

Mission Statement:

Landmark Christian School seeks to honor Jesus Christ by equipping college-bound students to become lifelong servant leaders in their communities and in the world. We partner with Christian families to pursue and nurture excellence in the spiritual, academic, artistic, physical, and social growth of our students. We offer a comprehensive, academically rigorous K4-12 education within a nondenominational, Christ-centered worldview.

Vision:

Every student prepared to impact the world for Jesus Christ

Core Values:

1. To apply God's truth in our daily lives is our ultimate goal.
2. A passion for excellence will be evident in all we do.
3. To serve others is a choice we make every day.
4. We will embrace diversity and value every student.
5. We will build a community of love & grace.

LANDMARK CHRISTIAN SCHOOL



The Continuous Improvement Process

At

Landmark Christian School

Contact Us:

Landmark Christian School

50 SE Broad Street
Fairburn, GA 30213
(main campus, K4-12)

777 Robinson Road
Peachtree City, GA 30269
(elementary campus, K4-5)

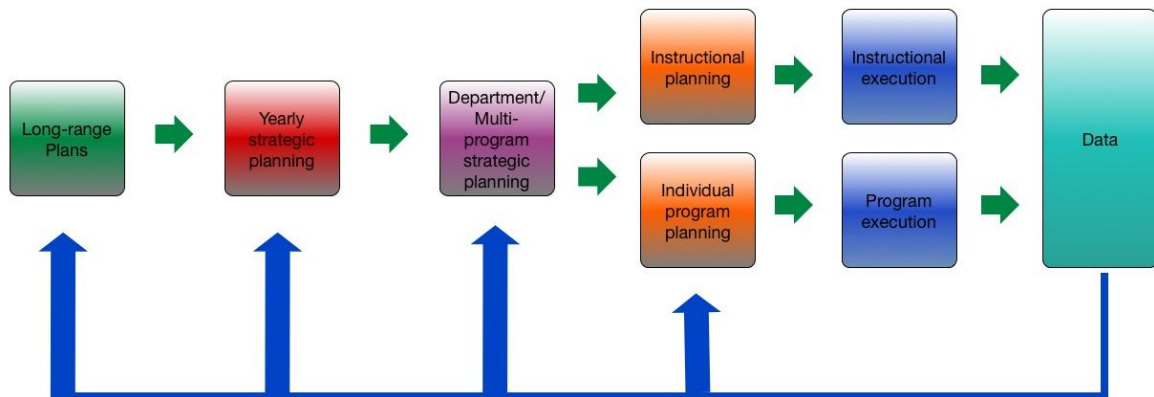
Tel. (770) 306-0647 Fax (770) 969-6551
www.landmarkchristianschool.org

Biblical Stewardship and Continuous Improvement

God has blessed Landmark Christian School immensely. From humble beginnings in a warehouse in Fayetteville, He has brought us to a campus spanning more than 60 acres in Fairburn. He has also allowed us to open a second campus in Peachtree City. He has gathered an incredible faculty, and has brought over 500 dedicated families to partner with us in the education of their children. We have much for which we can be thankful! Yet, scripture teaches that with much blessing comes much responsibility (Matthew 25:14-30). We are called to be good stewards of the gifts given us, and continuous improvement is an essential part of stewardship. In the parable of the talents, our Lord Jesus Christ teaches us to use our blessings for His glory. We are to put them to work, continually improving them and growing them in the process. At Landmark, we take this call towards continuous improvement seriously, and we have put in place several processes to help continue pursuing excellence in the attainment of our ultimate vision of preparing every student to impact the world for Jesus Christ. We are excited to share these processes with you as we partner together to make this vision a reality for your family.

