National Lutheran School Accreditation Validation Team Report

Revised September 2022

St. Paul Lutheran School

Truman, MN
April 27-28, 2023
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Emily Anderson
Sean Martens
Liz Slavens
Katherine Rieck



FOREWARD

Becoming accredited is a strenuous process. The school and its administration are highly commended for their efforts in this ongoing accreditation process. The preparation and the arrangements for the Validation Team were well done. It is the hope and prayer of the members of the Validation Team that the enclosed document is accurate and helpful for the continued improvement of **St. Paul Lutheran School**.

The members of the Validation Team express sincere gratitude to the administration, staff and community of **St. Paul Lutheran School** for the opportunity to serve on the Validation Team and for the kindness shown during the visit.

St. Paul Lutheran School is a good program. This was reflected not only in the Self-Study Report but also in the comments and observations of the Validation Team. The school effectively represents the Christian faith and values not only to its children and families, but also to the surrounding community.

The Self-Study Report is carefully written and includes specific recommendations to be considered seriously by the school and all constituents of **St. Paul Lutheran School** and its sponsoring congregation, **St. Paul Lutheran Church**. Not every suggestion must be followed, however, each is to be considered and addressed in follow-up reports, specifically the annual ongoing cumulative report submitted to the school's district office.

The report was written collaboratively and edited by the Validation Team with minor editing completed by the Team Captain. The report reflects the talents and expertise of all team members. Wherever possible, specific and practical recommendations were made to help address concerns.

The Team Captain, Team Members and the Consultant pledge their continued support and assistance in the implementation process and look forward to hearing about and/or seeing the progress of the School Action Plan.

May the Lord richly bless the staff and constituents of **St. Paul Lutheran School** so that with the power of the Holy Spirit they might continue to proclaim His Gospel ever more effectively to the children and families they serve.

In His Service,

Mickey Angerman Validation Team Captain

DISCLAIMER

Limitations on the distribution, use and scope of this document.

It is the official intent of the National Lutheran School Accreditation Commission that this report is considered a privileged document, to be submitted by the Team Captain of the Validation Team directly to the administration of the school. The distribution of the report and its availability for public consideration rests solely in the hands of the school administration.

Neither the Team Captain nor the other members of the Validation Team are authorized to release any of the information contained in this report without the approval of the administration of the school.

The primary purpose of the Validation Team was to examine the educational ministry of the school, including curriculum, learning materials, student needs and interests, staffing and facilities. The Validation Team assessed the effectiveness of the total school program in meeting the educational objectives and National Lutheran School Accreditation Standards.

It is not the purpose of the Validation Team to evaluate individual teacher performance. The use of this report as an official assessment of any staff member's professional competency is a violation of the process and is not the intent of the school evaluation. Such use is inherently invalid since at no time during the Validation Team Visit was the team concerned with the evaluation of individual teacher performance.

The Validation Team and the Validation Team Report assist the school in its own process as a guideline for continuous growth. Neither the team nor the report is presumed to be the authority for validating any claims regarding health, safety or personnel issues. Such matters are the sole responsibility of the school.

Validation Team Member Biographic Information

Emily Anderson serves as the administrative assistant, athletic director, and 8th language arts teacher at Immanuel Lutheran School — Silo in Lewiston, MN. Emily has a Master's Degree in Education, with an emphasis in administration, from Concordia University — Nebraska. She is proud to have taught in a variety of different single and multi-grade classrooms ranging from first grade through eighth grade including five years as a school principal as well. Her experience with NLSA began in 2013 as a team member. Emily is the Commissioner for Accreditation for the Minnesota South District and enjoys the privilege of visiting many Lutheran Schools.

Mickey Angerman serves as the Principal/Grades 4, 6, and 7 Teacher at St. Johns Lutheran School in Wykoff, MN. She earned a Bachelor's Degree in Elementary and Secondary Education from Concordia, Seward, Nebraska. She completed a Master's Degree in Educational Administration from Santa Clara University in Santa Clara, CA. Her professional experience includes teaching in grades four through grade eight in self-contained classrooms, as well as kindergarten through eighth grade in Physical Education and Music in a departmentalized setting. Her teaching took place in California and Minnesota. Her experience with National Lutheran School Accreditation includes serving as a team member on accreditation teams.

