**NLSA**

Evidence-Based Self-Study Report

for Lutheran Elementary Schools

*Revised February 2016*

**PART 1:**

Information and Instructions Related

to the Self-Study Process

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***Please note that Part 1 of the Self-Study is NOT required to be submitted to the visitation team, District Accreditation Commission, or National Accreditation Commission. Part 2 of the Self-Study is the “working document” and IS required to be submitted.***

**History**

National Lutheran School Accreditation (NLSA) grew out of a strong desire on the part of The Lutheran Church—Missouri Synod’s School Ministry to help Lutheran schools accomplish their stated mission and improve. Under the direction of Dr. Carl Moser, standards for Lutheran schools were developed and a national system of accreditation for LCMS schools was established. In 1986, the accreditation process was proposed for adoption by the Synod’s Board for Parish Services, which responded to the project by authorizing and approving National Lutheran School Accreditation. NLSA became a process designed to help Lutheran schools improve based on compliance with national standards according to their own unique missions.

In August 1999, the National Accreditation Commission approved a new method of accreditation for schools accredited by NLSA entering their second or third phase of accreditation. The Ongoing Improvement Process reflected on compliance with standards but emphasized the school’s future through the development of a detailed School Improvement Plan. The plan was established as the result of an extensive needs-assessment process. The Ongoing Improvement Process called upon the school to demonstrate its continued compliance with NLSA standards. In addition, goals established in the School Improvement Plan charted a course for intentional improvement.

In 2003, NLSA took steps to better serve early childhood centers with accreditation. Working in cooperation with the LCMS Pacific Southwest District’s Early Childhood Commission, NLSA identified an accreditation process designed specifically for early childhood centers that was appropriate, relevant, and challenging. The process had served early childhood centers in the Pacific Southwest District for many years. The new process includes standards appropriate for programs serving young children from birth through second grade.

In 2011, NLSA undertook significant consolidation, a rewriting and editing process related to its standards and Self-Study processes. It consolidated standard expectations previously identified in eleven areas into seven standard areas evaluated by rubrics established in indicators of success. The new standards recognize new state requirements related to teaching and learning and better integrate technology expectations within the learning environment. These changes challenge Lutheran schools to better meet the needs of the children they serve.

NLSA is a fluid organization. Since 1986, it has continually reviewed its standards and processes. Changes have been adopted to assure that NSLA continues to serve schools effectively and help them improve.

**Mission, Purpose, Vision, and Values**

**Mission**

NLSA encourages and recognizes schools that provide quality, Christian education and engage in continuous improvement.

**Purpose**

* Help all Lutheran schools improve.
* Help all Lutheran schools evaluate themselves based on their unique purposes.
* Assure a level of quality for accredited Lutheran schools based on national standards.
* Give appropriate recognition to those schools that complete the process successfully.

**Vision**

The Great Commission of our Lord Jesus Christ, “Go and make disciples,” includes ministering to children. He also encourages, “Let the children come to Me.” Lutheran schools serve children and families by providing God-pleasing, quality learning experiences, adult-child relationships, and nurturing environments.

National Lutheran School Accreditation (NLSA) provides a service that empowers our schools to develop and improve high-quality, Christ-centered education through a voluntary process.

**Values**

* Lutheran Culture
* Educational Excellence
* Continuing Improvement
* Innovation

**Introduction**

**Seven Accreditation Standards for Lutheran Schools**

1. **Purpose** — The school is purpose-driven.
2. **Relationships** — The school demonstrates its Christian mission through relationships.
	1. School and Congregation
	2. School and Community
	3. School Climate
3. **Leadership** — The school is governed and administered following written policy.
	1. Governance
	2. Administration
4. **Professional Personnel** — A qualified and competent staff serves the school.
5. **Teaching and Learning** — The school’s Christ-centered curriculum, instructional design and assessment practices ensure teacher effectiveness and engaged student learning.
6. **Student Services** — The school plans for and provides resources and activities that extend beyond standard classroom instruction.
7. **Facilities** — Buildings, grounds, and equipment provide a safe and healthy environment that serves to enhance student learning.

**These standards are based on three assumptions:**

1. Lutheran school educators believe that a high-quality educational program is required of our schools in order for them to be good stewards of the blessings given by Almighty God.
2. Lutheran school administrators willingly cooperate with governmental agencies unless such cooperation inhibits the free sharing of the Gospel.
3. Those who own and operate Lutheran schools strive to meet and, where possible, exceed all local, state, regional and federal guidelines for public schools.

Accreditation through NLSA is a whole-school evaluation and improvement process. All programs and levels of a school may be evaluated using the NLSA process. However, in some cases, schools of multiple levels may be better served by using two or more separate NLSA processes simultaneously. When this is deemed necessary by the school and approved by the District Accreditation Commission, schools may submit separate applications for different processes and complete them simultaneously. Application forms should be submitted together, at the same time, with a letter of explanation for the national office. Only one application fee is required when a single school chooses to use more than one process simultaneously.

**The Self-Study Process**

**Faculty Involvement**

Since faculty members have a unique perspective and a deep understanding of the school, they must be significantly involved with all aspects of the Self-Study process. They should be involved in the decision to become accredited, fully informed of the process and its requirements, intensely invested and involved throughout the Self-Study process, and aware of and supportive of the general finding of the Self-Study report.

**Self-Study Steering Committee**

After the decision has been made to seek National Lutheran School Accreditation, five to eight people, representing various members of the school community, should be appointed as a steering committee. The steering committee’s primary task is to plan, guide and coordinate all things related to the Self-Study process. Its responsibilities include appointing necessary subcommittees, preparing the Self-Study report, reviewing the report of the visiting team and making final recommendations for continued improvement. It is suggested that steering committee and subcommittee membership include parents, teachers, administrator, pastor, other church staff members and governing authority members. (See the Administrator’s Manual for more information.)

**The Self-Study Report Process**

Begin by securing the Required Evidence and evaluating your school’s compliance with Required Indicators of Success. These are the items that must be present in order for your school to be accredited in good standing. If you mark “no” for any required indicator, it is necessary to develop the required items before proceeding or correct the deficiency before moving forward with the process.

Then move into a careful analysis of your school’s status using the General Indicators of Success. The general indicators have been specifically designed for each section and are written not only for the purpose of clarifying and explaining, but also to stimulate thought, reflection and self-evaluation by each subcommittee.

The more significant the practices and their impact related to the accomplishment of the indicator, the higher the rating. After gathering evidence and citing practices and their results, the subcommittee should arrive at a consensus about the correct rubric rating for each indicator of success.

A definition for the “operational” rating (3) has been assigned to each general indicator. The job of the subcommittee is to assemble the evidence and practices to lead your group to an overall rating that agrees with the actual condition that is found in your school. In order to be compliant with the standard, there is an expectation that a school will average “operational” (3) for all of the general indicators of success assigned to each standard. General Indicators of Success ranked as “emerging” (2) or “not evident” (1) must be addressed in a well-developed school improvement plan that will be implemented over the course of a school’s assigned accreditation cycle.

The expectation for an “operational” rating is clearly defined for each General Indicator of Success. If a school exceeds the stated expectations and its practices and evidence are powerful and replicable, the school may rate the General Indicator of Success as “highly functional” (4). A “4” rating indicates that a school performs exceptionally well and exceeds expectations in this area.

If a school does not meet the “operational” definition in one or more areas, an “emerging” rating (2) or “not evident” rating (1) would be appropriate. “Emerging” ratings and “not evident” ratings are items that require action and must be targeted in the School Action Plan.

Following the subcommittee’s careful analysis, a school should then complete the Summary and Response Actions. This area allows a school to review its findings, school’s strengths, and areas that must be improved. Any areas needing improvement should be targeted with specific actions, assignments and target dates to meet the identified deficiencies. A school’s suggestions related to its assigned standard area will be considered by the steering committee and included as part of the School Action Plan.

The required comprehensive nature of this report is designed to stimulate thought and to assist in a thorough Self-Study and self-improvement process. It is also designed to give enough evidence to the visiting team and NLSA officials to determine whether or not your school is worthy of accreditation through NLSA. The term of accreditation is five years.

**The Self-Study Report**

The Self-Study Report Form is to be used as a tool for self-evaluation and overall school improvement. Each of the seven standards are to be addressed and considered independently, but with an emphasis that all will be guided and directed by the school’s purpose and in that way will be integrated. For each section, the report has the following items:

**Respond to the Following Questions**

Narrative responses are to be written for all of the questions at the beginning of each standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of the students. This also allows the school to indicate any nuances that are unique to the school’s learning environment.

**Required Evidence**

Required evidence must be attached to the Self-Study document and will be used by the subcommittee to arrive at its conclusion related to each general indicator.

**Potential Evidence**

Potential evidentiary documents provide support as the subcommittee determines the rating for each general indicator. The list included provides suggestions, but is not all-inclusive. Schools should review the list of potential evidence and determine those present at the school. Additional evidence not listed in the potential listing may be presented. Ratings are based on the actual condition related to the evidence and practices in place at the school. Evidence, or the lack thereof, will assist the subcommittee in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but should be available for the visiting team to review.

**Potential Practices**

Like potential evidences, potential practices are collected to show how the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines at the school. Schools should identify the practices in place. Practices listed provide suggestions, but this is not an all-inclusive list. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. The combination of evidence and practices provides the support needed to arrive at an indicator rating.

**Required Indicators of Success**

Required indicators must be answered “yes” and supported by evidence and comments in order for the school to be accredited in good standing.

**General Indicators of Success**

General indicators of success help the school quantify its compliance with the required standard. Quantify your school’s compliance by evaluating the criterion defined below. Provide specific evidence and/or practices for each indicator that led to your rating selection. Please write a response under the “Comments” section on all indicators.

**Highly Functional (4) — This is an area of outstanding strength of the school.** It not only meets ALL of the benchmarks related to the general indicator, but is supported by extensive documentation and/or observable practices that exceed expectations related to this indicator. This indicator establishes practices for other Lutheran schools to consider. The Visiting Team will verify that these practices and/or documentation exceed the Operational (3) level.

**Operational (3) — This is the expected rating for a strong Lutheran school.** ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

**Emerging (2) — Improvement is required in this area.** If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school, but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

**Not Evident (1) — There is observable conflict or deficiency with this indicator at the school.**  Less than the majority of the expected benchmarks are not met or addressed with sufficient practices, evidence, or documentation. This rating shall result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

The committee will arrive at a rating after careful consideration and discussion. Written comments should be provided explaining the rating given to each indicator.

**Summary and Response Actions**

Summary and response actions related to the school’s strengths and items needing improvement are to be provided. Subcommittees carry on the primary work of evaluating the school’s compliance with the assigned standard through a thoughtful and purposeful evaluation of each of the general indicators of success. Based on any general indicator ratings of “1” or “2”, the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as “3”.