The Process

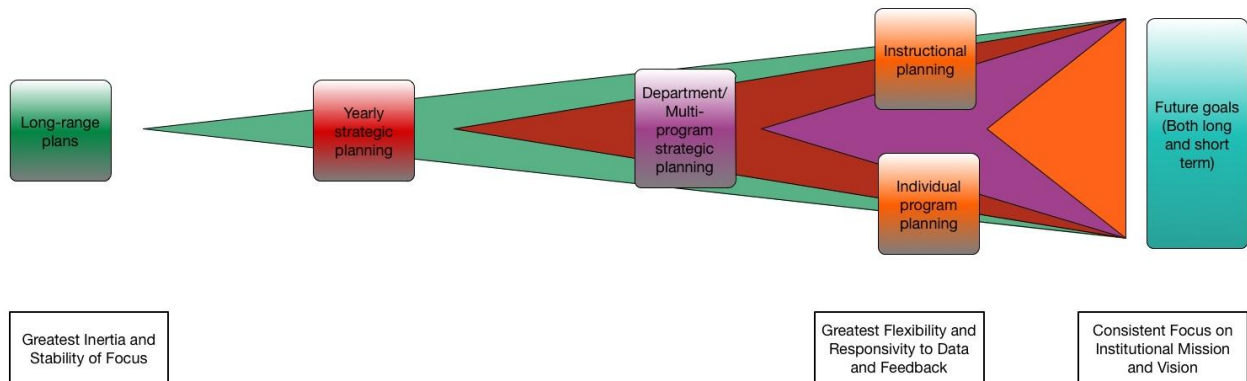
The improvement process is a continuous cycle. Beginning with long-range development plans that are rooted in the school's mission and vision, Landmark administrators develop yearly strategic plans that help the school take steps towards meeting long-range goals. These plans lay out the specific strategic priorities that will receive emphasis throughout the year and the tactics to be used in carrying them out. As a measure of accountability, performance indicators and responsible personnel are identified for the strategic priorities. As appropriate components of the yearly strategic plans are shared with department heads and program directors, these leaders develop strategic plans that are tied directly to their specific areas of responsibility. From there, individual teachers, coaches, and support staff develop instructional plans, team plans, and program plans that flow from and fit within the parameters of their departmental plans. Ultimately, implementation of these plans is where the connection to the student experience at LCS takes place. Throughout the entire process, and particularly during the implementation of instruction, a wide range of data is generated that is used as feedback in the modification and steering of existing and future plans. This data helps tell school personnel what has worked well and where we have opportunity to improve. Accordingly, feedback data is an integrated and, indeed, integral component of the continuous improvement process at LCS.



The Balance Between Continuity and Flexibility

When using data within the planning process, it is important to maintain a balance between continuity and stability on the one hand and flexibility and responsiveness to feedback on the other. If there is too little responsiveness to data, then planning becomes too institutionally driven, rather than remaining focused upon the student experience. However, if planning simply becomes reactionary, then it is not really planning at all, and it becomes impossible to maintain consistent and continuous improvement. Recognizing this need for balance, the LCS planning process is comprised of multiple layers, each with a different level of inertia. The school's mission and its vision to prepare every student to impact the world for Jesus Christ form our anchor. To extend the sea-faring metaphor, if the mission and vision are the anchor, then the long-range plans would be like the proverbial aircraft carrier. While it is possible for them to change direction, they only do so slowly, incrementally, and in a very measured way. On the opposite end of the spectrum would be instructional plans for individual classrooms. This layer of planning is much more nimble and very responsive to student needs. All of the layers of planning point in the same direction, but the closer the proximity to the actual goal, the greater the range of degrees of freedom for hitting the target. This allows teachers to pursue long-term goals as part of an integrated team, while still providing them with the ability to meet the needs of individual students within their classrooms.

Continuity and Responsivity in Continuous Improvement



The Long-range Plan

Landmark's Long-Range Plan (LRP) is the rudder of the LCS planning process. The LRP's primary goal is to propel LCS in the direction of becoming the premiere Christian School in the Atlanta area. To that end, the LRP identifies five strategic initiatives that are critical to the achievement of this goal.

Strategic Initiatives



You can find a full text report of Landmark's LRP [here](#).

A vital component of success in each of these areas is the development of resources enabling the school to pursue each initiative with excellence. Accordingly, the school's primary development program, Campaign Impact, has been designed to complement and augment Landmark's LRP. We encourage you to find out more information about how you can become a part of Campaign Impact [here](#).

The Yearly Strategic Planning Process

Operating within the framework provided by the school's LRP, Landmark's yearly strategic planning process draws upon input from several sources as plans are drafted for school-wide improvement for the following year.

