

General Information about the School

1. School

Name: [Hope Lutheran High School](#)
Address: 253 Liberty Street
City, State, Zip Code: Winona, MN 55987
Phone: (507) 474-7799
Email: office@hopelhs.org

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

Name, Complete Address: [CLICK HERE FOR Congregations](#)

3. School Administrator(s)

Mr. Rocky Sandcork

4. Pastor(s):

Rev. Bill Meilner- Silo; Rev Kevin Froelich- Redeemer; Rev Bruce Stam- Grace and Messiah;
Rev. Richard Moore- St. Martin's

5. List Agencies Currently Accrediting Your School: None

6. Attach a list of all steering and subcommittee members, indicating whether they are teachers, parents, etc. [CLICK Here for a list of committees](#)

7. Attach a copy of all forms of your most recent LCMS Early Childhood Center and School Statistical Report. [CLICK HERE](#)

COMMUNITY INFORMATION

1. Write a brief history of the school.

[CLICK HERE](#)

2. Describe the community surrounding the school. **Winona is an historic and picturesque town in southeast Minnesota. The immediate area around the school is mostly populated by blue collar workers. However, Winona is also a college town that offers a unique dynamic with professionals as well as college students. As a river town on the Mississippi, Winona provides a busy port for shipping and attendant jobs, but the river also offers a recreational and tourist draw as well. Farms surround Winona, and it is easy to get into and out of town. A few large businesses, a few being worldwide, such as Fastenal, RTP, Wincraft, Watkins, and Peerless Chain thrive in the community. The landscape is beautiful with the bluffs and Mississippi River Valley. We are fortunate to have our community hospital as well as Mayo Clinic and Gunderson Medical Center within 50 miles.**

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3. List other significant information or factors that affect your school, its population, and environment.

Currently a low birth rate is affecting all area schools. The fastest growing religion is Muslim. Christianity is declining. Winona does not have much room for physical growth with the river on one side and bluffs on the other, however it continues growing slowly. Winona is an attractive and dynamic community for families. The other community schools vary in quality. The public school has historically struggled to provide consistent quality education while the Catholic school system is reputed to have outstanding academics as well as top notch facilities. Their reputation in the community provides a significant challenge for us in attracting people who are simply looking for a private education versus a true Christian or Lutheran education.

SCHOOL ENROLLMENT INFORMATION

1. What is the total current school enrollment? **22**
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. [CLICK HERE](#)
3. How many children attend the supporting congregation(s)?

| Age | Number of Children |
|---------------|--------------------|
| 14 | <u> 2 </u> |
| 15 | <u> 2 </u> |
| 16 | <u> 4 </u> |
| 17 | <u> 3 </u> |
| 18 | <u> 1 </u> |
| TOTAL: | <u> 12 </u> |

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

18-19: 7 incoming 9th = 22

19-20: 3 incoming 9th = 20

20-21: 10 incoming 9th = 26

21-22: 10 incoming 9th = 33

22-23: 5 incoming 9th = 31

These projections are based on past transfer trends, current LCMS feeder school enrollments, and new building attraction.

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

We have room for about 50 students in our current facility. This would, however, be very crowded. We had 48 students at one point, and it was crowded but we made it work. Thirty-five to forty students is a comfortable number in our current facility. We, God willing, would like to break ground in the summer of 2018 and move into new facility at our same location in 2019 that would accommodate 60+ students. This would not be our building; it would belong to but St. Martin's Lutheran Church. St. Martin's is planning to build with us in mind. We would rent from them again using a similar contract and partnership as we have now.

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STAFF INFORMATION

Teachers and Administrators -

[Rocky Sandcork - CLICK HERE](#)

[Larry Finke- CLICK HERE](#)

[Shannon Bautch- CLICK HERE](#)

[Tammy O’Laughlin- CLICK HERE](#)

[Angie Littlefield- CLICK HERE](#)

[Chris Stoltman- CLICK HERE](#)

Faculty Member:

Academic degrees held:

| Degree: | Institution |
|---------|-------------|
|---------|-------------|

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

| Course | Institution | Graduate hours | College degrees |
|--------|-------------|----------------|-----------------|
|--------|-------------|----------------|-----------------|

Teaching or school administration experience:

| Location | School name | Dates |
|----------|-------------|-------|
|----------|-------------|-------|

Current participation in congregational activities:

| Responsibility | Participation |
|----------------|---------------|
|----------------|---------------|

Current membership in professional organizations and current teaching licenses held:

| Organizations: | Certificates: |
|----------------|---------------|
|----------------|---------------|

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

(Please complete one sheet for ALL support staff.)

| Name | Function | Hours per week | Years at school |
|------|----------|----------------|-----------------|
|------|----------|----------------|-----------------|

[Angie Littlefield- CLICK HERE](#)

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.

Our school belongs to Minnesota Independent School Forum. We have not used them much as this is new to us. We have just signed up for NWEA- Map testing this coming school year. We will use them for pre and post testing, as well as placement advising for math. The Winona Area Public Schools (WAPS) provides us with busing, health, and counseling services. We do our own custodial service with help from volunteers.

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

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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.

We survey our Parents, Board, Teachers, and Students 9-12. We have future plans to survey our association churches and feeder schools (we have surveyed future 8th graders in the past).

[CLICK HERE for Survey results ACTIVITIES Spring 2017](#)

[CLICK HERE for Survey results FOUR DAY WEEK Spring 2017](#)

[CLICK HERE for Survey results STUDENT CLIMATE Spring 2017](#)

[CLICK Here for Survey Results PRINCIPAL Spring 2017](#)

[CLICK Here for Survey Results PARENTS Spring 2017](#)

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? **The year before the school opened in 2003, the founding board of directors had many meetings to develop the mission/purpose/philosophy of the school.**

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After many months and much prayer, along with guidance from district representatives and local Lutheran schools, a purpose was developed and established.

2. Describe how the school's purpose aligns with its supporting congregation's purpose. **The school's Missions statement is to Preserve and Extend the Kingdom of Jesus Christ. Our philosophy, objectives, and goals all flow from the Bible and the church's responsibility of teaching our children about the life, suffering, passion, death, and resurrection of Jesus Christ starting in the book of Genesis of the Bible. Simply put, we want to spread the Gospel. Therefore, we are perfectly aligned with our congregations' missions.**

3. Describe the process that was last used to review, clarify and renew the school's purpose. **This past school year, we hired a consultant, Cletus Pfeiffer, to assist the school in a variety of areas. One area he helped us with was to consolidate our actual mission statement which was subsequently officially shortened.**

4. How does the school demonstrate its unique Lutheran identity through its alignment with vision, values and actions? **We are proud to be Lutheran and be called Lutheran. We worship everyday as Lutherans do with scripture as our base, foundation, and purpose for everything we do. We put our LCMS logo on outgoing mail, public announcements, on our website, and as well as in-house communication. Each year is grounded with a specific theme congruent with the mission, for example this year the theme is: Reformation 2017 It's *Still* All About JESUS "Jesus Christ is the same yesterday and today and forever." Hebrews 13:8" Our sponsorship program for athletics, booster picture program is another way that this expectation is met and communicated.**

5. Describe how the school's purpose is reflected in the teaching/learning environment in every classroom. **Each room has the mission statement as a reminder. This is also put on many**

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publications as a reminder to the teachers and staff of why we are here, what we need to do, and who we are serving. Teachers truly are missionaries sharing the Gospel of Jesus Christ.

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. **During the interview process, we share our mission/purpose statement with the employee. During initial 1st staff meetings the mission statement is gone through along with prayer and various job duties. The leaders of the school encourage, support, and model to new employees the mission of the school. Leaders continue to help new staff incorporate God's word and our mission into their jobs and everyday life.**

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 CLICK HERE](#)

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.

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- 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.

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- 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:

hopelhs.org

Comments: School Website:

Mission statement displayed in every classroom. In handbooks, displayed on in house literature as well as public advertisements such as website, TV, radio, newspapers, our hard copy newsletter, and our more regular enews. Teachers live out the faith in classroom and integrate faith into lessons taught. Scripture is the foundation of our school. Worship of Jesus occurs daily at Hope. Students engage at least quarterly in off-campus service events. We also hold various fundraising events throughout the year that are open to the public.

