



PROVIDENCE CHRISTIAN ACADEMY

Soli Deo Gloria

Education for Today...Shelter for Tonight...Hope for Eternity

**STRATEGIC PLAN
2018-2023**

***EXEMPLARY EDUCATION
FOR
EXEMPLARY LIVES***



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1.0 EXECUTIVE SUMMARY

1.1 – HISTORY

Birthed in prayer, and rising from a desire to heed the Biblical call to educate and care for the most vulnerable, *Providence Christian Academy* acknowledges its dependence upon the Father of the fatherless and seeks His glory alone in its aims and operations.

Founded and incorporated in October of 2014, *Providence Christian Academy* achieved 501(c)(3) tax-exempt not-for-profit status as a private Christian school on April 16, 2015. The school affiliated as a member of the Association of Christian Schools International (ACSI) in 2015, welcomed eight (8) faculty members to its first teacher in-service beginning August 17, 2015, and opened its doors to seven (7) students on August 20, 2015.

Providence Christian Academy, like any school start-up, faces major challenges in its first five-year founding period. These include the uncertainties brought on by facility and leasing requirements, alternative programs, volunteer training, and needed resources in the start-up phase. The Board of Directors and volunteers continue to plan for the most effective and efficient stewardship of present resources, with optimism for the future based on its exceptional first phase of planning and legal filings, aided by Attorney Douglas Gent of Hanover, Pennsylvania.

1.2 – BE, THOU, OUR VISION – TO GOD ALONE BE THE GLORY

Our desire is to show the watching world that God by His providence is still the hope of the fatherless, widow, and the poor. We seek by God's help to be a community of scholars, comprised of not only families of the most vulnerable, but also of mentor families that choose to enroll their children to provide an opportunity to learn compassion for the poor, needy, homeless, orphaned, and vulnerable.

We desire to provide education for today, shelter for tonight, and hope for eternity as we become an exemplary model school that serves as an encouragement to the founding of other similar efforts to make Christian education accessible for the vulnerable.

Although we seek to grow in accordance with God's will and timing – we will not measure our impact in mere enrollment figures but rather in the quality of education and the degree to which it matches the needs of the vulnerable students we serve.

We will collaborate with family, church, and like-minded resource providers to deliver hope and a future in Christ for vulnerable children with the goal of serving, strengthening, and reuniting families whenever possible

or sheltering children as they wait for a new family when reunification is impossible. Mentor families, along with their enrolled children, form a foundation for our mission, supporting the work in vital ways (volunteering, hosting, other assigned roles).

1.3 – MISSION STATEMENT

In dependence upon Almighty God, for His glory alone, and together with family and church, the mission of Providence Christian Academy is to provide exemplary education for the vulnerable in the light of God’s Word for time and eternity.

1.4 – DEFINITIONS

Dependence upon Almighty God: We acknowledge our dependence upon our Almighty and All-sufficient God. Without Him, we can do nothing. We seek to be faithful stewards, giving thanks with a grateful heart, while rejoicing daily in His providence.

Glory of God alone: Our motto *Soli Deo Gloria* summarizes what we believe is “the chief end of man”—“to glorify God and enjoy Him forever” (WCF Shorter Catechism).

Church and Family: We will collaborate with family, church, and like-minded resource providers to deliver hope and a future in Christ for vulnerable children with the goal of serving, strengthening, and reuniting families whenever possible or sheltering children as they wait for a new family when reunification is impossible. Mentor families, along with their enrolled children, form a foundation for our mission, supporting the work in vital ways (volunteering, hosting, other assigned roles). We seek to be a community of scholars who model Christian character, conduct, accountability, and service, while understanding the need for fellowship in the local and worldwide Church of Jesus Christ.

Exemplary: Looking to the Exemplar, the author and finisher of our faith, our Lord Jesus Christ, we seek to create a work that other similar schools might see as exemplary, a commendable model for the encouragement of other works dedicated to the vulnerable.

Educate: We teach a Biblical, Christ-centered, accredited curriculum that prepares each student for the challenges of higher education and life-long learning within the sphere of God’s unique calling on their life.

Vulnerable: By vulnerable, we mean educationally marginalized children without one or both parents, or children in families struggling with divorce, pre-adoption adjustment, post-adoption adjustment, homelessness, poverty, or other family troubles. James 1:27 especially urges, “Pure and undefiled religion in the sight of *our* God and Father is this: to visit orphans and widows in their distress, *and* to keep oneself unstained by the world (NASB).

In the Light of God’s Word: A Bible-based education recognizes that man is not mere matter, but is both body and soul. Merriam-Webster defines holistic as, “relating to or concerned with complete systems rather than with individual parts”. We understand the whole person, both body and soul, as needing reformation. We see even the athletics as an opportunity for educational programs that foster a Christ-like attitude towards competition and sportsmanship.

God's Word teaches Truth as not merely some empirical search for certitude, but as a Person, our Lord Jesus Christ, "in whom are hidden all the treasures of wisdom and knowledge" (Colossians 2:3) and who said of Himself, "I am the way, and the truth, and the life; no one comes to the Father but through Me" (John 14:6). We are unashamedly committed to a Biblical worldview based upon the Word of God and summarized in the Reformed theological tradition. We seek to educate each student unto the true knowledge of God's Word, works, and world that each might know God and live by faith the implications of the reign of Jesus Christ over all of His creation.

Time: We recognize the need to educate students for the spiritual, ethical, technological, and societal challenges of their generation. We want our students to understand the times and pursue excellence in their particular calling for Christ.

Eternity: We seek to provide Biblically based experiences that equip a student for a life-long, maturing relationship with Jesus Christ. We strive to teach students to love God and neighbor with head, hearts, and hands for time *and* eternity.

1.5 – AIMS

Our specific aims of accomplishing our mission will be via:

1. The founding and incorporation of a 501(c)(3) private voluntary Christian day and residential school devoted to teaching a Biblical worldview based upon the Word of God and summarized in the Reformed theological tradition (as specified in our organization's doctrinal basis). The school would be open especially to educationally marginalized children without one or both parents, or children of families struggling with divorce, pre-adoption adjustment, post-adoption adjustment, homelessness, poverty, and other family troubles.
2. The collecting of funds to be distributed in efforts to minister to widowed or needy families by supporting all or a portion of the educational or boarding expenses of needy children enrolled in *Providence Christian Academy*, thus providing options to costly out-of-home placement of children in a residential treatment facility, thereby, reducing the burden of government to provide such services.
3. Efforts to promote reunification of children with their families, or in cases where this is impossible, cooperation with existing ministries or agencies in order to educate and encourage families regarding present and future options by referring families to qualified agencies who specialize in the matching of such children with loving Christian homes.
4. Provision of follow-up ministry aimed at connecting and involving the children we serve in the work and fellowship of the local and worldwide Church.

