

REPORT OF THE VISITING TEAM TO

# **Pine Forge Academy**

of the

Allegheny East Conference of Seventh-day Adventists

STANDARDS FOR ACCREDITATION OF  
SEVENTH-DAY ADVENTIST SCHOOLS

2015 Pilot Edition



**Adventist Education**

Prepared for the:

NORTH AMERICAN DIVISION COMMISSION ON ACCREDITATION  
OF THE ADVENTIST ACCREDITING ASSOCIATION, INC.

and the

MIDDLE STATES ASSOCIATION  
COMMISSION ON ELEMENTARY AND SECONDARY SCHOOLS

DATE OF VISIT

April 17-20, 2016

## EVALUATION VISITING COMMITTEE REPORT

### **PINE FORGE ACADEMY**

361 Pine Forge Rd.  
Boyertown PA 19512

Adventist School ID: ANB431

April 17-20, 2016

#### Members of the Visiting Committee:

Dr. Dennis Marshall, Chair	<i>SDA Church in Canada</i>
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Dr. Veronica Anderson	<i>Washington Adventist University</i>
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Ophelia Barizo	<i>Highland View Academy</i>
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Richard Bianco	<i>Pennsylvania Conference</i>
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Ileana Espinosa	<i>Columbia Union Conference</i>
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Ken Knudsen	<i>Ohio Conference</i>
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Rachel Simons	<i>Richmond Academy</i>
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#### *Submitted to:*

NORTH AMERICAN DIVISION COMMISSION ON ACCREDITATION  
OF THE ADVENTIST ACCREDITING ASSOCIATION, INC.

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MIDDLE STATES ASSOCIATION  
COMMISSION ON ELEMENTARY AND SECONDARY SCHOOLS

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## SCHOOL HISTORY AND DESCRIPTION

The idea of establishing a school for black students in Pine Forge, Pennsylvania, began to take root when John H. Wagner was elected president in 1945 of the newly formed Allegheny Conference of Seventh-day Adventists. Elder Wagner, a champion of Christian education, was surrounded by loyal leaders and staff members who embraced the idea and vehemently supported and promoted it throughout the field.

In the autumn of 1945, a workers' meeting was held at Elder M.S. Banfield's church in Newark, New Jersey, and the subject of the prospective Allegheny school site had top priority. Charged with enthusiasm, church members registered their support to buy the yet unidentified school site by making personal pledges ranging from \$100.00 to \$1000.00.

Elder F.L. Bland of Philadelphia heard of a real estate broker who had a farm for sale near Pottstown, Pennsylvania. President Wagner was informed, and when he and his committee visited the area they were enthusiastic about what they saw. This property consisted of 575 acres of beautiful rolling farmland, divided by sparkling stream of water called the Manatawny Creek, an Indian name meaning 'Here we drink'.

The General Conference voted in favor of allowing the Allegheny Conference to purchase the property for a permanent campground, junior camp site and boarding school, and on Friday, December 14, 1945, the property was purchased for \$42,000.00. Plans were quickly made to start a school in the following academic year. Influential friends in the area such as Mr. Shandy Hill, managing editor of the Pottstown Mercury and the manager of the old 'Iron Bank of Pottstown,' threw their weight and support for the project.

The Pine Forge property came with about twenty to twenty-five buildings. With a little work, most would be in working order. Farmhouses were to become homes and dormitories, while an old cattle barn would be a chapel and the grist mill would be the administration building and provide classrooms for the first classes.

Finally, the long awaited school opened. The Allegheny Conference invited J. L. Moran, who was the first black president of Oakwood College in Huntsville, Alabama, to be principal of the new school, to which the name Pine Forge Institute was attached. Moran reported in the September 9, 1946 issue of the Columbia Union *Visitor*, "School is now open and filled to the capacity with students from California, Wyoming, Indiana, Michigan, Massachusetts, Maine, New York, and South Carolina, as well as every part of the Allegheny Conference ... All the young people seem to be happy to be at Pine Forge."

After Moran resigned in 1948, Robert L. Reynolds became principal. He was followed two years later by Ercell Ivanhoe Watson. During Watson's ten years at Pine Forge the J. H. Wagner administration building was erected. This building provided office space, classrooms, and library facilities. Five modern buildings have been added since then. Kimbrough Hall, a girl's dormitory was built in 1961, and a boy's dormitory, Handy Hall, was built during the 1973-1974 school year. In 1985, under the leadership of Conrad Gill, a new 800-seat church was built. The gymnasium was built in 1986, and from 1994 to 1996 the old grist mill was renovated to become the music building now known as North Hall.

