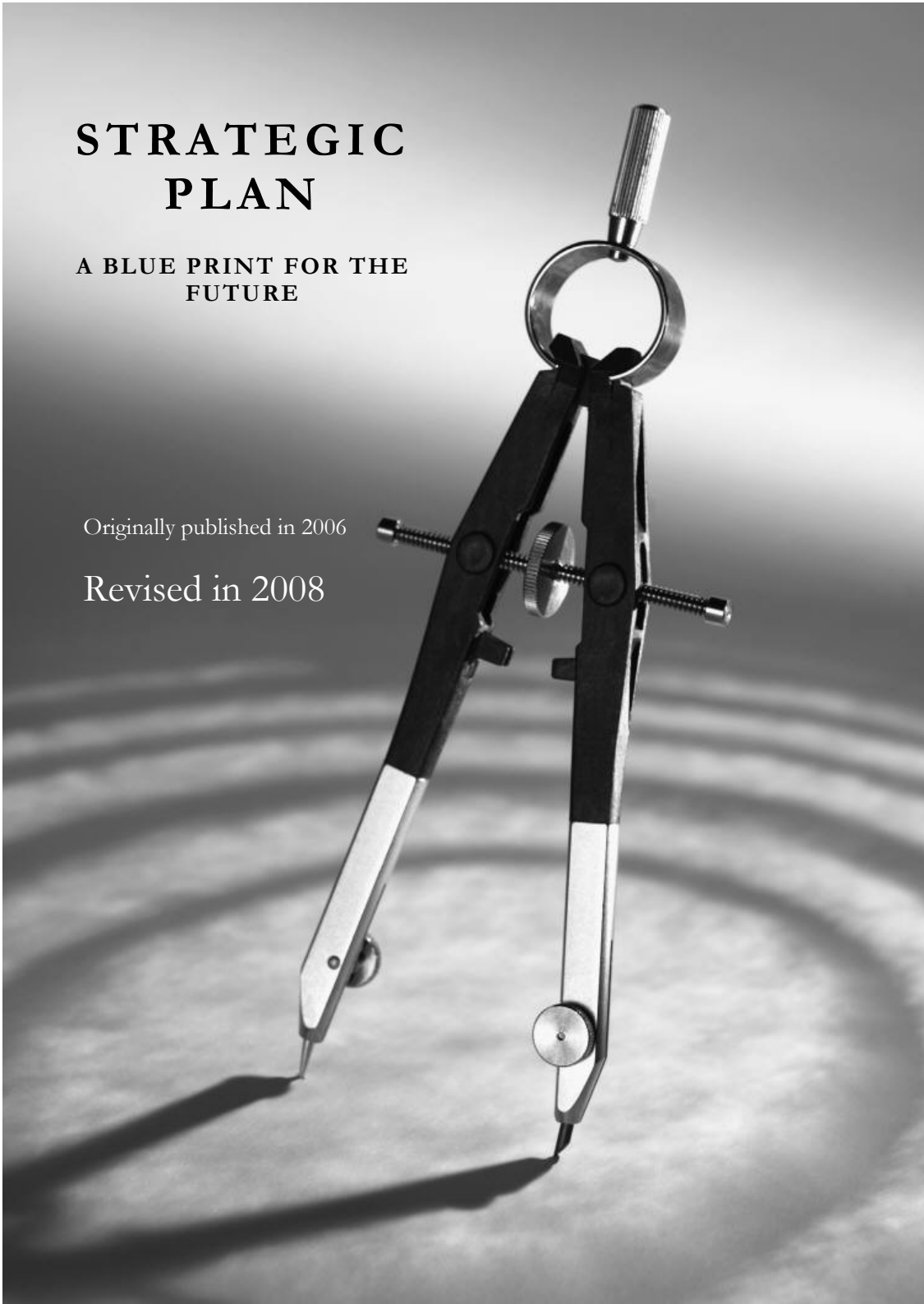


# STRATEGIC PLAN

A BLUE PRINT FOR THE  
FUTURE

Originally published in 2006

Revised in 2008



4889 Old Tar Rd.  
WINTERVILLE, NC 28590

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# 2008

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## A BRIEF HISTORY OF THIS PLAN

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In the Fall of 2003 a group including faculty, school leadership, parents, and CPC elders met together for a Strategic Planning Summit to begin the process that would produce the Plan you now are holding in your hands. In the Fall of 2004, the Administration furthered the discussions, getting parents involved in various Action Committees. A school wide Strategic Planning Kickoff Meeting was held in January of 2005 but the planning was stalled when shortly thereafter there was a change in school leadership. Once the 2005-06 school year was underway, the administration revitalized the process, and five Action Committees produced and announced a formal Strategic Plan in April of 2006. Now in 2008 we are revising the plan to reflect where we have come and to include new material.

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## ORIGINAL COMMITTEES WHO WORKED ON THIS PLAN

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The following committees and people need our thanks for their hard work and passion for seeing this plan put together. If you are not a part of this group yet, consider how you might add your talents and passion to this tremendous pool of people. Some of the committees do demand specialized talents, but all the committees have a wide range of needs. Talk to the Chair of the committee that interests you.

Committee	Chair	Members
Steering	Steve Elliott	Lisa Britt Kelly Brown Merry Beth Gold Herman Klaus Mark L'Esperance
Co-Curricular	Sid Bradsher	Mark and Jennifer Barber Scott Barnes Gilda Barton Chris Cabral Karen Chiancone Steve & Robin Davis Merry Beth Gold Patrick and Kelly Johnson Terri Jones Tom Jones Pam L'Esperance Becky Locke Clair Martin Debbie & Lee Morgan Amanda Oakes Martha Duke Ormond Lorinda Parker Amy & Allen Payne Lisa Smartnick Kelly Swanson

		Tressa Turner Terri Williams
Curriculum	Thea Johnson	Gay Cabral Deb Cummings Steve Elliott Judy Elliott Phil Locke Rebecca McDonald Clint Parker
Facilities	Scott Jones	Chad Brodeur Katie & Michael Clark Hart & Shannon Coker Chad & Christy Docsh Bryan Grimes Lee Howell Sadie Klaus Beth & Paul Rasberry Mike Stroud Gene Wingard
Fundraising	Michael Turner	Allie & Stephen Horne Herb Ormond Pam Perry
Marketing	Kris Manning	Lynn Bair Kristie Barnes Mark Barton Becky Bateman Bethany Bradsher Missy Burrell Dan & Wendy Rains Jimmy Robinson

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**THE VISION OF CCS**

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Christ Covenant School cultivates wisdom and virtue in its students by nourishing their souls on truth, goodness, and beauty and develops students who will succeed academically, reason critically and rightly, communicate truth effectively, and enter into a lifelong pursuit of learning and living that affects their culture for the glory of Christ.