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

Identify and list supporting Evidence or Practices: **Mission on all agendas of meetings for staff and board as seen below**

[Staff Meeting Agenda Sample- CLICK HERE](#)

[Administrators Report Sample - CLICK HERE](#)

[Board Meeting Agenda & Minutes Sample- CLICK HERE](#)

[Advisory Meeting Sample- CLICK HERE](#)

Comments: **The staff all worship at various Christian/Lutheran churches. They voluntarily display the mission statement on documents and emails.**

Rocky Sandcork- Active member of Immanuel Lutheran Church

Tammy O’Laughlin- Active Member of St. Martin’s Lutheran Church

Larry Finke- Active Member of St. Martin’s Lutheran Church

Pastor Moore- Active Member of St. Martin’s Lutheran Church

Angie Littlefield- Active Member of Immanuel Lutheran Church

Chris Stoltman- Active Member of St. Martin’s Lutheran Church

Shannon Bautch- Active Member of Arise Christian Church

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

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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.

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- 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:

[Constitution & By-Laws- CLICK HERE](#)

[Board Policy Manual- CLICK HERE](#)

[Student Parent Handbook - CLICK HERE](#)

[Employee Handbook](#)

Comments: **Looking at all of Hope LHS's written documents, preserving and extending the kingdom of Jesus Christ flows through these documents. More importantly the board of directors and staff implement this behavior. The atmosphere and culture of the school supports and aligns with our mission statement and the core beliefs of all of our Association churches. See newsletters, minutes of meeting.**

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.

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- ✓ 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:

See agenda for [ADVISORY TEAM](#) which meets 4 times per year.

[Advisory Meeting Minutes](#)

[Staff Meeting Minutes](#)

[Board Meeting Minutes](#)

Comments:

The purpose of the school is on printed materials given to staff, parents, board, and the community. The board meets monthly to discuss ways to improve what we are doing regarding our purpose. The staff meets regularly (monthly, or twice a week) to do the same. Parents and the community are invited to an Advisory team (kind of like PTO) to help the school meet and fulfill our purpose.

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.

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- 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:

WEBSITE: HOPELHS.ORG

[SAMPLE SYLLABUS](#)

[SAMPLE ENEWS](#)

Comments: **See materials; website, classrooms, enews and communications.**

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:

[New Employee Orientation](#)

[Employee/Personnel Handbook](#)

[Exit Interview](#)

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Comments: **Principal meets with new employees for orientation, and mentors throughout the year. Great support by other teachers.**

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".

- A. Are the Required Indicators of Success met? **YES**
- B. Based on evidence, what are the strengths of the school related to Standard 1? **Written and spoken communication of the purpose/mission statement**
- C. 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. **We can do a better job of informing new employees of their job description and the day-to-day activities of the operation of the school. We can also improve by talking about the mission statement at meetings at Hope, including board, staff, parent, student council, and other related meetings.**
- D. What is the school's average rating for all General Indicators of Success for Standard 1, rounded to the nearest tenth? **3.3**

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.

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

- 1. Describe the relationship between the school and its congregation(s). Hope LHS is owned and operated by five association churches listed in this document. The relationship the school has with each church is unique. With St. Martin's, what you might call our host association church, the relationship is very close. We share some staff, as well as a building. We starting having our long chapels together this year, Pre-K through 12th grade. The initial idea for Hope idea began with members of St. Martin's, specifically with parents who had children enrolled at St. Martin's Lutheran School. The relationship overall has been very good. Hope LHS is very active in helping St. Martin's build a new elementary school building.**
- 2. Describe how pastors from the sponsoring congregation(s) are involved at the school. One of our greatest strengths is our support and participation from the pastors of our supporting congregations. We have pastors teaching Christianity classes as well as more specific classes, such as The Book of John. Our students are taught by our pastors all four years. They are receiving college level instruction by our Pastors. Our students are taught doctrine and theology by pastors who would be capable of teaching at our universities or seminaries. Presently, Pastor Moore of St. Martin's is teaching our students a variety of Christianity and doctrine classes. Pastor Moore is also on our Board of Directors as are all our association church pastors. Several of our pastors regularly attend board meetings. Pastor Moore also serves as treasurer of the High School. Other pastors within our circuit lead our weekly chapel services. We have more than eight local pastors who regularly lead our chapel services and worship.**
- 3. In what ways are students involved in the life of the (sponsoring) congregation(s)? First and foremost, a majority of our students are members at sponsoring congregations. It follows naturally that they are involved most importantly in weekly worship and regular attendance at church and Bible study. Most of these students are also involved in Youth Group at these congregations. Some of these students who belong to sponsoring congregations are active in teaching Sunday School or Vacation Bible School. Other students belong to the church choir of association churches or serve as readers. We also encourage students who are not members of any of these churches to participate in church activities. The Hope Lutheran Choir also sings at**

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

each association church at least once every year. All students are informed of Church Work Days and Vacation Bible School opportunities and are encouraged to consider volunteering their time and talents.

4. How are parents of new students introduced and assimilated into the life of the congregation(s)? **We have an excellent communication system, primarily using emails and the school website which details many of the upcoming opportunities at our association churches and other local Lutheran LCMS churches even if they are not officially “sponsoring” churches. New students and their families are provided with a personal tour of the school. They are also visited in their home in August before the start of school. Our parent/teacher group (Advisory Team) puts together a welcome basket with information about our school, association churches, and area. Their names and contact information is given to at least one association pastor for follow-up.**

5. Describe the way that the school helps its congregation achieve its mission. **Hope Lutheran’s mission is to preserve and extend the kingdom of Jesus Christ, or said another way, to keep the believers we have and to witness to those who have not yet heard the Gospel. In this mission we are striving to work hand in hand with our supporting congregations to both keep the members they have and to reach out into the community and share Christ’s Gospel with all. One way we do this is by having our HLHS choir sing at every association church at least once a year. We also have our instrumental and drama students perform at these churches as well. This serves a two-fold purpose. It shares Christ’s message with the members of the association churches and also encourages unchurched members of Hope LHS to attend these services when otherwise they would most likely not attend regular Sunday services. This year every student at Hope LHS is a member of the choir. Therefore, every student is encouraged to attend these services. We can witness to the church members and our students are also witnessed to as well.**

6. Describe the relationship of the school with its LCMS district and national offices. **We have an excellent relationship with the Southeast Minnesota District as well as the national offices. We are so thankful to have these resources and individuals available for guidance and advice. Gae Ash at**

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the District level is extremely helpful and excellent at communicating. Sean Martens has also visited our school and is willing to help in any way. We do not have a close relationship per say with the national office. However, in the communication that the principal has had on occasion with the national office the response and professionalism has been very good.

7. How are the school's called workers engaged with their districts in required conferences and workshops and through voluntary efforts? **Every year our teachers and staff attend the Lutheran Educators Association conferences. We attend these conferences within the districts and also when national conferences are held. We believe it is important for our workers to engage in these conferences and learn from other Lutheran educators and experts. We also make every effort to accommodate and encourage our workers to attend individual conferences and workshops to further their personal and professional education. For example, we have offered to pay ⅓ of staff member's masters program fees if they desire.**
8. How does the school support synodical missions? **Our weekly chapel offerings are one of the main ways we support synodical missions. We support a variety of missions including, but not limited to, LCMS World Mission, Lutheran Disaster Relief, Lutherans For Life, and other synod affiliated mission projects. Our students are actively involved in designating some of these offerings for specific missions. A visible chart is posted so students can see how much is being collected and can track progress towards an all-school goal. For example, a couple of years ago when St. James in Howard Lake had a church fire, students initiated a fundraising goal and began collecting offerings to help rebuilding efforts.**

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

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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.