1.6 – CORE COMMITMENTS

Providence Christian Academy shall endeavor to fulfill its mission, characterized by the following core commitments:

I. Biblical and Theological Integrity

- A. Scripture is the revealed Word of God taught as truth, integrated into every aspect of the learning experience. We teach students the Ends priorities that:
 1. God is Truth;
 2. They are created in the image of God;
 3. They must confront the issue of sin and redemption;
 4. They can know God as revealed in Christ through the Holy Spirit;
 5. They need a saving relationship with our Lord Jesus Christ;
 6. They can live honestly and responsibly, and;
 7. They can fulfill God's plan for their lives.
- B. We are unashamedly committed to a Biblical worldview based upon the Word of God and summarized in the Reformed theological tradition.
 1. Holding to the summary of this faith as contained in The London Baptist Confession of Faith of 1689, Providence Christian Academy will endeavor to offer an education that equips each student with the true knowledge of God's Word, works, and world that each might live by faith the implications of the reign of Jesus Christ over all of His creation.
 2. This Reformed strand of historic Christianity as represented in the tradition of the Protestant Reformation is summarized well in the following affirmations and denials found in The Cambridge Declaration of the Alliance of Confessing Evangelicals:
 - a. *Sola Scriptura* - Scriptures Alone - We reaffirm the inerrant Scripture to be the sole source of written divine revelation, which alone can bind the conscience. The Bible alone teaches all that is necessary for our salvation from sin and is the standard by which all Christian behavior must be measured. We deny that any creed, council or individual may bind a Christian's conscience, that the Holy Spirit speaks independently of or contrary to what is set forth in the Bible, or that personal spiritual experience can ever be a vehicle of revelation.
 - b. *Solus Christus* – Christ Alone - We reaffirm that our salvation is accomplished by the mediatorial work of the historical Christ alone. His sinless life and substitutionary atonement alone are sufficient for our justification and reconciliation to the Father.
 - c. *Sola Gratia* – Grace Alone - We reaffirm that in salvation we are rescued from God's wrath by his grace alone. It is the supernatural work of the Holy Spirit that brings us

to Christ by releasing us from our bondage to sin and raising us from spiritual death to spiritual life.

- d. *Sola Fide* – Faith Alone - We reaffirm that justification is by grace alone through faith alone because of Christ alone. In justification Christ's righteousness is imputed to us as the only possible satisfaction of God's perfect justice. We deny that justification rests on any merit to be found in us, or upon the grounds of an infusion of Christ's righteousness in us, or that an institution claiming to be a church that denies or condemns sola fide can be recognized as a legitimate church.
- e. *Soli Deo Gloria* – To God Alone be the Glory - We reaffirm that because salvation is of God and has been accomplished by God, it is for God's glory and that we must glorify him always. We must live our entire lives before the face of God, under the authority of God and for his glory alone. We deny that we can properly glorify God if our worship is confused with entertainment, if we neglect either Law or Gospel in our preaching, or if self-improvement, self-esteem or self-fulfillment are allowed to become alternatives to the gospel. We deny that salvation is in any sense a human work. Human methods, techniques or strategies by themselves cannot accomplish this transformation. Faith is not produced by our unregenerated human nature. We deny that the gospel is preached if Christ's substitutionary work is not declared and faith in Christ and his work is not solicited.

II. Intellectual Integrity

- A. The Christian mind should be the best mind, enlightened by the mind of Christ and one that integrates God's principles with academic pursuits.
- B. The Ends priorities are to develop students with a biblical worldview who are well prepared in all academic disciplines with an emphasis on:
 - 1. Accurately interpreting the Word of God;
 - 2. Mastering communication skills;
 - 3. Showing proficiency in mathematics and science;
 - 4. Understanding history and God's role in it;
 - 5. Appreciating literature and the arts;
 - 6. Reasoning and thinking critically;
 - 7. Finding, analyzing, evaluating, and appropriately using information;
 - 8. Integrating faith and learning in all academic disciplines;
 - 9. Developing innovative curriculum and programs, and;
 - 10. Teaching Bible as an essential core subject in the academic curriculum.

III. Christian Leadership Integrity

- A. The Board of Directors, Superintendent, administration, faculty, and staff shall be committed followers of Christ, teaching and leading from a biblically integrated perspective.
- B. The Ends priorities of those engaged with the school's governance, leadership, and teaching will be to:
 - 1. Model Christ in their teaching and leading;
 - 2. Reflect and support the school's mission and core convictions;
 - 3. Understand and focus on achieving the school's mission and expected outcomes;
 - 4. Exhibit love, justice, humility, service, and sensitivity, and;
 - 5. Implement in all cultural contexts a thoroughly biblical philosophy of education.

IV. Christ-Centered Moral Integrity

- A. Every learning experience aims to enable students to reach their full potential in Christ.
- B. Ends priorities will focus teaching on:
 - 1. Providing programs and services appropriate for the student;
 - 2. Establishing awareness of the student's relationship and responsibility to society;
 - 3. Developing students intellectually, spiritually, socially, emotionally, and physically through every curricular and co-curricular activity;
 - 4. Making disciples;
 - 5. Preparing for works of service;
 - 6. Developing an eternal view of life, and;
 - 7. Thinking and processing information in the context of a biblical worldview.

V. Operational Integrity

- A. The school's day-to-day operational practices are a consistent model of integrity, efficiency, and accountability.
- B. Ends priorities of biblical values are consistently implemented as the school:
 - 1. Reflects the high road to policy development and accountability in Board governance;
 - 2. Manages people resources ethically and justly;
 - 3. Manages and monitors school finances with integrity and disclosure;
 - 4. Conducts straightforward and Christ-like relations with the government and its agencies;
 - 5. Creates ethical, clear, and open strategies in business, development, marketing, and personnel;
 - 6. Conducts fair and consistent classroom management;
 - 7. Reflects honesty, openness, and fairness in parent relations;

8. Maintains high academic standards with internal and external evaluation, and;
9. Initiates a plan of consistent evaluation and assessment for continuous improvement.

