situations. Teachers also put an emphasis on teaching students about the culture whose language they are learning. Bearing in mind CISP's vision, we understand that speaking different languages enables students to better serve communities of Czechs, Germans or other nations.

In high school, German is offered as an elective (levels 1-4). To allow high school students to study other foreign languages of their choice, CISP established Foreign Language Outsourced Credit policy enabling them to gain language credits from other esteemed institutions. Moreover, ELL courses can be counted as foreign language credit for students who have graduated out of the ELL program. For upper level high schoolers who also are at Czech native level, CISP has offered a class*Czech History and Culture*which is taught only in Czech.

Elementary Czech classes for foreigners meet twice per week, while those for native speakers four times a week. Middle School and high school students can benefit from four 45-minute classes of Czech or German per week (both native and non-native speakers) with an additional shorter, thirty-minute class, on Wednesday.

The majority of foreign language classes have few students, which is on one side a blessing so we can give our students full attention, yet it limits teachers to certain didactical approaches only. The department should consider creating a course that would prepare students to fully integrate into Czech adult society, so that they would be also able to work in the Czech environment.

English Language Learning
The English language learning (ELL) program exists to support students in reaching CISP grade-level proficiency in both social and academic language skills. It is a temporary support system that recognizes students' individual differences in culture, motivation, familial background, learning styles, and varied levels of proficiency. The department has developed and defined the various levels of ELL that exist in our school, and adapted the ELL program and curriculum to meet those levels.

The ELL department's focus is teaching as a supplemental service, rather than teaching as a foreign language. Teachers have mapped out what grade level proficiency should be and have the testing tools to assess accurately, both for social and academic language. We have an appropriate and thorough curriculum. We also have strong cooperation and support system for staff within our department. The department would like to strengthen cooperation with content teachers and increase ELL training for all classroom teachers. The ELL department needs additional staff support to cover the increasing ELL needs of our school.

Physical Education & Health
Humans are created by God in a flawless design, but our bodies have been tainted by the effects of sin. We are called to take care of our bodies; the proper use and care of the body brings glory to God. By learning about the body's complex arrangement of systems, and developing life-time fitness, we can develop and utilize the gifts

and talents God has given us.

Physical education classes are an important part of an excellent education. Physical education classes focus on the physical skills and abilities needed for good health. Students will understand and develop fitness goals and learn skills specific to team sports. Physical education classes teach the students how to use their bodies and the impact of physical activities on their physical, emotional, and social well-being. In addition, students learn teamwork and perseverance. Learning to work as a team is an important skill for future success in the workplace. This includes development of perseverance when confronted with a challenge and skills in teamwork and leadership.

Limited pitch and gym space do not allow our physical education classes to include sports that require large space including lacrosse and baseball. Biblical integration in physical education lesson plans needs to be improved.

High school health class focuses on gaining knowledge applicable to good health. This includes the importance of proper preventive behavior to various threats in order to maintain good health. This course focuses on overall wellness by dividing the course into mental, emotional, social, spiritual, and environmental health. Spiritual health is intertwined into the other sections throughout the course. Physical health is an overview of the human body, nutrition, fitness, infectious diseases and noninfectious diseases. Mental, emotional, and social health includes handling stress, social and personal responsibility, sexuality, maturity and relationships. Environmental health is connected to the physical environments we live in as well as the social environments. Health classes have access to many valuable resources and technological tools. Access to museums, recycling centers, etc. allows us to expand learning options in health class. The health textbook is from the United States and includes little international statistics and studies. The current curriculum should be adapted or a new curriculum sought, so that the content is more reflective of our international environment.

STRENGTHS In 600 words or less, describe one to three areas that describe strengths that exceed compliance in this standard. Reference your school's ratings on the indicators. What measures might the school need to take to keep these areas strong?

- CISP adopted Curriculum Trak, a curriculum management system, which maps our program and allows for easy sharing and editing.
- The school budgets and supplies technology for our students and staff. Instructional technology competencies are incorporated into the teaching and learning process to improve the achievement of expected student outcomes. Well-integrated technology promotes creativity, collaboration, innovation, research skills, problem-solving, and digital citizenship.
- The curriculum includes many cross-curricular components, enhancing student learning and engagement.

