

Strategic Plan

2016-2021

Board of Trustees Approved May 2016



SIOUX CENTER
CHRISTIAN
SCHOOL

Mission

The mission of Sioux Center Christian School is to disciple God's children by equipping them with a knowledge and understanding of Christ and His creation so that they can obediently serve God and others as they work and play.

Disciple

Equip

Serve

Motto

...serving God and others as we work and play since 1905.

Vision

We hold fast to God's Word while moving forward in God's World, nurturing disciples and learners for Christ.

Heads grounded in Truth.

Hands serving God and others.

Hearts surrendered to Christ.

Brand**

Christ-Centered, Engaging, Faith Nurturing, Dynamic, Partnering, Transforming

Sioux Center Christian School Graduates...

- Desire to grow in faith and their understanding of Christ and His creation.
- Have a passionate heart and the tools to serve God and others in a global society.
- Develop and strengthen academic skills, knowledge, and understanding.
- Listen carefully, think clearly, and speak wisely.
- Display the love of Christ through word and deed.
- Discern all areas of life based on God's Word.

**Please see the appendix for a more detailed explanation of our brand.

Non-Negotiables

- We believe the Scripture of the Old and New Testament to be the Word of God, the only infallible rule of faith and practice, and that this Scripture guides all decisions.
- We believe the divine Word of God has been most clearly and consistently interpreted in the Reformed perspective, creeds, and confessions.
- We believe all students, faculty, and staff are unique image-bearers of Christ and should have their needs met, learning and growing so they can serve as covenant members of God's Kingdom.
- We believe everyone (faculty, staff, and students) can and should learn and develop academically, socially, emotionally, and spiritually.

Core Values

- We believe in the success of all students by providing challenging content, effective instruction, and meaningful assessment.
- We believe in staying relevant to today's society and our constituents.
- We believe in respecting the past, celebrating the present, and looking with hope and vision toward the future.
- We believe learning, teaching, and growing happens best in a community (both inside and outside the school) of support, love, cooperation, safety, accountability, and responsibility.
- We believe in taking risks and learning from both success and failure.
- We believe in Teaching for Transformation, including our throughlines**.
- We believe in a strong partnership between the school, church, and home, and that the home is the child's primary teacher.
- We believe leadership should occur at all levels of the organization.
- We believe in nurturing God-given gifts and talents to be used for His purpose and glory.
- We believe in the necessity and power of communication.

**Please see the appendix for a more detailed explanation of Teaching for Transformation and throughlines.

GOAL 1: Encourage and promote a culture that is Christ-centered.

GOAL 2: Provide for inclusivity through meeting student needs and remaining accessible.

GOAL 3: Strengthen a dedicated, collaborative, and caring faculty and staff.

GOAL 4: Provide opportunities for faith nurturing at all levels.

GOAL 5: Remain focused on strong academics.

Goal 1: Encourage and promote a culture that is Christ-centered.

Mission:

- Disciple
- Equip

Vision:

- Heads grounded in Truth.
- Hearts surrendered to Christ.

Brand:

- Christ-centered
- Transforming
- Faith Nurturing

Graduate Characteristics:

- Desire to grow in faith and their understanding of Christ and His creation.
- Display the love of Christ through word and deed.
- Discern all areas of life based on God's Word.

Core Values:

- We believe in Teaching for Transformation, including our throughlines.
- We believe in nurturing God-given gifts and talents to be used for His purpose and glory.

Objective	Strategies	Timeline	Person Responsible	Measurement
Remain true to our Reformed Christian perspective.	Define what it means to be Reformed. Include that definition in all appropriate handbooks, policies, and communication pieces.	2016-2017	Principal	Reformed definition
	Refine the hiring process to provide candidates more opportunity to articulate their Reformed Christian perspective.	2016-2017	Principal	Hiring process documentation
	Refine the board member vetting process to include candidates more opportunity to articulate their	2016-2017	Board President	Board member vetting process documentation

	Reformed Christian perspective.			
	Define guiding principles for hiring faculty and staff.	2016-2017	Principal	Hiring process documentation
	Train and support each teacher in the Teaching for Transformation program.	2016-2017	Assistant Principal	Teaching for Transformation documentation
	Rewrite the Board policy handbook to include more details about the school's foundational statements, including faith statements and non-negotiables.	2016-2017	Principal	Board policy handbook
	Require teachers to articulate their Reformed Christian perspective, applying the mission statement to their work every year and reviewing their faith statement every two years.	2016-2017	Principal	Mission statement samples, faith statement samples

