



5-Year Strategic Plan

Point of Grace Christian School

(Updated February 2022)

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Point of Grace Christian School 5-Year Strategic Plan

Introduction

The initial Point of Grace Christian (POGC) strategic plan was written in December 2015 and extensively updated in February 2022, at the request of the Crosspoint Baptist Fellowship (CPBF) Church Council, acting in their capacity as the POGC School Board. The objective of this plan is to set down, in writing, a foundational blueprint to guide the school as it develops over the next five years and beyond. This plan, written by POGC, as submitted to the POGC School Board, is envisioned to guide the Church Council in its future POGC decisions and planning processes.

The previous year's information will be included in Appendixes A, B, & C at the end of this document. This will allow the tracking of the historical goals and status of prior strategic plans. The status of the previous year's goals will be updated when there is a change in status.

School Summary

POGC was initially established as a homeschool co-op by Dana Drawdy. In 2007, as the co-op grew beyond the capacity of Mrs. Drawdy's home, she asked for and received permission from the CPBF Church Council to use CPBF facilities (Sunday School classrooms and offices) for the co-op.

In 2010, the school had grown beyond the capacity of a homeschool co-op, and CPBF assumed control of the school, converting it to a private school. POGC became a part of CPBF's ministry upon CPBF assuming control of the school. The CPBF Pastor, Eddie Pridgeon, was named the school's administrator and Mrs. Drawdy was appointed as the lead teacher.

The inaugural grades for POGC as a private school were Kindergarten through 7th grade. School enrolment, at this point, was 63 students. The original plan was POGC would add the subsequent upper grade each year until reaching the full complement of 13 grades. That plan, of a full-on Kindergarten through 12th grade, was completed with the start of the 2015-16 school year.



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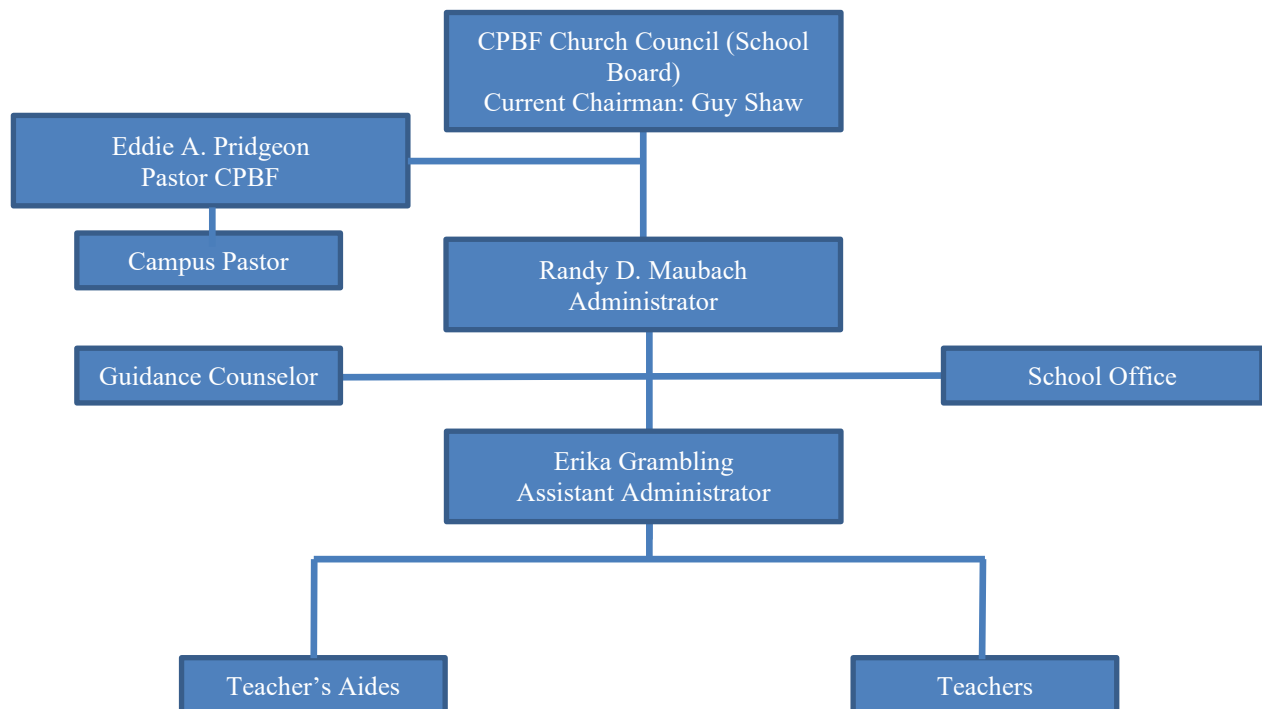
Organizational Structure