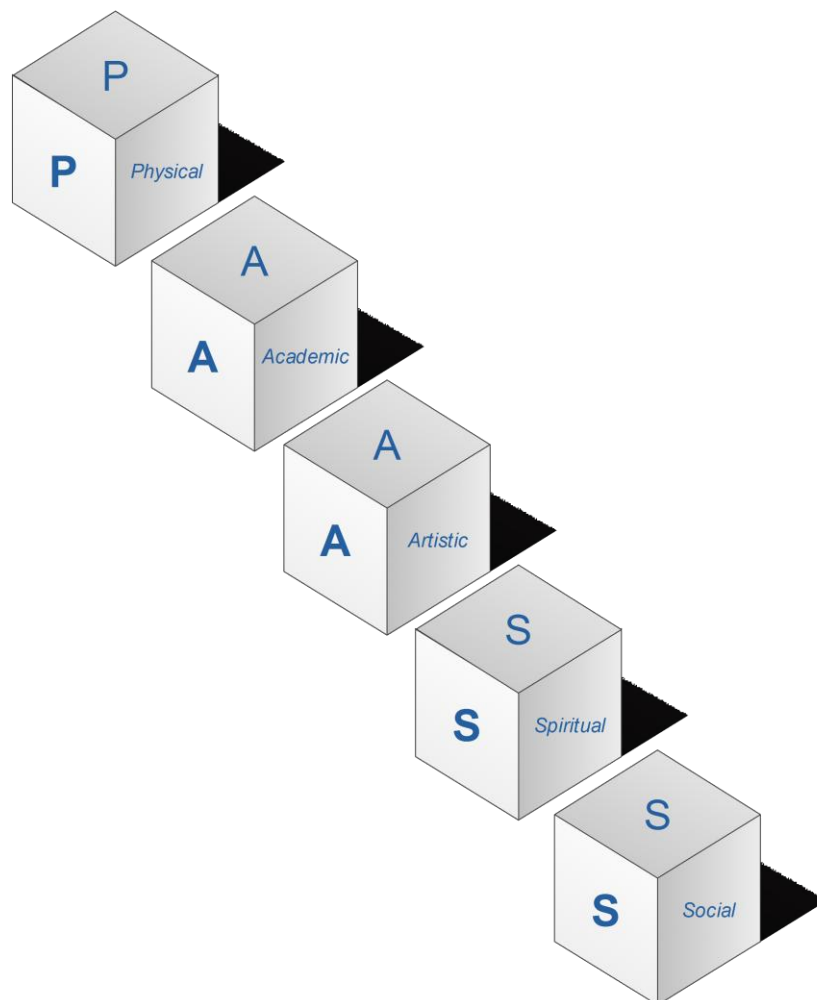


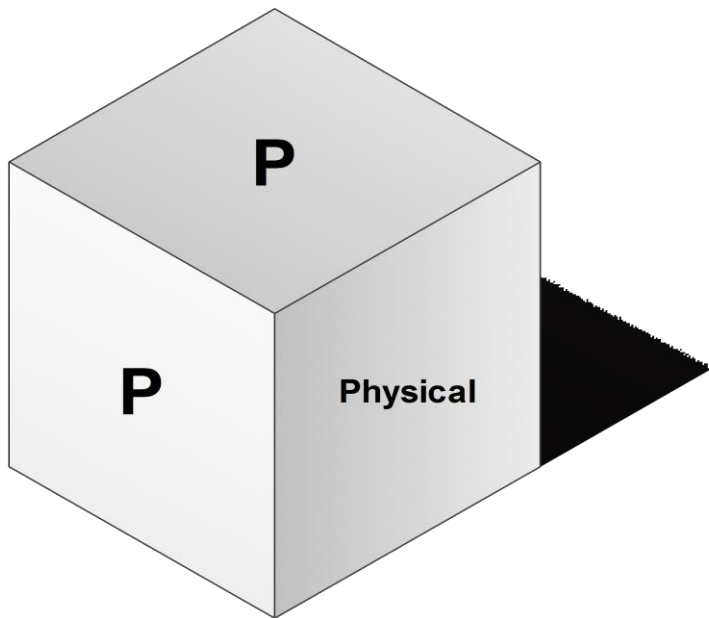
Information from all of these sources is brought together and analyzed by the executive team as strategic priorities and plans are formed for the coming year. The net cast for gathering data is broad, with parent, student, faculty, and staff input solicited through a battery of stakeholder surveys. Additionally, performance data gathered through department reviews and the school's PAASS metric. Meanwhile, financial and logistical considerations are taken into account through admissions, development, and financial audits and reviews.

Using Data to Help Landmark Fulfill Its Mission

Landmark's PAASS metric is a measurement tool that has been created as an expansion and adaptation of the school's box-top metric, which was developed as part of the long-range planning process in 2004. Its name is drawn from the five core areas of student growth identified in Landmark's mission statement – physical, academic, artistic, social, and spiritual. A set of measurable indicators has been developed for each area in an effort to track performance trends pertaining to student growth and to provide valuable feedback for the planning process.