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

- Pastor relates well, offering services to school families who do not belong to the sponsoring congregation.
 - [Baptism of Hope Student Pic](#)
 - [Baptism pic 2](#)
 - [Pastor at Auction](#)
- Teachers regularly worship and actively participate in activities of the sponsoring congregation.
- [Teachers participate in district-sponsored conferences and events.](#)
 - [Teacher attend LEA at Grand Rapids](#)
- [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: [ASSOCIATION CHURCHES](#)
[RSO INFO](#)
[RSO CERTIFICATE](#)

Comments: **The school is operated by 5 LCMS churches. We also have RSO status.**

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

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: **He works as as a complete missionary- free of charge.**

Comments: **We are in a unique situation since we have several association churches, and therefore several pastors with whom we work. However, Pastor Moore from St. Martin’s is in a very real sense our head Pastor at Hope Lutheran High School. This is evidenced by his incredible involvement within the school as well as in his leadership at St. Martin’s Lutheran church, which is our “parent” or host entity. Pastor Moore has been verbally supportive of Hope and he backs up this verbal support with action. He teaches at Hope, serves on the board, and is also the current treasurer. He is without a doubt our spiritual leader. Staff and students alike look to Pastor Moore for leadership. His daily presence within the school building as a teacher allows easy access for teachers and students to approach and speak with Pastor Moore. Recently, we put on a Reformation play and Pastor Moore participated as an actor. The respect and admiration the students feel for Pastor Moore was evident in both words and actions. Within the church Pastor Moore prays for Hope Lutheran during every service. At every worship service, the congregation hears Pastor Moore pray for Hope Lutheran students and staff. He has worked tirelessly to implement, promote, and support the building program between St. Martin’s and Hope Lutheran. Other Pastors and churches also support Hope LHS through prayer and spiritual support. This is demonstrated during chapel services which are led by various circuit pastors. We also have several supporting Pastors who regularly**

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

attend Hope extracurricular events such as concerts, sporting events, theater productions, and fundraisers. One of the most impressive public displays of Pastoral support occurs at graduation when anywhere from 5-8 pastors process in with our graduates and stand in front of the church to shake hands with our graduates upon presentation of their diplomas. It is a very powerful message of the spiritual and pastoral leadership and support our students have received during their years at Hope Lutheran High School.

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: [See Choir Schedule](#)

Comments: **Many of our students are highly active within their congregations (most of those being association churches). We also see involvement at church activities with some of our unchurched students. This occurs most often when the choir, band, or drama performs at association churches.**

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

Our staff is most definitely active in church life, including but not limited to church attendance, Bible study attendance, Sunday school superintendents and teachers, choir members, board members, organists, choir directors, and the like. This is certainly what contribute to our staff being top-notch in sharing their faith with our students. Our staff does not just talk the talk, but they also walk the walk.

The school supports the Synod mission in word and deed. Students regularly support district missions with chapel offerings, most recently by sending money to Lutheran World Relief to help victims of Hurricane Harvey. We also vigorously share the Gospel every day in accordance with the Synod's Mission Statement. Our teachers and staff had 100% attendance at this year's LEA conference. Year after year we attend conferences. Even the "costly" national conferences have been attended. We place a high value on the benefits of worshiping, fellowshiping, and learning from fellow Lutheran educators.

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".

- A. Are the Required Indicators of Success met for Standard 2A? **We believe the Required Indicators of Success have been met for Standard 2A. Our school has strove to have a successful relationship with all of its association churches since we opened our doors 15 years ago. Our most successful relationship is with St. Martin's Lutheran Church who in a sense is our parent congregation. They have provided us with a building, financial support, and the majority of our students. Our relationship has continued to grow in a positive professional way with the same mission in mind of sharing the gospel and spreading Christ's love throughout Winona and the surrounding community.**

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

- B. Based on evidence, what are the strengths of the school related to Standard 2A? **Based on evidence, we believe the strengths of the school in relationship to Standard 2A, school and congregation are primarily in the like-mindedness of sharing our mission statement to Preserve and Extend the Kingdom of Jesus Christ. Another strength is the relationship with St. Martin's Lutheran church, our "primary" or parent church. Pastor Moore is incredibly supportive of Hope Lutheran High School as a teacher, board member, treasurer, and in the pulpit promoter of the school through prayer each week. He is clearly the spiritual head of the school and this is backed up by his verbal support of the school and more importantly by all the "action" that backs up that verbal support.**
- C. 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. **One of our challenges of our school in relation to congregational relationships is that we have several association churches and not all relationships are "created equal." For example, some of the congregations have no students in our school, so they are not as involved or invested as some other churches. Also, some individual pastors are weak in their verbal support as well as physical support in terms of attending Hope events or supporting Hope activities. We feel this is one of the most urgent areas where we need to see improvement by some pastors, as their "apathetic" approach speaks louder than any once yearly prayer or request for support. We need stronger leadership from several of our association pastors. We need them to be better verbal supporters and more visible physical supporters.**
- D. What is the school's average rating for all General Indicators of Success for Standard 2A, rounded to the nearest tenth? **3**

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? **Our school reflects the surrounding demographics; white and blue collar.**
2. Describe the school's program of public relations to your community. **Our principal is our contact for most public relations in the community. He sends out weekly advertisements regarding school/association church related activities to radio, tv, and newspapers. He regularly visits the radio station and handles nearly all PR.**
3. List and describe the things your school has done to relate to and serve your community.
Rake Leaves- for members of our community
Shovel snow/Ice- " "
American Legion- Volunteer to dress up as elves and santa and hand out gifts
Shut ins- visit with local shut ins

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

Pull weeds- for local shut ins.

4. Describe your school's relationship with the local public schools. **This fall we welcomed the newly hired district 861 superintendent Rich Dahman with an invitation to visit and tour our school, which he did. We made a welcome basket with some pies and information about our school and churches. Nurse comes over once a week or so and does a great job. District counselor comes over three times a week. He is a Lutheran from Northfield MN who commutes. In addition to counseling our students in various ways, he leads chapel for us, supervises classes, and is our announcer for our home basketball games. Absolutely outstanding relationship overall.**
5. List and describe ways faculty members are involved in community events. **The Hope faculty plans and implements the community outreach efforts mentioned above. They drive to the events, supervise students, and participate fully.**

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- CLICK HERE](#)

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

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

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.

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

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: See: [STUDENT APPLICATION](#), [NON DISCRIMINATION POLICY](#), [FINANCIAL AID POLICY](#)

Comments: **All students are welcome at Hope LHS. We have had exchange students from around the world. They have been of varying races and religious backgrounds. Most were non-practicing Catholics or Muslims.**

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.

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

Highly Functional (4) Operational (3) Emerging (2) Not Evident (1)

Identify and list supporting Evidence or Practices: [Demographics Study](#), [Financial Policy](#), [Restored Blessings](#), [Evaluation of Hope](#), [Auction Business Letter](#), [Guardian Angel Program](#)

Comments: **Hope is equal to our demographics as seen above in the Demographics Study. We love having diversity in our school which mainly comes from exchange students. Our board of directors since its inception in 2003 has been committed to providing a Christian education to any family regardless of their ability to pay. The founders started up our annual fall auction in 2004 and 14 years later we are raising over \$30,000 annually to supplement the school. We also started the Guardian Angel program. This is a sponsor-a-student program which brings in another \$25,000 per year.**

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: [Restored Blessings](#), [Brighter Tomorrows](#), [Shut in Visits](#)

Comments: **The school offers incentives to volunteer at Restored Blessings, the second-hand store that gives all of its proceeds to Christian Education. As part of the Hope Experience, the staff and students visit**

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

area nursing homes. Each student is paired with another student and they are assigned a varied number of shut-ins to visit. They make cards with a Biblical message to encourage each shut in. Hope has become known in the community as the school contact for community service. Last year, the city called to us help put in a rain garden. We have shoveled driveways and raked leaves. Our staff and students have participated in FMSC, helping at the American Legion, and also served at the Ronald McDonald House (now at Grace, Rochester) through the Brighter Tomorrows organization.

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: [Advisory Team Handbook](#), [Advisory Expectations](#), [Advisory Agenda](#)

Comments: **The advisory team which is a fancy word for your traditional PTO or PTA. They meet four times per year. At each session the principal, teachers or guest speaker offers an education sessions that helps parents with parenting. WE have also relied on our association and supporting churches for advice and help with education topics and ideas for our advisory team.**

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

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

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: [Newspaper articles](#), [Hard copy Newsletter](#), [Weekly Enews](#), [Student Newspaper- Patriot Press](#), [Weekly advertising to newspapers, TV, Radio, and Churches/Schools](#)

Comments: **Hope has regular communication with the Public school district, which has earned us a good reputation as far as we can tell. We attend district meetings, and are in cooperative agreements in activities with WSHS (9th-12th Public) and Cotter (private Catholic 7-12th). We have also sent students to WSHS to attend classes such as welding and marching band. We have just this year entered into a partnership with the local YMCA. They are using classroom space and our bus and we are getting free family memberships for all our staff and student families. We attend community events such as Veterans day with all three high schools in attendance. We have had students compete in community events such as Miss Goodview. Christine Klug won in 2010 and Shannon O’Brien was Ms. Congeniality in 2014. We send out weekly e-news and send out two to three hard copy newsletters each year to our entire Hope LHS community.**

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

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".