POGC is a ministry of CPBF. As such, the CPBF Church Council acts as the POGC School Board. Their role is to establish appropriate policies and guidance, which allows designated school administration to manage the school's day-to-day operations. Financially, the POGC School Board manages and approves the school's overall budget. The POGC School Board designates school management personnel; appoints additional positions and staff as needed; approves all POGC hiring and termination decisions; approves all student expulsion or denied admissions decisions.

The CPBF Pastor is the spiritual leader for POGC. The CPBF Pastor is answerable to the CPBF Church Council. At the beginning of the 2021-2022 school year, the POGC School Board approved the creation of the POGC Campus Pastor position. This position was filled starting with the 2021-2022 school year.

The POGC Administrator and Assistant Administrator are designated and appointed by the POGC School Board. These positions are responsible for the day-to-day management of the school and have the overall authority of the school's operations. The POGC Administrator and Assistant Administrator are answerable to the POGC School Board.

POGC's teachers, teacher aides, and office-administration personnel work under the direction and guidance of the POGC Administrator.



POGC 2021-22 Organizational Structure



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Mission

POGC's mission is in accordance with Proverbs 22:6 "Train up a child in the way he should go, and when he is old, he will not depart from it." As a Christian school, POGC will strive to train the whole child, spiritually, and academically.

POGC will help equip each child with a Biblical worldview. The academic goal is to train youth in the highest principles of moral character, self-discipline, individual responsibility, personal integrity, high-quality academics, and good citizenship. POGC's spiritual objective is salvation for each student, development of Christian character, and development of a Christian attitude.

Vision

To build a safe, secure, Christian school community which is fully engaged and invested in developing student growth, learning, and spiritual maturity.



Assumptions and Challenges

The following basic assumptions are established for POGC to set realistic strategic goals. The following assumptions directly influence POGC, and a change in these assumptions must dictate a change in this plan.

Also, POGC, as with any organization, is faced with challenges, and POGC's challenges are laid out in this plan. It is essential to note that the problems listed in this plan are not all-inclusive; however, these are the main obstacles that would prevent POGC from realizing its full potential if not addressed. Furthermore, the goals in this plan are established for eliminating these challenges or minimizing their influence on the school's growth and performance.

Assumptions

1. CPBF will continue to exist as a Church: POGC cannot exist without the facility and spiritual support provided by CPBF. This plan will not anticipate a need for POGC to solely purchase and or acquire any stand-alone school facilities or structures.
2. CPBF will continue to support POGC as a ministry of the Church: Changes made to the 2015-16 school year tuition policy have made POGC financially self-sustaining. However, in order to realize this proposed plan, increased operating costs will lesson this self-sustainability. Furthermore, POGC's initial low tuition rates mandate POGC may require some financial assistance from CPBF until the fulfillment of this plan. Also, POGC requires a Christian Church for spiritual support and partnership.
3. Taylor County will not suffer any major adverse economic difficulties: Despite our low tuition, many families still struggle to meet our tuition cost. Any downturn in Taylor County's economic situation would adversely affect POGC and this plan. Any long-term economic depression in Taylor County would require a substantial revision of this plan.



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4. Federal and State governments will not interfere legislatively or legally with private schools: While POGC resolutely believes in the non-interference of government in our religious school, it is always possible that the current political environment can change against Christian schools. This plan assumes this will not happen, now or in the immediate future.
5. A separate scholarship funding source (e.g., Florida Tax Credit Scholarship) will be available for a portion of POGC's students: At the time of this plan's update, 58% of POGC's enrollment are Florida Tax Credit Scholarship, Florida Empowerment Scholarship (FES), or Gardiner Scholarship students. FTC, FES, and Gardiner fund 100% of student's tuition, to include book fees, registration cost, and administrative fees. Step Up for Students (which administers all three scholarships) has already successfully defeated one legal case against it. However, this does not mean that further lawsuits against the program will not happen. This plan assumes programs such as the FTC, FES, and Gardiner Scholarships will remain legal.
6. POGC will not start a sport's program during the life of this plan: Due to pressure from parents for a competitive secular sport's program at POGC (versus the Christian school sport's league POGC competed in), POGC discontinued their sport's program before the 2014-15 school year. According to state law, students at private schools can utilize public school sport's programs if their school does not offer a sport's program. While POGC will eventually strive to implement a sports program, it will not be financially feasible during the life of this plan.