AREAS FOR IMPROVEMENT In 600 words or less, state one to three goals that target needed improvement in this standard. Reference your school's ratings on the indicators. If the school is not in compliance, what needs to occur for it to become compliant?

- Document biblical integration for all courses.
- Develop and implement a plan for training teachers in the analysis of student performance data.
- Systematically evaluate instructional strategies, learning activities, and instructional technology, ensuring they are research-based and supported by testing data.

DATA/DOCUMENTATION Have you included all the Required Documentation? If not, please include

any of the pieces of evidence that have not been included that are required BELOW.
If you are unable to supply a piece of required data/documentation, use this textbox to explain why it is not available. (If all required evidence is supplied, no response is needed.)

General standard 5 documentation:

- Curriculum found in Curriculum trak

Indicator 5.1

- Google Classroom(a few secondary classes have shared their classroom with accreditation2020@cisprague.org)

Indicator 5.4

- Standardized testing Google Drive folder - shared with accreditation2020@cisprague.org

Indicator 5.9

- CISP website

Indicator 5.13

- Middle school class Dojo website (see Rachel Jonkers)

Standard 6 - Student Care (Indicators 6.1-6.10)

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

INDICATOR 6.1 (CI)* A comprehensive written security and crisis management plan has been developed, regularly reviewed, and implemented, and it is supported by appropriate training for all staff and students. (C)

Compliance (C): The school has a comprehensive and reviewed written security and crisis management plan, and the school has trained the staff and students in how to respond in emergency/crisis situations.

Related Files
- [2021_09_20-04_52_2019-2020 Annual Report pgs 1-10.pdf](#)
- [2021_09_20-05_05_Security Crisis Management Plan.pdf](#)
- [2021_09_27-14_31_CISP Emergency Procedures - Safety - Drills.docx - Google Docs.pdf](#)

INDICATOR 6.2 The school communicates with legal authorities (i.e., the fire department,police department, and other applicable agencies), parents, media, and community members when a crisis or a major incident occurs. (C)

Compliance (C): The school has formally written a plan for communicating with legal authorities, parents, media, and community members in times of crisis or emergency, and it has provided staff orientation.

Related Files
- [2021_09_22-02_34_Security Crisis Management Plan.pdf](#)

INDICATOR 6.3 The school complies with applicable local, state, and federal laws regarding safety and health issues. (C)

Compliance (C): All local, state, and federal laws regarding safety and health issues are met.

Related Files
- [2020_06_18-03_59_Fire Extinguishers - Ground floor.jpg](#)
- [2020_06_18-03_59_Fire Extinguishers - Second floor.jpg](#)

- [2020_06_18-04_02_Fire Safety Check.pdf](#)
- [2020_06_18-04_02_Fire Safety Check pg2.pdf](#)
- [2021_09_22-02_43_Fire Extinguisher.pdf](#)
- [2021_09_22-02_43_Playground Safety Seminar.pdf](#)
- [2021_09_24-02_53_Fire Extinguisher - First Floor.pdf](#)

INDICATOR 6.4 Students are in compliance with the requirements of civil authorities regarding immunizations, physical examinations, and communicable diseases. Records of health services rendered to students (including accidents and injuries) are appropriately noted and filed. (C)

Compliance (C): A plan is in place for tracking and follow-up when students are admitted into the school with allowable documented exceptions to their records. Emergency information is current and maintained for each student.

Related Files
- [2021_09_22-02_47_Parent-Student Handbook - Medication and Immunization policies.pdf](#)
- [2021_09_22-02_49_Staff Handbook - Injuries and Accidents.pdf](#)
- [2021_09_22-02_54_Assessment of Medical Fitness_Posudek o zdravotn zpsobilosti dtte 02_20.pdf](#)

INDICATOR 6.5 (CI) Written policies and procedures for all areas of health and safety services have been developed, reviewed, and implemented. (C)

Compliance (C): Written policies and procedures for all areas of health and safety services have been developed, reviewed, and implemented.