Sean Martens serves as the Assistant to the President, Education and Commissioned Ministers for the Minnesota South District of the Lutheran Church—Missouri Synod. He has been a Lutheran school principal, instructor, and coach in Minnesota, Nebraska, and Nevada at the elementary, high school and college levels. He earned Bachelor's degrees in Chemistry, Biology, and Secondary Education and Education Masters Degrees (2) in Curriculum and Instruction and Administration from Concordia University, Seward, Nebraska. Martens is a certified AoR Reconciler, a 2003 graduate of the School Leadership Development (SLED) program and has been a SLED program mentor. Martens has served as a Consultant, Team Captain or team member on more than 25 accreditation teams and serves on the Minnesota South District Accreditation Commission. Martens also serves on COGNIA (AdvancED) accreditation teams and is ELEOT certified.

Katherine Rieck serves as a fifth-grade teacher at Rochester Central Lutheran School in Rochester, MN. She earned a Bachelor's Degree in English and in history at St. Olaf College. She completed a Master's Degree in Teaching from St. Mary's University in Winona, MN. She also earned a Master's Degree in Museum Studies from Indiana University in Indianapolis, IN. Her professional experience includes teaching fifth grade and first grade self-contained classrooms at RCLS. She has also worked as a museum educator at Denver Art Museum, Newfields, and Plains Art Museum. This is Katherine's first experience with being on an accreditation team with National Lutheran School Accreditation.

Elizabeth Slavens serves as the high school English Teacher at Sioux Falls Lutheran School in Sioux Falls, SD. She earned a Bachelor's Degree in Secondary Education with a Concentration in Middle Level Education from Concordia University in Seward, NE in 2002. She has a Master's Degree in Education from Maryville University in St. Louis, MO. She is also currently working on an additional Master's Degree in Curriculum and Instruction from Concordia Nebraska. Her professional experience includes teaching high school middle school and high school English. She has taught in Roseville, MN and St. Louis, MO before moving to Sioux Falls, SD. This is her first experience with National Lutheran School Accreditation, but she has served as a team member on a team for WELS School Accreditation.

REPORT SUMMARY

Overall School Performance Level

Standard	Rating Total	Possible Score
Standard 1	11	16
Standard 2	29	40
Standard 3	23	40
Standard 4	8	16
Standard 5	16	24
Standard 6	12	16
Standard 7	7	12
Total	106	164
Average		
(total ÷ 41,		
rounded to	2.59	4.00
hundredths		
decimal)		

The Validation Team's Overall Impression of the School

The Validation Team observed a school with a staff that is committed to Lutheran education, and the education of their students. The parents and students have a great respect for the staff and love their school. The School Board is invested in the success of the school. The congregation provides strong financial support for the school. The Pastor is a driving force in the success of the school.

The Validation Team saw and acknowledged the love and passion for the school by all stakeholders, but also observed some complacency. The acceptance of being a good school could be changed to a great school with some intentional direction and attention to detail.

Outstanding Strengths

- St. Paul's collaboration with other schools in using LSEM.
- Pastor's active participation in the school, and his dedication to making it succeed.
- The teachers' dedication and commitment to St. Paul's, Lutheran education, and spreading the Gospel.
- Principal's dedication to reaching the community as an ambassador of St. Paul's, and his commitment to Lutheran education and spreading the love of God.
- The Board of Parish Education's commitment to the school and desire to do what needs to be done for the school to succeed.

Major Deficiencies

• Repairs and updates need to be made to some of the playground equipment and the safety ground cover under the equipment for the safety of the children.

Accreditation Recommendation

We the members of the Validation Team recommend

Accreditation in Good Standing	Provisional Accreditation	х		Denying Accreditation	
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for St. Paul Lutheran School of Truman, MN

Signature of the Team Captain

Mickey Angerman

TEAM FINDINGS

The Team Findings section presents the Validation Team's evaluation of the NLSA Standards and Indicators. It also identifies Strengths, Concerns and related Recommendations that were identified by the Validation Team through a review of the school's prepared documentation along with observations and interviews that were conducted during the visit.

Accreditation Standards and Indicators

Standards define what's important for schools to be successful. In an accreditation self-study process they provide the educational community with the opportunity to evaluate a school's effectiveness, identify strengths and concerns and plan for intentional and continuous improvement. They establish benchmarks that schools must achieve through intentional planning and assessment. The NLSA standards are a compilation of expectations related to what is most important for Lutheran schools. They have been refined and adjusted and align closely with the research-based standards that have been prepared by secular partner accrediting agencies. They allow Lutheran schools to use the very best that the educational community has prepared while staying true to the mission of sharing Christ with children and families.