**Requirements Related to the Self-Study Process**

**Indicators and Evidence**

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard** | **Required** **Evidence** | **Required****Indicators** | **General****Indicators** |
| **1** | 1 | 2 | 4 |
| **2A** | 0 | 1 | 2 |
| **2B** | 1 | 1 | 4 |
| **2C** | 1 | 1 | 4 |
| **3A** | 1 | 3 | 5 |
| **3B** | 1 | 1 | 5 |
| **4** | 2 | 1 | 4 |
| **5** | 4 | 2 | 6 |
| **6** | 2 | 1 | 4 |
| **7** | 1 | 2 | 3 |
| **TOTAL** | **14** | **15** | **41** |

**Required Evidence or Documentation**

|  |  |
| --- | --- |
| **Standard** | **Required Evidence or Documentation** |
| **1** | * The written purpose/philosophy/mission statement
 |
| **2A** | * No evidence or documentation required
 |
| **2B** | * Nondiscrimination policy
 |
| **2C** | * School discipline code
 |
| **3B** | * Governing board handbook or policy manual, including policies relating to roles of board, administrator, and pastor
 |
| **3B** | * The administrator’s job description
 |
| **4** | * The school’s staff development plan
* Nondiscriminatory salary and benefits scale
 |
| **5** | * Written curriculum for every grade level for religion, mathematics, science, reading, language arts, social studies, art, music, physical education, and any other subject taught (Early childhood centers need not segment learner outcomes into specific subject areas)
* A current schedule for each classroom, indicating clearly which subjects (activities) are taught at which times
* A chart illustrating what percentage of each school week is allocated to each subject (activity) at each level, including a comparison with state guidelines
* An analysis of the results of standardized tests administered for each grade level for the past three years, including a description on how this information is used to evaluate and improve student learning
 |
| **6** | * Enrollment/admission policy
* Crisis emergency plan
 |
| **7** | * School floor plan
 |

**Required Indicators**

**1:01\*** The school’s written purpose embraces a Lutheran identity that is rooted in Holy Scripture and is committed to faith formation, academic excellence, and Christian service.

**1:02\*** School leadership and staff members understand and accept the purpose of the school.

**2A:01\*** The school is operated by one or more congregations of The Lutheran Church—Missouri Synod or maintains an active RSO status with the Synod.

**2B:01\*** A statement of nondiscrimination is evident in school-printed materials and assures that students are admitted without regard to race, color, or national origin.

**2C:01\*** The climate of the school flows from and supports the school’s purpose.

**3A:01\*** The operating organization designates the governing authority and has written policies clearly defining lines of authority, responsibilities, and/or limitations of the governing authority.

**3A:02\*** The operating organization has written policies clearly defining governing authority membership.

**3A:03\*** The governing authority establishes written policies or administrative limitations that empower the administration in operating the school.

**3B:01\*** The administrator demonstrates a personal Christian faith, a commitment to Lutheran education, and a dedication to the teaching ministry of the governing authority.

**4:01\*** All school personnel express and demonstrate agreement with the stated school purpose.

**5:01\*** The teaching of the Christian faith is recognized as the major purpose of the school, is allotted appropriate time in the daily schedule and is integrated intentionally throughout the curriculum and instruction.

**5:02\*** The written curriculum has been developed and is being implemented for religion, mathematics, science, reading, language arts, social studies, art, music, physical education, and any other subject taught by the school. (Early childhood centers need not segment learning outcomes into specific subject areas.)

**6:01\*** Services offered by the school meet or exceed federal, state, and local requirements.

**7:01\*** Facilities are well maintained and free from hazards, providing a safe and productive learning environment.

**7:02\*** Facilities conform fully to all applicable laws, including health, safety, and building codes.

**Identification of Powerful Practices**

Practices associated with general Indicators that have been rated as “highly functional” (4) by the school have the potential for identification as a *Powerful Practice* if the practice has been transformational and is replicable.

NLSA seeks to identify and share unique practices that set a school apart and make it a highly respected educational institution in its community. *Powerful Practices* have been carefully researched, collaboratively established, and dynamically affect student learning and/or ministry opportunities in a Lutheran school. These practices have the potential for replication in other Lutheran schools.

A school *Powerful Practice* is much more than an expectation that quantifies standard compliance. It innovates and exceeds accreditation expectations. It is a calculated risk that has resulted in significant reward for the students. Therefore, it is a desirable condition that has ramifications for our schools in the LCMS school alliance.

**Constructing the School Action Plan**

The final element of the school Self-Study process is the construction of the School Action Plan. Accreditation is an ongoing process that does not end with the team visit. Evaluation is a stimulating force that leads to school improvement for the benefit of its students and community. Accreditation requires that schools will identify strengths and concerns related to every standard area. The strengths should be celebrated. Areas of concerns will need to be considered and addressed strategically. As a result of the findings of the school during its Self-Study process and recommendations of the visiting team, the school will establish and implement a blueprint for ongoing improvement. That blueprint is known as the School Action Plan.

A preliminary School Action Plan is developed as the concluding process of the school’s Self-Study. This plan must address every area of concern (“emerging” [2] and “not evident” [1].) Each concern must be noted and addressed. “Operational” [3] indicators may also be addressed in the preliminary School Action Plan. The preliminary School Action Plan must be attached to the Self-Study document.

After the school receives the visiting team report, it will be required to amend its preliminary School Action Plan to include additional concerns that were identified by the visiting team. The final School Action Plan must be submitted to the District and National Commission on the year of the accreditation visit. A school that links an accreditation process with an intentional School Action Plan and continually uses it to better serve its students is a school on a pathway to success.

The format below is the required format for the Annual Report. As such, schools are encouraged to use the format printed below to develop the School Action Plan.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard & Indicator Number** | **Self-Study Concerns & Strategies** | **Target School Year** | **Responsible Party** | **Action Taken** | **School Year Addressed** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**NLSA**

Evidence-Based Self-Study Report

for Lutheran Elementary Schools

*Revised February 2016*

**PART 2:**

The Self-Study Document

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***Please note that Part 1 of the Self-Study is NOT required to be submitted to the visitation team, District Accreditation Commission, or National Accreditation Commission. Part 2 of the Self-Study is the “working document” and IS required to be submitted.***

**General Information about the School**

1. **School**

 Name: Address:

 City, State, Zip Code:

 Phone:

 Email:

1. **Congregation(s)** *(List all operating congregations. Use a separate sheet, if necessary.)*

 Name, Complete Address:

 Name, Complete Address:

 Name, Complete Address:

1. **School Administrator(s)**
2. **Pastor(s)**
3. **List Agencies Currently Accrediting Your School**
4. **Attach a list of all steering and subcommittee members, indicating whether they are teachers, parents, etc.**
5. **Attach a copy of all forms of your most recent LCMS Early Childhood Center and School Statistical Report.**

**COMMUNITY INFORMATION**

1. Write a brief history of the school.
2. Describe the community surrounding the school.
3. List other significant information or factors that affect your school, its population, and environment.

**SCHOOL ENROLLMENT INFORMATION**

1. What is the total current school enrollment?
2. Review your responses on the statistics report to the number of students per grade, number of special education students, students’ church membership and students’ race. Then, discuss any features of your current enrollment that reveal significant or unusual information.
3. How many children attend the supporting congregation(s)?

 **Age Number of Children**

 0 \_\_\_\_\_

 1 \_\_\_\_\_

 2 \_\_\_\_\_

 3 \_\_\_\_\_

 4 \_\_\_\_\_

 5 \_\_\_\_\_

 6 \_\_\_\_\_

 7 \_\_\_\_\_

 8 \_\_\_\_\_

 9 \_\_\_\_\_

 10 \_\_\_\_\_

 11 \_\_\_\_\_

 12 \_\_\_\_\_

 13 \_\_\_\_\_

 14 \_\_\_\_\_

  **TOTAL: \_\_\_\_\_\_\_\_**

4. List the projected enrollment for each of the next five years and your basis for these projections.

5. Comment on the maximum number of children eligible to be enrolled considering space limitations. Discuss any significant or unusual features about this information.

**STAFF INFORMATION**

**Teachers and Administrators**

*(Please complete a separate page(s) of information for EACH teacher.)*

1. **Faculty Member:**
2. **Academic degrees held:**

 Degree Institution

1. **Academic credit and continuing education units earned over the last four years:**

 Course Institution Graduate hours College degrees

1. **Teaching or school administration experience:**

 Location School name Dates

1. **Current participation in congregational activities:**

 Responsibility Participation

1. **Current membership in professional organizations and current teaching licenses held:**

 Organizations Certificates

**Support Staff (secretary, bus driver, child care, etc.)**

*(Please complete one sheet for ALL support staff.)*

Name Function Hours per week Years at school

**INFORMATION ABOUT SUPPLEMENTAL SERVICES**

Describe the nature and use of each service received from an outside agency. Include curriculum aids, materials for instruction (e.g., library materials, courses of study, audio-visual aids), testing and guidance services, health services, services relative to school attendance, transportation and custodial services.

**SURVEYS FOR SCHOOL CONSTITUENTS**

NLSA has developed survey questions that are correlated with the seven standard areas and should be used at the beginning of a Self-Study process. Survey questions have been developed for the following groups:

* Parents
* Teachers
* Students in Grades 1-3
* Students in Grades 4-8

A school may load the questions into an online/electronic instrument of choice and administer them to the groups as part of the needs-assessment process. Additional questions may be added to the survey, but NLSA survey questions may not be removed. Reflections of survey results should be prepared, in summary, from each area.

Summarize your survey information.

**Standard 1:** Purpose

The school is purpose-driven.

**Overview**

The purpose/philosophy/mission statement serves as the basis for forming school goals, learner outcomes and actions plans, as well as determining a direction for all activities of the school. Throughout the Self-Study process, every area of the school program is evaluated in order to determine if each aligns with the stated purpose.

The purpose section is critical to evaluating each of the sections involved with the Self-Study. Since the purpose establishes who we are, where we have been and what we are to become, it is critical that the Self-Study process begins with a thorough examination of Section 1.

In the interest of clarity related to the accreditation process, the word “purpose” may be used interchangeably with “mission” and “philosophy.”

**Required Responses**

Narrative responses are to be written for all of the questions at the beginning of each standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of the students. This also allows the school to indicate any nuances that are unique to the school’s learning environment.

1. How was the school’s purpose developed?
2. Describe how the school’s purpose aligns with its supporting congregation’s purpose.
3. Describe the process that was last used to review, clarify and renew the school’s purpose.
4. How does the school demonstrate its unique Lutheran identity through its alignment with vision, values and actions?
5. Describe how the school’s purpose is reflected in the teaching/learning environment in every classroom.
6. Describe the process used to inform new employees about the school’s purpose and the appropriate engagement employees are expected and encouraged to model.

**Required Evidence**

Required evidence must be attached to the Self-Study document and will be used by the subcommittee to arrive at its conclusion related to each general indicator.

 Written purpose/philosophy/mission statement

**Potential Evidence**

Potential evidentiary documents provide support as the subcommittee determines the rating for each general indicator. The list included provides suggestions, but is not all-inclusive. Schools should review the list of potential evidence and determine those present at the school. Additional evidence not listed in the potential listing may be presented. Ratings are based on the actual condition related to the evidence and practices in place at the school. Evidence, or the lack thereof, will assist the subcommittee in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but should be available for the visiting team to review.

* School learning objectives align with philosophy/mission.
* School publications and handbooks provide evidence of Lutheran identity.
* Promotional materials give evidence of Lutheran identity.
* School evangelism plan is written.
* Written school policies align with philosophy/mission.
* School website provides evidence of Lutheran identity.
* Appropriate seasonal decorations are displayed.
* Christian symbols are appropriately and prominently displayed through the school.