Objective	Strategies	Timeline	Person Responsible	Measurement
Provide a holistic and organized faith experience to students at SCCS.	Investigate appointing a spiritual director/Teaching for Transformation director to oversee and organize chapel, small group activities, and faith nurturing activities.	2016-2017	Assistant Principal	Job description
	Investigate faith nurturing ideas and strategies.	2018-2019	Assistant Principal	Meeting minutes
	Implement chosen faith nurturing ideas and strategies.	2019-2020	Assistant Principal	Faith nurturing documentation

	Train and support each teacher in the Teaching for Transformation program.	2016-2017	Assistant Principal	Teaching for Transformation documentation
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Objective	Strategies	Timeline	Person Responsible	Measurement
Remain focused on educating and supporting the whole child.	Investigate possibilities for providing more counseling and mentoring to students.	2017-2018	Assistant Principal, Guidance Counselor	Meeting minutes
	Implement chosen strategies for providing more counseling and mentoring to students.	2018-2019	Assistant Principal	Counseling documentation
	Train and support each teacher in the Teaching for Transformation program.	2016-2017	Assistant Principal	Teaching for Transformation documentation

Objective	Strategies	Timeline	Person Responsible	Measurement
Maintain a "dream list", a place to document possible future plans for SCCS.	Begin a "dream list" document.	2016-2021	Assistant Principal	"Dream list" document
	Add ideas as they come up to the "dream list" document.	2016-2021	Assistant Principal	"Dream list" document
	Review the "dream list" document the next time the school goes through the strategic planning process.	2016-2021	Assistant Principal	"Dream list" document

Goal 2: Provide for inclusivity through meeting student needs and remaining accessible.

Mission:

- Equip
- Serve

Vision:

- Heads grounded in Truth.

Brand:

- Engaging
- Dynamic
- Partnering

Graduate Characteristics:

- Desire to grow in faith and their understanding of Christ and His creation.
- Have a passionate heart and the tools to serve God and others in a global society.
- Discern all areas of life based on God's Word.

Core Values:

- We believe in the success of all students by providing challenging content, effective instruction, and meaningful assessment.
- We believe in staying relevant to today's society and our constituents.
- We believe learning, teaching, and growing happens best in a community (both inside and outside the school) of support, love, cooperation, safety, accountability, and responsibility.
- We believe in a strong partnership between the school, church, and home, and that the home is the child's primary teacher.
- We believe leadership should occur at all levels of the organization.

Objective	Strategies	Timeline	Person Responsible	Measurement
Provide enrichment for students who need it.	Investigate growing the Discovery program.	2016-2017	Assistant Principal	Discovery documentation
	Investigate enrichment activities offered outside school hours.	2016-2017	Assistant Principal, Discovery Coordinator	Enrichment activity documentation
	Implement chosen enrichment activities offered outside school hours.	2017-2018	Discovery Coordinator	Enrichment activity documentation

Objective	Strategies	Timeline	Person Responsible	Measurement
Implement a special education program.	Research possible structures for a special education program.	2016-2017	Assistant Principal	Meeting minutes
	Collaborate with current faculty to design a special education program that complements the current inclusive education program and is distinctive to the mission, vision, and values of SCCS.	2016-2017	Assistant Principal	Special education documentation
	Document policies and procedures to support the SCCS special education program.	2016-2017	Assistant Principal	Special education documentation
	Hire needed personnel to implement the program.	2016-2017	Assistant Principal	New hire

Objective	Strategies	Timeline	Person Responsible	Measurement
Remain accessible to all families seeking to enroll their children at SCCS.	Implement the Legacy Plan, making adjustments as needed.	2016-2017	Board President	Legacy Plan documentation
	Promote the Legacy Plan to all constituents.	2016-2017	Board President	Legacy Plan promotional items
	Investigate possible fund-generating strategies that have been successful for other schools.	2017-2018	Board President	Meeting minutes