PAASS Metric





Student participation in athletics

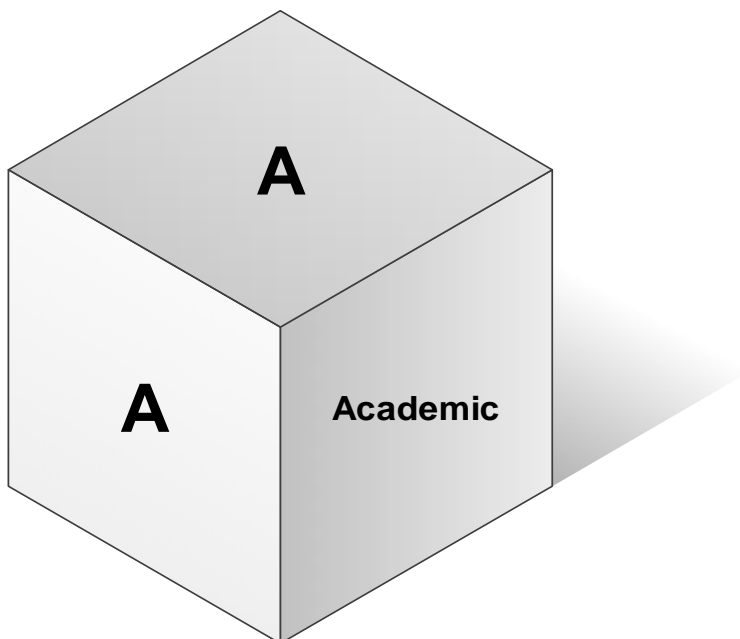
Athletic program performance

Student fitness improvement

Number of college athletes

Clinic data

Lunch program (nutrition and satisfaction)