1.7 – PORTRAIT OF A PROVIDENCE GRADUATE

The Providence Christian Academy Board of Directors has established the following **expected student outcomes** to the glory of God alone:

A. Head - Academic – Renewing the Mind

- ❖ Graduates demonstrate faithfulness in studies and have gained proficiency in varied academic subject areas, including theology, Bible, apologetics, mathematics, science, literature, history (including church history), and other core academic disciplines
- ❖ Graduates understand more completely and are prepared to pursue more effectively particular disciplines with academic excellence within a consistent Biblical world and life view
- ❖ Graduates love and live out a curriculum built upon the foundation that the historic Christian Faith is permanently true, and that it is the integrating factor of a truly Christian education program.
- ❖ Graduates exercise discernment in all subject areas, testing all ideas, while holding on to the good
- ❖ Graduates continue the life-long acquisition of the skills of communication: listening, speech, writing, reading, and public speaking
- ❖ Graduates have experienced and enjoyed a broad liberal arts curriculum that has prepared them for the challenges of an ever-changing technological world
- ❖ Graduates know how to utilize resources including technology to find, analyze, and evaluate information, to solve pressing problems, and make wise decisions
- ❖ Graduates cultivate an appreciation for the arts and athletics, for music, art, drama, literature, and other redemptive pursuits
- ❖ Graduates have experienced and enjoyed a community of scholars, both colleague and faculty, consciously committed to Jesus Christ as revealed in the Scriptures dedicated to the goals of Christian education
- ❖ Graduates understand, as creatures of God, they are under His mandate both to learn and to apply all knowledge for the purpose of knowing and glorifying God
- ❖ Graduates have completed and enjoyed a curriculum that leads students to grasp the foundations of learning so that they can live a life glorifying to God, confronting honestly and confidently the problems and challenges of new knowledge, and contributing to the welfare of society under God

- ❖ Graduates have completed and enjoyed a curriculum that leads toward an understanding of God, mankind, and the universe in their inter-relatedness, with a strong emphasis on both the humanities and the sciences, theoretic and applied, as well as a basic core of biblical studies
- ❖ Graduates value intellectual inquiry and are engaged in the marketplace of ideas (open, honest exchange of ideas), while winsomely defending the truth and respectfully refuting error

B. Heart - Spiritual and Ethical– Transforming the Heart

- ❖ Graduates understand and embrace God’s Word and eternal purposes, His revelation to humanity, and His means for fulfilling His will in each generation.
- ❖ Graduates have a true, lively, and growing faith in the Lord Jesus Christ, seeking to live out the implications of His reign in all of His creation.
- ❖ Graduates understand the radical effects of sin and the need for redemption and submission to Jesus Christ so that sin and its effects in their own personalities may be overcome
- ❖ Graduates understand the influences within and without that war against faithful Christian living
- ❖ Graduates are empowered by the Holy Spirit to pursue a God-centered life of faith, goodness, knowledge, self-control, perseverance, godliness, brotherly kindness, and love in a response of gratitude for redemption
- ❖ Graduates exercise Biblical thinking in all areas of life, articulating and defending their Christian worldview, while having a basic understanding of opposing worldviews
- ❖ Graduates understand the Christian’s relation to others and all of creation, understanding the worth of every human being as created in the image of God
- ❖ Graduates cultivate the development of attitudes and habits appropriate to the Christian in keeping with God’s revealed moral and ethical standards
- ❖ Graduates demonstrate a willingness to assume responsibility for God honoring relationships with others in the school, home, and community
- ❖ Graduates seek to inspire a new generation to work together to solve the pressing problems of their day for God’s glory
- ❖ Graduates embrace and practice justice, mercy, and peacemaking, demonstrating a heart and life of biblical hospitality for the widow, the orphan, the poor, and the stranger, desiring to personally carry out the Great Commission locally and around the world to the glory of God
- ❖ Graduates are actively involved in the work and fellowship of the local and worldwide Church

C. Hands – Vocational – Calling – Working Out What God is Working In

- ❖ Graduates understanding and affirm the purpose and dignity of work in God's plan as an expression of the nature of God
- ❖ Graduates have benefitted from and are participants in a community that has modeled an appreciation of one's own work and an appreciation for the work and service of others
- ❖ Graduates possess an awareness of the fields of work open to the Christian
- ❖ Graduates understand their own capacities, aptitudes, or limitations for particular fields of service
- ❖ Graduates have gained an awareness of God's call on their lives and thus see their education as an opportunity to prepare for their life work, whatever that field of endeavor may be
- ❖ Graduates have benefitted from opportunities to test giftedness in service to school and community
- ❖ Graduates understand, value, and engage in appropriate social (community) and civic (political) activities
- ❖ Graduates respect and relate appropriately with integrity to the people with whom they work, play, and live
- ❖ Graduates have an appreciation for the natural environment and practice responsible stewardship of God's creation
- ❖ Graduates are prepared to practice healthy and godly family living
- ❖ Graduates are good stewards of their finances, time (including discretionary time) and all other resources

1.8 – STRATEGIC PLANNING OVERVIEW

Providence Christian Academy serves the Franklin County, Pennsylvania area, providing the community with education solutions for at-risk families and children.

While developing this Strategic Plan, the Board of Directors established a collaborative process, harnessing the collective wisdom of parents, community leaders, teachers, campus organizations, pastors, and other school stakeholders. The Board and Superintendent utilized surveys, face-to-face meetings, and demographic research regarding the social, educational, and spiritual needs of vulnerable children and families in our local and surrounding community.

The Superintendent engaged the Northeast Association of Christian Schools International (ACSI) in order to crystalize strategic aims and action steps toward school accreditation. After successfully completing the five-year ACSI Steps to Achieving Recognition (STAR) assignments in only two and one half years, ACSI believes that the school is nearing candidacy status for full accreditation.

In future meetings, stakeholders will review the strategic plan progress, inform the Board, applicable committees, administration, and faculty of any necessary adjustments, while examining the data, and establishing any needed new goals, priorities, and action plans.

2.0 SITUATIONAL ANALYSIS

2.1 – STRATEGIC MINISTRY FOCUS

Existing studies validate the long-term value of participation in Christian schooling. Numerous studies document the direct economic, social, and personal value of youth participation in faith-based programs, showing that such participation results in reduced potential to become involved in drugs, sex, crime, and gang-related behaviors.

The ministry focus for *Providence Christian Academy* continues to be vulnerable children between the ages of 5 and 18, along with their immediate family. By vulnerable, we mean educationally marginalized children without one or both parents, or children in families struggling with divorce, pre-adoption adjustment, post-adoption adjustment, homelessness, poverty, or other family troubles. James 1:27 especially urges, “Pure and undefiled religion in the sight of our God and Father is this: to visit orphans and widows in their distress, and to keep oneself unstained by the world (NASB).

2.2 – AREA GEOGRAPHY AND DEMOGRAPHICS

Area Geography – *Providence Christian Academy* serves the Franklin County area with an estimated 2013 total population in excess of 152,085 (US Census Bureau 2013). With a majority of participants from Chambersburg, Pennsylvania, the program also anticipates participation from surrounding communities, including St. Thomas, Shippensburg, Greencastle, Fayetteville, and Gettysburg.