This section contains an evaluation of each NLSA Accreditation Standard and Indicators, conclusions related to strengths and concerns that were identified by the visiting team and evidence and practices that led to the team's conclusions. Indicators are evaluated and rated individually by the visiting team using a four-level performance rubric. The Standard Performance Level is the average of the indicator scores for the standard.

Highly Functional (4) — This is an area of outstanding strength of the school. It not only meets ALL the benchmarks related to the General Indicator of Success but is supported by extensive documentation and/or observable practices that exceed expectations related to the indicator. This indicator establishes practices for other Lutheran schools to consider. The Validation Team verifies 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. A majority of the expected benchmarks are not met or addressed with sufficient practices, evidence or documentation. This rating may result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

Standard 1: Purpose

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 to determine if each aligns with the stated purpose.

Does the school comply with the Required Indicators for Standard 1?

1:01*	The school's written purpose embraces a Lutheran identity that is rooted in Holy Scripture and is committed to faith formation, academic excellence and Christian service.
)	X YES
	NO
1:02*	School leadership and staff members understand and accept the purpose of the school.
)	K YES
	NO
Are re	quired evidentiary pieces for Standard 1 prepared and in good order?
Standa	rd 1 Required Evidence*: Written purpose/philosophy/mission statement
)	YES
	NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self- Study Rating	Team Rating
1:03 School leadership (administration and governing board) uses the mission statement as the foundation and reference for all planning.	 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. 	 Board of Parish Education Policy Manual Teacher Contracts Mission Statement Narrative in Self- Study Faculty Handbook 	3	3
1:04 School leadership (administration and board) regularly assembles school constituencies (including but not limited to faculty, staff, parents, students and congregational stakeholders) to review, clarify and renew the school's stated purpose.	 The school's purpose is communicated effectively to staff, students and stakeholders. The school regularly evaluates and reviews the alignment of purpose, vision, values, school goals, learner outcomes and student activities. 	 Parent Newsletter Survey Results School Website Faculty Handbook 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self- Study Rating	Team Rating
1:05 The school's purpose is displayed and reflected in school activities and in the teaching/learning environment in classrooms.	 The school's purpose is displayed in each classroom and in the hallways. The school's purpose is readily seen on the school's website. The school's purpose is included in written communications distributed to families, such as the PTL handbook and promotional materials that are supplied to prospective families. School events, curriculum and discipline are aligned with the school's mission statement and purpose and promote a positive teaching/learning environment. 	 Tour of school Classroom Observations School's mission statement is posted in all classrooms Narrative in Self- Study 	4	3
1:06 New employees are informed about the school's purpose and its appropriate engagement.	 New employees are given an orientation packet and have an orientation meeting with the school administrator. New employees utilize mentors 	 Teacher Contracts Teacher Job Description Teacher Interviews 	3	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self- Study Rating	Team Rating
	to assist them in learning about the school's purpose and how to carry it out. The school's purpose is outlined in the job description for each employee.			
Total			13	11
Standard One Overall Rating (Total ÷ 4, Rounded to the Nearest Tenth)			3.3	2.8

What is the overall Validation Team rating for Standard 1? 2.8

Did the Validation Team change any ratings that were	e assigned by the school?
X YES	
NO NO	

If YES, what was the justification for changing the rating?

- 1:05 St. Paul's Truman communicates the mission and purpose as expected of a good Lutheran school.
- 1:06 New teachers do not receive an orientation packet or partner with assigned, intentional mentors.

What strengths have been validated by the team in this area?

- St. Paul's staff, pastor, administration, and board are committed to the Lutheran doctrine and to sharing the gospel with students and their families.
- Families come to St. Paul's Lutheran School and stay at the school because of the welcoming school climate.

What concerns have been validated by the team in this area?

NONE

What recommendations does the team make for concerns that were not addressed by the school in its Self-Study process?

1:05 Ensure that the purpose statement is included on all printed materials (Why Choose SPL Truman brochure, the curriculum document, job descriptions, etc.).