Standardized testing data

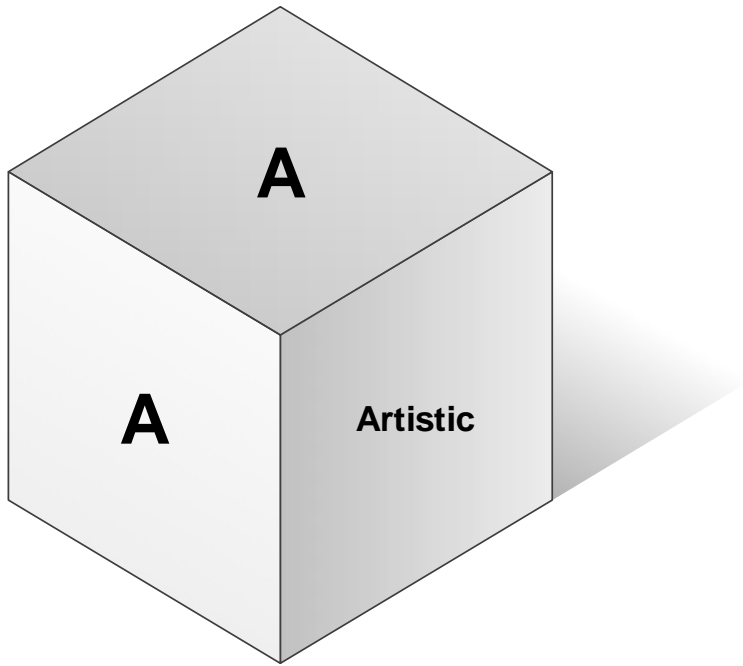
Course assessments

College placement and scholarships

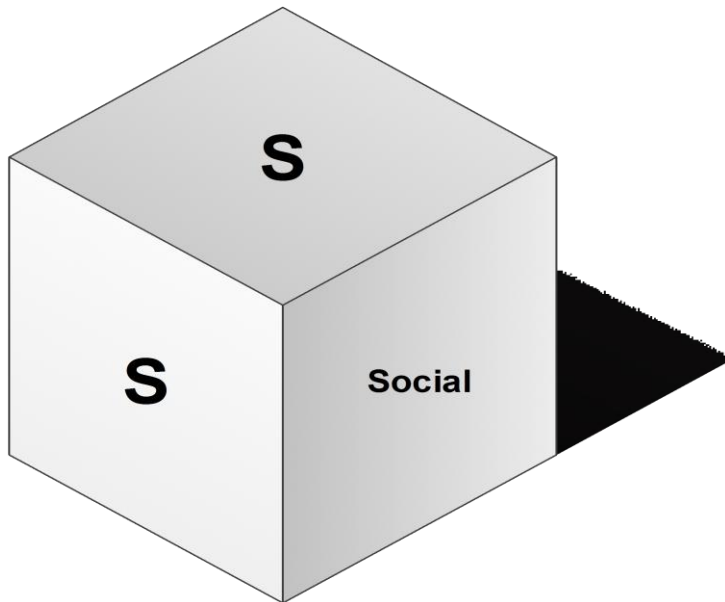
Learning Center outcomes

Alumni outcomes

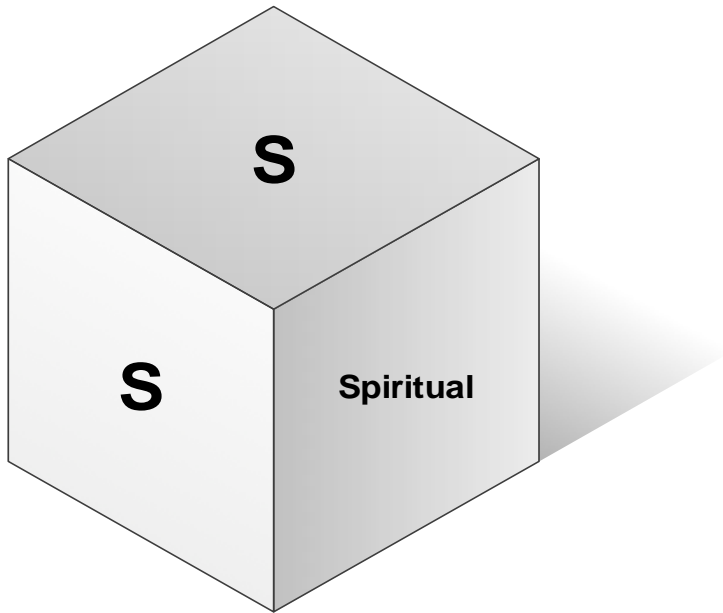
Satisfaction with educational programs (survey data)



- Student participation in Fine Arts
- Performance feedback
- Individual awards
- Continuation of Fine Arts participation in college
- Fine Arts course assessments
- Satisfaction with Fine Arts programs (survey battery)



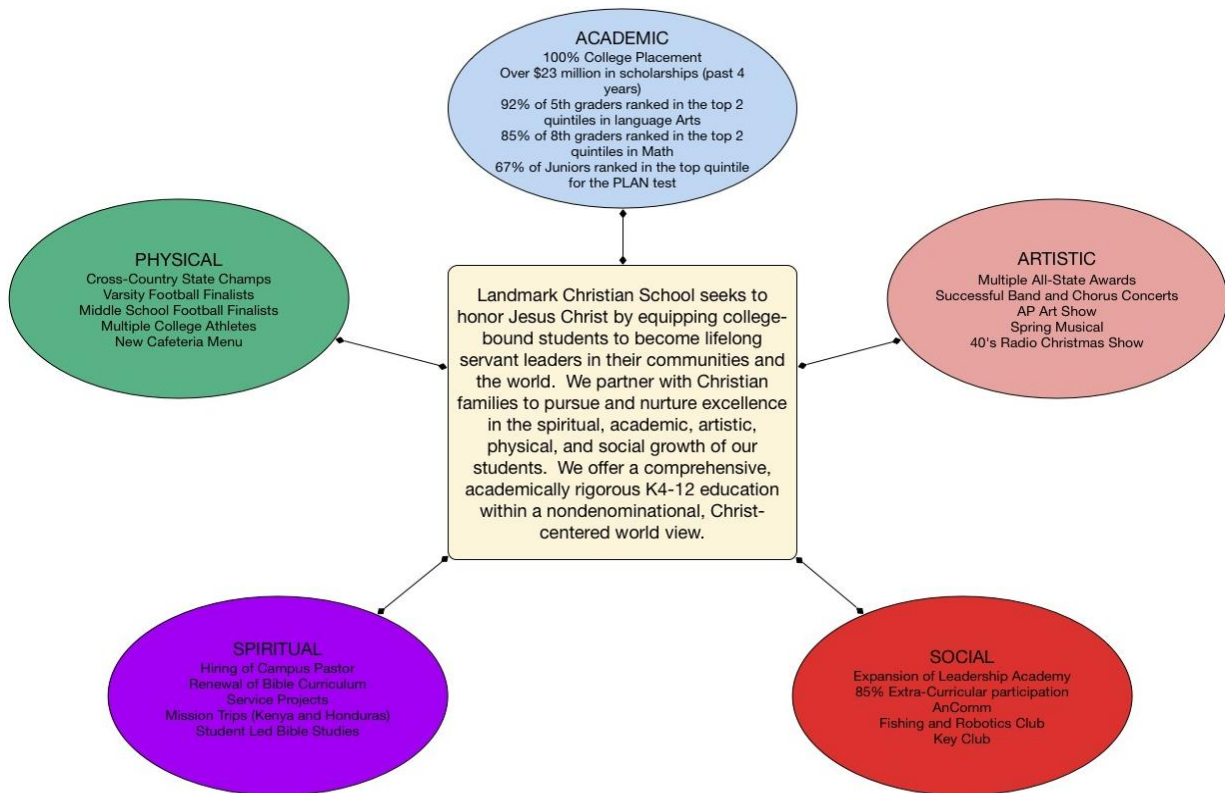
- AnComm communication
- Extra-curricular participation
- Leadership Academy participation
- Discipline system data
- Diversity data
- Community involvement
- Survey data (social satisfaction)