**Potential Practices**

Like potential evidences, potential practices are collected to show how the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines at the school. Schools should identify the practices in place. Practices listed provide suggestions, but this is not an all-inclusive list. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. The combination of evidence and practices provides the support needed to arrive at an indicator rating.

* Teachers recognize and verbalize that the teaching of the faith is the main purpose of the school. It is allocated with appropriate classroom time in the daily schedule and integrated throughout the curriculum.
* The school attempts to attain and retain a positive Christian image through its public relations and publications.
* The sponsoring congregation(s) provide(s) spiritual support for the school and its students.
* The school encourages students to participate in the congregational life of their parish.
* Pastors and teachers who are members of the supporting congregations demonstrate support for one another and each other’s ministries.
* Teachers and staff members seek to be instruments of the Holy Spirit in helping students develop and grow in their relationship with Jesus Christ.
* The school cooperates with district and national offices of The Lutheran Church—Missouri Synod.
* The school effectively implements a plan for evangelism of un-churched or marginally churched children and their families attending the school.
* The Lutheran school’s policies, programs and life within the school emanate from the example and teachings of Jesus Christ and demonstrate the proper understanding of Law and Gospel.
* The school conducts weekly worship (chapel) experiences intentionally designed to consciously and systematically strengthen the Christian faith of all members of the school community.

**Required Indicators of Success**

Required indicators must be answered “yes” and supported by evidence and comments in order for the school to be accredited in good standing.

**1:01\* YES / NO The school’s written purpose embraces a Lutheran identity that is rooted in Holy Scripture and is committed to faith formation, academic excellence and Christian service.**

Identify and list supporting Evidence or Practices:

Comments:

**1:02\* YES / NO School leadership and staff members understand and accept the purpose of the school.**

Identify and list supporting Evidence or Practices:

Comments:

**General Indicators of Success**

General indicators of success help the school quantify its compliance with the required standard. Quantify your school’s compliance by evaluating the criterion defined below. Provide specific evidence and/or practices for each indicator that led to your rating selection. Please write a response under the “Comments” section on all indicators.

**Highly Functional (4) — This is an area of outstanding strength of the school.** It not only meets ALL of the benchmarks related to the general indicator, but is supported by extensive documentation and/or observable practices that exceed expectations related to this indicator. This indicator establishes practices for other Lutheran schools to consider. The Visiting Team will verify that these practices and/or documentation exceed the Operational (3) level.

**Operational (3) — This is the expected rating for a strong Lutheran school.** ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

**Emerging (2) — Improvement is required in this area.** If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school, but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

**Not Evident (1) — There is observable conflict or deficiency with this indicator at the school.**  Less than the majority of the expected benchmarks are not met or addressed with sufficient practices, evidence, or documentation. This rating shall result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

Written comments should be provided explaining the rating given to each indicator.

**1:03: School leadership (administration and governing board) uses the mission statement as the foundation and reference for all planning.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 The school’s purpose was developed in accordance with governance policy.

 The school’s purpose is engaged, aligned and enacted with its vision, values, school goals, learner outcomes and student activities.

 The school’s mission statement supports and aligns with the congregational mission statement.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**1:04: School leadership (administration and board) regularly assembles school constituencies (including but not limited to faculty, staff, parents, students, congregational stakeholders) to review, clarify and renew the school’s stated purpose.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 The school’s purpose is communicated effectively to staff, students, and stakeholders.

 The school regularly evaluates and reviews the alignment of purpose, vision, values, school goals, learner outcomes, and student activities.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**1:05: The school’s purpose is displayed and reflected in school activities and in the teaching/learning environment in classrooms.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 The school’s purpose is displayed in each classroom and in the hallways.

 The school’s purpose is readily seen on the school’s website.

 The school’s purpose is included in written communications distributed to families, such as the PTL handbook and promotional materials that are supplied to prospective families.

 School events, curriculum and discipline are prioritized according to the school’s mission statement and purpose and promote a positive teaching/learning environment.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**1:06: New employees are informed about the school’s purpose and its appropriate engagement.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 New employees are given an orientation packet and have an orientation meeting with the principal.

 New employees utilize mentors to assist them in learning about the school’s purpose and how to carry it out.

 School’s purpose is outlined in the job description for each employee.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**Summary and Response Actions**

Summary and response actions related to the school’s strengths and items needing improvement are to be provided. Subcommittees carry on the primary work of evaluating the school’s compliance with the assigned standard through a thoughtful and purposeful evaluation of each of the general indicators of success. Based on any general indicator ratings of “1” or “2”, the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as “3”.

1. Are the Required Indicators of Success met?
2. Based on evidence, what are the strengths of the school related to Standard 1?
3. Based on evidence, what are the challenges of the school related to Standard 1? All areas identified as “emerging” [1] or “not evident” [2] must be addressed in the School Action Plan.
4. What is the school’s average rating for all General Indicators of Success for Standard 1, rounded to the nearest tenth?

**Standard 2:** Relationships

The school demonstrates its purpose through relationships.

*Note: Section 2 is divided into three categories: school and congregation, school and community, and school climate. There will be introductory comments and necessary responses for each of the three sections. Some Lutheran schools operate outside of a highly developed relationship with a single congregation or group of congregations. In that case, the school and congregation section does not apply.*

**Section 2A:** School and Congregation

**Overview**

The Lutheran school has a special relationship with its operating congregation(s). The school concerns itself with the ministry of the whole church in order to fulfill its purpose as a Lutheran school. To do this, the school seeks opportunities to enhance relationships with the local congregation(s), its district and the national church body.

**Respond to the following questions.**

Narrative responses are to be written for all of the questions at the beginning of each standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of the students. This also allows the school to indicate any nuances that are unique to the school’s learning environment.

1. Describe the relationship between the school and its congregation(s).
2. Describe how pastors from the sponsoring congregation(s) are involved at the school.
3. In what ways are students involved in the life of the (sponsoring) congregation(s)?
4. How are parents of new students introduced and assimilated into the life of the congregation(s)?
5. Describe the way that the school helps its congregation achieve its mission.
6. Describe the relationship of the school with its LCMS district and national offices.
7. How are the school’s called workers engaged with their districts in required conferences and workshops and through voluntary efforts?
8. How does the school support synodical missions?

**Potential Evidence**

Potential evidentiary documents provide support as the subcommittee determines the rating for each general indicator. The list included provides suggestions, but is not all-inclusive. Schools should review the list of potential evidence and determine those present at the school. Additional evidence not listed in the potential listing may be presented. Ratings are based on the actual condition related to the evidence and practices in place at the school. Evidence, or the lack thereof, will assist the subcommittee in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but should be available for the visiting team to review.

* School and church calendars
* Church and school websites
* Church bulletins and newsletters
* Minutes from congregational meetings emphasizing church-school relationship
* List of teachers’ involvement in worship, Bible studies, governance, service projects and social activities of the sponsoring congregation(s)
* Summary of students’ church attendance statistics
* Summary of climate survey results
* Faculty handbook stresses church-school relationship
* Written school evangelism plan

**Potential Practices**

Like potential evidences, potential practices are collected to show how the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines at the school. Schools should identify the practices in place. Practices listed provide suggestions, but this is not an all-inclusive list. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. The combination of evidence and practices provides the support needed to arrive at an indicator rating.

* School choirs sing at worship services.
* Students serve as acolytes, greeters and/or readers during services.
* Pastor teaches classes at the school.
* Pastor relates well, offering services to school families who do not belong to the sponsoring congregation.
* Teachers regularly worship and actively participate in activities of the sponsoring congregation.
* Teachers participate in district-sponsored conferences and events.
* LEIFs (Lutheran Educator Information Forms) are completed and regularly updated by commissioned teachers.
* Required reporting materials are submitted to district and national bodies on time and completed with quality.

**Required Indicator of Success**

Required indicators must be answered “yes” and supported by evidence and comments in order for the school to be accredited in good standing.

**2A:01\* YES / NO The school is operated by one or more of the congregations of The Lutheran Church—Missouri Synod or maintains an active RSO status with the Synod.**

Identify and list supporting Evidence or Practices:

Comments:

**General Indicators of Success**

General indicators of success help the school quantify its compliance with the required standard. Quantify your school’s compliance by evaluating the criterion defined below. Provide specific evidence and/or practices for each indicator that led to your rating selection. Please write a response under the “Comments” section on all indicators.

**Highly Functional (4) — This is an area of outstanding strength of the school.** It not only meets ALL of the benchmarks related to the general indicator, but is supported by extensive documentation and/or observable practices that exceed expectations related to this indicator. This indicator establishes practices for other Lutheran schools to consider. The Visiting Team will verify that these practices and/or documentation exceed the Operational (3) level.

**Operational (3) — This is the expected rating for a strong Lutheran school.** ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

**Emerging (2) — Improvement is required in this area.** If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school, but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

**Not Evident (1) — There is observable conflict or deficiency with this indicator at the school.**  Less than the majority of the expected benchmarks are not met or addressed with sufficient practices, evidence, or documentation. This rating shall result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

Written comments should be provided explaining the rating given to each indicator.

**2A:02: The school is an extension of the ministry of its sponsoring congregation(s). Church and school work together effectively to accomplish goals related to a well-defined purpose.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 The pastor is acknowledged as the spiritual leader of the whole congregation, including the school.

 The pastor demonstrates that he is the spiritual leader of the school and congregation.

 The congregation provides spiritual support for the school and its students.

 Pastor(s) and school staff regularly demonstrate support for each other’s ministry.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**2A:03: The school concerns itself with the ministry of the whole church and seeks opportunities to support and enhance relationships with its congregation, its district and the national church body.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 Students participate regularly in congregational life through planned activities available and coordinated with the congregation.

 School staff are actively involved in worship and congregational life in their parish.

 The school and congregation plan and work together on behalf of families who do not have an identified church home or who do not attend church regularly.

 The school supports the Synod’s missions.

 Called teachers participate in required district conferences and events.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**Summary and Response Actions**

Summary and response actions related to the school’s strengths and items needing improvement are to be provided. Subcommittees carry on the primary work of evaluating the school’s compliance with the assigned standard through a thoughtful and purposeful evaluation of each of the general indicators of success. Based on any general indicator ratings of “1” or “2”, the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as “3”.

1. Are the Required Indicators of Success met for Standard 2A?
2. Based on evidence, what are the strengths of the school related to Standard 2A?
3. Based on evidence, what are the challenges of the school related to Standard 2A? All areas identified as “emerging” [1] or “not evident” [2] must be addressed in the School Action Plan.
4. What is the school’s average rating for all General Indicators of Success for Standard 2A, rounded to the nearest tenth?

**Standard 2B:** School and Community

**Overview**

The Lutheran school seeks to serve the community (the area in which the school is located) by enlisting and involving community participation. The school must be sensitive to local and state requirements and culture if it is to effectively relate to its community.

**Respond to the following questions**

Narrative responses are to be written for all of the questions at the beginning of each standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of the students. This also allows the school to indicate any nuances that are unique to the school’s learning environment.

1. How does your school’s demographic profile reflect the demographic profile of your surrounding community?
2. Describe the school’s program of public relations to your community.
3. List and describe the things your school has done to relate to and serve your community.
4. Describe your school’s relationship with the local public schools.
5. List and describe ways faculty members are involved in community events.