Related Files
- [2020_06_18-04_13_Nurses Powerpoint of Medical Information for Staff.pdf](#)
- [2021_09_22-02_57_Staff Handbook - Injuries and Accidents.pdf](#)

INDICATOR 6.6 (CI) Biblically-based plans and procedures are developed that educate the school community regarding harassment, intimidation, and bullying. Students and families are educated on how to build biblically-based relationships, have caring interaction, and resolve conflicts with peers. (C)

Compliance (C): Biblically-based plans and procedures are developed that educate the school community regarding harassment, intimidation, and bullying. They are consistently followed, and incidences are addressed as they occur. Students and families are educated on how to build biblically-based relationships, have caring interaction, and resolve conflicts with peers.

Related Files
- [2020_06_18-04_19_Student Code of Conduct 2020-2021.pdf](#)
- [2020_06_18-04_19_Second-step-k-5-scope-and-sequence-full.pdf](#)

- [2021_09_22-02_58_Student Discipline Chart - Google Docs.pdf](#)
- [2021_09_22-03_00_2020-21 Second Step Lessons.pdf](#)
- [2021_09_22-03_02_Parent-Student Handbook on conflict complaints and resolution.pdf](#)

INDICATOR 6.7 (CI)* The school has developed policies and procedures that promote child safety; define conduct expectations for staff and volunteers; and provide training for staff, volunteers, and students. Staff training includes legal reporting responsibilities in cases of alleged or suspected child abuse, neglect, or other areas in which reporting is mandated. (C)

Exceeds Compliance (EC): Written policies are in place; staff and volunteers have annual training in conduct expectations and reporting responsibilities. Staff are trained annually on identifying child abuse or neglect. The school has implemented an age appropriate curriculum for students in understanding and reporting abuse or neglect.

Related Files
- [2020_06_17-05_40_2019 Staff Inservice - 16.8.18.pdf](#)
- [2020_06_17-05_42_Because We Care for Our Kids.pdf](#)
- [2020_06_18-04_20_Staff Code of Conduct.pdf](#)
- [2021_09_22-04_41_Childhood Sexual Abuse Prevention Program.pdf](#)
- [2021_09_22-04_46_BECAUSE WE CARE 2021-2022 .pptm.pdf](#)

INDICATOR 6.8 The school complies with local, state, and federal regulations regarding preparation, delivery, handling, and storage of food. The school provides a suitable and hygienic eating space for the staff and students. (C)

Compliance (C): The school complies with local, state, and federal regulations regarding preparation, delivery, handling, and storage of food. The school provides a suitable and hygienic eating space for the staff and students.

Related Files
- [2021_09_22-04_46_August note to parents regarding snacks.pdf](#)
- [2021_09_22-04_52_Lunch procedures.pdf](#)
- [2021_09_27-14_32_Cafeteria Inspection.pdf](#)

INDICATOR 6.9 Meals and snacks offered by the school are based on sound nutritional standards. (C)

Compliance (C): Developmentally appropriate nutritional standards are consulted and implemented in the selection of both snacks and meals.

INDICATOR 6.10 (CI)* Required local, state, and federal legal standards for fire protection, sanitation, and transportation are met. (C)

Compliance (C): Policies and practices that reflect the required local, state, and federal standards are in place. Observation and documentation confirm that these legal standards are followed.

Related Files

- 2021_09_22-04_54_Fire Extinguisher.pdf

Standard 6 - Student Care (Indicators 6.11-6.16)

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

INDICATOR 6.11 The school maintains the site, facilities, services, and equipment to provide an environment that is safe, secure, and orderly. (C)

Compliance (C): Documented, regular maintenance and safety inspections are conducted, and deficiencies are corrected to ensure a safe and orderly environment.

Related Files
- 2021_09_22-04_55_Contract with safety inspector CZ.pdf
- 2021_09_22-04_58_Job Requests form.pdf
- 2021_09_22-05_01_2021 Staff End-of-Year Checklist.pdf

INDICATOR 6.12 (CI) The facilities are secure and suitable for the size of the school; the school environment is monitored and maintained to ensure it is conducive to the instruction and development of the whole child. (C)

Compliance (C): Facilities are secure and of sufficient size and nature to provide quality instruction that is consistent with the goals of the school. Maintenance of facilities is consistent and of good quality, and it provides a good testimony to the community.

Related Files
- 2021_09_22-05_02_CISP Facilities Plan.pdf

INDICATOR 6.13 The recreation area/playground, common areas, and athletic areas are safe, age appropriate, and large enough for the number of students. (E/S)

Compliance (C): Recreation areas, common areas, and athletic areas are safe and are large enough for the number of students that use them.