- Service projects and mission trips
- Connection between spiritual mission and curriculum
- Spiritual growth plan for faculty
- Student-led Bible studies
- Chapel participation and satisfaction
- Surveys of spiritual growth (parent, student, and graduate)

Using Data To Improve Student Achievement and Growth

Landmark uses data from the PAASS metric to assess program performance related to student growth. This data is incorporated into the school's planning processes in an effort to promote continual improvement.

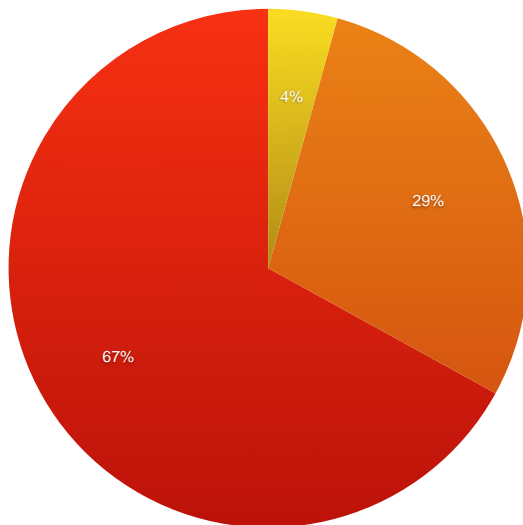


Standardized Tests

While Landmark uses a range of internal metrics to measure student growth, external, nationally recognized assessments, such as standardized tests, also play a role as objective snapshots of student performance. Measurements such as the SAT, the PSAT, the PLAN, the EXPLORE, and the ITBS provide rich data sets from which the school can assess and modify its academic programs. For example, data from the school's latest round of PLAN testing revealed that two-thirds of the junior class scored in the top quintile nationally, and 96% of the junior class was in the top two quintiles.

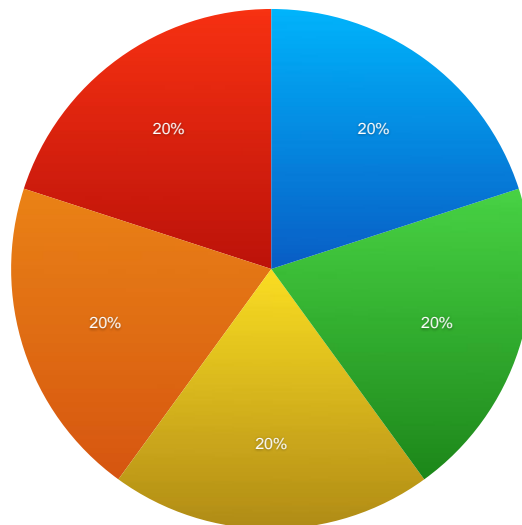
Landmark Score Distribution

● 0-19 ● 20-39 ● 40-59 ● 60-79 ● 80-99
11th Grade PLAN Composite Distribution Fall 2011