**Required Evidence**

Required evidence must be attached to the Self-Study document and will be used by the subcommittee to arrive at its conclusion related to each general indicator.

 Written nondiscrimination statement

**Potential Evidence**

Potential evidentiary documents provide support as the subcommittee determines the rating for each general indicator. The list included provides suggestions, but is not all-inclusive. Schools should review the list of potential evidence and determine those present at the school. Additional evidence not listed in the potential listing may be presented. Ratings are based on the actual condition related to the evidence and practices in place at the school. Evidence, or the lack thereof, will assist the subcommittee in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but should be available for the visiting team to review.

* A sampling of public relations materials
* School enrollment policy
* List of parent education programs
* Constitution, bylaws, organizational and/or flow chart of parent support groups
* Parent and student handbooks
* Guidelines for preparing school volunteers
* Calendar and schedule of building use
* List of class field trips to community resource centers
* School newsletter articles describing community-service projects
* Parent climate survey results
* Demographic study

**Potential Practices**

Like potential evidences, potential practices are collected to show how the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines at the school. Schools should identify the practices in place. Practices listed provide suggestions, but this is not an all-inclusive list. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. The combination of evidence and practices provides the support needed to arrive at an indicator rating.

* The school is known and respected in its community.
* Parents are active participants, volunteering and supporting the school in a variety of ways.
* Faculty members are actively engaged in community-service activities.
* Students are recognized for their community involvement.

**Required Indicator of Success**

Required indicators must be answered “yes” and supported by evidence and comments in order for the school to be accredited in good standing.

**2B:01\* YES / NO A statement of nondiscrimination is evident in school-printed materials and assures that students are admitted without regard to race, color or national origin.**

Identify and list supporting Evidence or Practices:

Comments:

**General Indicators of Success**

General indicators of success help the school quantify its compliance with the required standard. Quantify your school’s compliance by evaluating the criterion defined below. Provide specific evidence and/or practices for each indicator that led to your rating selection. Please write a response under the “Comments” section on all indicators.

**Highly Functional (4) — This is an area of outstanding strength of the school.** It not only meets ALL of the benchmarks related to the general indicator, but is supported by extensive documentation and/or observable practices that exceed expectations related to this indicator. This indicator establishes practices for other Lutheran schools to consider. The Visiting Team will verify that these practices and/or documentation exceed the Operational (3) level.

**Operational (3) — This is the expected rating for a strong Lutheran school.** ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

**Emerging (2) — Improvement is required in this area.** If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school, but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

**Not Evident (1) — There is observable conflict or deficiency with this indicator at the school.**  Less than the majority of the expected benchmarks are not met or addressed with sufficient practices, evidence, or documentation. This rating shall result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

Written comments should be provided explaining the rating given to each indicator.

**2B:02: The school’s student population reflects the ethnic, racial and economic diversity of the community in which it is located.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 The school studies the community demographics and compares the information to the demographics of the student body.

 The school embraces and celebrates the demographic diversity of the students its serves and the surrounding community.

 The school has developed ways to enroll students from the community who do not have the economic resources to support tuition-driven enrollment.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**2B:03: The school promotes and encourages the involvement of its teachers and students in community activities.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 The school seeks ways to involve its students and teachers in service to their community.

 Staff members are encouraged and provided with opportunities planned by the school and its congregation to participate in community activities and service organizations.

 Staff members are engaged in community service.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**2B:04: The school has an active parent-teacher organization and/or other parent support groups.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 The school sponsors educational opportunities for parents and provides a wide variety of parenting resources.

 Support groups (i.e., PTL, Booster Club, prayer support groups) contribute to the overall good of the school and congregation to support and maintain the school’s mission and goals.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**2B:05: The school is known, respected and maintains a positive perception in its community.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 The school is known and respected in its community.

 The school regularly and frequently shares information with its constituents.

 Good relationships exist with the local public schools.

 School facilities are available, when practical, for use by appropriate community groups and activities.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**Summary and Response Actions**

Summary and response actions related to the school’s strengths and items needing improvement are to be provided. Subcommittees carry on the primary work of evaluating the school’s compliance with the assigned standard through a thoughtful and purposeful evaluation of each of the general indicators of success. Based on any general indicator ratings of “1” or “2”, the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as “3”.

1. Are the Required Indicators of Success met for Standard 2B?
2. Based on evidence, what are the strengths of the school related to Standard 2B?
3. Based on evidence, what are the challenges of the school related to Standard 2B? All areas identified as “emerging” [1] or “not evident” [2] must be addressed in the School Action Plan.
4. What is the school’s average rating for all General Indicators of Success for Standard 2B, rounded to the nearest tenth?

**Standard 2C:** School Climate

**Overview**

The Lutheran school is more than an assembly of people. It is a community of people, redeemed by God through Jesus Christ, in which all members are affirmed because of their forgiveness through Him. Christ’s love motivates us to develop an atmosphere in which each member of the community may experience his or her individuality and contribute to the community. Members of this community recognize, value, and respect the needs of others for acceptance, love, correction, approval, and attention. All activities within the school, therefore, help to design, create, and foster this climate.

**Respond to the following questions.**

Narrative responses are to be written for all of the questions at the beginning of each standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of the students. This also allows the school to indicate any nuances that are unique to the school’s learning environment.

1. Describe the climate of your school and its impact on the lives of the students you serve.
2. Describe ways that teachers support students and their families.
3. Describe ways that students relate to their teachers.
4. How are the legal rights of parents, legal caregivers, teachers and students protected?
5. Describe how the school and church work together to meet the spiritual needs of students and their families.
6. List and describe ways teachers and the school are intentional in establishing and maintaining positive relationships with school parents.
7. How do the ways that school personnel relate to one another contribute to the school’s climate?
8. Describe the school’s discipline policy and its impact on school climate.

**Required Evidence**

Required evidence must be attached to the Self-Study document and will be used by the subcommittee to arrive at its conclusion related to each general indicator.

 School discipline code

**Potential Evidence**

Potential evidentiary documents provide support as the subcommittee determines the rating for each general indicator. The list included provides suggestions, but is not all-inclusive. Schools should review the list of potential evidence and determine those present at the school. Additional evidence not listed in the potential listing may be presented. Ratings are based on the actual condition related to the evidence and practices in place at the school. Evidence, or the lack thereof, will assist the subcommittee in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but should be available for the visiting team to review.

* Parent handbooks
* Faculty handbook
* Schedule of school chapel services
* Teachers’ classroom schedules
* Parent-school climate survey results
* Appropriate Christian signage and messaging displayed throughout the school and classrooms
* Parent newsletters
* Anti-bullying policies and training

**Potential Practices**

Like potential evidences, potential practices are collected to show how the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines at the school. Schools should identify the practices in place. Practices listed provide suggestions, but this is not an all-inclusive list. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. The combination of evidence and practices provides the support needed to arrive at an indicator rating.

* All types of school relationships emanate from the example of the teachings of Jesus Christ and demonstrate the proper understanding of Law and Gospel.
* Teachers’ decision-making is centered on what is best for students.
* Weekly school chapel services are intentionally designed to consciously and systematically strengthen the Christian faith of students and members of the school community.
* Pastoral and school staff work cooperatively to meet spiritual needs of school families during times of celebration, times of crisis and day-to-day life events.
* Home visits
* Student-led conferences

**Required Indicator of Success**

Required indicators must be answered “yes” and supported by evidence and comments in order for the school to be accredited in good standing.

**2C:01\* YES / NO The climate of the school flows from and supports the school’s purpose.**

Identify and list supporting Evidence or Practices:

Comments:

**General Indicators of Success**

General indicators of success help the school quantify its compliance with the required standard. Quantify your school’s compliance by evaluating the criterion defined below. Provide specific evidence and/or practices for each indicator that led to your rating selection. Please write a response under the “Comments” section on all indicators.

**Highly Functional (4) — This is an area of outstanding strength of the school.** It not only meets ALL of the benchmarks related to the general indicator, but is supported by extensive documentation and/or observable practices that exceed expectations related to this indicator. This indicator establishes practices for other Lutheran schools to consider. The Visiting Team will verify that these practices and/or documentation exceed the Operational (3) level.

**Operational (3) — This is the expected rating for a strong Lutheran school.** ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

**Emerging (2) — Improvement is required in this area.** If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school, but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

**Not Evident (1) — There is observable conflict or deficiency with this indicator at the school.**  Less than the majority of the expected benchmarks are not met or addressed with sufficient practices, evidence, or documentation. This rating shall result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

Written comments should be provided explaining the rating given to each indicator.

**2C:02: The school’s Christ-centered ethos is visible and evident to visitors.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 Students demonstrate love for others in response to Christ’s love for them.

 Teachers’ care for student needs is prominently enacted throughout the school.

 Students worship together daily, either in each classroom or in a school wide appropriate worship experience with other students.

 Classroom environment, hallway decorations, and posted classroom projects demonstrate respect for teachers and peers.

 Student behavior is appropriate to encourage growth and to maintain the school’s chosen teaching/learning environment.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**2C:03: Teachers and staff members recognize, value, and respect the needs of students.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 Teachers demonstrate love for all students in Christ.

 Teachers attend to the individual needs of students.

 Teachers integrate faith principles throughout the day and pray with their students.

 Students are challenged to do their best.

 Students’ spiritual needs are given appropriate support by church and school.

 Law and Gospel are properly divided when discipline is administered.

 Staff demonstrates positive school spirit.

 Through the school’s discipline code, students are assisted to grow in self-control out of love for Christ.

 When desirable and practical, students are given the opportunity to participate in making school decisions.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**2C:04: School personnel model Christ’s love in their relationships with parents and guardians.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 School personnel are approachable and receptive to parental questions or concerns.

 Parents are viewed by teachers as school partners in the education process.

 Staff members understand and relate appropriately with school families.

 Parents and guardians are made to feel welcome at the school.

 The school provides opportunities for parents to be involved appropriately at the school.

 The legal rights of parents and legal guardians are protected.

 Parents are encouraged to be positive and supportive of the school.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**2C:05: Faculty and administration respect and support one another as individual, fellow members of the body of Christ.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 Faculty and administration gather for devotions regularly.

 Faculty and administration speak positively about their co-workers at the school.

 Faculty and administration demonstrate support of one another in tangible ways.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**Summary and Response Actions**

Summary and response actions related to the school’s strengths and items needing improvement are to be provided. Subcommittees carry on the primary work of evaluating the school’s compliance with the assigned standard through a thoughtful and purposeful evaluation of each of the general indicators of success. Based on any general indicator ratings of “1” or “2”, the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as “3”.

1. Are the Required Indicators of Success met for Standard 2C?
2. Based on evidence, what are the strengths of the school related to Standard 2C?
3. Based on evidence, what are the challenges of the school related to Standard 2C? All areas identified as “emerging” [1] or “not evident” [2] must be addressed in the School Action Plan.
4. What is the school’s average rating for all General Indicators of Success for Standard 2C, rounded to the nearest tenth?
5. What is the school’s overall rating for all General Indicators of Success for Standard 2, rounded to the nearest tenth?

**Section 3:** Leadership

The school is governed and administered effectively following written policy.