Area Demographics - US Census bureau statistics estimate the Chambersburg population at 20,425, with 23.3% of the population under age 18 and 7.4% under age 5. Therefore, an estimated 35,436 children under the age of 18 are potential recipients. The figures estimate that 71.3% of the population are white, not Hispanic (compared to 79.5% overall in Pennsylvania), 15.7% are Hispanic (compared to 5.7% overall in Pennsylvania), and 9.2% are black (compared to 10.8% overall in Pennsylvania). The predominant concentration of the Hispanic population is located in the central, mid-town area of Chambersburg, where many have opened small store businesses appealing to its own needs. The figures estimate that 19.8% of Chambersburg’s population fall below the poverty level (compared to 12.6% overall in Pennsylvania and only 8.9% of Franklin County, the county in which Chambersburg is located) (US Census Bureau 2013).

The Franklin County Prosperity Indicators Report authored by the Greater Chambersburg Chamber of Commerce has generated the first of an ongoing series of studies measuring trend analyses for selected indicators within four major dimensions: well-being of people, education, economy, and health & safety. Some of the findings of this report shed light on the socio-economic context of the area. (2012). In Franklin County, 2.7% of births were to teen mothers, matching the total percentage for the state, but in comparison to six other counties where information is available, the county has the largest percentage of births to teens. The report rightly argues as follows:

It is difficult to think of anything that can limit the future opportunities of a young person more than a teenage pregnancy. Not only is the teen mother at a handicap, so is the child. The costs for the teen parents, their children, and the community are substantial (GCCC 2012:32).

2.3 – VULNERABLE CHILDREN AND FAMILIES

Current United Nations Children Fund (UNICEF) global orphan statistics estimate that 17.8 million children worldwide have lost both parents and 153 million children worldwide have lost either one parent or both parents, and the report explains that these statistics do not include orphans living on the street or in orphanages (UNICEF 2010:48). With respect to the United States, a report prepared for The Orphan Society of America in 2007, estimates “approximately 800,000 children entered the American child welfare system”, a figure that represented an alarming increase from 1980, when “about 300,000 children in the United States” were placed in foster care (Vision Group 2007:13). According to the same report, children placed in long-term residential children’s homes or care facilities represents a figure that is “growing at a rate 33 times greater than the U.S. population” (Vision Group 2007:51).

According to the U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children’s Bureau (cf. AFCARS Report No. 21), as of 30 September, 2013, the number of children in foster care reached 402,378, with 101,840 waiting to be adopted. The 2014 report is an analysis of 2013 data and indicates that 86% of those with a plan for adoption had been waiting for at least one year, 54% had been waiting for at least two years and 44% had been waiting for three or more years. The report also shows that 67% of all adoptions were by married couples, 3% by unmarried couples, 27% by single females, and 3% by single males.

From the Pennsylvania Statewide Common Pleas Caseload Statistics (2014b:10), data indicates that by the end of 2013, 25,342 children in Pennsylvania had been adjudicated dependent, becoming wards of the state. Of the 2013 dependency cases closed, 1053 (13.8%) were returned to their family, 1546 (20.2%) were adopted, while 3213 (42.1%) were placed with a relative/guardian. Sadly, 1138 (14.6%) children aged out of the system without adoption or home placement. By the end of 2013 in Pennsylvania, 17,703 children were yet to be settled in a safe home (2014b:10).

Concerning Franklin County, Pennsylvania, the Pennsylvania Statewide Common Pleas Caseload Statistics (2014a:10), data indicates that by the end of 2013, 168 children had been adjudicated dependent, becoming wards of the state. Of the 2013 dependency cases closed, 34 (44.2%) were returned to their family, 13 (16.9%) were adopted, while 10 (13%) were placed with a relative/guardian. Unfortunately, 11 (14.3%) of those children aged out of the system without adoption or home placement. By the end of 2013 in Franklin County, Pennsylvania, 91 children were yet to be settled in a safe home (2014a:10).

2.4 – AREA HOMELESS CHILDREN

According to a June 2016 article in the Public Opinion, the Chambersburg Area School District identified 106 homeless children living in the district (Hook 2016). According to a January 2015 article in the Public Opinion, a local Chambersburg newspaper, 61 students had been identified as homeless and 100 students had been found homeless by the end of the previous school year (South 2015). According to the article eviction is the most common cause of student homelessness, while other big reasons are domestic violence, illness in the family,

loss of employment and death of the parent. The McKinney-Vento Act requires districts to provide transportation to keep homeless students at school and in a stable environment.

Foster care may be inevitable for homeless students without broader support in the most serious cases. *Providence Christian Academy* includes homelessness as a criteria for admission to the school, hoping to provide vital and timely support to avoid adjudication and foster care, whenever possible.

Mary Shull-Lambert, the homeless liaison for the Chambersburg district sees part of her job as reaching out to families and sharing with them organizations that can help. *Providence Christian Academy* will seek a regular referral relationship with the district and other agencies serving homeless children.

2.5 – LOCAL CHURCHES

Most members of churches in the Franklin County, Pennsylvania, community are eager to help but are unaware of the pressing needs of these children. Franklin County ranked well above other size counties in Pennsylvania for new cases of abuse or neglect in 2013 (2014a:9). The dependency statistics fail to paint the full picture, as the same report concerning Franklin County shows 1213 divorce cases awaiting processing by the end of 2013 and 662 of those cases were filed in 2013, placing the county divorce totals well above average of similar size counties in Pennsylvania (2014a:8). Although a general sense exists that families are in trouble, judging from the general lack of response from churches, there is a need for clarification of a solution to the orphan crisis in Chambersburg, Pennsylvania. *Providence Christian Academy* has positioned itself to be a resource for struggling families in its community.

2.6 – FACULTY—STUDENT—FAMILY PROFILE

The 2018-19 Faculty Profile is as follows:

- Superintendent** – Mr. Jeffrey A. Garner
- Teacher (4th through 12th)** – Mr. Jeffrey A. Garner
- Teacher (K-3)** – Mrs. Wanda Johnson
- Librarian** – Mrs. Barbara Clark - Library and Music (part-time)
- Art** – Mrs. Robyn Fitzpatrick (part-time)
- Physical Education** – Mr. Michael Hussack (part-time)
- Providence 360** – Experiential Learning – Mr. Chris A. Raber (part-time)
- Resources Room** – Mrs. Nancy Hussack (substitute, part-time)

The typical profile of a family served usually is as follows:

- The child has experienced death or abandonment by one or both parent/guardians, or divorce, adoption, or other disruptive circumstances.
- The parent/guardian works full-time in a traditional "8 to 5" schedule.
- They have more than one child living at home and resources are slim.
- The child is at-risk for drugs, crime, and gang-related behaviors.

2.7 – COMMUNITY—FACULTY—PARENT—PERSPECTIVE

Community Response – *Providence Christian Academy* enjoys a positive community image, and the proposed mission has been welcomed with very positive reaction. Studies report solid support of the concept and purpose of the organization and an awareness of the problems inherent in a program that involves the need for considerable financial support and many volunteers.