Christ Covenant School is a growing Christian and classical school seeking to build a community of learning in a context of Christian joy and love. It intends to build a full K-12 program accessible to the entire greater Greenville community in which students are formed into community leaders. Since man's chief end is to glorify God and to enjoy Him forever, education must be built on the foundation of Christ, to the glory of God, and from a heart longing to please Him. Because the educational program at Christ Covenant School is dedicated to these principles, we pursue excellence in our programs and instruction at all levels of our school. Excellence is only accomplished by having a Christ-centered view of all things, by obeying our Lord in what He commands (including

taking responsibility for the education of the next generation), and by seeking to gain knowledge, understanding, and wisdom in a disciplined, godly fashion. In this way, we entrust ourselves and our children to God, being established in Christ with the conviction that salvation is not found in education, but that Jesus, the King of kings and Lord of lords, is our only salvation.

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**ASSUMPTIONS BEHIND OUR PLAN**

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Strategic Planning, like any plan, starts with some basic assumptions that are provided by the school's Board of Trustees. Please use these assumptions to form the beginnings of our Strategic Plan.

**Student Enrollment**

	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals:
2005-06	23	18	13	17	9	8	9	5	0	0	0	0	0	102
2006-07	20	24	21	17	20	10	4	7	0	0	0	0	0	123
2007-08	20	23	28	20	20	22	10	5	6	0	0	0	0	154
2008-09	24	20	26	26	20	20	20	7	3	0	0	0	0	166
2009-10	24	24	24	28	26	20	20	20	6	0	0	0	0	192
2010-11	28	26	28	28	30	30	20	20	20	0	0	0	0	230
2011-12	36	32	30	32	30	30	32	20	20	16	0	0	0	278
2012-13	38	40	36	36	32	32	30	32	20	18	16	0	0	330
2013-14	40	40	42	38	38	32	32	30	32	18	18	15	0	375
2014-15	44	42	42	44	40	38	32	32	30	28	18	18	15	423

- Tuition Costs: \$4,600 per student
- Class size: 18
- Minimum class size: 13
- First Graduating Class: 2015 (This is the current 6th grade class)
- Self-contained single campus for K-12 program

Please know that these assumptions are only for planning purposes. As we make plans, God is going to change them. We would love to see these plans move more quickly and have a full program even sooner than this, but we have to be righteous with our stewardship and planning. There is nothing “magical” per se in the number twenty, which is the minimum we have chosen for pursuing a high school class, but it does provide enough students to ensure that it will have the “steam” necessary to carry through to graduation enough students in a class to have the type of classroom and school experience we envision for our school. Class discussions break down either when there are too many or too few students in a class. That is the basis for this plan. In short, go find more students, and the plan will move along more quickly!

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**ACTIVITIES OUTSIDE THE CLASSROOM – CO-CURRICULAR COMMITTEE**

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We start with those programs that are outside the “normal” classroom. The Co-curricular Committee has targeted some areas that will enhance our student’s overall experience and provide fun outlets for the learning of our classrooms. General goals for these programs include: Social, Academic, and Virtue Development; Community Outreach; Developing School Identity and Spirit; and Athletic Competition. These programs are important opportunities for parental involvement. These can be ways for the school to build its community identity and promotes fellowship among its families and the Greenville area. We invite all parents to consider how they might involve themselves in the following opportunities. We have “filled in the blanks” where we already have willing sponsors, so if you see an opening, consider if you are the right one to fill it.

**Completed from Original Plan:**

WHAT?	WHY?	BY WHEN?
Mascot Contest	School Spirit	Completed, chose the Spartan mascot
Karate	Athletic Experience and Virtue Development	Past (Lee Morgan did this in the 2006-07 year, did not continue it)
Chess Club	Social and Academic Development	Current – already operating (Needs a new sponsor)
Beta Service Club	Community Outreach and Virtue Development	Current – started in 2007
Book Club	Social and Academic Development	Current, Grades 4-8, Steve Elliott, sponsor (began in 2006)
Running Club (Cross Country)	Athletic Experience and Virtue Development	Current, began in Spring of 2007 (Bethany Bradsher)
Science Fair	Academic Development	Fall, 2007
Drama Club	Social, Leadership, & Academic Development	Current, began in Fall, 2007 (Daune Pitman)
Spelling Bee	Academic Development	Current – already operating (Bethany Bradsher)

**Under Development (2008-09):**

WHAT?	WHY?	BY WHEN?
Basketball	Athletic Experience and Virtue Development	September, 2008 (Clint Parker)

**Further Down the Road (2009-13):**

WHAT?	WHY?	BY WHEN?
Music or Band Club	Social and Academic Development	Fall, 2009
Mock Trial	Academic & Leadership Development	Fall, 2009
Student Government	School Spirit and Leadership Development	Fall, 2009
Latin Club	Social & Academic Development	Fall, 2009
Soccer Team	Athletic Experience & Virtue Development	Fall, 2009
Tennis Team	Athletic Experience & Virtue Development	Spring, 2009
Debate Club	Academic & Leadership Development	Fall, 2010
Golf Team	Athletic Experience, Social & Virtue Development	Spring, 2010
Baseball Team	Athletic Experience & Virtue Development	Spring, 2011
Intramural or House Competitions	School Spirit, Social, Athletic, Academic, & Leadership Development	Fall, 2011

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**THE FORMAL PROGRAM – CURRICULUM COMMITTEE**

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Moving from outside and “after” the classes to what is actually happening in the classroom, we come to one of the pivotal aspects of any school. The Curriculum Committee has been recently formed to continue the task of moving our instructional program forward. The Core Committee meets regularly to move forward the agenda of work it is assigned by the Administration. As needed, it convenes specialized Sub-Committees to address specific disciplines within the curriculum. We believe this work is what will continue to make our school unique in our community.

**Completed from Original Plan:**

WHAT?	WHY?	BY WHEN?
Philosophy of Education	Revising this key document will set the foundation for all our future work as a committee	Completed See Appendix A
“The Ideal Graduate”	This document will clearly state what the habits and virtues are that we are seeking to inculcate in our students, thus helping to focus our teaching and instructional programs	Completed See Appendix B
Staff Development – 5 Yr Plan	This plan will be the basis for improving how we train new teachers and how we advance the growth of our staff	Completed See Appendix C
Program Scope & Sequence	This will set in place our overall design for our K-12 program and focus our hiring and planning	Completed See Appendix D

**Under Development (2008-09):**

WHAT?	WHY?	BY WHEN?
Curricular development	A plan will be formed to thoroughly evaluate and advance each curricular discipline area by a committee formed just for that discipline. The Core Committee will give them specific tasks and oversee their work. The faculty will be involved in any and all changes to the program.	In progress See Appendix E
Professional Enrichment Plan	We wish to see our teachers continuing to pursue education and enrichment for themselves and are mindful of the costs in time and money. We want a plan that includes providing some of this for them.	Completed Spring 2008
Parent Education Courses	We long to see our parents joining into the community of learning by offering appropriate adult education courses taught by our faculty.	Pending – needs a sponsor to work

**Further Down the Road (2009-13):**

WHAT?	WHY?	BY WHEN?
Addition of 9th – 12th grades	As student enrollment and facility concerns are addressed, we will add a complete program for 9 <sup>th</sup> – 12 <sup>th</sup> grades to our offerings.	Fall, 2011
Additional Foreign Languages	It is our plan to add additional classical languages to our program as faculty and schedule allow, most notably Greek and Hebrew, but including others as well.	Fall, 2013

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**GETTING THE WORD OUT – MARKETING COMMITTEE**

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As with any business, proper marketing and advertising are a must. It is most difficult to view CCS as a business that requires advertising because we are dealing with the subject of educating our children and helping to cultivate wisdom and virtue in our future leaders; however without successful recognition and top-of-the-mind awareness, our goal of attracting prospective parents as well as those in the community who are interested in financially supporting our future leaders will not reach its potential. A comprehensive plan and strategy will map out the direct course to achieve the ultimate goal of understanding the message of CCS through an established mark and what advertising will reach our marketing goals.