- A. Are the Required Indicators of Success met for Standard 2B? **YES**

- B. Based on evidence, what are the strengths of the school related to Standard 2B? **Community Relationships; Advertising/visibility; and Community Service**

- C. 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. **Challenges are continuing to make it affordable for every student regardless of financial background. We also think that our name could be better respected. A challenge with that is that some of our own LCMS church workers have bad mouthed our school, our workers, and students. Imagine that. In saying that, the biggest opposition when we started and the biggest opposition now to the school expanding to success is members of area churches and schools, specifically church workers.**

- D. What is the school's average rating for all General Indicators of Success for Standard 2B, rounded to the nearest tenth? **3**

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.
When our students are asked what they like best about Hope Lutheran, the overwhelming response is that they love the family atmosphere. What is a family atmosphere? A family is a group of people who love and accept you for who you are. You have good days, you have bad days, and they still support you. You are still loved. You can be yourself and find acceptance. They say you can pick your friends, but you can't pick your relatives. Hope is unique in that its small size actually forces you to be friends with everyone. Cliques cannot thrive. The students are all like one big group of cousins. You get along or you learn to get along. It's like real life. You can't always pick your co-workers, but you need to learn how to work together for the good of the company. Our students are impacted tremendously for the good because of our small class sizes.

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

They learn patience and compassion for others. They are shown patience and compassion from others. They show kindness and they are shown kindness. They show acceptance and they are given acceptance. Maybe it turns out you can't pick your friends after all. Instead, you can learn to be friends with whomever God places in your path.

2. Describe ways that teachers support students and their families. **Hand in hand with family atmosphere, our students also list the individualized attention they receive from teachers as one of our biggest strengths. Students need to try REALLY hard to fall through the cracks at Hope, and they are not able to do so, seemingly no matter how hard they may try. Teachers are available before school, during school and after school. Students are encouraged to ask questions, send e-mails, and get help! This is primarily in regards to class work, but teachers also support students and their families spiritually through prayer and personal relationships. Our teachers KNOW our students. Several of our teachers have students for more than one class period during the day. This naturally lends itself to building a stronger relationship than if they just saw each other for one class period. Also, our teachers teach all grade levels; most students have the same teachers all four years. Teachers get to know the students strengths and weaknesses and vice versa. Relationships are built and strengthened and teachers are in tune with the specific needs of individual students. The face-to-face communication and one-on-one attention our students and teachers share goes far beyond the classroom.**
3. Describe ways that students relate to their teachers. **We relate to one another as brothers and sisters in Christ. That is first and foremost in our relationships. The students relate to teachers with positive response in their vocations as students.**
4. How are the legal rights of parents, legal caregivers, teachers and students protected? **By the holy angels of Christ. By Christ's blood and by civil laws and through legal means. Hope legally protects student/family information by locking file cabinets as well as secures digital copies of parent/student/family information on external password protected hard drives. Older records are kept in locked area as well.**

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

5. Describe how the school and church work together to meet the spiritual needs of students and their families. **Our students hear the Word of God daily. Our students worship together daily. Our students pray together daily. Our students have daily access to Pastor, teachers, and school counselor (Tue-Thu) on campus who are ready to listen to them and pray with them inside and outside of the classroom.**

6. List and describe ways teachers and the school are intentional in establishing and maintaining positive relationships with school parents. **Each school year starts with a Home Visit. Every school family is visited by a staff member before the start of the year. It is the first opportunity for the school to share any new information, and it gives each family an opportunity to share what's been happening in their lives as well. The first thing that happens at a home visit is prayer. Throughout the rest of the year parents are provided with many opportunities to come to activities and meetings where they can share ideas or concerns. All parents are invited and encouraged to attend monthly meetings for the sole purpose of sharing ideas and making our school great.**

7. How do the ways that school personnel relate to one another contribute to the school's climate? **The family atmosphere that is shared by students is also shared by personnel. We know each other very well. We spend a lot of time together inside and outside of school. We are like brothers and sisters. Like siblings, sometimes we annoy each other, but you get over it and defend each other and speak well of each other in public no matter what. Our hallways are filled with genuine laughter and kindness.**

8. Describe the school's discipline policy and its impact on school climate. **The school's discipline policy is a Christ centered approach. As the book of Hebrews states in so many words discipline does not feel good at the time and as Romans states in so many words, discipline produces perseverance and character. Students receive various warnings with the teachers using common sense. If students behavior persists, they are written up. The second time is a detention. The third time will warrant a parent meeting and possible further discipline such as suspension or expulsion.**

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

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
 - [Discipline materials](#)
 - [Classroom Discipline](#)
 - [Parent Teacher Handbook](#)

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

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

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.**

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

Identify and list supporting Evidence or Practices: **The school's purpose is to share the Gospel. It is our mission to preserve and extend the Kingdom of Jesus Christ. The climate of our school flows from this purpose in that we are all under God's grace. We are all sinners and saints. We all sin and we all need to be forgiven. We are all sinned against and we need to be forgiving.** [SCHOOL CLIMATE SURVEY](#)

Comments: [Mission Statement/Philosophy/Goals](#)

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:

[God Pic](#)

[Bible Verse Pic](#)

[Scholarship Pic](#)

Comments: **Students demonstrate love for others in response to Christ's love for them by forgiving each other as Christ forgives us. For example, a few students who were having issues with each other this past**

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

fall got together for several Mondays in a row to work out their differences. The counselor worked with them. Each one admitted they had fallen short of the glory of God and had sinned against each other. Forgiveness was shared and now they continue to meet periodically to meet privately and share with one another.

Teachers' care for student needs is prominently enacted throughout the school. Teachers come early and help students; teachers stay late with students; teachers drive students home when they are sick, when they need a ride, meet with parents as needed, and pray daily for the students.

Students worship together daily Mon, Tue, Thu and Fri for 15 minutes each morning. It is the first period each day. Hymns are sung, the life- saving Word is read; teachers and students lead. On each Wednesday we have a longer worship service, about a half hour long in which area pastors come in and share the word with students. The longer chapel includes preschool through 12th grade.

Classroom environment, hallway decorations, and posted classroom projects demonstrate respect for teachers and peers. This can be seen walking throughout the school.

Student behavior is appropriate to encourage growth and to maintain the school's chosen teaching/learning environment. The students do an outstanding job of behavior so that learning takes place. They do a very good job of having fun and being mature enough to settle down and dig into work/lesson. Great parents and teachers have a lot to do with this.

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.

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

- ✓ 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:

[Staff PIC: Pastor Moore](#)- Participating in school play

[Staff PIC: Tammy O'Laughlin](#)- Help a student

[Staff PIC: Larry Finke](#)- Leading band at Ashley for Arts

[Student Council Agenda](#)

[Student Council Minutes](#)

[Student Council Advisor](#)

Comments: **Teachers go above and beyond like many teachers do. They do so to the Glory of God. Teachers do a great job of sharing Christ in their individual ways within each of their classes. Teachers meet weekly to see how other teachers are doing and how they are challenging and meeting the needs of students and families. The Pastor, counselor, and teachers do a great job of supporting students in their spiritual needs. The administration does a good job of disciplining appropriately with love, sometimes with the rod (not a real rod- detentions, suspensions or whatever is appropriate.) The student council makes quite a few requests throughout the year that help form our Christian, social, and academic school culture and atmosphere.**

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

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:

[Parent Testimonials](#)

[Parent Student handbook](#)

[Advisory team](#)

[Auction](#)

[Craft Fair](#)

[Chaperone field trips](#)

Comments: **All staff know families by first name. We stay in touch with families by e-mail, texts, phone calls, etc. to stay in contact with them. Yes, we protect rights of families by locking file cabinets, student records, family sensitive information.**

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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:

[Staff Devotions Schedule](#)

[Letter of Encouragement](#)

Comments: **The staff does a great job of covering classes for each other when needed. They meet every Monday and Wednesday for devotions and announcements at 7:20 am. Most Wednesday morning they have a short staff meeting following devotions.**

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”.