National Score Distribution

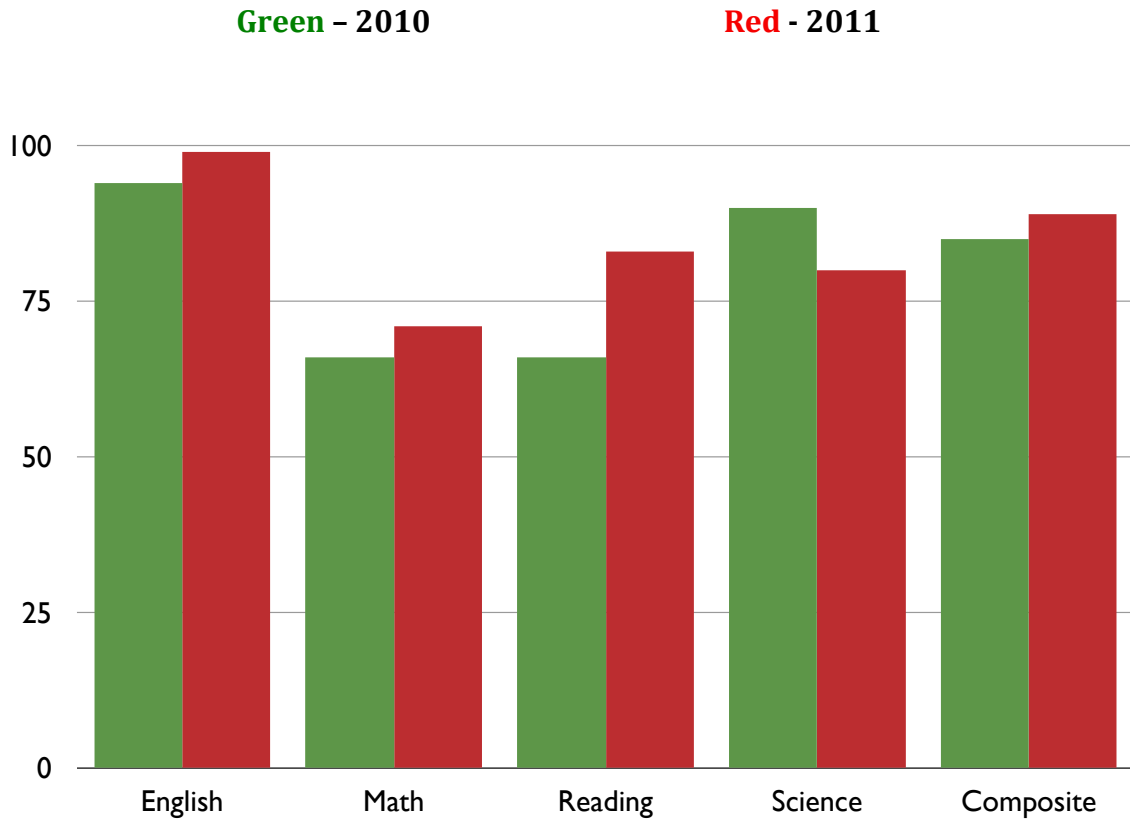
● 0-19 ● 20-39 ● 40-59 ● 60-79 ● 80-99
National Distribution



Value-added Metrics

An important component of Landmark's use of standardized testing data is the Value-added Metric (VAM). The VAM is a year-over-year comparison of individual student performance on a given assessment. This disaggregated longitudinal data helps us track student progress. This is helpful in determining the proper placement for students in honors tracks and enrichment programs, or for identifying student needs and planning interventions and accommodations to help each student reach his or her full potential.