Faculty-Parent Survey – School Culture and Community Survey

Strengths

- Curriculum that clearly teaches an integrated biblical worldview
- School Board and personnel who are competent, caring, and committed to Christ
- Administration, faculty, and staff with good people skills
- Spiritually nurturing environment
- Positive teacher/student relationships
- Positive peer relationships for students
- Class sizes that enable optimal learning environments
- Students who feel loved and treated with respect

Weaknesses & School Improvement Plans

- Secure facilities and well-kept grounds – Addressing this with Scotland Campus
- A variety of extracurricular activities – Addressing this through YMCA – and the *Providence 360* program
- Quality before and after care available for parents who need it – Before and after care in place, and program to be designed for the second half of the year.
- Financial stability – 5-year plans are being implemented by Board and Administration.

2.8 – SIGNIFICANT TRENDS AND GROWTH FORECAST

Significant Trends

The significant trends are as follows:

- Increasing demands from children and their families to offer intervention experiences at early ages, even beginning before kindergarten.
- Heightened awareness of the positive correlation with involvement in youth programs and reduced potential for involvement in violent activities.
- Increasing interest from corporations to sponsor and support these types of community activities when they receive attribution for this involvement.

Growth Forecast

Although the school is projecting an 88% growth rate for 2018-19, the school should expect an average annual participation growth rate of 33% to 50% for its first five years. This is indicative of the growing needs of the area we serve. Based on Franklin County population growth projections, we expect to experience increased participation growth to level at between 6% and 8% annually after the initial growth over the next three years (US Census Bureau 2013). These trends are monitored, and to the degree possible, used to help predict future program demands.

2.9 – BOARD PERSPECTIVE - STRENGTHS – WEAKNESSES – OPPORTUNITIES - THREATS

The Board of Directors in a series of strategic planning sessions ranked strategic priorities and concerns. Each member received 500 points to be distributed in increments no larger than 100 in a given item. The rankings were as follows:

I. Advancement (Total - 1450)

- A. Development (500)**
- B. Admissions (450)**
- C. Partnerships – Outreach (325)**
- D. Board (175)**
- E. Other**

II. Academic (Total - 1400)

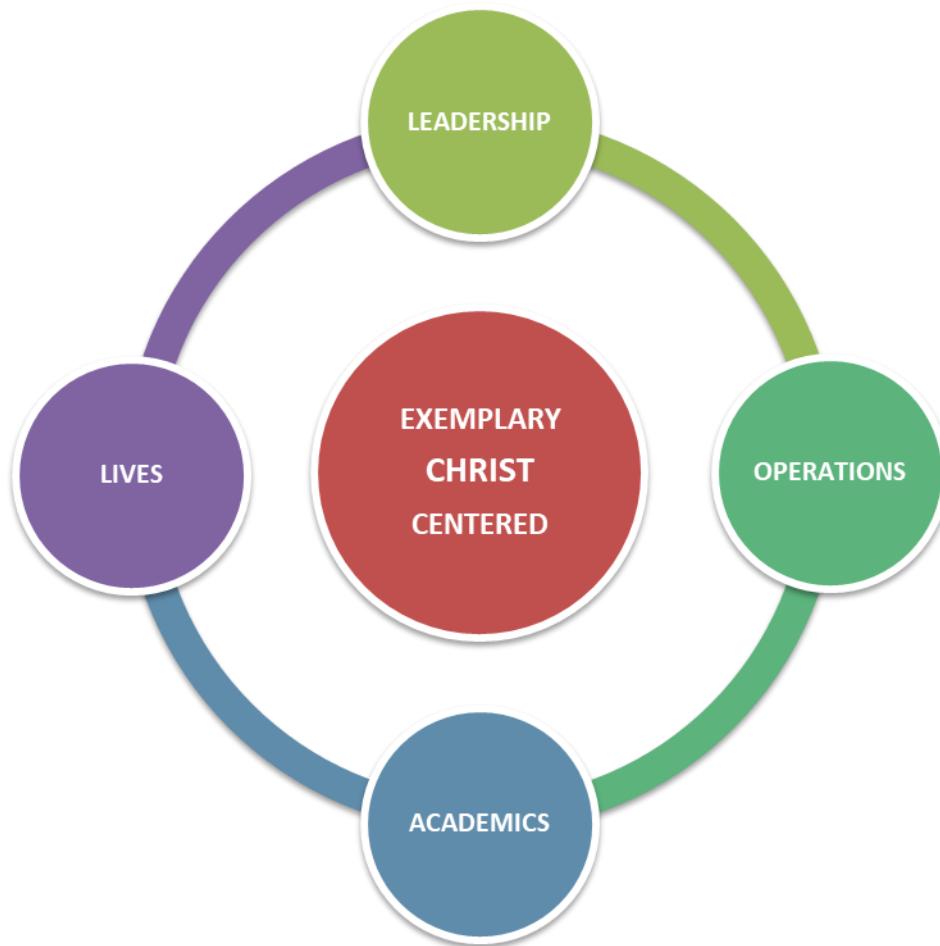
- A. General – Accreditation (350)**
- B. Faculty (325)**
- C. Early Education (275)**
 - 1. Pre-K (175)**
 - 2. K-1 (100)**
- D. Providence 360 & Extracurricular (250)**
- E. Boarding (100)**
- F. Legal Environment (100)**

III. Financial (Total - 575)

- A. Overall Financial Stability (400)**
- B. Reserve-Endowment (175)**

3.0 STRATEGIC PRIORITY I

EXEMPLARY CHRIST-CENTERED LEADERSHIP BOARD and EXECUTIVE



3.1 RATIONALE

To advance from its founding period to a flourishing accredited school, *Providence Christian Academy*, led by its Board of Directors and Superintendent, must strive together to implement a Christ-centered steward leadership that seeks the Kingdom of God first in all its endeavors to the glory of God alone.