Pine forge Institute changed its name to Pine Forge Academy in 1965. It currently offers curricula on two levels: college preparation and a general course of study. A work-study program operates in cooperation with assorted local businesses. Extracurricular activities include both men's and women's basketball, coed soccer, track and cross-country, creative arts, and a spiritually based drama group that performs puppet shows and plays. The school is well known for its choir which has performed for President William Clinton on more than one occasion and tours throughout the United States and the Caribbean annually.

## SCHOOL IMPROVEMENT ACTION PLANS

School Name: Pine Forge Academy

Date of Evaluation: April 17-20, 2016

Integral to the school improvement process is the development of strategic action plans to guide the school's improvement during the coming year(s). As part of the self-study evaluation process the school has developed the following action plans. These action plans for school improvement have been reviewed by the Visiting Committee.

*Action Plan #1: Standard 5 – Sustainable Leadership*

To ensure the strongest possible business practices, aligned with industry best standards, in order to maximize student collection and systematically improve student accounting practices.

*Action Plan #2: Standard 6 – School Environment*

To develop a fundraising model and financial plan that exceeds the AECO and CUOE standards AND dedicate annually fundraised, donated and operational funds to the achievement of goals and key performance indicators in the Academy's Capital Project Plan and Technology Plan.

*Action Plan #3: Standard 10 – School Marketing*

To develop a marketing model and development framework that exceeds the AECO and CUOE standards AND statistically improves communication with the Academy's target audiences, boosts the Academy's customer base and increases the Academy's enrollment consistently and regularly.

## 1. Standard for Philosophy and Mission

<p><i>The philosophy and mission statement give direction to the school's program; are developed and approved cooperatively by the administration, staff, and school board; and reflect the Seventh-day Adventist worldview and educational philosophy.</i></p>	<p><b>RATING:</b></p> <p><input type="checkbox"/> Highly Effective</p> <p><input checked="" type="checkbox"/> Effective</p> <p><input type="checkbox"/> Somewhat Effective</p> <p><input type="checkbox"/> Ineffective</p>
<p><b>VISITING COMMITTEE RESPONSE:</b></p> <p>The self-study reported 5 of 5 indicators as “met.”</p> <p>The school is to be commended for displaying their philosophy and mission statements throughout the physical plant, marketing materials, and other artifacts.</p> <p>Board and other stakeholders are to be commended for creating a strategic plan based on the philosophy and mission of Pine Forge Academy.</p>	<p><b>SUPPORTING EVIDENCE:</b></p> <p>Pine Forge Academy Fact Sheet</p> <p>Pine Forge Academy Website</p> <p>A History of Pine Forge Academy by C. D. Brooks</p> <p>Pottstown Mercury Article: Black History Month: Pine Forge Academy celebrating 70 years of learning</p> <p>2015 Pine Forge Academy Strategic Plan</p> <p>Principal Vision 2015-2016</p> <p>Pine Forge Academy Board of Trustees, May 2015 Meeting Minutes</p> <p>National Pine Forge Academy Alumni Association April 2015 minutes; presented at the May 2015 PFABOT meeting</p>
<p><b>VISITING COMMITTEE RECOMMENDATIONS:</b></p> <p>NONE</p>	