A. Are the Required Indicators of Success met for Standard 2C? **YES**

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B. Based on evidence, what are the strengths of the school related to Standard 2C?

Great Staff Relationships

Strong Student Body Spiritual life

C. 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.

We need to do a better job of educating parents. Our retention rate is not very good.

D. What is the school’s average rating for all General Indicators of Success for Standard 2C, rounded to the nearest tenth? **3**

E. What is the school’s overall rating for all General Indicators of Success for Standard 2, rounded to the nearest tenth? **3**

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.

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

Hope Lutheran High School Association is owned by 5 Churches. There is a board president, vice president, secretary, and treasurer that makes up the executive board along with the High School principal. The board meets on the 4th Monday of the month and as needed.

2. How are members of the governing authority and its officers selected? **From those 5 churches, the board of directors are elected from each congregation. Each Congregation has a Pastor and a Principal/Director (if applicable) that is automatically on the board. The congregation then elects one to three directors, depending on the average worship attendance of the church. The officers are then elected by the board members**
3. How are governing authority policies and minutes obtained for observation? **The policies and minutes are available upon request at the school. The Board policies and constitution/by-laws are also available on the website.**
4. How are the school's community and operating congregation(s) informed about the governing board's policies, decisions, and plans? **They are informed weekly of all the Schools events, meetings and Policies via email, and via church bulletin. Meeting invites are also published in local newspapers and it even makes the radio on occasion.**
5. Describe actions that have been taken in the past three years by the board for the benefit of students and their families. **The board has not raised tuition the last three years.**
6. Explain the process is used for systematic planning? **We recently hired a consultant to help us with guidance on this. We have currently hired LCEF to help us our business and building 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

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

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

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

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: [Board Policy Handbook](#)

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

Comments: **The board has established policies in light of our mission statement, goals, and objectives.**

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

Identify and list supporting Evidence or Practices: [Board Policy Handbook](#)

Comments: **The Lutheran High School association has written policies that are clearly defined in the board handbook.**

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: [Board Policy Handbook](#)

Comments: **The board has established policies that empower the principal. The board does an outstanding job of helping the school and administration but not micromanaging. This is a true strength of the school.**

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.

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

- ✓ 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:

[Board Policy Handbook](#)

[Constitution](#)

Comments: **The Board Policy Manual adequately details and defines the governance policies of Hope Lutheran High School. This manual is available and accessible to any and all interested parties, and it is a clear and concise document to answer any questions concerning the governance policies.**

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.

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

- ✓ 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:

[Board Policy Handbook](#)

[Constitution](#)

[Job Description Principal](#)

[Evaluation of Principal](#)

Comments: **The Board Policy Manual contains full details on each of the above mentioned areas. The roles are outlined in the various documents above. The evaluation of the principal is available as well which is done each year by the board and staff.**

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)

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

Identify and list supporting Evidence or Practices:

[Board Policy Handbook](#)

[Constitution](#)

[Board Training PP](#)

[Board Inservice](#)

Comments: **The Board Policy Manual defines qualifications and duties for board members as well as defining specific duties for the board chairperson. These can be read in full in the Manual. Professional development for governing body members includes but is not limited to full board training on what a board is supposed to be like.**

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:

[Strategic Planning](#)

[Report on Hope PP](#)

[Report on Hope PDF](#)

[Business Plan](#)

[Financial Plan](#)

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

Comments: **One way our school evaluates our effectiveness including a needs-assessment are several surveys that we put out to various groups. See Surveys. Another is our strategic planning sessions. We also hired a consultant to help us evaluate, plan, and implement several planning processes in the fall of 2016. The consultant and our strategic planning process was integral to school wide systematic planning in the sense that it provides opportunities to continue to fulfill our mission statement of preserving and extending the kingdom of Jesus Christ. It has help us look at many of the things we are doing well and improve them. It has also taken a look at what we are struggling with and addresses questions that are sensitive**

Long-range goals or desired outcomes have developed from this planning process. One example of this is our building program. We are currently planning to help St. Martin's Build a new building on the current location.

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:

[Business Plan](#)

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

[Financial Plan](#)

[Board Policy Handbook](#)

[Constitution](#)

[Budget Current](#)

[Budget worksheet](#)

[Advertising Budget](#)

Comments: **Our governing board has established policies that provide for sound budget planning and fiscal operations. This can be demonstrated by documents above.**

Our budget including annual tuition and fees is approved by the board of directors.

Ways that our board accepts, reviews and devises strategies to react to concerns expressed in the annual financial audit include regular meetings discussing these issues. Then implementing strategies to deal with whatever the shortfall may be.

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".

- A. Are the Required Indicators of Success met for Standard 3A? **We believe all the Required Indicators of Success have been met for Standard 3A.**

- B. Based on evidence, what are the strengths of the school related to Standard 3A? **The Board Policy Manual itself is the greatest strength in this area. The Manual is very detailed and is an excellent**

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

resource in defining the role of the governing board. It also is a good reference for the present board and any future board to define roles and set clear parameters for governing policies.

- C. 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. **Some challenges of the school related to Standard 3A include board activity and involvement. It would be nice to get a few more board members to fill all the spots and it would be nice if more were go getters and take on more to help the school.**
- D. What is the school’s average rating for all General Indicators of Success for Standard 3A, rounded to the nearest tenth? **3**

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. **The principal is very involved in the day to day operation of the school. Along with the school secretary most daily jobs are accomplished in a timely fashion by these two employees.**
2. Describe the qualifications that are required for the school administrator(s).
LCMS, Hard working, High Integrity, etc... [Job Description Principal](#)

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

3. In what ways does school administration use leadership skills in the congregation, community, and professional organizations? **The principal of our school actively participates in worship and bible study. He leads in his congregation by the following: heads up the youth group, is the Sunday School Superintendent, and assist with Lutherans for Life. He is out in the community organizing shut in visits, veterans day ceremony, and community service project to help people. He is a member of LEA. He also signed our school up for NAIR and MISF.**
4. Describe how the administrator is involved with the fiscal management of the school. **He advises the treasurer regarding finances. He works closely and communicates regularly with the treasurer to ensure the functioning 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. **As mentioned above, leads the sunday school and youth group. He actively participates in worship and bible study. He does a great job in managing the school and his family which is a great witness to all.**
6. Share examples of collaboration and shared leadership. **Works with all association and supporting churches Pastors. Works well with Board of Director leadership on various events throughout year. Works with grade school principals on various items such as gym use and recently collaborative Winona Circuit advertising grant received from TAG.**
7. Describe how the administrator leads by example with personal and professional development. **He leads his school, congregation and family for all to see as a witness. He faithfully attends LEA conferences yearly including the larger event every three years.**
8. Describe the process of instructional supervision in place at the school. How is it related to professional development and improved student learning? **The administrator observes all instructors informally and formally. This gives feedback to teachers which improves teaching, which helps with improved student learning.**

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

9. Describe ways that the administrator is present and relates appropriately with students, families, and staff. **He teaches daily in the classroom each year. He attends school events and functions. He contacts families regularly regarding a variety of subjects.**
10. How are the school's administrators engaged with their districts in required conferences and workshops? **Very engaged. Attends the local and national LCMS educational conferences related to LEA.**

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 [Job Description Principal](#)

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

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

- 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.

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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:

- + In church and bible study weekly. [See letter.](#)
- + bible study weekly.
- + Loves the LCMS- See presentation [Hope Presentation PP](#)
- + Loves teaching- Currently teaches 6 classes.

Comments: **The principal received an excellent rating from staff, board, and parents, and our consultant last year. See [SURVEY](#) and [REPORT](#) on Hope**

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

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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:

- + See [LCMS Directory](#) for LCMS Lutheran
- + [Attends church and bible study weekly.](#) Pastor is Rev. Bill Meilner 523-3143
- + Holds [Masters in Educational Administration - Secondary](#)

Comments: **The principal is a great model and an example for the LCMS and world. He is rostered and is very pro LCMS. He is active at his church; attends bible study and worship weekly; sets up tables and chairs weekly for bible study; secures and supervises sunday school teachers, handles ordering of materials and secures substitutes.**

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.