STRATEGIC PRIORITY I
EXEMPLARY CHRIST-CENTERED LEADERSHIP
BOARD and EXECUTIVE

3.2 TEAM LEADER AND TEAM MEMBERS

Mr. Jeffrey A. Garner, M.B.A., President

Mr. John M. Jones, P.E. – Vice-President

Mr. Douglas U. Fischer, Secretary

Dr. C. Kenneth Shannon, Ph.D. - Director

Dr. Michael S. Fitzpatrick, D.O., Treasurer

Mr. Raymond J. Kelly, AIA, NCRB - Director

Mr. David R. Lawson - Director

3.3 KEY OBJECTIVES

- Lead the school through its initial founding to flourishing Strategic Plan
- Lead the transition from founding to flourishing in the ACSI Flourishing School Model
- Transition into the Christian School Leadership Framework for Executive Leadership
- Lead the schools application for and completion of ACSI REACH 2.1 Accreditation

3.4 TIMELINE TOWARD EXEMPLARY CHRIST-CENTERED LEADERSHIP

- **2018:** Review and revise, if necessary, the school Mission Statement, Bylaws, Policy Manual
- **2018:** Launch a Priority Task List for each Strategic Priority for the Strategic Plan. Post these lists in the Microsoft 365 online school Board of Directors communication platform.
- **2018:** Review applicable ACSI REACH 2.1 Standards pertaining to Board Governance and Executive Leadership and ensure alignment, while addressing non-compliance or partial compliance items, if any. Add these items to the LEADERSHIP priority task list.
- **2019:** Conduct and document an Initial Flourishing School Model Assessment of the school. Add priority tasks to its applicable Strategic Priority Task List
- **2019:** Revise annual Board Member Self-evaluation and overall Board Evaluation instruments to reflect the ACSI Flourishing School Model. Revise the annual Head of School (HOS) evaluation to reflect the Christian School Leadership Framework (CSLF)
- **2019:** Create and Review an ongoing Head of School (HOS) Growth Plan
- **2020-22:** Review and update Priority Task Lists for completion. Add necessary items.

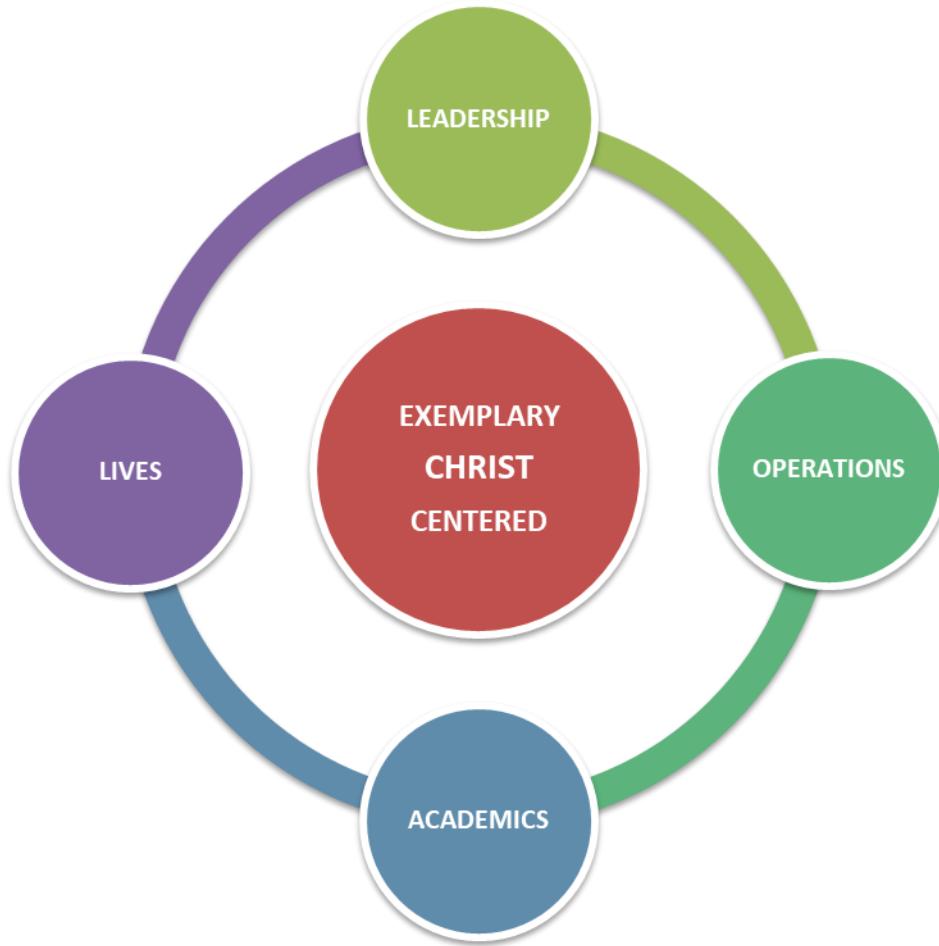
3.5 MONITORING AND REPORTING RESPONSIBILITIES

The Superintendent and any authorized Team Leader will update the LEADERSHIP Strategic Priority Task list, with a corresponding percentage of completion for each task (25% - 50% - 75% - 100%). The list will be available for all Board members in real time for view and analysis. The Audit & Compliance Committee, led by its Chairman, will review this Strategic Plan in its entirety each quarter. An annual addendum will document Strategic Plan progress, and ensure the fulfillment all accrediting requirement updates for ACSI annual reports.

4.0 STRATEGIC PRIORITY II

EXEMPLARY CHRIST-CENTERED OPERATIONS

FINANCE and ADVANCEMENT



4.1 RATIONALE

To advance from its founding period to a flourishing accredited school, *Providence Christian Academy*, led by its Board and Superintendent, must strive together to implement a Christ-centered steward leadership of the school's operations, particularly its Finance and Advancement functions, seeking the Kingdom of God first in all its endeavors to the glory of God alone.

STRATEGIC PRIORITY II
EXEMPLARY CHRIST-CENTERED OPERATIONS
FINANCE and ADVANCEMENT

4.2 TEAM LEADER AND TEAM MEMBERS

Mr. Jeffrey A. Garner, M.B.A. - President

Mrs. Lianne E. Garner – Finance

Dr. Michael S. Fitzpatrick, D.O. - Treasurer

4.3 KEY OBJECTIVES

- Pursue and Achieve Evangelical Council of Financial Accountability (ECFA) accreditation
- Strengthen enrollment practices toward recruiting mission-aligned families and students and continue to engage parents for feedback and testimonials
- Revisit and Renew relationships with Founding Friends, while inviting and inspiring a growing base for Friends of Providence
- Renew our efforts to diversify our revenue through an entrepreneurial and mission-minded financial model
- Retain and recruit exemplary administration and faculty members through a well-researched and executed remuneration plan
- Research and renew collaborative relationships with organizations or individuals that have the potential to advance the mission of the school. (Examples: Funds, Foundations, Development firms, educationally-minded firms)

4.4 TIMELINE TOWARD EXEMPLARY CHRIST-CENTERED OPERATIONS

- **2018:** Pursue and Achieve Evangelical Council of Financial Accountability (ECFA) accreditation
- **2018:** Review applicable ACSI REACH 2.1 Standards pertaining to OPERATIONS, particularly FINANCE and ADVANCEMENT and ensure alignment, while addressing non-compliance or partial compliance items, if any. Add these items to the OPERATIONS priority task list.
- **2019:** Address any items added by the Board following its Initial Flourishing School Model Assessment of the school.
- **2020-22:** Review and update Priority Task Lists for completion. Add necessary items.