**Completed from Original Plan:**

WHAT?	WHY?	BY WHEN?
Developing a relationship with a graphic design artist	Building a relationship with an artist will help us gain a singular “mark” in the community, making it possible for all our publications, website, and even our architecture to have one central look and theme. We are keeping our established mark of the <i>TREE</i> making sure that the revised philosophy of education is worked into the established mark.	Current, Jeff Daigle of Adaptive Design, here in Greenville
A clear and concise School Mission Statement	We need an exact and memorable statement that encapsulates what we are doing and it should be on the tip of everyone’s tongue. This memorable statement may not be the mission statement of CCS. Most mission statements are not marketable; however we must have a complete understanding of the mission statement to better market the school.	Statement was worked on and updated in Dec. of 2006 Appendix F
Installation of a Marketing Director as a paid position	Though starting out as a part-time position, we need someone managing all aspects of our school’s marketing and building contacts in our local, state, and national community. This person will attend seminars specializing in marketing and development of non-profit agencies. A team of volunteer consultants will also make themselves available as a sounding board on marketing decisions and direction.	Current, Kris Manning began part-time in Fall of 2007

A comprehensive Marketing Plan and Strategy	There should be a master plan that encompasses all aspects of getting the word out and adding to the reputation of our school in our community. We will begin to implement prioritized publications one at a time as we feel necessary due to needs of the school. We will complete these as the budget allows.	Current, Kris Manning developed one in Fall of 2007 Appendix G
Public Relations Officer	We need a direct liaison between the school and the local media outlets. More than likely, this will be a volunteer position but will be very active.	Kris Manning fulfills this need for the moment

**Under Development (2008-09):**

WHAT?	WHY?	BY WHEN?
Comprehensive Corporate Image	The finalization of all the public publications and venues of our school under one overarching “look” or mark.	Fall, 2008
Better signage	We need a better sign at our current location to draw attention to our school. In the short term, a light should be added to the sign so it can be seen.	Fall, 2009

**Further Down the Road (2009-13):**

WHAT?	WHY?	BY WHEN?
Grant Writer	A part time paid position once the school is established and independent.	Fall, 2009
Development Director (Full Time)	By the time we have about 200 students (an annual budget exceeding \$1 mil) we should have this position in operation.	Fall, 2010
Three distinct officers all working together: Marketing, Fundraising, Public Relations	We will need three distinct offices handling these aspects of Development (when we have a full K-12 program) and reporting back to the full time Development Director.	Fall, 2012

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**WHERE IT ALL HAPPENS - FACILITIES COMMITTEE**

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As we grow, one of the most costly and fundamental needs will be our facilities. We must continue to plan and map out our growth so that we avoid the ditches on either side of this issue. On the one side, we run the risk of not making any plans or too few, and thereby, never reaching our goals for a place of beauty reflective of our views of education. On the other hand, we can wrap up so much in our facilities regarding time, effort, and hopes for our school that it detracts from our educational goals.

Christ Covenant School (CCS) has access to 13 classrooms, a chapel/theater/auditorium/music hall, a library, and administrative offices in its current facility at Christ Presbyterian Church (CPC). The enrollment of CCS is projected to grow at a rate which will lead to inadequate capacity of the current space in the academic year 2007/2008. To accommodate this growth in the short term, the CCS Facility Action Committee (FAC) recommends the addition of 2 leased modular classrooms in the academic year 2009/2010. A three year lease of the 2 modular units will enable CCS to continue to grow while planning for and constructing new facilities on a new site.

Phase I of construction of the new facilities should be complete in August 2010 and include 20 classrooms, a chapel/theater/auditorium/music hall, a library, administrative offices, a gymnasium, a media center, and a science lab. Phase II of the new construction should be complete in August 2014 and include 10 additional classrooms, a cafeteria, multipurpose fields including soccer/baseball/softball, and a track.

To accomplish this development, the FAC recommends beginning the process of planning for a new campus immediately including identification of land for purchase and engagement with a design firm. Given the kind of growth we are assuming, we believe the following plans will keep us on the straight and narrow.

**Completed from Original Plan:**

WHAT?	WHY?	BY WHEN?
Further use of current CPC facilities	We are currently using as much of the CPC facility as possible.	Current
Long Range Facility Planning	Engage commercial real estate agent to assist in identification of land for purchase and the range of prices per acre in the desired location.	Current, Spring 2008
	Send Requests for Proposals to architecture firms which have experience designing schools.	Fall, 2008
	Engage a construction company to provide construction estimates for the campus as outlined in the Phases of construction section above.	Spring, 2009
Gymnasium	The FAC encourages the CCS board to discuss the addition of a gymnasium to the CPC facility for use by the CCS students.	Not possible at this time

**Under Development (2008-09):**

WHAT?	WHY?	BY WHEN?
Land Purchased	40+ acres	Spring, 2008
School Management System: RenWeb	Student management system online that allows administration, faculty, and parents to keep track of a student's progress. An overview of this system can be found at <a href="http://www.renweb.com">www.renweb.com</a> . We are hoping that excited donors will step forward and prevent this from hitting our general budget. The overall start up costs are about \$6,000.	Full implementation by January, 2009
Modular classrooms	The addition of 2 modular classrooms in the academic year 2007/2008 and lease them for a 3 year term. This addition will enable growth of CCS student enrollment, enable CCS to receive complete value of the lease of the modular buildings, and have adequate time to develop a school on a new site to more appropriately meet the needs and enrollment projections of CCS.	Fall, 2009
Phase One Construction Begin	See Phases below	Winter, 2009

Phases of construction	Components	Number
Phase 1 – complete in 2009/2010	Classrooms	20
	Chapel/theater/auditorium/music hall	1
	Library	1
	Administrative offices	4
	Gymnasium	1
	Media Center	1
	Science lab	1
Phase 2 – complete in 2014	Classrooms	10
	Cafeteria	1
	Multipurpose fields – soccer/baseball/softball	1
	Track	1

**Further Down the Road (2009-13):**

WHAT?	WHY?	BY WHEN?
Phase One Construction Complete	See Phases Chart	Fall, 2010
Phase Two Begins	See Phases Chart	Winter, 2013
Phase Two Construction Complete	See Phases Chart	Fall, 2014

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**MAKING IT POSSIBLE - FUNDRAISING COMMITTEE**

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At the heart of any good plan is the means to pay for it. Central to our strategic plan is the manner of paying for great teachers, adding necessary programs, and funding our building needs. The following overview articulates our plan for fundraising over the next several years.