## 2. Standard for Curriculum

<p><i>The curriculum is the core of the educational program providing for the spiritual, mental, physical, social and emotional development of students and preparing them for service in this world and for eternity.</i></p>	<p><b>RATING:</b></p> <p><input type="checkbox"/> Highly Effective</p> <p><input checked="" type="checkbox"/> Effective</p> <p><input type="checkbox"/> Somewhat Effective</p> <p><input type="checkbox"/> Ineffective</p>
<p><b>VISITING COMMITTEE RESPONSE:</b></p> <p>The self-study reported 11 out of 11 indicators as met. Results of the survey indicated that 72% of parents surveyed deemed that the educational program is of high quality, and 82% believed that the school is preparing students to continue their education at advanced levels.</p> <p>The school provides a Christ-centered environment and curriculum that develops students’ physical, mental, and spiritual abilities; reflects the Adventist worldview; and is aligned to the NAD curriculum guidelines.</p> <p>The school is commended for several improvements and enhancements to the curriculum, which include:</p> <ul style="list-style-type: none"> <li>• Extensive curriculum mapping which outlined and showed correlation between topics, skills, NAD standards, summative assessments, and resources.</li> <li>• Transitioning to ACT College Readiness standards, curriculum, and assessments.</li> <li>• Adoption of ACT Aspire data-driven Instruction and Instructional practices.</li> <li>• Implementation of lesson plans that teach critical thinking, problem-solving, reasoning, and research skills.</li> <li>• Utilizing teacher coaching practices which involve weekly lesson plan reviews, walk-throughs, and individual meetings.</li> <li>• Professional development for instructional faculty on student engagement, differentiated instruction, and pertinent topics related to curriculum development.</li> <li>• Curriculum supporting SDA philosophy regarding wellness and a healthy lifestyle.</li> <li>• Opportunities to engage in witnessing and service learning activities.</li> </ul>	<p><b>SUPPORTING EVIDENCE:</b></p> <p>Course syllabi Lesson plans Unit assessments Curriculum mapping with NAD alignment Cafeteria menu Student Handbook ACT Aspire training materials Student diagnostic data Event flyers Community service evidence Professional development materials Parent survey Interviews with:</p> <ul style="list-style-type: none"> <li>• Teaching coach</li> <li>• Faculty</li> </ul>
<p><b>Visiting committee recommendations:</b></p> <p>A) That the board and administration enhance the school curriculum by providing funds for the purchase of equipment and supplies i.e. science labs, hands-on exploration, and field trips.</p> <p>B) That the administration implement the new academic initiatives in collaboration with the faculty to ensure buy-in.</p>	

### 3. Standard for Instruction

<p><i>The instructional program is aligned with curriculum design and assessment practices and provides for a variety of learning experiences, consistent with the school's philosophy, goals, and standards, and actively engages student in learning.</i></p>	<p><b>RATING:</b></p> <p><input type="checkbox"/> Highly Effective</p> <p><input checked="" type="checkbox"/> Effective</p> <p><input type="checkbox"/> Somewhat Effective</p> <p><input type="checkbox"/> Ineffective</p>
<p><b>VISITING COMMITTEE RESPONSE:</b></p> <p>The self-study reported 5 of six indicators as “met” or “exceptionally met.” The “partially met” indicator showed that 85% of the faculty were NAD certified.</p> <p>Each class gives students the opportunity to reflect on the Adventist world view and apply it to their daily lives. There is an intentional effort to integrate faith and learning in classes. Faculty use a variety of instructional techniques that are aligned with best practices to create and maintain student engagement. The techniques are also consistent with the school’s philosophy, goals, and standards.</p> <p>The school is commended for:</p> <ul style="list-style-type: none"> <li>• Initiating the use of lesson plans broken down into Do Now, I Do, We Do, You Do, and Exit Ticket strategies.</li> <li>• Utilizing the services of a teaching coach to help faculty with instructional strategies.</li> <li>• The use of ample materials, such as iPads, e-books, Smartboards, and other technology to support learning.</li> <li>• Using data collected from ACT Aspire standardized tests to assess student mastery of concepts and tailor their instruction to meet student needs.</li> <li>• Reflecting on and refining instructional practices based on student feedback.</li> </ul>	<p><b>SUPPORTING EVIDENCE:</b></p> <p>Self-study</p> <p>Screen shots of classes</p> <p>Debates</p> <p>On-line quizzes</p> <p>Data-driven instruction</p> <ul style="list-style-type: none"> <li>• Presentation</li> </ul> <p>Meeting agenda</p> <p>Socratic seminar</p> <p>Pop-up classroom observation</p> <ul style="list-style-type: none"> <li>• Evidence</li> </ul> <p>Student projects (models) and lab reports</p> <p>Interview</p>
<p><b>VISITING COMMITTEE RECOMMENDATIONS:</b></p> <p>A) That the board and administration create and implement an action plan to improve laboratory facilities and mathematics classrooms.</p>	