Related Files

- 2021_09_22-05_05_Photos of pitch playground student lounge.pdf

INDICATOR 6.14 Facilities planning is in place to address future programs; enrollment changes; staff, facility, and technology needs; as well as future capital improvements. (C)

Exceeds Compliance (EC): Executive leadership engages in long-range planning to address various contingencies and their potential impact on current facilities. The facilities plan is written, and a capital-improvement line item is in the school's budget.

Related Files

- 2020_06_18-02_37_CISP Technology Plan 2019-2020.pdf
- 2021_09_22-05_06_CISP Facilities Plan.pdf
- 2021_09_22-05_09_STRATEGIC PLAN adopted Jan 2014.pdf

INDICATOR 6.15 Vehicles and drivers used to transport students for all school activities follow the school's policies as well as government and insurance regulations. (C)

Compliance (C): Written policies exist for vehicle use and driver qualifications. Vehicles meet government standards. Drivers are licensed at the appropriate levels. Adequate liability, vehicle, and property insurance policies are in place, and regulations are followed. OR, the EE program does not utilize vehicles to transport children.

Related Files

- 2021_09_22-05_12_Administrative Policies Handbook - 6.3.7 Field Trips.pdf

INDICATOR 6.16 Written policies and procedures are in place for routine safety inspections, service, and repair of school-owned vehicles and for reporting vehicle accidents—including communication with all constituents. (C)

Compliance (C): Written policies and procedures are in place for routine safety inspections, servicing, and repair of school-owned vehicles. Policies for reporting vehicle accidents are explicit and followed. OR, the EE program does not utilize vehicles to transport children.

BRIEF NARRATIVE Provide a 1-2 page (1200 words or less) explanation of how the school is meeting the standard or what factors are hindering meeting the standard with excellence. Use the indicator ratings (from above), data/documentation, supporting evidence, and other sources such as surveys to validate your explanation. Identify what data most relevant to mission attainment the school regularly collects in this standard area and what systems are in place to analyze the data and ensure implementation of improvement strategies.

CISP cares for the safety of our students as evidenced by safety policies and procedures and abuse prevention programs for all levels.

The CISP Staff Handbook addresses health and safety. The CISP Security and Crisis Management Plan explains the framework of policies and procedures for emergency situations. This plan is shared with staff. All students are trained monthly about how to respond to emergency and crisis situations.

A significant amount of time is regularly spent on safety in both staff inservice times and staff meetings. The staff is trained every two years in CPR and First Aid, usually at the beginning of the school year. New staff are asked to attend the ACSI/PFO (Pre-field orientation) or the pre-field training of the sending mission agency before coming to CISP. This orientation includes crisis training. All staff, volunteers, and volunteer chaperones for field trips are required to have a background check and attend 'Because We Care', a 45-minute session on child safety protection (6.5). Two staff members attended Response Team Training of the Child Safety Protection Network during the 2018-2019 school year including one current staff member.

Our school annually has an age-appropriate childhood sexual abuse prevention program for all students in grades 1-12. This program is taught by trained counselors who are part of our staff.

CISP actively works to be sure that the school is always in compliance with all local, state, and federal laws regarding safety and health issues. Intentional effort has been made to learn and implement the local Czech laws regarding sexual abuse, physical abuse, safety issues, COVID-19 prevention, and facility safety.

All students are required to provide an Assessment of Medical Fitness stating that all required immunizations are up to date and that students are in good health, as required by the Ministry of Education in the Czech Republic. This document must be renewed every two years for all students. Office staff record medical concerns and allergies. If a student is injured at a school event, a staff member makes an incident report which includes what measures were taken.

CISP does not provide food for students. A few students buy lunch from an independently-owned dining commons that supplies food for several schools in our building. Most students bring their own food to school for lunch and eat in the chapel room. Teachers are present with students when they eat and communicate any concerns with parents. Elementary teachers explain to parents about appropriate types of snacks for school at the beginning of the year.Our parameters for a new facility include space and an appropriate environment for student and staff lunches.

Biblically-based plans and procedures are being developed that educate the school community regarding harassment, intimidation, and bullying. The Second Step curriculum has been implemented for elementary students to help them grow in social skills and to provide students tools for responding to potential situations. Guidance lessons and school counselors address these issues in counseling sessions.