**Completed from the Original Plan:**

WHAT?	WHY?	BY WHEN?
Parent Survey	To get more parents involved in fundraising projects in order to stimulate the growth of CCS.	Completed, Spring, 2006
Corporate Independence	Key to gaining the needed funds for our school is to assure donors that all funds are going straight to an independent 501c3 no longer associated with any church in the area.	Completed, Summer, 2007

**Under Development (2008-09):**

WHAT?	WHY?	BY WHEN?
Ten Year Fundraising Plan Begun	A practical and detailed plan for raising the needed funds.	Summer, 2008
Capital Campaign Planning	A plan must be formed to determine how best to meet the fundraising needs represented in our Strategic Plan.	Fall, 2008
Capital Campaign Begun	To raise the necessary funds for facility needs and program needs.	Spring, 2009
Formal Endowment Process and Plan	We need the means to bring other sources of income and long term commitment to bear on our school's finances.	Spring, 2009
Scholarship Planning & Implementation	An overarching plan and process for extending scholarships to needy families in our community.	Fall, 2009
Ten Year Fundraising Plan Complete	A practical and detailed plan for raising the needed funds.	Fall, 2009
Capital Campaign Phase One finished	Enough money to purchase the needed land and begin construction of our future facilities.	Fall, 2009

**Further Down the Road (2009-11):**

WHAT?	WHY?	BY WHEN?
Extension Programs	Programs that will extend our educational opportunities into other areas of the community, including but not limited to: after-school programs, summer programs, adult education, etc.	Fall, 2010

Community Partnerships	Establishing long term partnerships with local businesses and corporations that provided needed economic growth for the school.	2012
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## TAKING THE NEXT STEPS: MOVING TO EXECUTE THIS PLAN

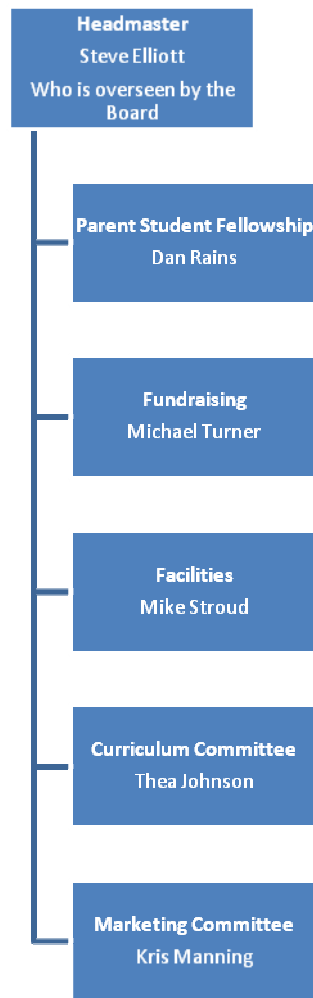
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### What are we doing currently?

As you can see, there are a lot of things happening. We need full parental support for these things to work. Get involved!

### Who is the leadership team that will be responsible for executing this plan?

Integral to any plan is a group to see it through. This plan depends upon the regular meeting and open discussion of this plan by a set leadership team made up of chair people who are tasked with specific goals and objectives each year of the plan's inclusion. The following chart shows the basic structure of the administrative leadership team:



### What are the next steps?

With this plan in hand, the administrative committees of the school will continue the tasks assigned to them by the plan and the school leadership will work at implementing the plan and

modifying it as needed. New creative ideas can be added to augment the plan at any time. The members of the above mentioned “Leadership Team” will be the ones meeting regularly to implement and adjust this plan under the oversight of the School Board.

### **What can I do to get involved?**

If you have been around for awhile, you know where you fit best. If you have been unable to get connected, stop in and see the Headmaster and discuss your strengths and talents. We expect to see all our people “plugged in” where they are passionate and skilled. If you are new, get to know folks, get informed about the plan and its committees, and then jump in and add your talents where they are best suited.

### **Summary – this is a living plan**

Nothing in this plan is set in stone. It is all a product of many people thinking creatively, and it will only get better as we continue that conversation. Get involved and get into the discussion. Let us know regularly what you feel needs to be seen as indispensable to our school, what is going great and should not be changed, what perhaps needs to be eliminated or changed. By taking an active role, our whole school can be a better place because of the unique and wonderfully talented pool of people God has brought to together at Christ Covenant School. Help us grow this plan into something we cannot even conceive of at this point .

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## APPENDICIES

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### APPENDIX A: PHILOSOPHY OF EDUCATION

## Philosophy of Education at Christ Covenant School

CCS Curriculum Committee

Revised August, 2006

Classical education is the cultivation of wisdom and virtue by nourishing the soul on truth, goodness, and beauty by means of the seven liberal arts. A Judeo-Christian worldview recognizes the ultimate purpose of education: to glorify God and enjoy Him forever. We believe that since learning occurs over the span of a lifetime, that schools should provide a student with the tools necessary for the lifetime educative process. Thus, our school is designed to provide the two basic needs of starting a student on the path to a lifetime of learning: communicating and modeling wisdom and virtue.

We are constantly seeking to increase our students' knowledge, actions, judgments, and thoughts by teaching them the habits and knowledge of the Western canon. Knowledge in and of itself is of great worth, yet we believe education should surpass knowledge alone to address moral behavior and virtuous character. Through the means of rational and critical thinking, knowledge is heightened into understanding. Understanding, when it is experienced in the classroom, begins to form the habits of wise and virtuous living. The habits of thinking and judging are tempered by an appreciation of that which is beautiful. In all these content areas, a harmony is brought to the true, the good, and the beautiful through a focus on Christ and His revelation of God's love.

Perhaps another way of setting this path of learning forth is to reference the seven liberal arts. Long a historical practice, the arts' recent disappearance from education is something we are seeking to recover. The seven arts are skills that all learners use with greater or lesser facility to study any discipline. The Trivium<sup>1</sup>, or three grammatical arts, covers the inventing and combining of symbols (grammar), thinking (logic), and communicating (rhetoric); together these form the three verbal arts. The Quadrivium moves from words to numbers by addressing the concept of numbers (arithmetic), the application of numbers (music), the notion of space (geometry), and how numbers and space relate when set in motion (astronomy). The fact that we usually regard the Quadrivium arts as scientific disciplines indicates how "lost" these arts have become in our culture of learning.