	Implement selected fund-generating strategies.	2018-2019	Board President	Fund-generating documentation
	Define guiding principles for stewarding resources as a school.	2017-2018	Principal	Guiding principles documentation

Objective	Strategies	Timeline	Person Responsible	Measurement
Increase the SCCS Foundation in order to provide affordability for current and future families.	Organize the SCCS Foundation as a 501(c)3 corporation.	2016-2017	Development Director	501(c)3 documentation
	Recruit members of the constituency to serve on the Foundation board.	2016-2017	Development Director	Meeting minutes
	Define expectations of the Foundation board, including roles and responsibilities.	2016-2017	Development Director	Expectations document
	Define bylaws for the Foundation, including how the funding can be used.	2016-2017	Development Director	Foundation bylaws

Goal 3: Strengthen a dedicated, collaborative, and caring faculty and staff.

Mission:

- Equip

Vision:

- Hands serving God and others.

Brand:

- Engaging
- Dynamic
- Partnering

Graduate Characteristics:

- Have a passionate heart and the tools to serve God and others in a global society.
- Listen carefully, think clearly, and speak wisely.
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Core Values:

- We believe in the success of all students by providing challenging content, effective instruction, and meaningful assessment.
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- We believe leadership should occur at all levels of the organization.
- We believe in the necessity and power of communication.

Objective	Strategies	Timeline	Person Responsible	Measurement
Provide flexible spaces for faculty and staff to collaborate with each other, parents, and students.	Investigate the need for adding a gym/multi-purpose room, a space that can be used for concerts, plays, classroom programs, teacher work, and athletic events.	2017-2018	Principal	Meeting minutes
	Collaborating with current faculty and staff, decide on a floor plan.	2017-2018	Principal	Floor plan
	Seek Society approval of the plan.	2017-2018	Principal	Society meeting documentation

	Promote the plan and raise needed funds.	2017-2020	Development Director	Plan promotional materials
	Complete the addition of the collaborative space.	2020-2021	Principal	Building completed

Objective	Strategies	Timeline	Person Responsible	Measurement
Promote teacher collaboration that focuses on meeting student needs	Investigate providing collaboration time built in to the school day.	2017-2018	Assistant Principal	Schedule documents
	Provide collaboration time during professional development.	2016-2017	Assistant Principal	Professional development documents
	Train and support each teacher in the Teaching for Transformation program.	2016-2017	Assistant Principal	Teaching for Transformation documentation

Goal 4: Provide opportunities for faith nurturing at all levels.

Mission:

- Disciple
- Equip
- Serve

Vision:

- Heads grounded in Truth.
- Hands serving God and others.
- Hearts surrendered to Christ.

Brand:

- Christ-Centered
- Faith Nurturing
- Partnering
- Engaging
- Dynamic
- Transforming

Graduate Characteristics:

- Desire to grow in faith and their understanding of Christ and His creation.
- Have a passionate heart and the tools to serve God and others in a global society.
- Display the love of Christ through word and deed.

Core Values:

- We believe in staying relevant to today's society and our constituents.
- We believe learning, teaching, and growing happens best in a community (both inside and outside the school) of support, love, cooperation, safety, accountability, and responsibility.
- We believe in taking risks and learning from both success and failure.
- We believe in Teaching for Transformation, including our throughlines.
- We believe in a strong partnership between the school, church, and home, and that the home is the child's primary teacher.
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- We believe in the necessity and power of communication.

Objective	Strategies	Timeline	Person Responsible	Measurement
Align and define faith nurturing and service opportunities at all levels, including inside and outside the school walls.	Document faith nurturing opportunities for students in grades TK-8, including those offered through Teaching for Transformation, ensuring consistency and continuity.	2018-2019	Assistant Principal	Faith nurturing scope and sequence documentation
	Define the key concepts and	2018-2019	Assistant Principal	Key concepts scope and

	questions that we want students to grapple with by the time they graduate 8 th grade. Include information from curriculum, Teaching for Transformation, chapels, graduation, theme, and more.			sequence documentation
	Train and support each teacher in the Teaching for Transformation program.	2016-2017	Assistant Principal	Teaching for Transformation documentation

Objective	Strategies	Timeline	Person Responsible	Measurement
Strengthen the connection between the church, home, school, and broader community.	Document what we are currently doing to connect the church, home, school, and broader community.	2018-2019	Principal	Connection documentation
	Investigate further ways to connect the church, home, school, and broader community, including the Teaching for Transformation core practices.	2018-2019	Principal	Meeting minutes
	Implement chosen strategies for connecting the church, home, school, and broader community.	2019-2020	Principal	Connection documentation

Goal 5: Remain focused on strong academics.