*Note: Leadership of the school is a major factor in the successful development, implementation and evaluation of the school. Leadership is provided by a variety of groups and people. Two primary leadership components are the governing body and appointed administrator(s), although some schools may function effectively without a school board.*

**Section 3A:** Governance

**Overview**

As the policy-making agency for the school, it is vital that the governing authority understands its role and function, operates efficiently and keeps accurate records. The governing authority empowers school leadership to maintain day-to-day autonomy and provide a high-quality, Christ-centered education for students.

**Respond to the following questions.**

Narrative responses are to be written for all of the questions at the beginning of each standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of the students. This also allows the school to indicate any nuances that are unique to the school’s learning environment.

1. Describe the governing authority, indicating its membership, responsibilities, and meeting times.
2. How are members of the governing authority and its officers selected?
3. How are governing authority policies and minutes obtained for observation?
4. How are the school’s community and operating congregation(s) informed about the governing board’s policies, decisions, and plans?
5. Describe actions that have been taken in the past three years by the board for the benefit of students and their families.
6. Explain the process is used for systematic planning?

**Potential Evidence**

Potential evidentiary documents provide support as the subcommittee determines the rating for each general indicator. The list included provides suggestions, but is not all-inclusive. Schools should review the list of potential evidence and determine those present at the school. Additional evidence not listed in the potential listing may be presented. Ratings are based on the actual condition related to the evidence and practices in place at the school. Evidence, or the lack thereof, will assist the subcommittee in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but should be available for the visiting team to review.

* Governing authority policy, procedures and practices
* Agendas and minutes from meetings
* NLSA School Improvement Plan
* Strategic plan
* Survey results regarding functions of the governing board
* Anecdotal stakeholder input and feedback
* School handbook
* Teachers handbook
* Communications to stakeholders about policy decisions
* Governing body policies on roles and responsibilities, relationships, conflict of interest, etc.
* Three-year financial plan
* Policies and procedures related to financial aid
* Itemized school budget and auxiliary organization budgets
* Copy of grievance process
* Copy of last audit

**Potential Practices**

Like potential evidences, potential practices are collected to show how the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines at the school. Schools should identify the practices in place. Practices listed provide suggestions, but this is not an all-inclusive list. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. The combination of evidence and practices provides the support needed to arrive at an indicator rating.

* Examples of decisions aligned with the school’s statement of purpose
* Policies and practices that clearly and directly support the school’s purpose
* The governing board has developed a process to evaluate its decisions and actions
* Policies that delineate distinction between roles of board, administrator and pastor
* Board retreats
* Board training
* Leadership succession planning
* Example of any present grievance resolution

**Required Evidence**

 Governing board handbook or policy manual including policies relating to roles of board, administrator, and pastor

**Required Indicators of Success**

Required indicators must be answered “yes” and supported by evidence and comments in order for the school to be accredited in good standing.

**3A:01\* YES / NO The operating organization designates the governing authority and has written policies clearly defining lines of authority, responsibilities and/or limitations of the governing authority.**

Identify and list supporting Evidence or Practices:

Comments:

**3A:02\* YES / NO The operating organization has written policies clearly defining governing authority membership.**

Identify and list supporting Evidence or Practices:

Comments:

**3A:03\* YES / NO The governing authority establishes written policies or administrative limitation that empower the administration in operating the school.**

Identify and list supporting Evidence or Practices:

Comments:

**General Indicators of Success**

General indicators of success help the school quantify its compliance with the required standard. Quantify your school’s compliance by evaluating the criterion defined below. Provide specific evidence and/or practices for each indicator that led to your rating selection. Please write a response under the “Comments” section on all indicators.

**Highly Functional (4) — This is an area of outstanding strength of the school.** It not only meets ALL of the benchmarks related to the general indicator, but is supported by extensive documentation and/or observable practices that exceed expectations related to this indicator. This indicator establishes practices for other Lutheran schools to consider. The Visiting Team will verify that these practices and/or documentation exceed the Operational (3) level.

**Operational (3) — This is the expected rating for a strong Lutheran school.** ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

**Emerging (2) — Improvement is required in this area.** If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school, but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

**Not Evident (1) — There is observable conflict or deficiency with this indicator at the school.**  Less than the majority of the expected benchmarks are not met or addressed with sufficient practices, evidence, or documentation. This rating shall result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

Written comments should be provided explaining the rating given to each indicator.

**3A:04\* YES / NO The governing authority is organized around written policy and understands and operates within its role and function.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 The governing authority provides for grievance and due process resolution procedures.

 The governing authority meets regularly and has clearly defined policies regarding open attendance at meetings and executive sessions.

 The governing authority has established process policies that set forth the style and rules by which the governing authority will complete its tasks and processes.

 Governance policies are determined at official meetings and recorded in the minutes, including appropriate updates and changes to policy.

 Minutes are recorded for each meeting and circulated to all members.

 Governing authority policies are collected into a policy manual, separate from the minutes.

 The governing authority makes appropriate reports to the operating organization(s).

 Neither the governing authority nor its individual members involve themselves in the day-to-day operations of the school.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**3A:05: Governing authority policy supports effective personnel.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 Written policy delineates roles and responsibilities of the board.

 Comprehensive job responsibilities and/or limitations are in place for the administrator.

 The governing authority evaluates the head administrator annually based on the job description.

 The governing authority receives reports from the administrator at each meeting.

 The governing authority has written policies or position descriptions clearly delineating relationships between the head administrator and pastor(s).

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**3A:06: Governing authority members meet prescribed qualifications and are trained regarding roles and responsibilities.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 Written policies define qualifications for board members.

 Governing body members are required to participate in professional development regarding roles and responsibilities of the governing body and its individual members.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**3A:07: The governing authority establishes and employs systematic planning for school improvement.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 The governing authority has a process in place for evaluating the effectiveness of the school that includes a needs-assessment process integral to school wide systematic planning.

 Long-range goals or desired outcomes are developed from this planning process.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**3A:08: The governing authority provides strong financial leadership for the school.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 The governing board establishes policies that provide for sound budget planning and fiscal operations.

 The governing board approves the budget (including annual tuition and fees) for the school or has developed policies to empower individuals with that responsibility.

 The governing board accepts, reviews, and devises strategies to react to concerns expressed in the annual financial audit.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**Summary and Response Actions**

Summary and response actions related to the school’s strengths and items needing improvement are to be provided. Subcommittees carry on the primary work of evaluating the school’s compliance with the assigned standard through a thoughtful and purposeful evaluation of each of the general indicators of success. Based on any general indicator ratings of “1” or “2”, the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as “3”.

1. Are the Required Indicators of Success met for Standard 3A?
2. Based on evidence, what are the strengths of the school related to Standard 3A?
3. Based on evidence, what are the challenges of the school related to Standard 3A? All areas identified as “emerging” [1] or “not evident” [2] must be addressed in the School Action Plan.
4. What is the school’s average rating for all General Indicators of Success for Standard 3A, rounded to the nearest tenth?

**Section 3B:** Administration

**Overview**

Quality Lutheran schools function at a high level, in large part, as a result of exceptional leadership performance. Our schools thrive when administrators are equipped and empowered to lead with vision. Successful Lutheran administrators continually strive to accomplish the school’s purpose with students and families. The administrator leads the team to meet or exceed the organization’s expected outcomes.

An effective school leader must possess exceptional abilities in data analysis, staff motivation, and public communication. An effective school leader must assure that marketing and public relations are effectively being accomplished. Above all else, a clear commitment to sharing the Gospel message and maintaining a proper respect of the calling is paramount.

**Respond to the following questions.**

Narrative responses are to be written for all of the questions at the beginning of each standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of the students. This also allows the school to indicate any nuances that are unique to the school’s learning environment.

1. Describe how the daily activities of the school are administered.
2. Describe the qualifications that are required for the school administrator(s).
3. In what ways does school administration use leadership skills in the congregation, community, and professional organizations?
4. Describe how the administrator is involved with the fiscal management of the school.
5. List and describe ways the administrator is engaged, involved in educational activities of the whole congregation, and publicly demonstrates his or her saving faith in Christ Jesus.
6. Share examples of collaboration and shared leadership.
7. Describe how the administrator leads by example with personal and professional development.
8. Describe the process of instructional supervision in place at the school. How is it related to professional development and improved student learning?
9. Describe ways that the administrator is present and relates appropriately with students, families, and staff.
10. How are the school’s administrators engaged with their districts in required conferences and workshops?

**Required Evidence**

Required evidence must be attached to the Self-Study document and will be used by the subcommittee to arrive at its conclusion related to each general indicator.

 Administrator’s job description

**Potential Evidence**

Potential evidentiary documents provide support as the subcommittee determines the rating for each general indicator. The list included provides suggestions, but is not all-inclusive. Schools should review the list of potential evidence and determine those present at the school. Additional evidence not listed in the potential listing may be presented. Ratings are based on the actual condition related to the evidence and practices in place at the school. Evidence, or the lack thereof, will assist the subcommittee in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but should be available for the visiting team to review.

* Job-specific criteria
* Meeting agendas and minutes
* Supervision and evaluation documents
* School wide professional development plans and schedules
* Representative supervision and evaluation reports
* Minutes of meetings with stakeholders
* Survey responses
* Innovations or changes in methodology that positively impacted student learning
* Innovations or changes in methodology that positively enhanced ministry opportunities
* Copies of auxiliary organizations’ budgets, where applicable
* Copy of the three-year financial plan with enrollment projections and associated rationale

**Potential Practices**

Like potential evidences, potential practices are collected to show how the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines at the school. Schools should identify the practices in place. Practices listed provide suggestions, but this is not an all-inclusive list. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. The combination of evidence and practices provides the support needed to arrive at an indicator rating.

* The school administrator demonstrates a desire through actions for appropriate professional credentials and continuing professional growth (e.g. membership in professional organizations, books and periodicals read, workshops attended, coaching and/or mentoring relationships).
* The teacher supervision program is aligned with staff development activities and results in enhanced student learning.
* The school administrator is actively engaged in the life of the sponsoring congregation(s).
* The school administrator is actively engaged in preparing and administering the school budget.
* The administrator relates appropriately with students, families, and teachers.

**Required Indicator of Success**

Required indicators must be answered “yes” and supported by evidence and comments in order for the school to be accredited in good standing.

**3B:01\* YES / NO The administrator demonstrates a personal Christian faith, a commitment to Lutheran education and a dedication to the teaching ministry of the governing authority.**

Identify and list supporting Evidence or Practices:

Comments:

**General Indicators of Success**

General indicators of success help the school quantify its compliance with the required standard. Quantify your school’s compliance by evaluating the criterion defined below. Provide specific evidence and/or practices for each indicator that led to your rating selection. Please write a response under the “Comments” section on all indicators.

**Highly Functional (4) — This is an area of outstanding strength of the school.** It not only meets ALL of the benchmarks related to the general indicator, but is supported by extensive documentation and/or observable practices that exceed expectations related to this indicator. This indicator establishes practices for other Lutheran schools to consider. The Visiting Team will verify that these practices and/or documentation exceed the Operational (3) level.

**Operational (3) — This is the expected rating for a strong Lutheran school.** ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

**Emerging (2) — Improvement is required in this area.** If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school, but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

**Not Evident (1) — There is observable conflict or deficiency with this indicator at the school.**  Less than the majority of the expected benchmarks are not met or addressed with sufficient practices, evidence, or documentation. This rating shall result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

Written comments should be provided explaining the rating given to each indicator.