Challenges

1. Taylor County's low economic base: Economically speaking, Taylor County has two factors which create a financial concern for POGC. First, Taylor County's economy is primarily based on one industry: forestry. Compounding this, one company dominates the local economic picture: Foley Cellulose Mill. Any significant changes to this industry or at the Foley Cellulose Mill would cause severe difficulties for POGC. Second, despite the current stability of the forestry industry, Taylor County's median household income of \$29,468 is \$15,572 less than the Florida state average. Unemployment is typically a full percentage point higher than the Florida state average, as well. Taken together, this means tuition rates will need to remain lower than the average private school tuition rates. This plan will incorporate tuition increases, but because of these factors, they are gradual changes as opposed to across-the-board increases.



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2. Well established private schools within driving distance: Two schools (Aucilla Christian Academy and North Florida Christian School) offer a plausible alternative to Taylor County residents seeking private schooling. This plan's purpose is to raise POGC to a point which provides an education better or equal to these schools. However, even when this level is achieved, POGC will need to overcome ingrained prejudices and stigmas that these long-established and more prominent schools are "better" than POGC.
3. Local alternatives: At the time of this plan, within Taylor County, there is limited competition in the private school sector. Currently, Next Generations is the only other viable private school in Taylor County, but their enrollment, at this time, has not affected POGC's enrollments. Given the smaller population of Perry, the establishment of another successful private school in Taylor County would require an adjustment to this plan.
4. Inter-Church jealousy and rivalries: An unfortunate reality of the local climate is that Taylor County Churches have a degree of ingrained rivalry and jealousy. POGC, while a ministry of CPBF, envisions itself as an extension of all local Christian Churches. POGC and CPBF need to proactively work on advertising POGC as such and not just a "Crosspoint thing."
5. Salary competitiveness: Average POGC teacher salaries (start of the 2021-22 school year) are 15% lower than the annual salary for a 0–5-year teacher in the Taylor County School district and 18% lower than the yearly salary of a TAYCO teacher with ten years of experience. On a positive note, POGC has lessened the gap between POGC and TAYCO teachers, as this gap was 35% at one time. More positive is POGC's non-instructional staff salaries, which are competitive and actually higher than TAYCO's non-instructional salaries. Nevertheless, the most significant financial gap is that POGC cannot offer benefits at this time, such as health insurance, retirement, etc. Lower salaries and no benefits indicate the devotion of the POGC staff in that they are willing to work for lower compensation. Teaching at POGC should be a calling and not a motive for financial gain. On the other hand, as POGC strives to improve the need for top-level educators and retain the quality teachers on staff will require increased compensation.
6. Increasing tuition needs: There is little doubt that POGC will need to raise tuition rates at some future point. POGC's initial tuition rates were significantly lower than other area private schools. Subsequent tuition changes have remained considerably lower than area private schools. Prior strategic plans called for tuition rate increases; however, these were placed on hold during the



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COVID pandemic. It is recommended that tuition rate increases remain on hold to see how the economic impacts of COVID influence the economy. Notwithstanding the COVID pandemic, the economic realities of Taylor County mean any tuition increase will need to be gradual and incremental.

7. Facility needs: Every portable POGC/CPBF purchased was used and required extensive work to make them usable. As such, they are in constant need of repairs. The air conditioning systems and flooring are the most common items to give out; rotting around window and door frames, electrical issues, and plumbing issues are also common. On average, POGC/CPBF spends \$20,000 per year on portable maintenance and upkeep. Additionally, starting with the 2017-18 school year, POGC began two kindergarten classes. In the intervening years, two more years had two kindergarten classes. Finally, POGC started a VPK program with the 2021-22 school year. The POGC VPK uses Church classrooms, and the POGC Spanish program uses a Church classroom. All of this taken together clearly shows a need for more facility space, specifically for brick-and-mortar facilities dedicated to educational uses.