Our students' pursuit of these arts and disciplines will naturally change their own behavior. The characteristics of a Christian scholar are preeminent in our school. Both the student and the teacher share in a love and pursuit of: intellectual curiosity; intellectual justice (including honesty and fairness); a personal commitment to one's moral duty; a passion for the virtuous and the good; a growing love of beauty; a commitment to giving reasons for what is believed; and a commitment to knowing God and His holiness.

We believe the teacher in our school must see his position as one of fellow learner alongside his students. He will seek to develop a relationship of tutorial love with them. The teacher must be an accomplished student of the specific content he is to teach. He is to model the characteristics of a Christian scholar mentioned above. Not only should his intellectual depth and breadth be continually growing, but his spiritual life should be characterized as constantly moving "further up and further in." Inherent in this relationship is the notion that a teacher will pray for his students and pattern all his dealings with the students after the ethic of Scripture.

Along with study of such a scholarly Christian character, the teacher should have a growing facility with the seven liberal arts that allows him to be coach of these arts to his students. His focus should constantly be on developing these arts and skills in each of his charges. Teaching is above all

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<sup>1</sup> As defined by Sister Miriam Joseph, The Trivium, p.3.

else relational in its nature and tutorial in its methods. The two most common forms of classical teaching, dialectic and didactic instruction, will be the main techniques employed in pursuing the seven liberal arts.

The student must also be actively involved in his pursuit of his education. Learning is not a passive activity, but makes demands upon the learner. Above all, the student must be a lover of wisdom and virtue, and must seek it as for great treasure. If this love is intact and growing, there should be a growing relationship of love and respect for his teachers, especially those who emulate the vision set forth above. The student will follow his teacher as his teacher follows after Christ.

The cultivation of wisdom and virtue requires moving beyond the student-teacher relationship and involves a full community. A true culture of learning will engender passionate conversation between students themselves, among the teaching faculty, and seek to bring them home into the classroom as well. The creation of a local community of learning is the means by which young people will be brought into a lifelong interaction with the larger community of learning in which they will become an increasingly important member.

The first goal of a student then becomes that of striving to acquire specific content in order to grow in what he knows, how he acts, how he makes judgments, and how he thinks. Secondly, he will continually be developing behaviors and character traits that facilitate the lifelong enterprise of acquiring knowledge, becoming virtuous, acting morally, judging rightly, appreciating beauty, thinking rationally, and becoming holy. Thus our school is a place where truth, goodness, and beauty cultivate wisdom and virtue in the hearts and lives of its participants, both the teachers and students, by following after Christ.

## Our Ideal Graduate

An Overview of the Christ Covenant School Goals for its Graduates  
By the Christ Covenant School Curriculum Committee, 2006

The ideal graduate from Christ Covenant School shares in the distinctiveness of the school in the areas of academics, lifelong learning, reasoning, interconnecting reasoning with virtuous living, and holiness. Thus, the ideal graduate of Christ Covenant School exemplifies the following characteristics:

**Academics.** Having completed a full course of study including the humanities, mathematics, foreign language, and science, along with a variety of programs in composition, logic, music and art, they are academically sound generalists who are well-prepared to choose and excel in post-secondary areas of study.

**Lifelong Learning.** They evidence the behaviors and character traits leading them to value and pursue formal and informal learning throughout adulthood and continually apply knowledge from all avenues of inquiry to their lives.

**Reasoning.** They use logic, formal and informal, to seek Truth; through communication and practice, they demonstrate the reasoning and critical thinking which leads them to rationally analyze, synthesize, and evaluate information and logically order and organize thought. They enjoy physical health to the extent that the habits of self-discipline, order, planning, and rational thought can lead to such.

**Interconnecting Reasoning with Virtuous Living.** Since learning to reason within the context of Christian and Western traditions leads to the formation of a Christian worldview, they apply their understanding to the continued development of becoming virtuous, acting morally, judging rightly, appreciating beauty, and growing in Christ-like holiness.

**Holiness.** Demonstrating the habits of godliness which have taken hold of their hearts, transformed through knowledge and virtue, they demonstrate a continual growth toward Christ-like holiness. They passionately pursue the mind of Christ and strive to love Him with all their heart, mind and soul. Coupled with the internal ministry of the Holy Spirit, their lives manifest such virtues as courage, temperance, liberality, humility, confidence, meekness, truthfulness, friendliness, modesty, keen intelligence, righteous indignation, and justice. They appreciate beauty as a reflection of God, and they treat their bodies, minds, and souls as a place of residence of the Holy Spirit.

Thus, truth, goodness, and beauty cultivate wisdom and virtue in the hearts and lives of our ideal graduates as they follow after Christ.

# FIVE YEAR STAFF DEVELOPMENT PLAN

BEING EVEN BETTER AT WHAT WE DO

## OVERVIEW

Any art demands an artist who is growing in their craft. Teaching is an art. At the heart of teacher growth is the need for apprenticeship and collegiality. The following plan takes these basic tenets and seeks to set forth a three pronged approach to Staff Development. The Teacher Enculturation Plan is a set of exercises and experiences that bring a new faculty member into alignment with our cultural goals. The Pedagogy Plan sets forth the path to increasing the ability of each faculty member in teaching within our program’s essential skills and goals. The Discipline Development Track allows for specific training in various discipline areas of our program.

Though three distinct columns in our development plan, each of the prongs must be kept unified and focused in pursuing our Philosophy of Education<sup>2</sup> and producing our Ideal Graduate.<sup>3</sup>

## CHART OF PLAN

<b>Teacher Enculturation Plan</b>	<b>Pedagogy Plan</b>	<b>Discipline Development</b>
New Teacher (NT) Training Seminar	NT Headmaster Apprenticing	Curriculum Discussions
NT Summer Sitdown Program	Faculty Writing Assignment	D-Days (Discipline Development Days)
Faculty Reading Assignment	Teacher Enrichment Days	
Faculty Retreat	Visiting Other Schools	
Summer Conferences	Apprenticeship Program	
Faculty Forum		
Educational Technology		

<sup>2</sup> See the Curriculum Committee’s document, “Philosophy of Education,” published in 2006.

<sup>3</sup> See the Curriculum Committee’s document, “Our Ideal Graduate,” published in 2007.

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## DESCRIPTIONS

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The following are descriptions of the goals for each type of Development experience. An (\*) indicates this to be something already in place, otherwise the program is newly proposed idea or one not yet in place.

***New Teacher (NT) Training Seminar:\****

2 or 3 days of training right at the start of the new hire's contract. All new hires are together with Curriculum Director and Headmaster to cover a large number of curricular, cultural, and practical issues so they can start preparing for their work.

***NT Headmaster Apprenticing***

Headmaster observes and coaches new hires on an established schedule, systematically working through both curricular and cultural issues.

***Curriculum Discussions\****

The Curriculum Director sits down with each new teacher or any teacher changing assignments and discusses in detail the goals, objectives, and methods of each subject they are assigned. The Curriculum Guide is the main resource for this discussion.

***NT Summer Sitdown Program\****

The headmaster meets with each new teacher for four two-hour sessions to discuss both the cultural norms and methodological concerns surrounding our program and their assignments.