**3B:02: The administrator meets qualifications required for the position.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 The principal is an LCMS Lutheran, on the roster or eligible for roster status.

 The administrator holds active membership in the congregation supporting the school and is regular in Church attendance and Bible study.

 The administrator holds current, appropriate state certification or is actively working toward obtaining required certification.

 The administrator has a master’s degree in education, with no fewer than 12 semester hours in administration or supervision, or is actively working toward such a degree. (The administrator of an early childhood center has a bachelor’s degree, with no fewer than 18 semester hours in early childhood education, or is actively working toward accomplishing this requirement.)

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**3B:03: The administrator is provided adequate support to complete required tasks.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level

 Release time is provided for administrative duties for the school’s primary administrator.

 The school administrator is released from teaching duties for at least one fourth of each day for every 50 students enrolled. (If administrative duties are shared, then released time should be shared.)

 Secretarial assistance is available for school purposes for at least one-fourth of each school day for every 50 students enrolled.

 In a school with more than 200 students, an individual has been designated as assistant administrator with associated administrative duties.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**3B:04: The administrator is an effective communicator.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 The administrator communicates frequently and regularly with pastor(s) and teachers individually and collectively.

 The administrator communicates effectively and frequently with families and students of all ages.

 A wide variety of venues both personal (one-to-one) and public are regularly used to facilitate effective communication.

 The administrator regularly spends a significant percentage of time listening, observing, and speaking with parents, students, and teachers.

 The administrator effectively communicates and works together with local public school officials.

 The administrator compiles such policies, procedures or practices as appropriate for effective communication to the various school communities into student and/or parent handbooks/manuals.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**3B:05: The administrator is engaged in the process of developing and managing the budget.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level

 The administrator is involved in developing and managing the budget, including expenditures.

 The administrator has overall responsibility to assure that the budget is managed responsibly, using generally accepted bookkeeping procedures and safeguards.

 The administrator provides leadership in securing funds and resources, which may include individual, private, corporate, and/or governmental sources.

 Funds provided by auxiliary organizations are allocated according to governing board policy and in consultation with the school administrator and regularly audited.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**3B:06: The administrator is committed to personal development and the development of the staff members.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level

 The administrator provides spiritual leadership for the school community and in the congregation(s) through word and example.

 The administrator is a member of professional organizations.

 The administrator provides leadership in curriculum development, staff development, congregational service, public relations, student evaluation, and other school-related activities.

 Levels of responsibility and accountability are clearly defined. The administrator provides leadership for implementation of current educational technology, including necessary staff development and training.

 The administrator engages in an ongoing program of professional staff supervision.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**Summary and Response Actions**

Summary and response actions related to the school’s strengths and items needing improvement are to be provided. Subcommittees carry on the primary work of evaluating the school’s compliance with the assigned standard through a thoughtful and purposeful evaluation of each of the general indicators of success. Based on any general indicator ratings of “1” or “2”, the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as “3”.

1. Are the Required Indicators of Success met for Standard 3B?
2. Based on evidence, what are the strengths of the school related to Standard 3B?
3. Based on evidence, what are the challenges of the school related to Standard 3B? All areas identified as “emerging” [1] or “not evident” [2] must be addressed in the School Action Plan.
4. What is the school’s average rating for all General Indicators of Success for Standard 3B, rounded to the nearest tenth?
5. What is the school’s overall rating for all General Indicators of Success for Standard 3, rounded to the nearest tenth?

**Standard 4:** Professional Personnel

A qualified and competent staff serves the school.

**Overview**

Maintaining a qualified and competent staff is an essential quality related to an accredited Lutheran school. The performance of the instructional, administrative and auxiliary personnel, functioning as a unit, should reflect the stated philosophy and objectives of the school.

**Respond to the following questions.**

Narrative responses are to be written for all of the questions at the beginning of each standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of the students. This also allows the school to indicate any nuances that are unique to the school’s learning environment.

1. State the educational requirements and/or credentials for your professional personnel.
2. What is the current student-teacher ratio?
3. Describe the staff development process in place to help teachers learn and grow professionally.
4. Describe the content and frequency of staff meetings and evaluate their effectiveness.
5. Describe ways in which teachers demonstrate their personal relationship with Jesus Christ and their dedication to the Lutheran teaching profession.
6. Describe the entire induction process, including background checks for staff members.
7. Describe the ways teachers and staff members are equipped in current instructional technology.
8. How are non-Rostered teachers informed of the teachings and doctrine of the Lutheran Church -Missouri Synod?

**Required Evidence**

Required evidence must be attached to the Self-Study document and will be used by the subcommittee to arrive at its conclusion related to each general indicator.

 School’s staff development plan

 Nondiscriminatory salary and benefits scale

**Potential Evidence**

Potential evidentiary documents provide support as the subcommittee determines the rating for each general indicator. The list included provides suggestions, but is not all-inclusive. Schools should review the list of potential evidence and determine those present at the school. Additional evidence not listed in the potential listing may be presented. Ratings are based on the actual condition related to the evidence and practices in place at the school. Evidence, or the lack thereof, will assist the subcommittee in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but should be available for the visiting team to review.

* Faculty handbook
* Job descriptions for all non-administrative school positions
* Teacher portfolios
* Professional personnel files related to teacher qualifications and competency
* List of teachers’ professional organization memberships
* Policy and procedures on preparing volunteers
* Policies related to support staff
* Current salary and benefits scale
* Qualification and training of school volunteers
* New teacher induction guidelines
* Survey results

**Potential Practices**

Like potential evidences, potential practices are collected to show how the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines at the school. Schools should identify the practices in place. Practices listed provide suggestions, but this is not an all-inclusive list. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. The combination of evidence and practices provides the support needed to arrive at an indicator rating.

* Peer-to-peer observations
* Teacher visits and observations to other schools
* Participation in accreditation work
* Effective vetting, preparation and support for new teachers
* Teacher home visits

**Required Indicator of Success**

Required indicators must be answered “yes” and supported by evidence and comments in order for the school to be accredited in good standing.

**4:01\* YES / NO All school personnel express and demonstrate agreement with the stated school purpose.**

Identify and list supporting Evidence or Practices:

Comments:

**General Indicators of Success**

General indicators of success help the school quantify its compliance with the required standard. Quantify your school’s compliance by evaluating the criterion defined below. Provide specific evidence and/or practices for each indicator that led to your rating selection. Please write a response under the “Comments” section on all indicators.

**Highly Functional (4) — This is an area of outstanding strength of the school.** It not only meets ALL of the benchmarks related to the general indicator, but is supported by extensive documentation and/or observable practices that exceed expectations related to this indicator. This indicator establishes practices for other Lutheran schools to consider. The Visiting Team will verify that these practices and/or documentation exceed the Operational (3) level.

**Operational (3) — This is the expected rating for a strong Lutheran school.** ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

**Emerging (2) — Improvement is required in this area.** If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school, but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

**Not Evident (1) — There is observable conflict or deficiency with this indicator at the school.**  Less than the majority of the expected benchmarks are not met or addressed with sufficient practices, evidence, or documentation. This rating shall result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

Written comments should be provided explaining the rating given to each indicator.

**4:02: Christ-centered teachers have qualities and qualifications necessary for success in their defined areas of service.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 All teachers demonstrate a personal relationship with Jesus Christ and a dedication to teaching in the Lutheran school.

 Full-time faculty members are on the roster of the Synod, eligible to be on the roster of the Synod, or are actively enrolled in the colloquy program.

 Teachers have been prepared and vetted following prescribed federal and state mandates for background checks and training.

 Teachers have been prepared and vetted following prescribed federal and state mandates for background checks and training.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**4:03: Teachers are informed of, and subsequently evaluated and supported in the continuing pursuit of professional growth and development.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 Programs for teacher supervision/evaluation/growth have been adopted and are implemented by the administrator.

 Teachers engage in professional development, including spiritual development, and are accountable for implementation that supports student learning.

 Teachers attend workshops, conferences, seminars and training appropriate to their position and discipline.

 LCMS rostered teachers are provided opportunities to attend LCMS events.

 Teachers hold membership in professional organizations.

 The school provides opportunity, training and support so that teachers may effectively and appropriately engage technology in classroom instruction.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**4:04: Teachers and support staff are empowered and equipped to effectively accomplish their assigned task.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 New teachers receive thorough orientation and are supported with experienced, assigned teaching mentors.

 Teachers demonstrate and continuously improve knowledge and skills necessary for effective instruction and modeling of Christ-centered values.

 Policies related to teachers and support staff are established and practiced.

 The average student-professional personnel ratio is appropriate for the age and level of the students and ensures optimal student growth.

 The number of staff is adequate to provide effective instruction and supervision for students at all school activities.

 The nondiscriminatory salary and benefits scale has been adopted and implemented for all personnel.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

 **4:05: Employees and volunteers serving in support roles have the qualifications and training necessary for success in their defined area of service.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 Support staff (e.g., teacher assistants, student teachers, nurse) meets state requirements for their specific assignments.

 Appropriate policies related to support staff are established and practiced.

 Adequate training for support staff is provided.

 Appropriate policies and training for volunteers are in place.

 Staff members understand and relate appropriately with students and their families.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**Summary and Response Actions**

Summary and response actions related to the school’s strengths and items needing improvement are to be provided. Subcommittees carry on the primary work of evaluating the school’s compliance with the assigned standard through a thoughtful and purposeful evaluation of each of the general indicators of success. Based on any general indicator ratings of “1” or “2”, the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as “3”.

1. Are the Required Indicators of Success met for Standard 4?
2. Based on evidence, what are the strengths of the school related to Standard 4?
3. Based on evidence, what are the challenges of the school related to Standard 4? All areas identified as “emerging” [1] or “not evident” [2] must be addressed in the School Action Plan.
4. What is the school’s average rating for all General Indicators of Success for Standard 4, rounded to the nearest tenth?

**Standard 5:** Teaching and Learning

The school’s curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.

**Overview**

Learning expectations for schools are profoundly different today than even a decade ago. Schools must be institutions of creativity, imagination, and innovation. Key to success is the investment of time, thought, energy, and resources toward desired educational outcomes.

Student learning requires the integration of well-developed curriculum and instructional design supported by intentional and ongoing assessment. When teaching, learning, and assessment are correctly aligned and students are engaged, learning results. In this way, Lutheran schools accomplish one of their primary objectives.

**Respond to the following questions.**

Narrative responses are to be written for all of the questions at the beginning of each standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of the students. This also allows the school to indicate any nuances that are unique to the school’s learning environment.

1. Indicate resources used in the construction of your curriculum (e.g. state mandates, Common Core curriculum, local public school curriculum, “Integrating the Faith,” standardized test objectives and results analysis, etc.)
2. Describe the curriculum changes implemented in your school during the past three years and the impact of these changes related to student learning.
3. Describe the predominant teaching methods most often used by teachers in your classrooms.
4. Describe how teachers communicate and collaborate in order to ensure continuity and student success.
5. How does your school accommodate students with unique differences and learning potential?
6. Describe the process of recording and reporting learner progress to parents and/or caregivers.
7. Describe the 21st Century methodology in place at your school and elaborate on how it impacts student learning (e.g. global awareness, financial and entrepreneurial literacy, civic literacy, health literacy, environmental literacy, etc.)
8. Describe which instructional materials, other than textbooks, are used regularly by teachers and students.
9. How are students provided with access to resource materials that enhance learning?
10. How do teachers use instructional materials to communicate their Christian faith?
11. Describe how the school provides for access to the Internet.