Mission

- Equip

Vision

- Heads grounded in Truth.

Brand

- Engaging
- Dynamic
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- Transforming

Graduate Characteristics

- Desire to grow in faith and their understanding of Christ and His creation.
- Listen carefully, think clearly, and speak wisely.
- Discern all areas of life based on God's Word.
- Develop and strengthen academic skills, knowledge, and understanding.

Core Values

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- We believe learning, teaching, and growing happens best in a community (both inside and outside the school) of support, love, cooperation, safety, accountability, and responsibility.
- We believe in staying relevant to today's society and our constituents.
- We believe in taking risks and learning from both success and failure.
- We believe in Teaching for Transformation, including our throughlines.
- We believe in nurturing God-given gifts and talents to be used for His purpose and glory.

Objective	Strategies	Timeline	Person Responsible	Measurement
Provide support and enrichment for students.	Investigate options to expand tutoring outside of school hours.	2017-2018	Guidance Counselor	Meeting minutes
	Implement selected structure for tutoring outside of school hours.	2018-2019	Guidance Counselor	Tutoring documentation
	Investigate opportunities for academic enrichment programs outside of school hours.	2016-2017	Discovery Coordinator	Enrichment documentation
	Implement selected academic enrichment programs.	2017-2018	Discovery Coordinator	Enrichment documentation

	Investigate expanding the Discovery program.	2016-2017	Assistant Principal	Discovery documentation
	Review the current identification and scheduling process for the Discovery program.	2016-2017	Assistant Principal, Discovery Coordinator	Discovery documentation
	Make desired adjustments to the identification and scheduling process for the Discovery program.	2016-2017	Assistant Principal, Discovery Coordinator	Discovery documentation

Objective	Strategies	Timeline	Person Responsible	Measurement
Support teachers in their professional calling.	Implement a formal teacher evaluation and growth process.	2017-2018	Principal, Assistant Principal	Teacher evaluation documentation
	Provide opportunities for continuing education that align with teacher placement, school initiatives, and/or teacher development areas.	2017-2018	Principal, Assistant Principal	Continuing education documentation

Objective	Strategies	Timeline	Person Responsible	Measurement
Develop a technology plan that supports academic need.	Assess current use of technology in curriculum, assessment, and instruction.	2017-2018	Technology Coordinator	Meeting minutes
	Document plans for future use of technology in curriculum, assessment, and instruction.	2017-2018	Technology Coordinator	Technology plan

	Assess current use of technology devices/systems.	2017-2018	Technology Coordinator	Technology plan
	Document plans for future use of technology devices/systems.	2017-2018	Technology Coordinator	Technology plan
	Document a rotation schedule for both student and teacher devices.	2017-2018	Technology Coordinator	Technology plan

Objective	Strategies	Timeline	Person Responsible	Measurement
Review cultural awareness opportunities provided to students.	Document current cultural awareness opportunities provided to students.	2018-2019	Assistant Principal	Social studies curriculum documentation
	Investigate further cultural awareness opportunities that can be added to or adjusted in the curriculum.	2018-2019	Assistant Principal	Social studies curriculum documentation
	Implement chosen cultural awareness opportunities in the curriculum.	2020-2021	Assistant Principal	Social studies curriculum documentation

Objective	Strategies	Timeline	Person Responsible	Measurement
Strengthen curriculum scope and sequence documentation.	Provide training for teachers in curriculum mapping.	2017-2018	Assistant Principal	Curriculum map training documents
	Provide time for teachers to map 1-2 curricular areas per year, including at least one Teaching for Transformation unit.	2017-2021	Assistant Principal	Professional development schedule

	Provide accountability for curricular mapping efforts.	2017-2021	Principal, Assistant Principal	Professional development schedule
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Objective	Strategies	Timeline	Person Responsible	Measurement
Develop a facilities plan that supports academic need.	Define the roles and responsibilities of a facility task force.	2018-2019	Principal	Facility task force roles document
	Gather feedback from faculty, staff, and constituents.	2018-2019	Principal	Meeting minutes
	Draft a facility plan for board review and approval.	2018-2019	Principal	Facility plan
	Finalize a facility plan.	2018-2019	Principal	Facility plan