N/A 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)

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

Identify and list supporting Evidence or Practices: **The principal is allowed to do whatever is necessary to ensure success of the school. The Board President frequently covers him when he is released for various jobs. This year the principal is teaching more due to various circumstances. The secretary does a good job of helping the principal with various duties.** [PRINCIPAL DAILY SCHEDULE](#)

Comments: **Most years the principal is available ¼ of the day for administration. This year, due to low numbers and lack of part time help, he has picked up a few more classes willingly.**

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: **The principal does a good job of communicating dailey with teachers, students and parents. He sends a weekly updated to the staff of upcoming opportunities,**

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

changes in schedule, etc... He also sends out emails with regard to daily activity changes such as absences, students leaving early, what needs coverage. He sends out emails to board reminding of meeting usually a week in advance and the day of. He does the same for the four parent meetings throughout the year. He coordinates and puts out 2-3 yearly hard copy newsletters to the entire Hope community. The secretary in conjunction with the principal send out 2-3 monthly email newsletters to entire Hope community.

Comments: We also use [facebook](#), [youtube](#), [twitter](#) and have a [decent website](#) that communicates various topics about our Lutheran High School and its happenings.

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:

[Budget](#) - helps with budget

[Budget Worksheet](#)- Helps with budget troubleshooting

[Financial Plan](#)- Helps with strategic financial planning

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

Comments: **The principal works closely with the treasurer to ensure fiscal viability. He monitors staff spending and all aspects of the the financial institution. He oversees the building fund investments; buys and sells stocks; deposits and withdraws money.**

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:

The administrator provides spiritual leadership for the school community by leading chapel and praying with staff and students regularly. He leads by example by attending church and bible study weekly
The administrator is a member [LEA](#)

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

The administrator provides some leadership in curriculum development. Another teacher on staff helps with this. The administrator does a good job of staff development. For example during august meetings CPR/First Aid/AED training was conducted; Best practices in integrating the faith was presented; and self defense guest were on campus to show staff basic self defense moves.

In the [principal job description](#) the administrator level of responsibility and accountability are clearly defined.

The administrator provides some leadership for implementation of current educational technology, including necessary staff development and training. We have another lead teacher and her husband that take the lead on this.

The administrator engages in an ongoing program of professional staff supervision with observations and feedback to the staff.

Comments: **The principal is willing to do anything to help ensure the mission of preserving and extending the kingdom of Jesus Christ is fulfilled.**

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".

- A. Are the Required Indicators of Success met for Standard 3B? **Yes**
- B. Based on evidence, what are the strengths of the school related to Standard 3B?

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

The principal is a definite asset to the organization. Strong leadership skills. LCMS strong. Strong example set regarding all areas of the faith.

- C. 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.

The main challenge is for the administrator to delegate more and free him up to do other principal duties. This is a double edged sword however. The number of people to delegate to is extremely limited. He is teaching more this year due to budget constraints and lack of part time help available.

- D. What is the school’s average rating for all General Indicators of Success for Standard 3B, rounded to the nearest tenth? **3**
- E. What is the school’s overall rating for all General Indicators of Success for Standard 3, rounded to the nearest tenth? **3**

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.
Bachelor's degree in education is desired. LCMS is preferred.
2. What is the current student-teacher ratio? **5 students to 1 teacher**
3. Describe the staff development process in place to help teachers learn and grow professionally.
Each year there is a plan to review curriculum on a rotating basis. The staff renews CPR/First aid training every other year. We bring in guest speakers to review suicide prevention, anti bullying, self defense, lock down, etc...Teachers are informally and formally observed and evaluated. Teachers are encouraged to attend professional development seminars and conferences. Local, state and national conferences are attended and encouraged by board and administration.

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4. Describe the content and frequency of staff meetings and evaluate their effectiveness. **Staff meetings are weekly, short, and effective. The content of these meetings include: the sharing of the Word of God, discussions pertaining to students and families of concern, review of upcoming ministry opportunities, the sharing and discussion of other information such as building program and accreditation updates, and troubleshooting day to day challenges.**
5. Describe ways in which teachers demonstrate their personal relationship with Jesus Christ and their dedication to the Lutheran teaching profession.
Teachers lead daily prayer with students, are active in their churches with worship and Bible study, lead weekly chapels and staff devotions, volunteer their time to do extra duties such as coaching, assistant secretary, assistant athletic director, tutoring, participate in and organize special events such as the auction, craft fair, anniversaries, etc.
6. Describe the entire induction process, including background checks for staff members. **Face to face interviews are held if possible. References are checked. Background checks are completed.**
7. Describe the ways teachers and staff members are equipped in current instructional technology.
In house sharing is done between teachers and at staff meetings lead by the principal. Teachers request time to attend conferences. Local, state and National conferences are attended by lead staff.
8. How are non-Rostered teachers informed of the teachings and doctrine of the Lutheran Church - Missouri Synod? **Teachers attend daily chapels, staff devotions, staff meetings and LEA conferences. Full time staff are required to obtain colloquy.**

Required Evidence

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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

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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: **The staff shows up everyday prepared to share Jesus the King! They willingly lead chapel and devotions. They look forward to hearing prayer requests and leading and teaching the students how to pray and be leaders in the churches and community**

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

Comments: **Yes absolutely. The staff is all in on the stated school mission/purpose statement. You can see this day in and day out with their commitment to the school. The staff truly sees this school as a mission arm of the church.**

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:

[Jeff Littlefield Background Invoice](#)

[Tammy O’Laughlin Background check](#)

[Shannon Bautch Background Check](#)

[Rocky Sandcork Background Check](#)

[Angie Littlefield Background Check](#)

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

Comments: **The teachers love Jesus Christ. They love teaching at Hope. We have two full time teachers. One is on the roster, the other is eligible. All employees have been properly vetted and have had background checks.**

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:

[Staff Development Plan](#)

[LEA Nomination](#)

[LEA Grand Rapids -Hotel](#)

[LEA Grand Rapids- Rocky](#)

[LEA Grand Rapids- convocation Registration/payment](#)

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

[LEA Conference MN South 2017](#)

Teacher Observations/Evaluations

[Shannon Bautch](#)

[Tammy O'Laughlin](#)

[Angie Littlefield](#)

[Pastor Moore](#)

[Larry Finke](#)

[Dan Messman](#)

Comments: **Teachers are supervised daily by the administrator. The administrator checks in daily with all employees. Employees are observed/evaluated formally and informally throughout the year. All employees are encourage to grow in their respective fields. Teachers attend State and National LEA conventions and workshops.**

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.

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

- ✓ 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:

[Employee Handbook](#)

[Salary Guidelines](#)

[New Employee/Teacher](#)

[Secretary Job Description](#)

Comments: **The staff and board of Hope LHS are very welcoming to everyone. New employees over the years have been well taken care of. The administration usually has supper with the new family. One on one time at School allows personal attention to the new employee. The smallness of the school also ensures questions are answered throughout the year.**

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)

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

Identify and list supporting Evidence or Practices:

[Employee Handbook](#)

[Salary Guidelines](#)

[New Employee/Teacher](#)

[Volunteer Handbook](#)

Comments: **All staff are properly trained. This includes our support staff. Our school nurse and counselor are provided by the Independent School District of Winona, so they are required to meet state standards. In addition, they have received adequate training and follow appropriate policies as defined by the state and district. As a small high school, we do not have a large support staff, so beyond the nurse and counselor our support staff mainly consists of our secretary who is fully qualified for her position and continues to learn and expand her capabilities as well.**

Another strength is our staff's ability to appropriately relate to students and their families. Our staff know the students very well and have close relationships, yet they are able to keep the relationship professional and keep the appropriate student-authority figure relationships.

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".