**Required Evidence**

Required evidence must be attached to the Self-Study document and will be used by the subcommittee to arrive at its conclusion related to each general indicator.

 Written curriculum for every grade level for religion, mathematics, science, reading, language arts, social studies, art, music, physical education, and any other subject taught (Early childhood centers need not segment learner outcomes into specific subject areas)

 A current schedule for each classroom, indicating clearly which subjects (activities) are taught at which times

 A chart illustrating what percentage of each school week is allocated to each subject (activity) at each level, including a comparison this with state guidelines

 An analysis of the results of standardized tests administered for each grade level for the past three years, including a description on how this information is used to evaluate and improve student learning

**Potential Evidence**

Potential evidentiary documents provide support as the subcommittee determines the rating for each general indicator. The list included provides suggestions, but is not all-inclusive. Schools should review the list of potential evidence and determine those present at the school. Additional evidence not listed in the potential listing may be presented. Ratings are based on the actual condition related to the evidence and practices in place at the school. Evidence, or the lack thereof, will assist the subcommittee in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but should be available for the visiting team to review.

* Descriptions and schedules of mentoring, coaching, and induction programs
* Examples of classroom learning expectations and standards of performance
* Examples of assessments that promoted modification of instruction
* Examples of cross-curricular projects and interdisciplinary instruction
* Peer coaching guidelines and procedures
* Supervision and evaluation procedures
* Curriculum maps
* Curriculum scope and sequence
* Administrative classroom observation protocols and logs
* Examples of improvements to instructional practices resulting from the evaluation process
* Teacher evaluation criteria
* Student work demonstrating the application of knowledge
* Interdisciplinary projects
* Authentic assessments
* Agenda items addressing strategies
* Report cards
* Curriculum writing process
* Lesson plans aligned to curriculum
* Graduate follow-up surveys
* Ethical-use policy for use of technology, equipment, and software
* Inventory list of instructional hardware and equipment used by both teachers and students
* List of classroom and library reference materials
* The school’s short-range and long-range technology plans, including the review schedule and procedures for review of the plans

**Potential Practices**

Like potential evidences, potential practices are collected to show how the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines at the school. Schools should identify the practices in place. Practices listed provide suggestions, but this is not an all-inclusive list. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. The combination of evidence and practices provides the support needed to arrive at an indicator rating.

* Examples of teachers using technology as an instructional resource
* Examples of student use of technology as a learning tool
* Peer or mentoring opportunities and interactions
* Recognition of teachers with regards to practice
* Examples of improvement to content and instructional practice resulting from collaboration
* Student-led conferencing
* Analysis of test score data

**Required Indicators of Success**

Required indicators must be answered “yes” and supported by evidence and comments in order for the school to be accredited in good standing.

**5:01\* YES / NO The teaching of the Christian faith is recognized as the major purpose of the school, is allotted appropriate time in the daily schedule and is integrated intentionally throughout the curriculum and instruction.**

Identify and list supporting Evidence or Practices:

Comments:

**5:02\* YES / NO The written curriculum has been developed and is being implemented for religion, mathematics, science, reading, language arts, social studies, art, music, physical education, and any other subject taught by the school. (Early childhood centers need not segment learning outcomes into specific subject areas.)**

Identify and list supporting Evidence or Practices:

Comments:

**General Indicators of Success**

General indicators of success help the school quantify its compliance with the required standard. Quantify your school’s compliance by evaluating the criterion defined below. Provide specific evidence and/or practices for each indicator that led to your rating selection. Please write a response under the “Comments” section on all indicators.

**Highly Functional (4) — This is an area of outstanding strength of the school.** It not only meets ALL of the benchmarks related to the general indicator, but is supported by extensive documentation and/or observable practices that exceed expectations related to this indicator. This indicator establishes practices for other Lutheran schools to consider. The Visiting Team will verify that these practices and/or documentation exceed the Operational (3) level.

**Operational (3) — This is the expected rating for a strong Lutheran school.** ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

**Emerging (2) — Improvement is required in this area.** If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school, but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

**Not Evident (1) — There is observable conflict or deficiency with this indicator at the school.**  Less than the majority of the expected benchmarks are not met or addressed with sufficient practices, evidence, or documentation. This rating shall result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

Written comments should be provided explaining the rating given to each indicator.

**5:03: The school community builds and maintains a vision, direction, and focus for student learning.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 The school prepares students for the next level of education and life.

 The school aligns its goals, curriculum and measures to those of the next level so that students can make the transitions successfully.

 The school quantifies, tracks, and publicly celebrates student success.

 School leaders monitor and support the improvement of instructional practices used by teachers to ensure student success.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**5:04: The school’s Christ-centered, written curriculum provides challenging learning experiences and ensures that students have sufficient opportunities to develop life skills, critical thinking skills, and applied learning.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 The curriculum is aligned with delineated standards.

 The curriculum is documented, assessed, monitored, and challenges all students.

 The curriculum reflects research, best practices, and high standards in education, and it is designed to ensure that every student receives Christ-centered, rigorous, and sequential academic preparation.

 The curriculum is aligned to LCMS teachings.

 The curriculum ensures that students have the opportunity to pursue their God-given talents and passions.

 The curriculum is used as an opportunity to proclaim the Gospel.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**5:05: Teachers use a wide variety of instructional strategies that engage students and ensure mastery of learning expectations.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 Teachers implement classroom instructional strategies that provide students with the knowledge, creativity, skills and understanding to become problem solvers, decision makers, and socially responsible global citizens.

 Classroom instruction involves a variety of strategies and settings that address diverse student needs and accommodate individual learning styles as fully as possible.

 There is evidence of active student engagement in every classroom.

 Service learning is a component of the school’s required program.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**5:06: Teachers intentionally communicate and collaborate to improve instruction and student learning.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 Teachers regularly participate in staff development activities designed to provide professional growth, improve instruction and enhance student learning.

 Teachers pursue opportunities to interact with colleagues seeking ways to improve.

 Teachers work together to share responsibility for student learning.

 Teachers regularly share content, resources, instructional techniques and management skills.

 School leaders empower teachers with time and resources that facilitate opportunities for communication and collaboration.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**5:07: Technology enhances and enriches the students’ learning environment.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 Faculty members are users, instructors and participants in the process of engaging technology with the learning process in schools.

 Faculty members obtain and integrate required technology skills personally, at the same time they are guiding student learning.

 Clear and intentional planning and protocols for technology are in place.

 Technology is integral to curriculum, instruction and assessment, and it helps teachers to personalize, enhance, and improve instruction.

 Student technology skills are sharpened and advanced through integration into the learning process.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**5:08: Curriculum, instruction and assessment are regularly monitored and adjusted systematically in response to multiple assessments of student learning and examination of professional practice.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 The school monitors, reviews, evaluates and modifies its curriculum based upon the use of school wide student data that has been generated by a wide variety of tools and surveys.

 Multiple forms of student assessment drive instructional strategies.

 Student learning is monitored, tracked, recorded and reported from the time they enroll until the time they leave.

 The school has in place a comprehensive program that tracks student success at the next level compared to their current course of study.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**Summary and Response Actions**

Summary and response actions related to the school’s strengths and items needing improvement are to be provided. Subcommittees carry on the primary work of evaluating the school’s compliance with the assigned standard through a thoughtful and purposeful evaluation of each of the general indicators of success. Based on any general indicator ratings of “1” or “2”, the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as “3”.

1. Are the Required Indicators of Success met for Standard 5?
2. Based on evidence, what are the strengths of the school related to Standard 5?
3. Based on evidence, what are the challenges of the school related to Standard 5? All areas identified as “emerging” [1] or “not evident” [2] must be addressed in the School Action Plan.
4. What is the school’s average rating for all General Indicators of Success for Standard 5, rounded to the nearest tenth?

**Standard 6:** Student Services

Student services and activities are offered to meet the needs and foster the growth of each student in a safe and healthy environment.

*Note: Section 6 is divided into four categories: Guidance and Counseling, Extracurricular Activities, Health and Safety, and Food Services. T here will be introductory comments and necessary responses required for each of the four sections.*

**Overview**

Lutheran schools provide student services that support and enrich the educational experience of each student. Some of these services in this section are required by state or federal mandate. The school may choose to provide others in an effort to promote the training of the whole child. It is important that these programs are run efficiently and enhance the overall image of the school in its community.

**Respond to the following questions.**

Narrative responses are to be written for all of the questions at the beginning of each standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of the students. This also allows the school to indicate any nuances that are unique to the school’s learning environment.

1. Describe your school’s admission procedures for students.
2. Describe the counseling services that are available to students and their parents.
3. What orientation strategies are used to ensure a satisfactory bridge between home and school at the entrance of each new student?
4. What strategies are in place to ensure a satisfactory student transition to the next level of schooling?
5. List and describe any extracurricular activities sponsored by your school.
6. Describe ways students demonstrate their faith through student activities.
7. How are staff and volunteers prepared for supervising students during activities?
8. Describe any school-sponsored before or after-school care programs.
9. Describe any child-care services that are part of, or affiliated with, the school.
10. How are child-care personnel selected, trained, and equipped?
11. Describe and list the dates and times of drills for possible emergencies in the past year.
12. How have your teachers been trained to ensure the safety and protection of their students and to handle medical emergencies and crisis intervention?
13. How are student health records maintained and used?
14. Describe the food services provided.

**Required Evidence**

Required evidence must be attached to the Self-Study document and will be used by the subcommittee to arrive at its conclusion related to each general indicator.

 Enrollment/admission policy

 Crisis emergency plan

**Potential Evidence**

Potential evidentiary documents provide support as the subcommittee determines the rating for each general indicator. The list included provides suggestions, but is not all-inclusive. Schools should review the list of potential evidence and determine those present at the school. Additional evidence not listed in the potential listing may be presented. Ratings are based on the actual condition related to the evidence and practices in place at the school. Evidence, or the lack thereof, will assist the subcommittee in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but should be available for the visiting team to review.

* Policies related to student admissions
* Admissions counselor position
* Policies related to student matriculation
* Policy for preparing volunteers
* Athletic handbook
* Samples of student cumulative records
* List of counselors referred by the school
* Evidence of background checks for staff and volunteers
* List of first-aid materials
* Wellness plan
* Volunteer handbook
* Admissions counselor position

**Potential Practices**

Like potential evidences, potential practices are collected to show how the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines at the school. Schools should identify the practices in place. Practices listed provide suggestions, but this is not an all-inclusive list. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. The combination of evidence and practices provides the support needed to arrive at an indicator rating.

* The school administration or staff meets with families before enrolling students.
* Procedures for administering medicine
* Policies or procedures related to matriculation
* Teachers or supervisory personnel are actively are involved in recess supervision.
* Annual training for coaches and school volunteers
* Daily cleaning and sanitizing schedules for areas where food is served or consumed
* Safety precautions when working with special materials, tools and equipment

**Required Indicator of Success**

Required indicators must be answered “yes” and supported by evidence and comments in order for the school to be accredited in good standing.