To make sure CISP's building is in compliance with local regulations, an independent inspector is hired twice a year to ensure the school is meeting safety standards. The playground, common areas, and athletic areas are safe, age appropriate, and large enough for the number of students.

Sharing the building with other schools is the main safety concern. Enforcing our policy of wearing identification cards is a part of limiting who has access to our area of the building. Maintaining a good relationship with the other entities in the building is a high priority.

STRENGTHS In 600 words or less, describe one to three areas that describe strengths that exceed compliance in this standard. Reference your school's ratings on the indicators. What measures might the school need to take to keep these areas strong?

- A childhood sexual abuse prevention program is provided for all students every year and staff are trained in child protection.
- Prevention is emphasized at CISP, as evidenced by our childhood sexual abuse prevention program and the annual staff training "Because we care."

AREAS FOR IMPROVEMENT In 600 words or less, state one to three goals that target needed improvement in this standard. Reference your school's ratings on the indicators. If the school is not in compliance, what needs to occur for it to become compliant?

- Improve knowledge and compliance with local, state, and federal laws regarding safety and health issues.
- Educate parents, students and staff in all grade levels regarding harassment, intimidation, and bullying.
- Develop a plan for educating other members of the school community including secondary students, staff and parents about services offered by the School Counseling Department.

DATA/DOCUMENTATION Have you included all the Required Documentation? If not, please include any of the pieces of evidence that have not been included that are required BELOW.
If you are unable to supply a piece of required data/documentation, use this textbox to explain why it is not available. (If all required evidence is supplied, no response is needed.)

Indicator 6.1

- Red Binder - Safety Log Book with records of drills and signatures that students regularly reviewed safety procedures (Red binder in the Director's office)
- Emergency Procedures and Exit maps posted by the door in each room

Indicator 6.4

- Logs recorded staff of accidents and injuries at school or field trips that are considered more that minor are recorded in "Student Incident Reporting Book" (Main office)

Indicator 6.10-6.11

- Inspection logs are kept in two binders in the Main Office

Standard 7 - Character, Values, and Spiritual Formation of Students

The school shall provide for spiritual nurture and discipleship of its students with the goal of developing a biblical worldview. Spiritual nurturing of Christlike character is planned, intentional, and systematic in implementation. Mentoring and discipleship experiences are necessary components in a spiritual formation strategy. Students are given opportunities to serve others and develop a Christlike attitude toward the poor, needy, and vulnerable.

A commitment to a community of faith is modeled by the faculty and emphasized to all students. Spiritual formation assessment is integral to effective and ongoing improvement of the school program.

INDICATOR 7.1 (CI) Schoolwide expected student outcomes include character development, acquisition of Christian values, and spiritual formation. (C)

Compliance (C): Schoolwide expected student outcomes include character development, acquisition of Christian values, and spiritual formation. The outcomes are published in the school community.

Related Files
- 2021_09_20-05_28_CISP Curriculum Guide - p3-7 Philosophy statements and ESOs.pdf

---

INDICATOR 7.2 Christlike respect, compassion, and caring for self and all others is taught and demonstrated by school personnel. (C)

Compliance (C): A comprehensive framework for teaching respect, compassion, and caring for self and all others is taught and demonstrated by school personnel.

Related Files
- 2020_06_18-03_11_Service Project Philosophy and Requirements.pdf
- 2020_06_18-03_11_Roundtable - Development.pdf
- 2020_06_18-03_11_Bible Study and Prayer Groups 2019 20.pdf
- 2020_06_18-03_11_Photo of Chapel.jpg
- 2021_09_20-05_31_Second Step K5 Scope-and-sequence.pdf

INDICATOR 7.3 Mentoring and discipleship experiences focus on spiritual formation, character development, and the instilling of Christian values. The school provides a structure whereby each student is known personally by at least one adult who can provide support for that student's spiritual formation. (E/S)

Compliance (C): Students and teachers are trained in a mentoring and discipleship program focusing on spiritual formation, character development, and instilling Christian values. The school offers the following: Effective chapels and some small-group activities; Planned curricular, cocurricular, and extracurricular programs for spiritual formation, character development, and the instilling of Christian values. The school provides a structure whereby each student is known personally by at least one adult who can provide support for that student's spiritual formation.