## 4. Standard for Assessment

<p><i>Assessment data informs changes in curriculum and instruction to ensure effective student learning.</i></p>	<p><b>RATING:</b></p> <p><input type="checkbox"/> Highly Effective</p> <p><input checked="" type="checkbox"/> Effective</p> <p><input type="checkbox"/> Somewhat Effective</p> <p><input type="checkbox"/> Ineffective</p>
<p><b>VISITING COMMITTEE RESPONSE:</b></p> <p>Pine Forge Academy’s self-study reports that 9 of 11 indicators are “met” or “exceptionally met”. The one indicator marked “not met”, dealing with standards based grading and reporting was stated to be dealt with “during the next five-year cycle” starting in 2020. The one indicator marked as “partially met” was about utilizing appropriate strategies for students who are not meeting learning standards. Evidence and interviews did show that PFA engages in continuous processes that foster greater student learning.</p> <p>School leadership has made student learning and high academic standards a priority within the school culture. PFA is to be commended on its use of data to evaluate student progress and its collaborative approach in defining strategies needed to bolster student performance.</p> <p>PFA is to be commended on its communication with parents, through a multitude of means, of how their individual students are doing. PFA is to be commended on informing students as to the data collected, making an awareness of individual progress throughout the educational process.</p> <p>To further enhance the efficacy of the Pine Forge program, it is advisable that the administration contact and foster a relationship with the Berks County Intermediate Unit.</p>	<p><b>SUPPORTING EVIDENCE:</b></p> <p>Self-study</p> <p>Interview</p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• Superintendent</li> <li>• Faculty</li> </ul> <p>Professional development in-service training</p> <p>Parent Survey</p> <p>ACT College Readiness Exam</p> <p>Communication</p> <ul style="list-style-type: none"> <li>• eNewsletter</li> <li>• Renweb</li> <li>• Email</li> <li>• Letters</li> </ul>
<p><b>VISITING COMMITTEE RECOMMENDATIONS:</b></p> <p>NONE</p>	

## 5. Standard for Sustainable Leadership

<p><i>The administration and school board ensure the effective and successful operation of the school.</i></p>	<p><b>RATING:</b></p> <p><input type="checkbox"/> Highly Effective</p> <p><input type="checkbox"/> Effective</p> <p><input checked="" type="checkbox"/> Somewhat Effective</p> <p><input type="checkbox"/> Ineffective</p>
<p><b>VISITING COMMITTEE RESPONSE:</b></p> <p>The self-study reported 17 of 21 indicators as “met” or “exceptionally met.” Indicator 20 (The school board provides fiscal oversight to ensure operation of the school on a sound financial basis.) was marked as partially met. Indicator 21 (The school board develops policies to ensure implementation of sound financial record keeping, including student accounts.) was marked as not met.</p> <p>School leadership has indicated that addressing student accounts is a priority and have started implementing and enforcing new policies to collect student accounts. Starting in the Fall of 2016 they will be using FACTS in managing the collection of current student billing.</p> <p>The significant current debt load of \$3,000,000 must be addressed immediately with all major stakeholders informed and involved.</p> <p>The Finance Committee needs to meet regularly to ensure that practices and policies are followed and timely financial information is reviewed and disseminated to all stake holders.</p> <p>The school is commended for appointing a Dean of Instruction to implement best practices in curriculum and teaching methodologies.</p>	<p><b>SUPPORTING EVIDENCE:</b></p> <p>PFA Board of trustees minutes</p> <p>Self-study</p> <p>Business office reports</p> <p>Interviews with leadership</p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• Business manager</li> <li>• Superintendent</li> </ul> <p>Self-study</p>
<p><b>VISITING COMMITTEE RECOMMENDATIONS:</b></p> <p>A) That the board and administration take immediate steps to clearly address the debt load comprised of student accounts current and past, commercial accounts receivable, and what is owed to the conference.</p> <p>B) That the board and administration create an active Finance Committee that meets regularly to ensure all financial policies are being met and that all required efforts to reduce debt load are being followed.</p>	