**6:01\* YES / NO Services offered by the school meet or exceed federal, state and local requirements.**

Identify and list supporting Evidence or Practices:

Comments:

**General Indicators of Success**

General indicators of success help the school quantify its compliance with the required standard. Quantify your school’s compliance by evaluating the criterion defined below. Provide specific evidence and/or practices for each indicator that led to your rating selection. Please write a response under the “Comments” section on all indicators.

**Highly Functional (4) — This is an area of outstanding strength of the school.** It not only meets ALL of the benchmarks related to the general indicator, but is supported by extensive documentation and/or observable practices that exceed expectations related to this indicator. This indicator establishes practices for other Lutheran schools to consider. The Visiting Team will verify that these practices and/or documentation exceed the Operational (3) level.

**Operational (3) — This is the expected rating for a strong Lutheran school.** ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

**Emerging (2) — Improvement is required in this area.** If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school, but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

**Not Evident (1) — There is observable conflict or deficiency with this indicator at the school.**  Less than the majority of the expected benchmarks are not met or addressed with sufficient practices, evidence, or documentation. This rating shall result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

Written comments should be provided explaining the rating given to each indicator.

**6:02: Admission policies, guidance services, behavior-management programs, and ancillary services provide a protective framework of necessary support for students to successfully complete the school program.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 Student applicants are admitted according to established written admission criteria.

 Permanent cumulative records for each student are maintained, stored, and shared in compliance with state and federal law.

 The school administers and practices written procedures for handling students’ emotional, social, and psychological needs.

 The school has established procedures for evaluating students for promotion and/or graduation.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**6:03: Extracurricular activities provide opportunities for students to further enhance their God-given talents and abilities.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 The school provides a variety of extracurricular activities that meet the needs and interests of the students and reflect the purpose of the school.

 Extracurricular activities are carefully supervised by trained personnel.

 Those who supervise extracurricular activities accept the purpose of the school.

 Background checks have been completed, and are on file, for those who supervise extracurricular activities.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**6:04: The school enacts a wide variety of policies and procedures that ensure the safety of each student and allow the school to comply with national, state and local mandates.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 Immunization documentation, health tests and screenings conducted at the school conform completely with local and state laws.

 First-aid supplies are available and readily accessible to authorized personnel.

 Requirements for safety are conducted and recorded (i.e., fire, tornado, intruder and other drills).

 Plans have been developed and are implemented for blood-borne pathogens, asbestos, CPR training, first-aid training and the distribution of medication.

 All who have contact with students on a regular basis have had background checks.

 All who have contact with students on a regular basis have received training regarding the recognition of child abuse and the protection of children.

 The school ensures the safety and security of its students when online.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**6:05: School food services meet or exceed national and state guidelines. Care is taken to ensure cleanliness wherever food and drink is consumed.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 Care is taken to ensure cleanliness where meals or snacks are eaten.

 If food service is provided, adequate and qualified personnel are available to plan and serve a variety of well-balanced, wholesome meals in full accordance with federal guidelines.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**Summary and Response Actions**

Summary and response actions related to the school’s strengths and items needing improvement are to be provided. Subcommittees carry on the primary work of evaluating the school’s compliance with the assigned standard through a thoughtful and purposeful evaluation of each of the general indicators of success. Based on any general indicator ratings of “1” or “2”, the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as “3”.

1. Are the Required Indicators of Success met for Standard 6?
2. Based on evidence, what are the strengths of the school related to Standard 6?
3. Based on evidence, what are the challenges of the school related to Standard 6? All areas identified as “emerging” [1] or “not evident” [2] must be addressed in the School Action Plan.
4. What is the school’s average rating for all General Indicators of Success for Standard 6, rounded to the nearest tenth?

**Standard 7:** Facilities

Buildings, grounds and equipment provide a safe and healthy environment that serves to enhance student learning.

**Overview**

The Lutheran school’s physical facilities include the buildings, land, equipment, maintenance of the property and provisions for health, safety, and sanitation. The school is both a place for learning and an instrument of learning. As a place for learning, the facilities should help children grow spiritually, physically, mentally, socially, and emotionally. As an instrument used in the learning process, it should demonstrate principles of beauty, harmony, order, and utility. Its decor should point people to the God we love and serve.

**Respond to the following questions.**

Narrative responses are to be written for all of the questions at the beginning of each standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of the students. This also allows the school to indicate any nuances that are unique to the school’s learning environment.

1. Describe your property (building and grounds).
2. Describe how general maintenance and repair of the physical facilities are ensured.
3. Describe how your school ensures that it complies with laws, health and safety requirements, and building codes.
4. Describe the maintenance and cleaning schedule of your facility.
5. What is the relationship of the school administrator and faculty with the custodial staff?
6. What part of your physical plant has been changed in the last three years?
7. What long-range plans do you have for ground and site development?
8. How are students protected from outsiders before, during, and after school?

**Required Evidence**

Required evidence must be attached to the Self-Study document and will be used by the subcommittee to arrive at its conclusion related to each general indicator.

 School floor plan

**Potential Evidence**

Potential evidentiary documents provide support as the subcommittee determines the rating for each general indicator. The list included provides suggestions, but is not all-inclusive. Schools should review the list of potential evidence and determine those present at the school. Additional evidence not listed in the potential listing may be presented. Ratings are based on the actual condition related to the evidence and practices in place at the school. Evidence, or the lack thereof, will assist the subcommittee in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but should be available for the visiting team to review.

* Job descriptions for maintenance and cleaning staff, including reporting responsibilities and lines of accountability
* Long-range plan for facility improvements, additions, or expansion
* Budget line items committing financial support of ongoing maintenance and immediate facility improvements
* Inventory of instructional hardware and equipment, including technology infrastructure
* Certificates of compliance related to health and safety practices
* Cleaning schedules and custodial duties
* School lockdown plan

**Potential Practices**

Like potential evidences, potential practices are collected to show how the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines at the school. Schools should identify the practices in place. Practices listed provide suggestions, but this is not an all-inclusive list. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. The combination of evidence and practices provides the support needed to arrive at an indicator rating.

* Buildings and grounds reflect the institution’s commitment to maintaining a safe and productive learning environment for students
* Regular and routine inspections (e.g. fire marshal, health inspector, lunch room audit, emergency light log, facility walkthrough, etc.)
* Regularly scheduled maintenance
* Daily cleaning and sanitizing
* Safety inspections as required by local mandate

**Required Indicators of Success**

Required indicators must be answered “yes” and supported by evidence and comments in order for the school to be accredited in good standing.

**7:01\* YES / NO Facilities are well-maintained and free from hazards, providing a safe and productive learning environment.**

Identify and list supporting Evidence or Practices:

Comments:

**7:02\* YES / NO Facilities fully conform to all applicable laws, including health, safety, and building codes.**

Identify and list supporting Evidence or Practices:

Comments:

**General Indicators of Success**

General indicators of success help the school quantify its compliance with the required standard. Quantify your school’s compliance by evaluating the criterion defined below. Provide specific evidence and/or practices for each indicator that led to your rating selection. Please write a response under the “Comments” section on all indicators.

**Highly Functional (4) — This is an area of outstanding strength of the school.** It not only meets ALL of the benchmarks related to the general indicator, but is supported by extensive documentation and/or observable practices that exceed expectations related to this indicator. This indicator establishes practices for other Lutheran schools to consider. The Visiting Team will verify that these practices and/or documentation exceed the Operational (3) level.

**Operational (3) — This is the expected rating for a strong Lutheran school.** ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

**Emerging (2) — Improvement is required in this area.** If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school, but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

**Not Evident (1) — There is observable conflict or deficiency with this indicator at the school.**  Less than the majority of the expected benchmarks are not met or addressed with sufficient practices, evidence, or documentation. This rating shall result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

Written comments should be provided explaining the rating given to each indicator.

**7:03: Buildings, grounds and equipment are well maintained, clean, and appropriate for the age and number of students.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 The size and design of the buildings and teaching/learning areas are appropriate for the school’s programs and achievement of learner outcomes (objectives), meet state and local code requirements, and provide for special needs.

 All teaching/learning areas are properly ventilated and lighted and have adequate space for the number and size of the students.

 The buildings are cleaned daily, and the restrooms are sanitary.

 School furniture is sufficient in quantity and age appropriate.

 The school administrator(s) participates in the supervision of those who maintain the physical facilities.

 Adequate provisions exist for offices, students needing care, recreation, library/media center, and small-group instruction.

 The school facility supports and enables the integration of technology and learning.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**7:04: Physical facilities provide specific (crosses, signs, etc.) and non-specific (attractive, adequate, etc.) Christian witnesses to the community.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 The Christian flag flies alongside the American flag at that same entrance.

 Christian banners, pictures, and posters are displayed in the hallway, entryway, gymnasium, and classrooms.

 A cross is hung in a prominent place.

 An outdoor sign is continually updated with various messages of witness to the community.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**7:05: The building and grounds provide a safe school environment.**

Schools must demonstrate with documented evidence and practice that they comply with the following in order to function at the “operational” level.

 Policies and procedures are in place to maintain a safe school environment.

 The playground and athletic field have fences or other restraints to prevent students from going onto streets or adjoining property and to prevent vehicular traffic during school hours.

 The school limits access to the facility, has locked entrances, and is secure during normal school hours.

 Crossing guards, lanes, and school speed zones are provided where needed.

 A safe, carefully supervised procedure for loading and unloading students in cars, buses, and other vehicles is in effect.

**\_\_\_ Highly Functional (4) \_\_\_Operational (3) \_\_\_Emerging (2) \_\_\_Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

**Summary and Response Actions**

Summary and response actions related to the school’s strengths and items needing improvement are to be provided. Subcommittees carry on the primary work of evaluating the school’s compliance with the assigned standard through a thoughtful and purposeful evaluation of each of the general indicators of success. Based on any general indicator ratings of “1” or “2”, the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as “3”.

1. Are the Required Indicators of Success met for Standard 7?
2. Based on evidence, what are the strengths of the school related to Standard 7?
3. Based on evidence, what are the challenges of the school related to Standard 7? All areas identified as “emerging” [1] or “not evident” [2] must be addressed in the School Action Plan.
4. What is the school’s average rating for all General Indicators of Success for Standard 7, rounded to the nearest tenth?

**Identification of Powerful Practices**

Identify and explain any practices (no more than three) that may be considered *Powerful Practices*. Schools may meet all accreditation standards with any *Powerful Practices* identified.

**Preliminary School Action Plan**

A preliminary School Action Plan is developed as the concluding process of the school’s Self-Study. This plan must address every area of concern (“emerging” [2] and “not evident” [1].) Each concern must be noted and addressed. “Operational” [3] indicators may also be addressed in the preliminary School Action Plan. The preliminary School Action Plan must be attached to the Self-Study document.

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| **NLSA Preliminary School Action Plan** |
| **School Name:****School Address:****LCMS District:****Principal:****Date of Most Recent NLSA Site-visit:****Accreditation Year: Preliminary Year 1 Year 2 Year 3 Year 4 Year 5** |
| **Standard & Indicator Number** | **Self-Study Concerns & Strategies** | **Target School Year** | **Responsible Party** | **Action Taken** | **School Year Addressed** |
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