INDICATOR 7.4 (CI) Board, administration, faculty, staff, and student interactions reflect the attitude of Christ. Communication among them demonstrates sensitivity and responsiveness to the individual needs, interests, and temperaments of the students. (C)

Compliance (C): Board, administration, faculty, staff, and student interactions reflect the attitude of Christ. Communication among them clearly demonstrates sensitivity and responsiveness to the individual needs, interests, and temperaments of the students.

INDICATOR 7.5 All aspects of the school and its instructional program reflect developmentally appropriate application of a biblical worldview and Christlike character and values. (C)

Compliance (C): Application of a biblical worldview and Christlike character and values is evident in a natural and unforced manner, is included across the curriculum and all activities of the school and builds upon previous learning. True integration is evident rather than just correlation. Training for how to develop a biblical worldview and how to integrate Christlike character and values is an ongoing component of the staff professional development program.

INDICATOR 7.6 Age-appropriate opportunities for service and missions, including compassionate outreach to the poor, needy, or vulnerable, are provided as a means of spiritual growth and formation. (C)

Compliance (C): There are multiple age-appropriate opportunities for service and missions, including compassionate outreach to the poor, needy, or vulnerable, and these are provided as a means of spiritual growth and formation. The school has a reputation and testimony of Christian service to others.

Related Files

- 2021_09_20-05_43_Angel Tree Letter 2019.pdf
- 2021_09_20-05_43_Homeless Ministry Schedule.pdf
- 2021_09_20-05_43_MS Service Projects.pdf

INDICATOR 7.7 Active participation in a local Christian church community is required of the faculty and emphasized within the school's philosophy and goals. (C)

Partial Compliance (PC): There is little evidence of and/or little emphasis placed on the importance of participating in a local church community within the school's philosophy and goals.

Related Files
- 2020_06_18-05_10_Handbook for New Staff - spiritual wellbeing pg11.pdf
- 2021_09_20-05_44_Churches in Prague.pdf

INDICATOR 7.8 Assessment of the spiritual development of students is intentionally included in the ongoing evaluation of the school's effectiveness in formally measuring its schoolwide expected student outcomes. (E/S)

Compliance (C): Assessment of the spiritual development of students is intentionally included in the ongoing evaluation of the school's effectiveness. Assessment of schoolwide outcomes is organized and intentional.

Related Files
- 2021_09_20-05_45_GSA Results Middle School. Fall 2019 .pdf
- 2021_09_20-05_45_Christian International School of Prague GSA High School Fall 2019.pdf

---

BRIEF NARRATIVE Provide a 1-2 page (1200 words or less) explanation of how the school is meeting the standard or what factors are hindering meeting the standard with excellence. Use the indicator ratings (from above), data/documentation, supporting evidence, and other sources such as surveys to validate your explanation. Identify what data most relevant to mission attainment the school regularly collects in this standard area and what systems are in place to analyze the data and ensure implementation of improvement strategies.

CISP has high goals and expectations for its faculty, administration, parents and students. The vision, mission, and core values clearly state the school's desire to educate holistically. A holistic education at CISP includes the teaching and modeling of Christ-like character, Christian values, and spiritual formation. The Parent/Student Handbook clearly communicates to families the standards and high moral and ethical expectations for life at CISP. The staff are committed to following Christ personally and to accomplish the mission of the school through teaching and mentorship with the students; staff and secondary students sign a code of conduct based on biblical character and values. Ongoing staff development includes practical and relevant training pertaining to the implementation of biblical principles to maximize our effectiveness of teaching as a Christian school.

CISP offers many opportunities for all faculty and students to experience mentoring and discipleship both inside and out of the classroom. Chapel services are held once a week for elementary and secondary in order to

address the needs of the different age groups. Pre-pandemic, specific spiritual development opportunities included the annual student retreat, roundtables, praise teams for elementary and secondary students, weekly in-school service projects, and a homeless ministry outreach for 11th and 12th graders. The staff is evaluating new service opportunities. The staff also engages in opportunities within the classroom to offer spiritual formation and biblical worldview in all subject areas to students. This allows for the presentation of the Christian faith to the many non-Christian students at CISP in an organic manner.