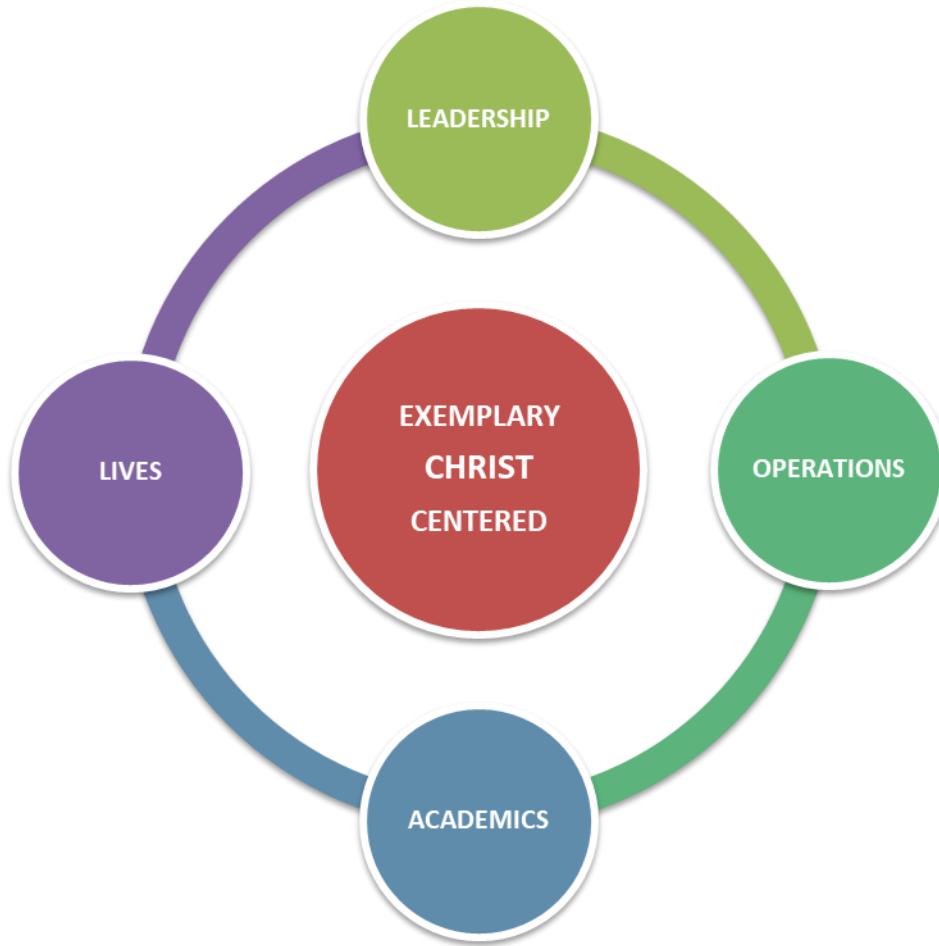
4.5 MONITORING AND REPORTING RESPONSIBILITIES

The Superintendent and any authorized Team Leader will update the OPERATIONS Strategic Priority Task list, with a corresponding percentage of completion for each task (25% - 50% - 75% - 100%). The list will be available for all Board members in real time for view and analysis. The Audit & Compliance Committee, led by its Chairman, will review this Strategic Plan in its entirety each quarter.

5.0 STRATEGIC PRIORITY III

EXEMPLARY CHRIST-CENTERED ACADEMICS

INSTRUCTION and FACILITIES



5.1 RATIONALE

To advance from its initial founding period to a flourishing accredited school, *Providence Christian Academy*, led by its Board and Superintendent, must strive together to implement a Christ-centered steward leadership of the school's academics, particularly its Instruction and Facilities functions, seeking the Kingdom of God first in all its endeavors to the glory of God alone.

STRATEGIC PRIORITY III
EXEMPLARY CHRIST-CENTERED ACADEMICS
INSTRUCTION and FACILITIES

5.2 TEAM LEADER AND TEAM MEMBERS

Mr. Jeffrey A. Garner, M.B.A. - President

Academic Advisory Council

5.3 KEY OBJECTIVES

- Build upon completed ACSI STAR program by pursuing REACH 2.1 ACSI Accreditation
- Review, publish, and communicate a school-wide curriculum plan
- Commit to exemplary teacher professional development and evaluation
- Advance schoolwide integration of tutorial and differentiated classroom strategies and skills
- Develop proficiency in assessment administration, data evaluation, and instructional planning
- Advance *Providence 360 – Learning beyond the building* opportunities
- Advance school-wide health, wellness, and safety initiatives
- Review, publish, and communicate a Security & Crisis Management and Training Plan
- Ensure Fire Safety Facility and First-Aid Safety Facility Equipment compliance
- Review, publish, and communicate a Long-Term Facility Plan

5.4 TIMELINE TOWARD EXEMPLARY CHRIST-CENTERED ACADEMICS

- **2018:** Review applicable ACSI REACH 2.1 Standards pertaining to ACADEMICS, particularly INSTRUCTION and FACILITIES and ensure alignment, while addressing non-compliance or partial compliance items, if any. Add these items to the ACADEMICS priority task list.
- **2019:** Address any items added by the Board following its Initial Flourishing School Model Assessment of the school.
- **2020-22:** Review and update Priority Task Lists for completion. Add necessary items.

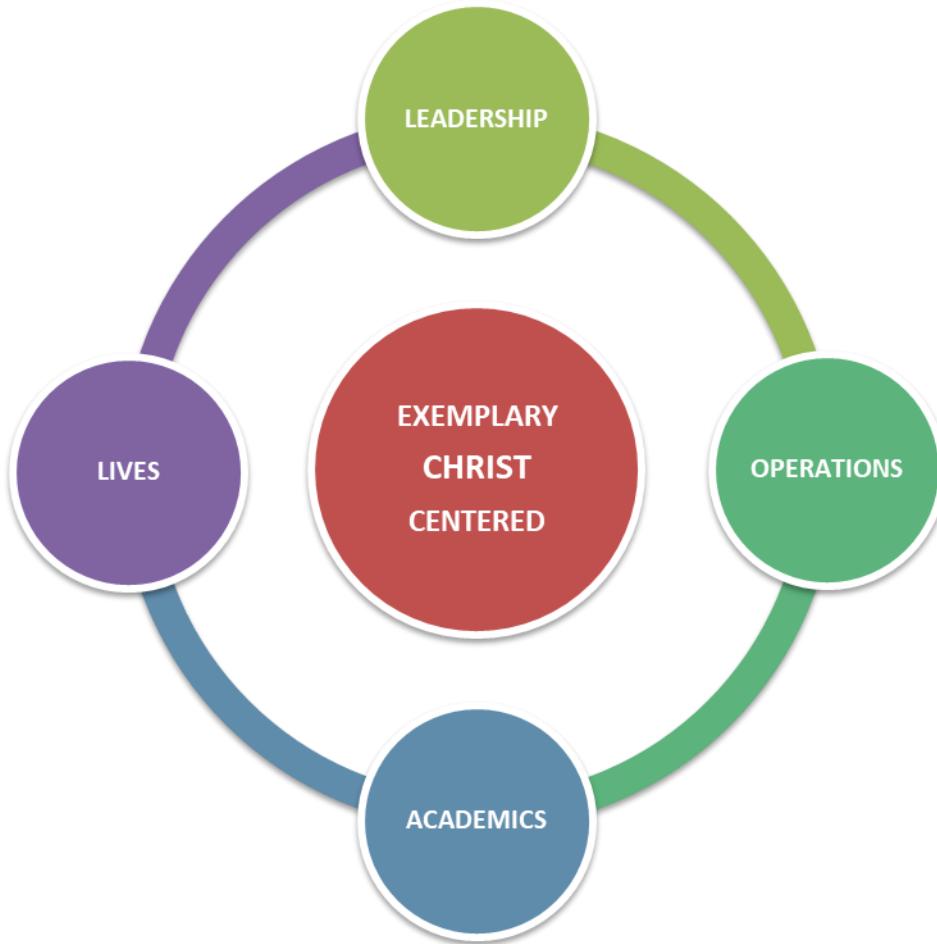
5.5 MONITORING AND REPORTING RESPONSIBILITIES