Appendix

Sioux Center Christian School Brand

Brand Characteristic	Description
Christ-Centered	All programs, initiatives, curriculum, activities, relationships, communication, extracurricular activities, instruction, assessment – “all things” – fall under the Lordship of Jesus Christ. Through all our work and all our play at school, we seek to worship Him.
Engaging	Students, faculty, and staff are interested and motivated by their work and growing in their calling. The work is relevant, rigorous, and exciting. Parents and constituents are actively involved in the life of the school. Learning and serving others inspires a sense of awe and wonder for our Creator.
Faith Nurturing	We provide opportunities for faith nurturing, believing that only God, through the work of the Holy Spirit, can form faith. Faculty, staff, and students both challenge and support each other in deepening their faith through strengthening their relationships with Jesus Christ, with each other, and with those inside and outside our walls.
Dynamic	Faculty and staff members are aware of, prepare for, and respond to student needs through curriculum, instruction, assessment, and school programs. The school continually strives to improve its efforts to serve the students. School employees seek to demonstrate a growth mindset in all areas of their calling.
Partnering	We seek to partner with homes, churches, and the community. Partnering occurs both within the school walls – between classes, faculty, staff, and students – and outside the school walls – between the school and area business, constituents, organizations, and others.
Transforming	We seek to train and nurture “peculiar people”: faculty, staff, and students who think, act, and speak differently than the rest of the world. We want to shine Christ’s light into a dark world, providing members of our vibrant learning community with the practice and tools to be able to do so.

Sioux Center Christian School: Teaching for Transformation

See the Story—Live the Story

The Teaching for Transformation (TfT) program provides a framework for the development of authentic and integral Christian learning experiences that are grounded in a transformational worldview with a focus on seeing and living out God's story. The TfT program's design practices and tools are being used by over 50 schools worldwide (Canada, United States, Africa, and Central America) to develop powerful Christian school learning experiences. Teaching for Transformation binds together all subjects and activities, providing a framework for the education we provide and what we want graduates to be. It helps us live out our mission by providing definitions of what it means to be a disciple (head), why we have discipleship habits (heart), and how we practice being a disciple (hands).

While there is a high level of intentionality in the TfT program that contains many unique core design practices and tools that all teachers are expected to use, the following three Core Practices serve as the foundation of the TfT program.

Core Practice # 1 – Storyline

Every Christian school classroom must have a powerful and compelling vision of the Kingdom that creates a longing and a desire within every student to play their part in God's unfolding story of redemption.

"And once you live a good story, you get a taste for that kind of meaning in life, and you can't go back to being normal; you can't go back to meaningless scenes stitched together by the forgettable thread of wasted time. The more practiced stories I lived, the more I wanted an epic to climb inside of and see through to its end."

Donald Miller

TfT believes that every unit and every learning experience tells a story. The TfT program tries, using the story discovered in each unit of study, to create a powerful and compelling image of God's story. The TfT program invites students to imagine his or her place in God's story. The TfT program does this by connecting the story of each unit with opportunities to tangibly practice living in the grand narrative. Each student and teacher will begin to create a personal "storyline" and articulate how they see themselves living in God's epic drama.

Core Practice # 2 – Biblical Throughlines

Every Christian school classroom must have an articulate and inspiring student profile that invites every student to imagine how to play their part in God's story.

"The primary goal of Christian education is the formation of a peculiar people – a people who desire the kingdom of God and thus undertake their life's expression of that desire."

James K. Smith

What a complex challenge to imagine what it is to be a "peculiar" person in God's story! SCCS has identified 11 Biblical Throughlines to help us imagine who we are as peculiar people. When schools invite students to "actively contribute to the formation of Christian culture", we need to challenge each student to develop Kingdom-building characteristics. These Biblical characteristics help us all, teachers and students, to understand what our roles are and what our calling is.