Spiritual development of students is measured in several ways at CISP. Faculty and staff observe and interact with students on a daily basis to gauge spiritual growth and development, offering biblical guidance centered in Christ-like grace and compassion. The Global Student Assessment from Wheaton Press has been used each year, to measure their understanding of and growth in the Christian faith. This allows the staff to identify their students' personal spiritual growth and the spiritual atmosphere found at CISP. The Bible department is continuing to look for other ways to assess our student's growth in relationship to Christ.

Bible knowledge and application is a strong part of both the elementary and secondary Bible curriculum. Basic biblical knowledge and Scripture memorization are a focus in the elementary curriculum. Secondary Bible classes focus on understanding the narrative of the Bible and sharing it with others. Comparative Worldviews, ethics and apologetics have been offered to teach students how Christian belief and practice interacts with life in the world. In the high school, new classes have been created and geared towards students who do not have previous experience with Christianity or the Bible in order that they may grasp the faith for themselves at their level of comprehension (Foundations I and II; Bible Survey). Students are provided opportunities to interact and apply their faith by leading devotions and Bible lessons for their peers as part of their Bible classes. These opportunities strengthen Christian students, while also allowing non-Christian students an opportunity to seek and understand the disciplines of the Christian faith.

The staff of CISP are dedicated to living as examples of integrity in their actions on and off campus and through their methods of teaching and discipline. God's calling for CISP is to provide all students a godly, effective, and excellent education and school experience, engaging and empowering our students to live a life that will impact and expand God's Kingdom.

STRENGTHS In 600 words or less, describe one to three areas that describe strengths that exceed compliance in this standard. Reference your school's ratings on the indicators. What measures might the school need to take to keep these areas strong?

- CISP has dedicated time to share the gospel with students through Bible classes, chapel, retreats, and roundtables.
- The vision for our students is clearly outlined in CISP's expected student outcomes.
- Every Wednesday we have staff worship and time for spiritual development.
- Staff show their heart for students and passion for sharing the gospel as many invest into our students in small groups (roundtables) and try to connect with students who don't know Christ.

AREAS FOR IMPROVEMENT In 600 words or less, state one to three goals that target needed improvement in this standard. Reference your school's ratings on the indicators. If the school is not in compliance, what needs to occur for it to become compliant?

- Improve spiritual formation and cohesion with faculty and staff, in addition to enhancing the overall spiritual community for the students.
- Expand service and mission opportunities for all students.
- Consistently encourage staff to find a church home by highlighting a church of the month at staff meetings.

DATA/DOCUMENTATION Have you included all the Required Documentation? If not, please include any of the pieces of evidence that have not been included that are required BELOW.
If you are unable to supply a piece of required data/documentation, use this textbox to explain why it is not available. (If all required evidence is supplied, no response is needed.)

Standard 8 - School Improvement

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

INDICATOR 8.1 (CI) The school improvement plan is developed by utilizing a variety of organizational, achievement, and survey data and input from all stakeholder groups. (C)

Compliance (C): The CSIP has been developed using a variety of data sources, such as surveys with strong input from all stakeholder groups. Analysis of the data has been thorough, and there is clarity about what the priorities are for school improvement. The school annually updates the CSIP with current achievement data and stakeholder input.

Related Files
- 2021_09_18-08_16_Brainstorming for CSIP - February 2020.pdf
- 2021_09_18-08_16_CSIP Focus questions _ brainstorm answers Spring 2020.pdf

---

INDICATOR 8.2 The CSIP reflects the fulfillment of the philosophy, mission, and vision of the school and the attainment of schoolwide academic and non-academic expected student outcomes and school effectiveness. (C)

Compliance (C): The CSIP reflects the fulfillment of the philosophy, mission, and vision of the school and the academic and non-academic achievement of schoolwide expected student outcomes, including academics, character, service, relationships, or other categories of outcomes.

Related Files
- 2021_09_18-08_17_CISP Continuous School Improvment Plan 2021.pdf
- 2021_09_18-08_17_CISP Curriculum Guide - p3-7 Philosophy statements and ESOs.pdf

---

INDICATOR 8.3 The planning process is organizationally comprehensive and establishes goals and priorities for development. (C)

Compliance (C): The planning process is organizationally thorough and comprehensive, and it establishes goals and priorities for development.