## 6. Standard for School Environment

<p><i>The school environment is designed and maintained to promote student learning and the school's mission and goals. (Learning Climate, School Facilities, Health and Safety, Information Resources, and Technology Integration)</i></p>	<p><b>RATING:</b></p> <p><input type="checkbox"/> Highly Effective</p> <p><input checked="" type="checkbox"/> Effective</p> <p><input type="checkbox"/> Somewhat Effective</p> <p><input type="checkbox"/> Ineffective</p>
<p><b>VISITING COMMITTEE RESPONSE:</b></p> <p>The self-study reported 33 out of 35 indicators as “met” or “exceptionally met.” There were 2 indicators marked as “partially met.” The indicators marked as “partially met” addressed the implementation of a technology plan that supports the school’s philosophy, mission, and student learning outcomes, appropriately maintaining and supporting these resources through annual funding from the school’s budget. Interviews and evidences did show that the school has included information resources and technology expenditures in the annual school operating budget. A technology fee has also been added to student tuition to assist in supporting the technology needs.</p> <p>The school is to be commended for recent activities designed to maintain and promote student learning. These include:</p> <ul style="list-style-type: none"> <li>• Implementation of an annual technology report that inventories the technology needs of the school.</li> <li>• Implementation of one-to-one computing.</li> <li>• In-house training on smartboards and mobile device management system (JAMF).</li> <li>• Improvement to the school’s technology infrastructure.</li> <li>• Addition of a student lounge in the gym.</li> <li>• Needed renovations on campus.</li> </ul>	<p><b>SUPPORTING EVIDENCE:</b></p> <p>Self-study  Student Handbook  School Calendar  Meeting Agendas  Green Notes  PFA Teacher Resources  Course Syllabi  Safety Manual  Observation  Interviews with:</p> <ul style="list-style-type: none"> <li>• Faculty and Staff</li> <li>• Principal</li> </ul>
<p><b>VISITING COMMITTEE RECOMMENDATIONS:</b></p> <p>A) That the administration add a technology component to the strategic plan to include, but not limited to, the following:</p> <ol style="list-style-type: none"> <li>a. Include information resources and a technology component to address the technology expenditures.</li> <li>b. On-going training for faculty and students.</li> <li>c. Update software and technology systems.</li> </ol> <p>B) That the administration document improvement and compliance to health code (food services) violations.</p> <p>C) That the administration in collaboration with the faculty develops and implement plans to encourage social growth and development among faculty and staff.</p>	

## 7. Standard for Professional Learning

<p><i>The administration and faculty collaborate to develop and implement professional learning opportunities to enhance the ongoing growth and development of school personnel.</i></p>	<p><b>RATING:</b></p> <p><input type="checkbox"/> Highly Effective</p> <p><input checked="" type="checkbox"/> Effective</p> <p><input type="checkbox"/> Somewhat Effective</p> <p><input type="checkbox"/> Ineffective</p>
<p><b>VISITING COMMITTEE RESPONSE:</b></p> <p>The self-study reported that 3 of the 5 indicators were designated as “met” or “exceptionally met.” One indicator marked “partially met” was about implementing a school-wide professional learning plan. Another indicator that was marked “partially met” was about school personnel maintaining certification and endorsements. Currently 85.7% of the faculty are certified or conditionally certified.</p> <p>The school is to be commended for:</p> <ul style="list-style-type: none"> <li>• Providing school personnel with opportunities, resources, and materials necessary to sustain professional learning.</li> <li>• Providing school personnel with iPads.</li> </ul>	<p><b>SUPPORTING EVIDENCE:</b></p> <p>School Calendar</p> <p>Self-study</p> <p>Power Point Presentation</p> <p>Meeting Agendas</p> <p>Training Schedule</p> <p>Teacher Certification List</p> <p>Interviews with Faculty</p>
<p><b>VISITING COMMITTEE RECOMMENDATIONS:</b></p> <p>A) That the administration and faculty develop and implement written school-wide and individual professional development plans that are driven by student learning needs, focused on best educational practices, and including continuous and varied professional learning opportunities.</p>	

## 8. Standard for Communication and Collaboration

<p><i>Communication and collaboration among the school, constituency, and community are essential to providing an effective educational program.</i></p>	<p><b>RATING:</b></p> <p><input type="checkbox"/> Highly Effective</p> <p><input checked="" type="checkbox"/> Effective</p> <p><input type="checkbox"/> Somewhat Effective</p> <p><input type="checkbox"/> Ineffective</p>
<p><b>VISITING COMMITTEE RESPONSE:</b></p> <p>The self-study reported that 4 of the 6 indicators as “met” and 2 indicators as exceptionally met.” Pine Forge Academy has done an outstanding job in partnering with the community and the church in outreach programs. According to student interviews, students would like to see this be further developed by job shadowing and extending lessons beyond the classroom through field trips.</p> <p>Pine Forge Academy is to be commended for the following:</p> <ul style="list-style-type: none"> <li>• Providing strong, spiritual leadership for students and allowing them to participate in leadership roles within the church and school.</li> <li>• Providing students with opportunities to participate in outreach programs in the community.</li> <li>• Maintaining the school website and Facebook page.</li> <li>• Updating teachers every morning with green notes to let them know about the day’s events and messages that teachers need to know for that day.</li> <li>• Strong, effective collaboration with the board chair.</li> <li>• Providing guest speakers to enhance student learning.</li> </ul>	<p><b>SUPPORTING EVIDENCE:</b></p> <p>Pictures</p> <p>Flyers</p> <p>Handbook</p> <p>Monthly newsletter</p> <p>Student newsletter</p> <p>Green notes</p> <p>Website</p> <p>Facebook</p> <p>Church bulletin</p> <p>Interviews with:</p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• Faculty and staff</li> <li>• Students</li> </ul>
<p><b>VISITING COMMITTEE RECOMMENDATIONS:</b></p> <p>NONE</p>	