In the fall of 2021, CPBF acquired the property adjacent to and directly east of Church and Fellowship Hall. As a result, CPBF now owns the continuous property from N. Courtney Road to J. Louque Drive. It is undeniable to see God's hand at work and His will for the school to grow in this property acquisition. Therefore, the future challenge for this school and the governing body will be to ascertain God's will and move forward with building permanent school facilities. However, until these facilities are completed, the school will need to maintain the existing portables and possibly even purchase interim portables to cover school growth.

8. Accreditation: POGC is accredited by the National Association of Private Schools (NAPS). This accreditation has been held since the 2011-12 school year and is current through the 2019-20 school year. School accreditations come in varying degrees. NAPS could be classified as a middle- to low-tier accreditation. To stay competitive and grow as an educational institution, POGC will need to seek higher-level accreditation. The cost associated with an advanced accreditation could cost between \$12-\$20,000; however, a new accreditation would be a multi-step and multi-year process with the cost spread over this timeframe.



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9. Teacher Certification: Under POGC's current accreditation and following state regulations, POGC teachers do not require formal state-teacher certification. At this time, the only requirement POGC must meet for teacher standards is a state of Florida mandate requiring private school teachers to hold a minimum of a bachelor's degree. As of the 2021-22 school year, 2 of the 17 teachers have state-approved teaching certificates (albeit some had licenses but they are expired). An increased accreditation will most likely require our entire teaching staff to be formally certified. Furthermore, just as POGC needs to improve its level of accreditation to grow as an educational institution, steps must be taken to have all teaching staff certified. One step would be to ensure that all new teaching hires are appropriately certified. Most POGC staff will be able to be certified with minimal cost, assuming they can pass the certification test. Some staff will require additional schooling at the cost of \$2,500.00+ per teacher.

Goals

The goals presented in this plan will be divided into three categories: short-term, medium-term, and long-term goals. Short-term goals for the 2022-23 school year are more specific and listed by year. Medium-term goals are for the 2023-24 to 2024-25 school years. Long-term goals are for the 2025-26 school year and beyond. This plan should be monitored continually to ensure progress is being made towards reaching or exceeding the set goals. Additionally, as a minimum, this plan should be updated bi-annually to specify new short-term and long-term goals. These goals are written with continual school improvement as the overriding objective; this plan assumes that maintaining the status quo is not an option. If the assumptions or challenges in this plan change dramatically from what is proposed, the goals below will require a reevaluation.



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Short-term Goals

2022-23 School Year Goals

1. **Staffing & Personnel Development:**
 - a. Develop and prepare a teacher/staff evaluation & professional improvement program for partial implementation in the 2022-23 school year and full implantation in the 2023-24 school year
 - b. Create and staff a position of Director of Educational Programs
2. **Facilities, Technology, & Classroom Improvement:**
 - a. Research and begin the development of building plans for a multi-purpose building (industrial kitchen, gym space/cafeteria, storage space, office space)
 - b. Secure funding and begin initial construction process of the multi-purpose building
 - c. Begin process of planning future educational wings to the multi-purpose building
 - d. Move playground to property addition
3. **Academic & Educational Standards:**
 - a. 100% graduation rate
 - b. Improve MAP test scores by 1% per grade per subject
4. **Organizational & Financial:**
 - a. Create, organize, and define a Director of Educational Programs office
 - b. Maintain an average enrollment of 320 students
 - c. Create and set aside a dedicated contingency fund (\$15K goal for year 1)



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Medium-term Goals

2023-24 – 2024-25 School Year Goals

1. **Staffing & Personnel Development:**
 - a. Full implementation of the teacher/staff evaluation & professional improvement program
 - b. Financially assist with teacher certification for 12 teachers
 - c. Each teacher to receive a minimum of 12 hours of professional development training per school year
2. **Facilities, Technology, & Classroom Improvement:**
 - a. Continue planning future educational wings to the multi-purpose building
 - b. Upgrade and repair worst portables, as needed
3. **Academic & Educational Standards:**
 - a. 100% graduation rate
 - b. 50% postsecondary education rate (2- or 4-year college or technical college)
 - c. Improve POGC MAP math scores by 10%
4. **Organizational & Financial:**
 - a. Begin tuition increase program (start increase with incoming Kindergarten class)
 - b. Seek and begin process of achieving an advanced accreditation
 - c. Maintain an average enrollment of 350 students
 - d. Contribute to POGC contingency fund (goal of \$10-20K per year)