***Faculty Writing Assignment\****

The faculty is given a writing assignment each year, sometimes by teams, sometimes individually, to promote their learning and communication skills.

***Faculty Reading Assignment\****

The faculty reads and discusses a book each year.

***Teacher Enrichment Days\****

One day per semester is set aside for teachers to receive enrichment instruction in keeping with the mission of the school.

***Faculty Retreat\****

Each summer the faculty retreat to promote team chemistry, discuss important ideas, and consider how we can grow as a learning community.

***Visiting Other Schools\****

All or some of the staff visit at least one other school each year to bring back ideas and resources for our own growth.

***Summer Conferences\****

The faculty is encouraged to attend various summer conferences on education and classical methods.

***Apprenticeship Program\****

Some or all of the teachers work with each other or outside mentors to better develop their teaching skills and share ideas.

***Faculty Forum***

Faculty would set aside two hours of discussion on a given key topic.

***D-Days (Discipline Development Days)***

At least one day per semester is to be set aside for training in a particular teaching discipline.

***Educational Technology Training***

Training in the use of technology in the classrooms both for teacher organization and for pedagogical aid/resource.

APPENDIX D: PROGRAM SCOPE & SEQUENCE

Proposed Scope and Sequence:  
K-6

<sup>4</sup>	K	1	2	3	4	5	6
<b>SCIENCES<sup>5</sup></b>							
MATH	✓	✓	✓	✓	✓	✓	✓
SCIENCE	✓	✓	✓	✓	✓	✓	✓
PHYSICAL EDUCATION	✓	✓	✓	✓	✓	✓	✓
<b>HUMANITIES</b>							
LITERATURE	✓	✓	✓	✓	✓	✓	✓
GRAMMAR <sup>6</sup>		✓	✓	✓	✓	✓	✓
HISTORY	✓	✓	✓	✓	✓	✓	✓
RELIGION	✓	✓	✓	✓	✓	✓	✓
<b>ARTS</b>							
LANGUAGES							
<i>Latin</i>				✓	✓	✓	✓
MUSIC	✓	✓	✓	✓	✓	✓	✓
GRAPHIC ARTS	✓	✓	✓	✓	✓	✓	✓

7-12

<sup>7</sup>	7	8	9	10	11	12
<b>SCIENCES</b>						
MATH	Pre Alg	Alg 1	Geometry	Alg 2	PreCalculus	Calculus
SCIENCE	Earth Science	Logic	Biology	Chemistry	Physics	Science Topics
PHYSICAL EDUCATION	✓	✓				
LOGIC		✓				
<b>HUMANITIES</b>						
LITERATURE <sup>8</sup>	Ancient	Medieval	Modern	History of	US History /	History of

1 Handwriting, spelling, and composition to all be elements of a proper English Grammar course of study.

2 History will be integrated into Literature in K-1. It will become a formalized subjects in grades 2-6.

3. Science will be integrated into Literature in K-1. It will be taught as a discovery subject one week per month in grades 2-6, with the other three weeks being given to Religion.

3 In grades 9-12, PE participation hours would be required. Student would be responsible for completing a certain number of hours of physical activity per semester. Eligible activities would include school and community sports teams, martial arts, dance, or other forms of exercise.

4 11<sup>th</sup> grade PreCalculus will include trigonometry, analytic geometry, and precalculus objectives.

	History	History	History	Civ .	Civics	Philosophy
HISTORY	Ancient History	Medieval History	Modern History	History of Civ.	US History / Civics	History of Philosophy
PHILOSOPHY	Ancient History	Medieval History	Modern History	History of Civ.	US History / Civics	History of Philosophy
RELIGION	OT Survey	NT Survey	Biblical Systematics	History of Theology	Hermaneutics	Biblical Apologetics
<b>ARTS</b>						
LANGUAGES						
<i>Latin</i>	✓	✓				
<i>Ancient Languages (Greek, Hebrew, Latin)</i>			✓	✓	✓	✓
MUSIC	✓	✓	✓	✓		
GRAPHIC ARTS	✓	✓	✓		✓	✓
RHETORIC				✓	✓	Senior Thesis
<b>TOTAL COURSES</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>

OVERVIEW	TOTAL CREDITS FOR 9-12
<b>SCIENCES</b>	<b>13</b>
MATH	4
SCIENCE	4
PHYSICAL EDUCATION	4
LOGIC	1
<b>HUMANITIES</b>	<b>16</b>
LITERATURE	4
HISTORY	4
PHILOSOPHY	4
RELIGION	4
<b>ARTS</b>	<b>12</b>
LANGUAGES	
<i>Ancient</i>	4
MUSIC	2
GRAPHIC ARTS	3
RHETORIC	3
<b>TOTALS</b>	<b>41</b>

5 In grades 9-12, the Literature/History/Philosophy class would be extended for two periods per day.

6 In Science Topics, students will use their rhetorical skills and scientific knowledge in measurable ways to analyze the ethical and political questions of today and tomorrow. Issues may include cloning, stem cell research, etc.

Proposed schedule for the Upper School

<b>Time</b>	<b>Monday (A)</b>	<b>Tuesday (B)</b>	<b>Wednesday (A)</b>	<b>Thursday (B)</b>	<b>Friday (A)</b>	<b>Monday (B)</b>
<b>7:45</b>	Morning Prayer					
<b>8:00 – 9:30</b>	Course 1	Course 2	Course 1	Course 2	Course 1	Course 2
<b>9:40 – 11:10</b>	Course 3	Course 4	Course 3	Course 4	Course 3	Course 4
<b>11:10- 11:55</b>	Lunch					
<b>11:55- 1:25</b>	Course 5	Course 6	Course 5	Course 6	Course 5	Course 6
<b>1:35- 3:05</b>	Course 7	Course 8	Course 7	Course 8	Course 7	Course 8

APPENDIX E: CURRICULAR REVIEW CYCLE

The following cycle is currently being followed for systematic review and updating of our school's disciplines:

List of Disciplines in Order of Review:

1. Science (06/07)
2. Math (07/08)
3. Bible
4. Literature
5. History
6. Grammar / Spelling
7. Composition
8. Art
9. Music
10. PE