Teachers use Throughlines to connect each unit's learning outcomes to God's story, as a type of "thematic Velcro", carefully choosing, together with the students, one or two Throughlines they want to learn about as they explore the topic. This process shifts the learning focus away from "what" the student needs to know, to "who" the student is called to be. Interestingly, TfT teachers often find that the students absorb the "stuff" of the unit better because they have a meaningful context for the learning.

Throughline	Description
God Worshiper	Students understand that worshipping God is about celebrating who God is, what God has done and is doing, and what God has created. It is literally about standing in awe and wonder of Him and His promises. Students see this worship as a way of life and appreciate God's all sufficient grace and their faith journey.
Word Applier	Students weave The Big Story into all areas of life and apply the stories of Scripture, seeing God's faithfulness in the lives of His people, including their own. They will understand the summary of creation, fall, redemption, and restoration. They are reminded that every square inch we explore, learn, discern, or encounter in education and life is informed by a strong understanding of the Bible and will discern and inform decisions with Scripture.
Image Reflector	Students bear the image of God in their daily lives. Being an image bearer isn't something we do. It is something we are. We learn to see God's image in others. The more Christ-like our actions are, the more clearly Christ's light shines in a dark world. Students are nurtured in the characteristics of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.
Truth Finder	Students will understand that when other "things" are more important to us than our relationship with God, they become idols. They need to learn to analyze a worldview by asking questions about what is being portrayed in regard to culture, values, and belief systems. Students will be challenged to identify, understand, and discern the idols of our time and times past and then to respond as modern day prophets.
Earth Keeper	Students will respond to God's call to be stewards of all of creation, including mankind. They will reclaim and relearn how to respectfully treat the world/universe and all things contained in it, which respects God.
Beauty Maker	As image bearers of a creative God, students will glorify and praise God by creating that which is beautiful and pleasing to Him. This offering of creativity isn't optional – it's a joyful duty that students offer as a sacrifice of praise. Creation shouts that our God is a God who loves diversity, complexity, and creativity.
Justice Seeker	Students will act as agents of change by identifying and responding to injustices. The world is not as God intended it to be. Everything is tainted by sin. We need to respond to God's call to act as agents of restoration, His disciples, respecting the stories and hurts of others.
Creation Enjoyer	Students will discover, understand, and celebrate God's beautiful creation and give testimony to the presence of God in creation. Ordinary things become extraordinary when seen in new ways. We see joy in the interrelated creation.

Servant Worker	Students will work actively to heal brokenness and bring joy to individuals and to culture. Being an image bearer means having the ability and responsibility to discover, respond to, develop, use, and improve the world God has placed us in. Students cultivate the desire and ability to offer hope, healing, and restoration to the world and its people, using our talents and gifts to serve God and others.
Community Builder	Students will be active pursuers and builders of community in their classrooms, their neighborhoods, and in the global village they are part of. Our classrooms will be communities of grace where students will walk and work together in peace. We seek to be loving and joyful in our work and play.
Order Discoverer	Students see God's fingerprints all over creation. God has created order out of chaos. There is purpose, and we are able to discover the order. God has a plan, and we are part of that plan.

Core Practice # 3 – FLEx – Formational Learning Experiences

Every Christian school classroom must provide authentic (real work, real problem, real people) opportunities for students to practice living the Kingdom story. This practice then becomes a habit, with habits shaping who we are and what we do.

"It is nothing but a pious wish and a grossly unwarranted hope that students trained to be passive and non-creative in school will suddenly, upon graduation, actively contribute to the formation of Christian culture."

Nicholas Wolterstorff

Wolterstorff suggests, strongly, that students must be given the opportunity to do God's work NOW – to be active and creative in God's story. Meaningful work creates a sense of purpose in their lives, and draws students more powerfully to God's story. As the name suggests, Formational Learning Experiences are designed to form the students' hearts and actions as well as their minds, equipping students to become people who live and breathe God's story. Research and experience suggest that formational learning best emerges from experiences that get at our gut and touch our heart. James K. Smith writes in *Desiring the Kingdom* that "Education is not primarily . . . concerned with providing information; rather, education most fundamentally is a matter of formation, a task of shaping and creating a certain kind of people. These people are distinct because of what they love and desire – the kingdom of God."

We promise to design formational learning experiences that:

- Invite every student to explore their role in the Kingdom story
- Nurture every student to desire to be a peculiar people
- Empower every student to practice their life's expression