Standard 2: Relationships

The Lutheran school has a special relationship with its operating congregation(s). The school concerns itself with the ministry of the whole church 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.

Note: Section 2 is divided into three categories: school and congregation, school and community and school climate. Section 2A, School and Congregation, does not apply when a Lutheran school is operating outside of a highly developed relationship with a single congregation or group of congregations.

Does the school comply with the Required Indicators for Standard 2?

Does the school comply with the Required Indicators for Standard 2?
2A:01* The school is operated by one or more of the congregations of The Lutheran Church—Missouri Synod (LCMS) or maintains an active Registered Service Organization (RSO) status with the Synod.
X YES
□ NO
2B:01* A statement of nondiscrimination is evident in school-printed materials and assures that students are admitted without regard to race, color or national origin.
X YES
□ NO
2C:01* The climate of the school flows from and supports the school's purpose.
X YES
□ NO
Are required evidentiary pieces for Standard 2 prepared and in good order?
Standard 2 Required Evidence*: Written nondiscrimination statement
X YES
NO NO

	Χ	YES
Ī		NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self- Study Rating	Team Rating
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.	 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. 	 Church Calendar List of Faculty Duties Student Surveys Chapels, order of services Interviews 	3	3
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.	Students participate regularly in congregational life through planned activities available and coordinated with the congregation.	 Evangelism Plan Singing Schedule Chapel Offerings Annual Report Interview CEU certificates 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self- Study Rating	Team Rating
	 School staff members 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 LCMS missions. Called teachers participate in required district conferences and 		Rating	
2B:02 The school's student population reflects the ethnic, racial and economic diversity of the community in which it is located.	events. 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 it serves and the	 Guardian Angel Application Parent Handbook Nondiscrimination policy Truman community Demographics LCMS Statistical Report Observation 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self- Study Rating	Team Rating
	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.			
2B:03 The school promotes and encourages the involvement of its teachers and students in community activities.	 The school seeks ways to involve its students and teachers in service to the 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. 	 Parade handout Kindergarten Shadow day invite Weekly newsletter Fundraising event flyer Singing schedule Newspaper Ad 	3	2
2B:04 The school has an active Parent-Teacher Organization and/or other parent support groups.	The school sponsors educational opportunities for parents and provides a wide variety of	 PTL Handbook PTL Minutes PTL treasurers Report Game Day Flyer Movie Night Flyer 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self- Study Rating	Team Rating
	parenting resources. Support groups (i.e., Parent Teacher League, 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.			
28:05 The school is known, respected and maintains a positive perception in its community.	 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. 	 School Brochures Parade Handout Fire Preventions/Bus Safety Program Student survey School Newsletter School Website 	3	3
2C:02 The school's Christ-centered ethos is visible and evident to visitors.	Students demonstrate love for others in response to Christ's love for them.	 Chapel Music Schedule Classroom Schedules Student Surveys Observation 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self- Study Rating	Team Rating
	 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. 	• Interviews with parents		
2C:03 Teachers and staff members recognize, value and respect the needs of students.	 Teachers demonstrate love for all students in Christ. Teachers attend to the individual needs of students. 	 Chapel Families School Discipline Code Class Schedules Survey Results Observations Parent Interviews 	3	3

General Indicator of	Operational	Sources of Evidence	Self-	Team
Success	Benchmarks	Sources of Evidence		Rating
		Sources of Evidence	Self- Study Rating	
	 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. 			

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self- Study Rating	Team Rating
2C:04 School personnel model Christ's love in their relationships with parents and guardians.	 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 at the school. The legal rights of parents and legal guardians are protected. Parents are encouraged to be positive and supportive of the school. 	 Website Parent/Teacher Conference Sign-up PTL Parent Volunteer sign-up Thanksgiving Feast Form NLSW Guest Day form Parent Surveys Board Policy Handbook Parent Handbook Parent interviews Staff interviews 	3	3
administration respect and support one another as individual, fellow members of the body of Christ.	 Faculty and administration gather for devotions regularly. 	 Faculty Duty list Christmas Secret Angel form Interview Observation Narrative 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self- Study Rating	Team Rating
	 Faculty and administration speak positively about their coworkers at the school. Faculty and administration demonstrate support of one another in tangible ways. 			
Total		30	29	
Standard Two Overall Rating (Total ÷ 10, Rounded to the Nearest Tenth)		3	2.9	

What is the overall Validation Team rating for Standard 2? 2.9

Did the validation Team change any ratings that were assigned by the scho	001?
X YES	
□ NO	

If YES, what was the justification for changing the rating?