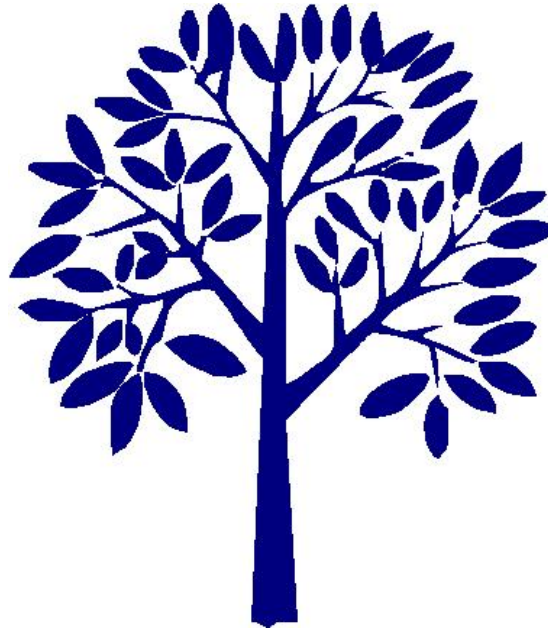
<b>Phase One: Research and Development</b>						
Initiation	Current Practices	Current Concerns	Written goals	Schedule of work		
Core Committee	Core Committee	Core Committee	Core Committee	Core Committee		
CC determines that a specific discipline needs a sub-committee formed (should follow a general schedule for this)	CC provides a written survey to each teacher involved in the target discipline and survey info is culled into a written report.	Concerns are culled from any Request Forms and the Survey to determine what concerns currently exist in our program.	Goals are written for the sub-committee to pursue.	A schedule of work is produced for the sub-committee's duties.		
<b>Phase Two: Proposed Changes</b>						
Core Committee	Sub-committee	Teaching Faculty	Sub-committee with Faculty	Sub-committee	Core Committee	Core Committee
Discipline Objectives	Course Objectives	Unit Objectives	Resources	Proposal	Approval	Curriculum Guide
What are the key objectives for this discipline in building our ideal graduate?	What are the core objectives of a given course of study in meeting the discipline objectives?	How will each unit seek to fulfill the course objectives? These will be the objectives that foster each teacher's own lesson objectives.	What is needed by a given teacher to meet the objectives of each unit?	Specific changes being proposed for a given discipline outlined by what changes should occur in each course.	Proposal is examined and approved by the Core Committee.	Once the approved proposal is ready for publication, the Curriculum guide is updated to show the changes being made.
<b>Phase Three: Implementation and Review</b>						
Sub Committee	Sub Committee	Faculty	Core Committee	Sub-committee	Core Committee	Core Committee

Communication Plan	Teacher Development	Introduction to Faculty	Introduction to Parents	Feedback	Review at End of Year	Next review scheduled
A concise plan for how the various school constituents will be informed of the work and changes of this project.	Specific tasks needed to prepare and equip the faculty to properly teach and integrate with this discipline.	A concise, clear presentation by the teaching faculty to the rest of the faculty about the revisions.	A concise, clear presentation by the CC to the parents of the changes taking effect.	Gathering accurate and clear feedback on the changes from both the faculty and the parents.	Determining if the changes have all been appropriate and completely addressed.	Determining when this discipline will come up for review again.

APPENDIX F: REVISED MISSION STATEMENT

Christ Covenant School cultivates wisdom and virtue in its students by nourishing their souls on truth, goodness, and beauty and develops students who will succeed academically, reason critically and rightly, communicate truth effectively, and enter into a lifelong pursuit of learning and living that affects their culture for the glory of Christ.

CHRIST COVENANT SCHOOL  
COMPREHENSIVE MARKETING PLAN AND STRATEGY



DATE: APRIL 6, 2006  
CONTACT: KRIS MANNING  
MARKETING DIRECTOR  
COLLABORATIVE TEAM: MARK BARBER & DAN RAINS  
[dkmanning@cox.net](mailto:dkmanning@cox.net)  
(252) 321-4785 (h) or (252) 714-4569 (c)

DOCUMENT REVISION HISTORY:

Date:	Revision:	Revised by:	Approved by:

1. Introduction

1.1. Document Objective

This document describes the background, internal deployment, course of action and scope of external efforts that will be taken in the marketplace. It is our goal at CCS to become a recognizable force in the community. We would like to also achieve “top-of-the-mind” awareness thus generating inquiries which will become future graduates of Christ Covenant

- School. The development and implementation of this plan will help us to achieve these goals.
- 1.2. Executive Summary
 

The comprehensive plan, in summary compiles information from many resources suggesting a marketing strategy thus aiding in the development of Christ Covenant School. This is a working document that generally outlines specific goals and strategies for completing the listed tasks.
  2. Structure and Resources
    - 2.1. Section Objective
 

This section identifies the team leader, primary individuals, roles and resources necessary to formulate a successful marketing plan.
    - 2.2. Marketing Team Plan
 

Team members include representatives from the following areas:

      - 2.2.1. Senior Executive Management- Mr. Steve Elliott, Headmaster
      - 2.2.2. Marketing Director- Mrs. Kris Manning
      - 2.2.3. Special Events Director- Mrs. Kelly Brown
      - 2.2.4. Public Relations Officer- Mrs. Bethany Bradsher
      - 2.2.5. Head of Finances- Mr. Chad Brodeur
      - 2.2.6. Collaborative Team- Mr. Mark Barber and Mr. Dan Rains
  3. Business Objectives
    - 3.1. Section Objective
 

This section describes the monetary objectives the marketing plan should help achieve.
    - 3.2. Business Objectives
 

The actual monetary amount for CCS growth will be pointed out by the financial advisory board. To achieve these specific goals, the marketing situation will be edited in order to identify the marketing venue that best meets the need.

These objectives will be assumed by using the baseline formulated this school year 2005-2006. Since this is the first year a marketing plan has been in place it will be necessary for further data collection. The objectives will be based on the increase in tuition from new families after this document is implemented. It needs to be determined the things CCS can do that is measurable. Note: A thought to develop a relationship and partner with a respectable company could help us with community involvement and help to give us credibility to those who have not heard of us yet. Bottom line is the exposure of CCS.
  4. Market/ Customer Overview
 

Section Objective

This section describes the target markets and customer profile the product is targeted towards.

Market/ Customer Overview

The customer profile that CCS is targeted towards is a family that has covenantal beliefs. Meaning it is required that at least one of the parents must have a personal relationship with Christ and a desire for their child to receive a private education from teachers that strive to teach excellence by the method of classical and Christian education. Our competitive landscape in short; Oakwood and Parrott Academy are not competition spiritually because they are simply private schools not offering further Christian development and relationships. Trinity, Greenville Christian Academy, and St. Peter's do not use the classical method which truly sets us apart academically. This is our marketable attribute.

Market/ Customer Segmentation

Geographic: Greenville, Winterville, Ayden-Grifton and surrounding townships. Convenient travel is left up to the discretion of the parent. We encourage parental involvement; therefore we have only sent marketable material to nearby townships allowing ease for these relationships.

Demographic:

Age: Those with school-age children from Kindergarten to offered grade levels (currently seventh grade)

Sex: Male and Female

Race: We do not discriminate on the basis of color or socio-economic status

Income Level: Our school requires tuition. Financial aid is available.

## 5. Marketing Plan Objectives

### Section Objective

This section defines and describes the marketing objectives the marketing plan should generate.