The Superintendent and any authorized Team Leader will update the ACADEMICS Strategic Priority Task list, with a corresponding percentage of completion for each task (25% - 50% - 75% - 100%). The list will be available for all Board members in real time for view and analysis. The Audit & Compliance Committee, led by its Chairman, will review this Strategic Plan in its entirety each quarter.

6.0 STRATEGIC PRIORITY IV

EXEMPLARY CHRIST-CENTERED LIVES

DISCIPLESHIP and CALLING



6.1 RATIONALE

To advance from its initial founding period to a flourishing accredited school, *Providence Christian Academy*, led by its Board and Superintendent, must encourage all to strive together to live exemplary Christ-centered lives, ensuring Discipleship and guidance toward the fulfillment of each's Calling, seeking the Kingdom of God first in all their endeavors to the glory of God alone.

STRATEGIC PRIORITY IV

Exemplary Christ-Centered Lives DISCIPLESHIP and CALLING

6.2 TEAM LEADER AND TEAM MEMBERS

Mr. Jeffrey A. Garner, M.B.A. - President
Spiritual Advisory Council

6.3 KEY OBJECTIVES

- Recruit and retain mission aligned Board, faculty, staff, and student members
- Disciple and train together for Christ-centered leadership, operations, academics, and lives
- Deepen Biblical integration within leadership, operations, and academics
- Engage churches and like-minded ministries in meaningful Gospel partnerships

6.4 TIMELINE TOWARD EXEMPLARY CHRIST-CENTERED LIVES

- **2018:** Review applicable ACSI REACH 2.1 Standards pertaining to LIVES, particularly DISCIPLESHIP and CALLING and ensure alignment, while addressing non-compliance or partial compliance items, if any. Add these items to the LIVES priority task list.
- **2019:** Address any items added by the Board following its Initial Flourishing School Model Assessment of the school.
- **2020-22:** Review and update Priority Task Lists for completion. Add necessary items.

6.5 MONITORING AND REPORTING RESPONSIBILITIES

The Superintendent and any authorized Team Leader will update the LIVES Strategic Priority Task list, with a corresponding percentage of completion for each task (25% - 50% - 75% - 100%). The list will be available for all Board members in real time for view and analysis. The Audit & Compliance Committee, led by its Chairman, will review this Strategic Plan in its entirety each quarter.



PROVIDENCE CHRISTIAN ACADEMY

Soli Deo Gloria

7.0 ADDITIONAL RESOURCES

7.1 – MASTER TIMELINE FOR COMPLETION

TIMELINE TOWARD EXEMPLARY CHRIST-CENTERED LEADERSHIP

- ✓ **2018:** Review and revise, if necessary, the school Mission Statement, Bylaws, Policy Manual
- ✓ **2018:** Launch a Priority Task List for each Strategic Priority for the Strategic Plan. Post these lists in the Microsoft 365 online school Board of Directors communication platform.
- **2019:** Review applicable ACSI REACH 2.1 Standards pertaining to Board Governance and Executive Leadership and ensure alignment, while addressing non-compliance or partial compliance items, if any. Add these items to the LEADERSHIP priority task list.
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- **2019:** Create and Review an ongoing Head of School (HOS) Growth Plan
- **2020-22:** Review and update Priority Task Lists for completion. Add necessary items.

TIMELINE TOWARD EXEMPLARY CHRIST-CENTERED OPERATIONS

- ✓ **2018:** Pursue and Achieve Evangelical Council of Financial Accountability (ECFA) accreditation
- **2019:** Review applicable ACSI REACH 2.1 Standards pertaining to OPERATIONS, particularly FINANCE and ADVANCEMENT and ensure alignment, while addressing non-compliance or partial compliance items, if any. Add these items to the OPERATIONS priority task list.
- **2019:** Address any items added by the Board following its Initial Flourishing School Model Assessment of the school.
- **2020-22:** Review and update Priority Task Lists for completion. Add necessary items.

TIMELINE TOWARD EXEMPLARY CHRIST-CENTERED ACADEMICS

- ✓ **2018:** Engage ACSI in accreditation training at Leadership Conference in Lancaster
- ✓ **2018:** Follow-up meeting with Northeast ACSI Accreditation Manager
- **2019:** Review applicable ACSI REACH 2.1 Standards pertaining to ACADEMICS, particularly INSTRUCTION and FACILITIES and ensure alignment, while addressing non-compliance or partial compliance items, if any. Add these items to the ACADEMICS priority task list.
- **2019:** Address any items added by the Board following its Initial Flourishing School Model Assessment of the school.
- **2020-22:** Review and update Priority Task Lists for completion. Add necessary items.

TIMELINE TOWARD EXEMPLARY CHRIST-CENTERED LIVES

- ✓ **2018:** Engage Kelly Blake of Influencing Generations for Christ (IGC) and Discipleship Fund
- ✓ **2019:** Follow-up meeting in Lancaster ACSI Leadership Conference
- **2019:** Review applicable ACSI REACH 2.1 Standards pertaining to LIVES, particularly DISCIPLESHIP and CALLING and ensure alignment, while addressing non-compliance or partial compliance items, if any. Add these items to the LIVES priority task list.
- **2019:** Address any items added by the Board following its Initial Flourishing School Model Assessment of the school.
- **2020-22:** Review and update Priority Task Lists for completion. Add necessary items.

7.2 – ANNUAL REPORTS

2019

2020

2021

2022

2023

7.3 – BIBLIOGRAPHY

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