- A. Are the Required Indicators of Success met for Standard 4? **Yes. We believe all the Required Indicators of Success have been met for Standard 4.**

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

- B. Based on evidence, what are the strengths of the school related to Standard 4? **Based on evidence, a top strength of Hope Lutheran is the all inclusive pursuit of the mission to Preserve and Extend the Kingdom of God. Our teachers are completely on board with this mission as is evidenced by the time they spend teaching, talking, witnessing and sharing that mission both inside and outside the classroom. Our teachers and staff understand that sharing Christ is our first and foremost mission. This can be observed everyday by walking into a classroom and listening to instruction. This can be experienced by walking into the office and speaking with the secretary. This can be experienced every time you talk with the Administrator. Our staff is highly qualified within their areas of expertise and they are all very passionate about what they teach.**
- C. 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. **One area of challenge in relation to Standard 4 is getting more volunteers to come to training sessions. More volunteers are needed in general.**
- D. What is the school’s average rating for all General Indicators of Success for Standard 4, rounded to the nearest tenth? **3**

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.) **The foundation of each class curriculum began with the State of Minnesota Department of Education standards in conjunction with various national standards. The standards**

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were then applied and fit into our Christ centered LCMS school. Over the years they have been updated by various teachers with various expertises.

2. Describe the curriculum changes implemented in your school during the past three years and the impact of these changes related to student learning. **Because of low enrollment and staffing we have combined English, science, and social studies curriculum for the 9th and 10th grade as well as various 11th and 12th grade courses. The combined classes has allowed teachers to make connections with students across the content/subject matter. In English students are reading novels directly related to areas in world history they are studying. The same is true for the math and science areas with physics and the upper level math classes**
3. Describe the predominant teaching methods most often used by teachers in your classrooms. **Teachers use a variety of teaching methods. The most used are Lecture, powerpoint, and videos. Economics is a flipped classroom. Students watch 4-10 minute lecture as homework & in class work on hands on material and answer questions on material. It allows more time for indepth help and comprehension. Some classes students use project-based learning and investigations to learn material.**
4. Describe how teachers communicate and collaborate in order to ensure continuity and student success. **The teachers meet officially weekly to share and collaborate to make sure we are on the same page. They also meet at lunch and after school to discuss what is working or not in order to ensure student success.**
5. How does your school accommodate students with unique differences and learning potential? **Because of our size we are able to accommodate all students individually. This applies to those who need extra help as well as those who need to challenged beyond the average of their classmates. We have in several instances created independent studies and one on one classes where there is literally one teacher creating a specialized class for one student whether that was to challenge an exceptional student or to provide appropriate classwork for a challenged student.**

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

Also, we have provided tutors for those who need extra help as well as individualized lesson plans for those who cannot keep up with the standard lesson plans. In English students are using an online vocabulary curriculum which adapts to each student's ability and knowledge.

[Copy of online vocab report](#)

6. Describe the process of recording and reporting learner progress to parents and/or caregivers. **We have an online grading program (FastDirect) that students and parents have access to 24-7. Teachers put grades in at least once a week. We also give out progress reports at mid quarter and give hard copy report cards for each quarter.**
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. **In 2015 we implemented a personal finance class using the Dave Ramsey curriculum. Student love the content and the delivery. In fact our Alumni association have been buying Dave Ramsey college kits for our graduates. We have been and continue to phase in a classical curriculum over the last few years. Our History Religion and English instructors are coordinating their pedagogy starting with creation and working through modern times. We have also added Latin this year. Students in English & History do several current event article reviews. Students in social studies also participate in online discussion boards to interact with current topics as well as each other's ideas.**
8. Describe which instructional materials, other than textbooks, are used regularly by teachers and students. **Smartboards are used by some teachers. Music is used in various classrooms outside of music class. Projectors and powerpoints are used frequently by teachers. Instructional videos including internet are also used. Chromebooks are used in various classes. Online video lessons are used in various classes.**

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

9. How are students provided with access to resource materials that enhance learning? **Each student is given a chromebook to use. Student are given extra textbooks to keep at home as well as online textbooks are accessible in some classes. Some teachers use Google classroom as a way to share resource materials and provide additional access to course material.**
10. How do teachers use instructional materials to communicate their Christian faith? **Teachers are constantly related the material being taught to Christ life passion, death, and resurrection. Some of our curriculum is Christ based and aides teachers in relating and sharing the faith.**
11. Describe how the school provides for access to the Internet. **We have volunteers who have put internet in our school and helps maintain it. Hot spots have been placed in each classroom and hallway so that optimal access is obtained.**

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

later?

This note is made as I'm going through: Are these items contained

Yes and we added some above as well. -RS

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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

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

- 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.

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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:

Chapels Everyday-[See Curriculum Folder](#)

Religion Class required 4 years - [See Curriculum Folder](#)

Christian Curriculum-[See Curriculum Folder](#)

Comments: **Teachers do a great job of intentionally sharing Jesus throughout the school day. Teachers have proven they love their job and teach biblical principles in each class they teach.**

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:

[See Curriculum Folder](#)

Comments: **Our curriculum is updated yearly. Not every class is offered every year. Teachers who handle each class may change. They have improved and changed classes for the better over the years**

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

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

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:

[Alumni Notes](#)

[Alumni- Where they are](#)- HLHS PP

[Testimonials](#)

Comments: **The staff at Hope LHS does a great job of celebrating victories in our school. There are many over the years that have been recorded as above and many victories that occur daily**

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.

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

- ✓ 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:

[See Curriculum Folder](#)

Comments: The curriculum is one of the biggest jobs we encountered. Thankfully we had much in place. Teachers from year to year have updated and tweaked each curriculum piece into what it is today. We plan to continue this process.

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.

Hope LHS Mission: Preserving and Extending the Kingdom of Jesus Christ

___ Highly Functional (4) Operational (3) ___ Emerging (2) ___ Not Evident (1)

Identify and list supporting Evidence or Practices:

Teachers use a variety of teaching strategies such as lectures, powerpoints, guest speakers, video, internet, games, and more....

[Service Learning- Mexico Mission Trip](#)

[Service Learning- Volunteer at Silo](#)

[Service Learning- Sugar Loaf Senior Living](#)

[Economic Pre & Post Test Scores](#) - used to evaluate course material taught

[Economic Class Flipped Lecture Video](#)

Comments: Teachers do a good job of getting student to participate and engage in each class. Whether it is small group discussion or large projects that need to be completed over time, students are very much engaged at Hope LHS.

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)

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Identify and list supporting Evidence or Practices:

[Staff Meeting minutes](#)

Comments: **Teachers meet officially nearly every Wednesday morning to discuss, share, and troubleshoot all aspects of the teaching ministry. Staff often bounce ideas off of each other on how to approach grading, classroom structure, and management in an effort to improve learning and meet the needs of the students.**

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:

[Math Curriculum Tech uses](#)

[Staff Development](#)

[Technology coordinator](#)

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[Technology policies](#)

Comments: **Student are required to take computer applications as new students to Hope. Teachers do a great job implementing technology into their lessons. Grants have been received over the years specifically addressing technology needs.**

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:

[Map Testing](#)

[Staff Meeting Curriculum](#)

Comments: **We use FastDirect grading program that helps us track student progress. We also keep hard copy files on each student with their progress in various area; along with assessments and GPA's.**

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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".

- A. Are the Required Indicators of Success met for Standard 5?
Yes.
- B. Based on evidence, what are the strengths of the school related to Standard 5? **Our grading program is a strength. Teachers, students, and parents all of access to current grades. The program seems to work very well. Families had 24 hour access to grades. Teachers input grades weekly. Some do it daily.**
- C. 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. **The challenges for us, is being such a small school with limited staff, keeping everyone updated with the latest best practices and pedagogy is a challenge. We have one teacher that takes the lead on curriculum but she teachers full time.**
- D. What is the school's average rating for all General Indicators of Success for Standard 5, rounded to the nearest tenth? **3**

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. There 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. **Families fill out application and submit deposit. Administration follows up with a call. Families tour if they have not already.**
2. Describe the counseling services that are available to students and their parents. **The district provides a school counselor three days a week for 2 hours per day.**