Long-term Goals

2025-26 School Year & Beyond

1. **Staffing & Personnel Development:**
 - a. 100% state teacher-certified teaching staff
 - b. Staffing plus up goals: 1) 1 full-time teacher's aide per every 3 K-8 class; 2) part-time physical education teacher; 3) full-time guidance counselor; 4) dedicated lunchroom staff
2. **Facilities, Technology, & Classroom Improvement:**
 - a. Upgrade/overhaul of all portables or construction of dedicated educational facility
 - b. Full upgrade of computer lab every 7 years
 - c. Develop an in-house lunch program
3. **Academic & Educational Standards:**
 - a. Expand enrichment program to include multiple options for K-8
4. **Organizational & Financial:**
 - a. Obtain and maintain an advanced accreditation
 - b. School-provided transportation (with costs)
 - c. School-provided lunches (with costs *it is possible with an appropriate
 - d.)
 - e. Implement performance-based raises
 - f. Implement benefits packages



Conclusion

In the short history of POGC, fantastic progress has been made from the initial home-school coop to the school of today. In fact, in the years from 2014-15 to today, the school has experienced a growth of 60%. While this growth is impressive, it is also something which must be managed. This plan is written with this premise in mind: growth, while something the school desires to achieve, must be well-managed and planned. The reality is, POGC is still in its infancy and is not able to withstand a significant setback, either internally or externally driven. This plan was developed as a mechanism to ensure the continued growth and development of all aspects of POGC. Ultimately, the goal is for POGC to become, by the conclusion of this initial plan, a well-established, continually improving, and premier private Christian school in the Big Bend area.



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Appendix A Historical Short-Term Goals & Status 1st Strategic Plan (December 2015) / 2nd Strategic Plan (September 2019)	
1. Staffing & Personnel Development:	
a. Hire new teacher (will complete a ratio of one teacher per grade level)	Completed
b. Hire a part-time teacher (will free up 1 person for ¾ day administrative duties)	Completed
c. Hire a part-time guidance counselor	Complete
d. Each teacher receives a minimum 30 hours of professional development training	Incomplete
e. Financially assist with teacher certification for 2 non-certified teachers	Incomplete
f. Develop a robust teacher/staff evaluation & professional improvement program	Incomplete
g. Provide each teacher with a minimum 12 hours of professional development training	Incomplete
h. Develop and prepare a teacher/staff evaluation & professional improvement program for implementation in the 2020-21 school year	Incomplete
2. Facilities, Technology, & Classroom Improvement:	
a. Increase classroom space by a minimum of two additional classrooms	Completed
b. Begin technology in the classroom initiative: smartboards for 2 classrooms	Completed
c. Continue and finish technology in the classroom initiative—projectors in each class	Completed
3. Academic & Educational Standards:	
a. Full implementation of Success Partners program	Discontinued
b. Continue Title I agreement with TAYCO School District	Discontinued
c. Expand NFCC dual-enrollment eligibility to Junior and Senior classes	Completed
d. Implement new school-wide standardized testing (Stanford 10 will be discontinued after the 2015-16 school year)	Completed
e. Music enrichment program for K-4 (recorders, piano, singing, etc.), within the confines of the current staffing structure	Completed
f. 100% graduation rate	Completed
g. Improve standardized test scores by 2% per grade per subject	Completed
h. 100% graduation rate	Completed



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i. Improve MAP test scores by 3% per grade per subject	Completed
4. Organizational & Financial:	
a. Maintain an average enrollment of 205 students	Completed
b. Begin planning for a VPK program	Completed
c. Complete transition from handbooks to formal POGC Policy Letters	Completed
d. Implement performance-based raises (only upon completion of step 1f)	Incomplete
e. Work with and partner with local churches for school promotion	Incomplete
f. Maintain an average enrollment of 260 students	Completed
g. Investigate and prepare a plan for a POGC/CPBF VPK program	Completed
h. Work with and partner with local churches for school promotion	Discontinued