### Marketing Objectives:

This section requires forecasting in quantitative terms what the marketing plan can help generate. It is not solely determined by the marketing plan alone. Segment size, segment growth, and “sales” velocity are all relative to what has been determined in the strategic plan. These are basic assumptions that have been made determining the class sizes and grades that will be offered accordingly. Revenue growth is based on the increase in tuitions brought to the school. The per year tuition increases forecasted for the upcoming years have been based on the average increases of past years. With a formal marketing plan, these assumptions will be achieved or surpassed because of the deliberate exposure of CCS to the community. Up until this document, the marketing has been limited to special event advertising.

The quantifying factors include:

Image: A unique combination of classical and Christian education.

Awareness: Top-of-the-mind awareness. We seek to establish community involvement along with brotherly love and the commitment to serve.

Recognition: We offer a wholesome, loving environment for building a child’s character while teaching them to be self thinkers.

## 6. Marketing Plan Strategy

### 6.1. Section Objective

This section describes which marketing mix will be formed in order to realize the business and marketing objectives. This strategy covers the four P’s: product, price, promotion, and place.

### 6.2. Target Customer

What is the main reason the “customer” will “buy” what CCS has to offer? Our customer will want to serve Christ through education. The education we offer is a unique combination of classical and Christian schooling. The Greater-Greenville area has no other classical school available.

### 6.3. Product Positioning

Mission Statement: CCS cultivates wisdom and virtue in its community by nourishing souls on Truth, Goodness, and Beauty by the means of the Seven Liberal Arts in the context of a Christian worldview.

Philosophy of Education: Summer, 2006

### 6.4. Product

Christ Covenant is not a product per se but an option for a child’s education. Our “product” cultivates wisdom and virtue in its community by nourishing souls on Truth, Goodness, and Beauty by the means of the Seven Liberal Arts in the context of a Christian worldview. CCS is the only school East of Raleigh using this distinctive learning style.

### 6.5. Price

It is our goal to afford quality private education. We do however, need to be realistic that the tuition covers only a small percentage of operational expenses and it subsidized by periodic fundraisers.

<b>BASED ON YEAR 2005-2006</b>				
Name	Tuition	Registration Fee	Supplies Fee	Total Cost
Parrott Academy	K \$5500	\$200 (one-time enrollment fee)	\$300	\$6000
	1-6 \$6700			\$6700
	7-12 \$7800			\$7800
Oakwood	\$7800	\$150 (\$1200 re-enroll every year, Goes toward tuition)	\$0	\$7950
St. Peter's Catholic School	\$4300	\$100 Tech. Fee \$350 (re-enrollment fee is the same)	\$0	\$4750
Christ Covenant School	K \$2508	\$250 (re-enrollment fee is \$100)	\$0	\$2758
	1-8 \$4055			\$4305
	9-10 \$4300			\$4550
Trinity Christian School	K-5 \$2775	\$175 (enrollment fee is \$150)	average is \$200 depends on class	K-5 \$3150
	6-12 \$2975			6-12 \$3350
Greenville Christian Academy	K \$2430	\$175 (re-enrollment fee is \$125) \$150 Fee due June 1 <sup>st</sup> (Insurance, computer, transportation, etc.)	K \$150	K\$2905
	1-6 \$3390		1-6 \$200	1-6 \$3915
	7-12 \$3630		7-9 \$250	7-12 \$4205
			10-12 (varies)	

#### 6.6. Promotion

The goal is not to submerge the newspaper with costly advertising for special events. It is our experience that these ads don't generate public involvement. The creation of a multi-functional document will help generate the proper exposure during the highlighted times of the year when special exposure is required as well as general exposure during times when we there isn't a scheduled event.

Incentives- N/A

Advertising (through exposure) - Using the general section in Daily Reflector communicating notable in-house events ie. Practicum, Operation Christmas Child and Grandparent's Day. We will take advantage of all of the opportunities for no cost advertising. Open-House advertising will be discussed.

Events- Gala, Show Window, Auction, Golf Tournament; These events typically receive newspaper ads, public service announcements, and flyers. We are attempting to implement the "Exposure" brochure to replace the costly newspaper ads.

Public Relations: A calendar of events listing advertising opportunities will be given to Bethany Bradsher, public relations officer. She will list or announce time sensitive material using the media she feels best suited for the event. It is our goal to advertise fundraisers and other special events afforded by the budget first. These events are necessary to raise awareness of CCS thus increasing the probability of new tuition for the school. A secondary goal is to maintain constant exposure in our community by sharing our other events during the times when there is no other scheduled special events on the calendar.

6.7. Place

This is our distribution channels to entice prospective families to visit CCS.

Market Segmentation:

1. Geographic- Winterville, Greenville, Ayden-Grifton, Grimesland
2. Demographic- age, race, sex, income level
3. Behavioral-Christian families with an expectation of education excellence

6.8. Growth Strategy

This section is based on diversification and development. An official report to the community will be developed to share the vision and the events of CCS. This document will be available to current and prospective families.

6.9. Competitive Landscape

For those families in the area seeking private and independent Christian education will not choose Oakwood or Parrott Academy as an option for their children. These options are strictly for those seeking a private education only. For those seeking a distinctively unique option that grounds children in knowledge on the foundation of God’s truth will find a perfect fit in CCS.

7. Marketing Action Plan

7.1. Section Objective

This section describes the tasks and activities that will be done in support of the marketing strategy.

7.2. Marketing Action Plan (Supports Marketing Strategy)

- Define- Refer to Appendix VI
- List
- Describe Tasks
- Resources and budget research
- Promotional activities
- Advertisements
- Online marketing (internet, email, web)
- Direct mail
- Specific Objectives that are sought

We must track the activity of the school. We must compare the number of prospective parent interviews versus the number of new registered families. We also shall assume the activity that travels through the doors are brought there because of the marketing strategy. The comparisons will begin the school year 2006-2007. The baseline for comparison will be 2005-2006 school year statistics. Phone logs will also be used to gather data.

8. Marketing Plan Budget DEADLINE FOR BUDGET REQUESTS OCT. /NOV.

Section Objective

This section lists the funds and resources allocated in support of the plans various activities. Kelly Brown will assist in filling in the budget numbers for advertising the special events.

8.2. Unified Marketing Budget and timetable from a yearly perspective

<b>Special Event:</b>	<b>Date:</b>	<b>Cost:</b>
Fundraising Gala	11-14-06	
Auction	4-20-07	

Golf Tournament	5-21-07	
Show Window	12-05-07	
<b>Special Publications:</b>		
Exposure Brochure		\$40/hr
Stationery Design		\$350
Fax Cover Sheet/Header Image		\$50
Logo Redesign		\$200

## 9. Supporting Data

### Section Objective

This section provides data in support of claims, assertions, assumptions and statements made throughout this document.

#### 9.2. Assumptions

The only assumptions made while composing this first draft of this plan is that all articles contained in this document are baselines. All activity must be tracked and used for future comparisons.

#### 9.3. Research Information

Based on the statistical data from CCS and tracking information from the admissions and special events director. The resources have also been from researching similar marketing agendas like those from Pitt Community College. This helps to gain perspective of non-profit organizations attempting to gain future tuition and financial support. The assumptions have been taken from the compilation of information in the strategic plan.