Sample Student VAM Chart



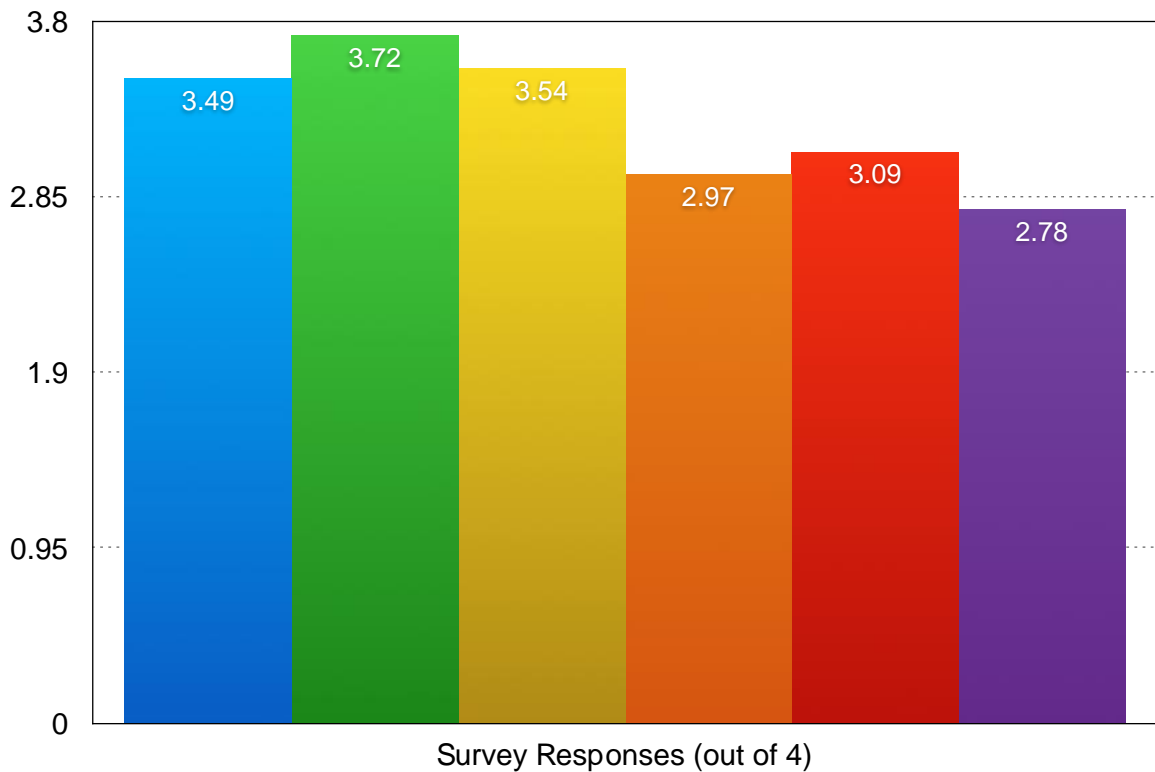
Survey Data

Another significant source of information regarding the health of scholastic programming, and indeed the health of the school in general, is the Advanc-ED survey battery. These surveys have been professionally analyzed for validity and reliability by Advanc-ED, the organization that facilitates and administers the school's accreditation through SACS. These surveys are administered annually to parents, students, faculty, and staff in an effort to solicit information regarding school performance and opportunities for continued improvement. The data gathered from these surveys is analyzed by the school administration, and areas of potential improvement are identified and addressed in the planning cycle. For example, recent survey data indicated that three opportunities for growth were in the use of data in driving the decision-making process, the increase of collaborative

opportunities for teachers, and the improvement of assessment practice. Accordingly, professional development workshops were conducted concerning assessment, additional time and resources were set aside to facilitate grade-level cross-curricular collaboration, and metrics were expanded to improve the integration of data in the planning process. Additionally, the administration created a bullying policy in an effort to continue addressing that issue, and student concerns about the lunch program were brought before SLA, Landmark’s food service provider, which responded diligently by completely revamping its menu and the process by which the menu is evaluated each month.

In addition to highlighting opportunities for growth, the Advanc-ED survey data also provided some indication concerning the things that Landmark is doing well. Across the board, parents, students, and faculty lauded the family atmosphere at LCS and the overall mission of the school. They praised the school’s values, the quality of education provided, and the preparation that students receive to impact the world for Christ.

- Quality Curriculum and Instruction
- Clear Mission and Goals
- Fair Assessments
- Shared Vision
- Data-driven and effective decision making
- Collaboration / Cross-Curricular



Conclusion

The vision of Landmark Christian School is to prepare every student to impact the world for Christ. This means offering a set of programs that challenges them physically, stimulates them academically, enriches them artistically, nurtures them socially, and nourishes them spiritually. While it is true that LCS has had rich success in this endeavor over the years, we are not satisfied to rest on our accomplishments. We are committed to continual improvement, to excellence, and to good stewardship. To this end, the school's long-range plan, yearly strategic plans, department-level plans, and instructional plans all align towards common goals, continually using the most recent data and the most current research to reassess our progress and promote student growth. We are excited that you have chosen to join us on this journey, and we ask for your continued prayers, partnership, and support as, together, we move forward according to this great calling the Lord has given us.