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3. What orientation strategies are used to ensure a satisfactory bridge between home and school at the entrance of each new student? **Home visit is given. Personal tour of facilities. Phone calls are made. Emails are sent. Postcards and letters are sent if necessary.**
4. What strategies are in place to ensure a satisfactory student transition to the next level of schooling? **Letters sent out. Follow up phone calls are made. Emails sent in April reminder of April 15 early bird deadline. All staff are involved in the retention of students. Letters sent in January for those needing summer school. Follow up emails are sent as needed. Face to face meeting are used as needed as well.**
5. List and describe any extracurricular activities sponsored by your school. **Girls Volleyball, girls basketball, trap shooting, choir, band, and drama**
6. Describe ways students demonstrate their faith through student activities. **Lead prayer before during and after events. Make cards with bible verses on it for area nursing home residents. Share faith with shut ins. Each class leads chapels.**
7. How are staff and volunteers prepared for supervising students during activities? **Expectation are laid out in handbooks. Many are professional staff trained in and have much experience with supervision.**
8. Describe any school-sponsored before or after-school care programs. **None**
9. Describe any child-care services that are part of, or affiliated with, the school. **None**
10. How are child-care personnel selected, trained, and equipped? **Not applicable**

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11. Describe and list the dates and times of drills for possible emergencies in the past year.
Tornado Drill 9:00 am April 17
Fire Drill 9:10 am October 5
Fire drill 9:10 am December 12

12. How have your teachers been trained to ensure the safety and protection of their students and to handle medical emergencies and crisis intervention? **CPR/FIRST AID/AED training every two years.**
Self defense training during staff development in August

13. How are student health records maintained and used? **School nurse and school secretary maintain in offices. They are used for information pertaining to the students health, to help asses any situation that may arise with the students.**

14. Describe the food services provided. **Hot lunch program is catered by local catering company called Steak Shop Catering.**

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

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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.

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- Procedures for administering medicine
- Policies or procedures related to matriculation
- Teachers or supervisory personnel are actively 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:

[Lunch Information](#)

[Summer Letter](#)

Comments: We have excellent services offered by Hope and provided by the district. Lunch services provided by Steakshop, Nursing and counseling services provided by the school district. Tutoring services are offered by Hope LHS and friends of Hope LHS.

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.

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- ✓ 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:

[Enrollment/admission policy](#)

[Student Parent Handbook](#)

Comments: **The permanent records are kept locked in the school office. The school counselor does a great job in assisting teachers and parents with the emotional social and psychological needs of students.**

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.

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Highly Functional (4) Operational (3) Emerging (2) Not Evident (1)

Identify and list supporting Evidence or Practices:

[Extracurriculars- Website](#)

[MSHSL- Website](#)

Comments: **The supervisors at Hope LHS believe in the mission of Hope. They are forgiven Christians who love Jesus. Coaches must go through various training before each season as well as take concussion training.**

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:

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[Immunization Form](#)- Also See in School office and with school nurse

[Immunization Sample](#)

[First aid supplies- in school office](#)

[Crisis practice plan](#)

[Recent Background Check](#)

[Child protection policy](#)

Comments: **First Aid, CPR, and AED training occurs every two years. August of 2017 was the last training update in which three school participated: Silo, St. Martin's, and Hope. Every august all staff and volunteers sign the child protection policy. The school uses google chrome safety features for internet regulation**

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:

[Hot Lunch Program](#)

[State Lunch Report](#)

[School Nutrition Letter](#)

[School Wellness Policy](#)

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[Federal Lunch Application](#)

Comments: **The state food advisors come each year to ensure we are compliant in food regulations. Each year we have passed. We work closely with St. Martin's on this as they are the host school for the federal hot lunch program.**

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".

- A. Are the Required Indicators of Success met for Standard 6? **YES**
- B. Based on evidence, what are the strengths of the school related to Standard 6?
Hot lunch program is outstanding. 50% of student body participates.
- C. 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.
We need to do a better job doing lock down procedure which we have not done this year. Since we rent our building we need to do a better job of communicating when fire and tornado drills take place.
- D. What is the school's average rating for all General Indicators of Success for Standard 6, rounded to the nearest tenth? **3**

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). **We rent facilities from St. Martin's Lutheran Church and School. The property we own are inside the main rooms we use such as filed cabinets, desks, piano, instruments, tables, art/school/office supplies,etc...**
2. Describe how general maintenance and repair of the physical facilities are ensured. **We have volunteers; staff, parents, and friends that help maintain the building. St. Martin's has part time paid custodians that help as well.**

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3. Describe how your school ensures that it complies with laws, health and safety requirements, and building codes. **A building inspector comes in every year to ensure we are complying with all laws.**
4. Describe the maintenance and cleaning schedule of your facility. **St. Martin's paid staff and our volunteers get to things as needed. We are responsible to clean our rented areas. We wax floors and shampoo carpets every summer at our expense.**
5. What is the relationship of the school administrator and faculty with the custodial staff? **Great relationship. Could not ask for a better staff.**
6. What part of your physical plant has been changed in the last three years? **New carpet, new paint, new tables and chairs in science room. New whiteboards in all classrooms.**
7. What long-range plans do you have for ground and site development? **10-20 year plan is to help St. Martin's break ground in summer of 2018. Move in. Rent for at least 10 years or more.**
8. How are students protected from outsiders before, during, and after school? **Doors are locked during school. All outsiders must enter main office doors**

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](#)- **New Building**
[Current floor Plan](#)

Potential Evidence

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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.

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- 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:

[Clean Classroom](#)

[Clean Church](#)

Comments: Each year the fire marshall comes in and inspects our facilities to make sure they are safe. We have a great group of students, parents, teachers, and board members that help take care of the facilities to make sure they are free from hazards and provide a safe and productive learning environment.

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

Identify and list supporting Evidence or Practices:

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Fire Marshal Inspection

Comments: **Each year the fire marshall comes to make sure we are safe and following all laws.**

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:

[Students Using Technology](#)

[Clean Bathroom](#)

[Equipment-Desks](#)

[Lighting](#)

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Ventilation

Comments: **We have such a great staff, board, and group of volunteers that help maintain the facilities we rent. St. Martin's has been so gracious to allow us to update facilities, run wire, add wifi hotspots, and more. St. Martin's also helps clean, mop and troubleshoot various maintenance issues.**

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:

[Christian Flag](#)

[American Flag](#)

[Cross](#)

[Outdoor Sign](#)

[Christian Symbols](#)

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Comments: Hope LHS has been blessed with many donations including the flags at the bottom of stairs at entrance. We are also planning more outdoor signage in the parking lot most likely after the new building is up, God willing.

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:

[Crisis Management Plan](#)

[Emergency Response plans/Response Protocol](#)

[Orientation- Safety](#)

[Cones up by Alleyway](#)

[Bus Duty](#)

[Picture of Parking Lot](#)

[Security Video System](#)

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Comments: **St. Martin's has a lot of these things in place for Hope. For example they block off the alleyway during school hours. They also lock doors so that visitors must go through the main entrances of both schools. Busses pull in front of the school to load and unload. Bus duty is shared by St. Martin's Staff and Hope. Hope staff and students park in the parking lot behind the school. Hope has installed a security camera system to ensure safety as well.**

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".

- A. Are the Required Indicators of Success met for Standard 7? **YES**
- B. Based on evidence, what are the strengths of the school related to Standard 7?
Christian Signage, posters, crosses, etc.. are visible throughout the school. It is clearly marked as a Lutheran/Christian School.
- C. 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.
Natural lighting in our situation is a struggle. We are addressing this in the new facility as the plan right now is to be on the second floor with plenty of natural light. Also in the new facility the plan is to have one entrance through an office area for both schools so that access is gained only by one door/entrance. We also plan to take the video security system to the new building and double or triple its capacity to include the church, parking lot, and other outdoor areas.

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- D. What is the school's average rating for all General Indicators of Success for Standard 7, rounded to the nearest tenth? **3**

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.

NONE at this time.

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.

NLSA Preliminary School Action Plan

School Name: Hope Lutheran High School

School Address: 253 Liberty Street

LCMS District: MN South

Principal: Rocky Sandcork

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| Date of Most Recent NLSA Site-visit: Spring 2018 - To be determined | | | | | |
|--|-------------------------------------|--------------------|---|---|-----------------------|
| 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 |
| 7.01 | Building Handicap accessible | 2019 | St. Martin's and Hope Building committees | Hired Architect. Building plans are drawn, LCEF has been hired to lead capital campaign | 17-18 |
| 7.02 | Building codes and Natural Lighting | 2019 | St. Martin's and Hope Building committees | Hired Architect. Building plans are drawn, LCEF has been hired to lead capital campaign | 17-18 |
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