## 9. Standard for School Improvement

<p><i>The accreditation process assists the school in appraising the total educational program to determine the level to which the purposes and functions outlined in its statement of philosophy and goals for student learning are accomplished as well as in providing the basis for action plans to address areas needing improvement.</i></p>	<p><b>RATING:</b></p> <p><input type="checkbox"/> Highly Effective</p> <p><input checked="" type="checkbox"/> Effective</p> <p><input type="checkbox"/> Somewhat Effective</p> <p><input type="checkbox"/> Ineffective</p>
<p><b>VISITING COMMITTEE RESPONSE:</b></p> <p>The self-study reported 3 of 4 indicators as “met” or “exceptionally met.” The one indicator marked as “not met” was about the follow-up process to monitor the implementation and accomplishment of each action plan.</p> <p>The administration has indicated that a school improvement plan will be developed, which will consist of the action plans created from the self-study.</p> <p>The school is commended for involving all major stakeholders; Pine Forge Academy Board of Trustees, Pine Forge Academy Parent Association, National Pine Forge Academy Alumni Association, and the Pine Forge Academy Foundation in collaboratively identifying school-wide areas of improvement.</p> <p>The administration and coordinating committee is commended for coordinating and overseeing the timely completion of the evaluation self-study.</p>	<p><b>SUPPORTING EVIDENCE:</b></p> <p>Interview</p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• Evaluation Steering committee</li> </ul> <p>Self-study</p>
<p><b>VISITING COMMITTEE RECOMMENDATIONS:</b></p> <p>A) That the administration create a process to ensure that all action plans are monitored for implementation, follow-up, and completion.</p>	

## 10. Columbia Union Standard for Marketing

<p><i>Marketing strategies actively engage all stakeholders and are identified and formalized in a written plan and aligned with the mission and philosophy of Adventist education.</i></p>	<p><b>RATING:</b></p> <p><input type="checkbox"/> Highly Effective</p> <p><input checked="" type="checkbox"/> Effective</p> <p><input type="checkbox"/> Somewhat Effective</p> <p><input type="checkbox"/> Ineffective</p>
<p><b>VISITING COMMITTEE RESPONSE:</b></p> <p>The self-study indicates that 75% of the indicators have been “met” or “exceptionally met.” One indicator that was stated as “partially met” was about the school utilizing and maintaining an accurate alumni database. Another indicator that was stated as “not met” deals with the school seeking and utilizing feedback from the constituent churches and alumni, identifying strengths and weaknesses of the school. The school is to be commended on utilizing its students in promoting Pine Forge Academy across the Allegheny East Conference schools and churches.</p> <p>School administration has instituted changes that affect management structure, marketing approaches, reporting mechanisms, and more. These are commendable and necessary to allow Pine Forge Academy to reach the lofty goals it has set for itself and is encouraged to continue to enable the staff, conference, and other stakeholders to partner in these efforts to ensure long-term success.</p> <p>Pine Forge Academy has prominently displayed who they are and what they stand for in their outreach as well as in their promotional materials, printed or digital formats.</p>	<p><b>SUPPORTING EVIDENCE:</b></p> <p>Self-Study  School Website  Facebook Page  YouTube Channel  Twitter  Enrollment Plan  Interview:</p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• Superintendent</li> </ul>
<p><b>VISITING COMMITTEE RECOMMENDATIONS:</b></p> <p>A) That the board and administration collaborate to develop a written marketing plan that includes, but is not limited to the following details:</p> <ol style="list-style-type: none"> <li>a. Approaches and avenues in which will be utilized to market Pine Forge Academy.</li> <li>b. Timeline that has specificity for both the short-term and long-term goals.</li> <li>c. Personnel required to perform the necessary tasks needed for the marketing plans implementation and success.</li> <li>d. Marketing budget that accurately portrays the resources that will be needed to fulfill the marketing plan.</li> <li>e. A systematic review schedule.</li> <li>f. The ability to collect feedback from the constituency, alumni, and other major stakeholders.</li> </ol>	