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Appendix B Historical Medium-Term Goals & Status 1st Strategic Plan (December 2015) / 2nd Strategic Plan (September 2019)	
1. Staffing & Personnel Development:	
a. Hire 1 teacher's aide (increase aide total to 4)	Completed
b. Make part-time teacher full-time; appoint full-time assistant administrator	Completed
c. Financially assist with teacher certification for 4 non-certified teachers (if needed)	Incomplete
d. Each teacher to receive a minimum of 40 hours of professional development training	Incomplete
e. Financially assist with teacher certification for 2 non-certified teachers	Incomplete
f. Each teacher to receive a minimum of 18 hours of professional development training	Incomplete
2. Facilities, Technology, & Classroom Improvement:	
a. Continue technology in the classroom initiative: smartboards for 3 classrooms	Completed
b. Begin replacement of computer lab computers	Completed
c. Upgrade/overhaul of 2 oldest portables	Completed
d. Begin replacement of computer lab computers	Completed
e. Upgrade/overhaul of two oldest portables	Completed
3. Academic & Educational Standards:	
a. Expand NFCC dual-enrollment to all academically qualified high school students	Completed
b. Expand music enrichment program to grades K-6, within the confines of the current staffing structure	Completed
c. Improved standardized testing by 3% per grade per subject	Completed
d. Improved standardized testing by 5% per grade per subject	Incomplete
4. Organizational & Financial:	
a. Begin tuition increase program (start increase with incoming Kindergarten class)	Incomplete
b. Seek and begin process of achieving an advanced accreditation	In-progress
c. Begin VPK program	Completed
d. Maintain an average enrollment of 220 students	Completed
e. 100% graduation rate	Completed
f. Begin tuition increase program (start increase with incoming Kindergarten class)	On Hold
g. Seek and begin process of achieving an advanced accreditation	Incomplete



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h. Maintain an average enrollment of 270 students	Completed
i. 100% graduation rate	Completed



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Appendix C Historical Long-Term Goals & Status 1st Strategic Plan (December 2015) / 2nd Strategic Plan (September 2019)	
1. Staffing & Personnel Development:	
a. 100% state teacher-certified teaching staff	Incomplete
b. Staffing goals: 1) maintain a one teacher per grade minimum; 2) a minimum of 4 full-time teacher's aides & 1 part-time teacher/office aides; 3) part-time physical education teacher; 4) a full-time guidance counselor; 5) full-time principal/assistant administrator	Complete (except #3, 4)
c. 100% state teacher-certified teaching staff	Incomplete
d. Staffing goals: 1) maintain a one teacher per grade minimum; 2) a minimum of 4 full-time teacher's aides & 1 part-time teacher/office aides; 3) part-time physical education teacher; 4) a full-time guidance counselor; 5) full-time principal/assistant administrator	Complete (except #3, 4)
2. Facilities, Technology, & Classroom Improvement:	
a. Upgrade/overhaul of all portables or construction of dedicated educational facility	Incomplete
b. Full upgrade of computer lab every 5 years	Completed
c. Smartboard and appropriate technology in each classroom	Completed
d. Upgrade/overhaul of all portables or construction of dedicated educational facility	Incomplete
e. Full upgrade of computer lab every 5 years	Complete
f. Smartboard and appropriate technology in each classroom	Complete
g. Develop an in-house lunch program	Incomplete
3. Academic & Educational Standards:	
a. Expand enrichment program to include multiple options for K-8	Incomplete
b. Expand enrichment program to include multiple options for K-8	Incomplete
4. Organizational & Financial:	
a. Repeatedly at or above 95% maximum attendance	In-progress
b. POGC will be 100% financially self-sufficient while still a dedicated ministry of CPBF	Complete
c. Obtain and maintain an advanced accreditation	Incomplete
d. School-provided transportation (with costs)	Incomplete
e. School-provided lunches (with costs)	Incomplete



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f. Continue to build and foster a relationship with the Christian Churches of Taylor County	Incomplete
g. Repeatedly at or above 95% maximum attendance	Complete
h. Obtain and maintain an advanced accreditation	Incomplete
i. School-provided transportation (with costs)	Incomplete
j. School-provided lunches (with costs)	Incomplete
k. Continue to build and foster a relationship with the Christian Churches of Taylor County	Discontinued
l. Implement performance-based raises (only upon completion of Appendix A, 1h)	Incomplete
m. Begin VPK program	Complete