INDICATOR 8.4 Each action item in the improvement plan addresses the fiscal, personnel, resources, and time implications for implementation. (C)

Compliance (C): The CSIP action items address the fiscal, personnel, resources, and time implications for implementation.

INDICATOR 8.5 The school evaluates and documents the effectiveness and impact of its improvement plan and regularly communicates the results to all stakeholders. (C)

Partial Compliance (PC): The school conducts limited evaluation of the effectiveness and impact of its CSIP, or it does not sufficiently communicate the plans and/or the progress to all stakeholders.

Related Files
- [2021_09_18-08_19_State of School Report 2021 Final 1.pdf](#)

THE CONTINUOUS SCHOOL IMPROVEMENT PLAN - NARRATIVE The Continuous School Improvement Plan (CSIP) is a required piece of documentation. It should reflect conclusions reached from the self-study and through strategic planning. It must have significant focus on improving student learning. The school will be required to update the plan to include any major recommendations from the Visiting Team and annually thereafter based upon assessment of progress of each component, including assessment of student accomplishment of schoolwide expected student learning outcomes. The plan includes implementation of an accountability system for monitoring the accomplishment of the action plan (see *School Continuous Improvement Plan Template* on the website).

CISP's Continuous School Improvement Plan was developed after a thorough self-study using the lens of ACSI'S REACH protocol as well as weaknesses identified in surveys. Subcommittees made up of a variety of staff members and board members studied the school's programs and identified areas for improvement. The Steering Committee considered all the weaknesses presented by the subcommittees, brainstormed goals, and chose three which they believed to be the most important areas for CISP to seek improvement. These goals are close to the vision and mission of CISP.

The subcommittee for Standard 8 included school leadership, the Board Chair, staff with longevity at CISP and staff new to the school. The team met weekly for four weeks in 2020 to brainstorm details for each improvement plan and to finalize the report. Each week the team discussed the goal by answering questions about CISP's current state and desired change. Staying close to CISP's foundational roots and stated mission is a high priority for all subcommittee members.

The subcommittee placed an emphasis on the sustainability of the improvement plan, assigning responsibility to positions rather than individuals responsible for carrying out the plan. Each goal of the CSIP is under direct supervision of one staff position. Progress will be monitored in a spreadsheet, dating and noting evidence of progress. The director will meet monthly with the principal, curriculum coordinator, and chaplain to discuss progress. The director will regularly update the School Board of the progress. Progress will be reported to ACSI in the Annual Report, to staff in the August In-Service, and to parents and other stakeholders via the annual State of School Report. This will help to build improvement into the school culture and develop buy-in from staff and families for CISP's vision for improvement.

CISP's first improvement plan was created in 2013. This plan was revised several times in the last seven years. Progress each year was noted in the Annual Report to ACSI. The director kept a spreadsheet of progress on the steps of the plan. Communicating the progress on our CSIP to stakeholders is a noted weakness which we plan to improve upon in the second accreditation cycle.

Completion of Self-Study

The school should send its self-study to the team chair at least six weeks prior to the visit. A copy should also go to the appropriate ACSI regional office for review.

The visiting team will use the self-study to help them identify what areas the school has strengths, areas in which it needs to improve, and it will also make an overall recommendation for accreditation. The overall purpose of this process is to give the school very specific information that will help them on their quest to continuous improvement toward excellence.

The accreditation recommendation goes to the regional commission which considers both the self-study and the team report. The commission has the authority to approve the accreditation recommendation or ask further questions. They can change the term or status of accreditation for a school.

If the school is working through a dual accreditation process, the self-study and visiting team report are forwarded to the partner association along with any additional documentation required. The regional association will communicate directly to the school regarding its accreditation decision.

In the period after the final copy of the report is received, the school is expected to review and communicate the findings, address the recommendations and include them in the school improvement process, continue to report progress on annual reports to ACSI, and maintain accreditation standards.

Accreditation makes a statement about the past, present, and future of a school. In the past, the school has worked hard to meet the standards at a level that shows compliance or above. In the present, accreditation signifies a stamp of approval by ACSI as the accrediting body through the work of a group of peers who know what makes a quality Christian education institution. Finally, accreditation also signifies a commitment to ongoing continuous school improvement as it develops appropriate plans and monitors them for the benefit of student growth and achievement in all areas.