2B:03 There is limited evidence of service outside of the LCMS community

What strengths have been validated by the team in this area?

- St. Paul's has a strong visibility in the community.
- Pastor Chase is actively involved in the school and has a strong desire to see the school succeed.
- St. Paul's students are active in singing in area congregations.

What concerns have been validated by the team in this area?

NONE

What recommendations does the team make for concerns that were not addressed by the school in its Self-Study process?

2B:03 In line with the school mission statement, look for ways to encourage and engage staff and students in activities to the greater community through service.

Standard 3: Leadership

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 board or governing authority and the appointed administrator(s), although some schools may function effectively without a school board. In that case, Section 3A: Governance, would not apply.

Does the school comply with the Required Indicators for Standard 3?

3A:01* The operating organization designates the governing authority and has written policies clearly defining lines of authority, responsibilities and/or limitations of the governing authority.
X YES
NO
3A:02* The operating organization has written policies clearly defining governing authority membership.
X YES
□ NO
3A:03* The governing authority establishes written policies or administrative limitation that empower the administration in operating the school.
X YES
□ NO
3B:01* The administrator demonstrates a personal Christian faith, a commitment to Lutheran education and a dedication to the teaching ministry of the governing authority.
X YES
□ NO

Are required evidentiary pieces for Standard 3 prepared and in good order?

Standard 3 Required Evidence*: Board or governing authority handbook or policy manual including
policies relating to roles of board, administrator and pastor

X	YES
	NO
Standard 3	Required Evidence*: Administrator's job description
X	YES
	NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self- Study Rating	Team Rating
aA:04 The governing authority is organized around written policy and understands and operates within its role and function.	 The governing authority provides for grievance and due process resolution procedures. The governing authority meets regularly and has clearly defined policies regarding open attendance at meetings and executive sessions. The governing authority has established process policies that set forth the style and rules by which the governing authority will complete its tasks and processes. Governance policies are determined at official meetings and recorded in the minutes, including appropriate updates 	 Board Policy Manual Interview with Board of Parish Education Narrative in Self- Study Meeting Minutes 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self- Study Rating	Team Rating
	 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. 			
3A:05 Governing authority policy supports effective personnel.	 Written policy delineates roles and responsibilities of the board or governing authority. Comprehensive job responsibilities and/or limitations are in place for the administrator. The governing authority evaluates the head administrator annually based on the job description. The governing authority receives reports from the 	 Faculty Handbook Board of Parish Education Handbook Principal Job Description Principal's Reports to PTL Meeting Minutes Survey Results Church Constitution interview 	3	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self- Study Rating	Team Rating
	 administrator at each meeting. The governing authority has written policies or position descriptions clearly delineating relationships between the head administrator and pastor(s). 			
3A:06 Governing authority members meet prescribed qualifications and are trained regarding roles and responsibilities.	 Written policies define qualifications for board or governing authority members. Governing authority members are required to participate in professional development regarding roles and responsibilities of the governing body and its individual members. 	 Board of Parish Education Handbook Interview with Board of Parish Education Interview with Principal 	3	2
3A:07 The governing authority establishes and employs systematic planning for school improvement.	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 the planning process.	 Curriculum Change Document Board Policy Manual Mid-Year Survey Results & Summary Interview with Board of Parish Education 	3	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self- Study Rating	Team Rating
3A:08 The governing authority provides strong financial leadership for the school.	 The board or governing authority establishes policies that provide for sound budget planning and fiscal operations. The board or governing authority approves the budget (including annual tuition and fees) for the school or has developed policies to empower individuals with that responsibility. The board or governing authority accepts, reviews and devises strategies to react to concerns expressed in the annual financial audit. 	 Interview with Board of Parish Education Parent Handbook PTL Minutes Special Projects Balance Sheet 	3	2
3B:02 The administrator meets qualifications required for the position.	 The principal is a member of The Lutheran Church – Missouri Synod, Rostered 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 	 Interview with Board of Parish Education Principal's Master Degree Diploma Narrative in Self- Study Photos of principal actively involved in church 	3	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self- Study Rating	Team Rating
	actively working toward obtaining required certification. The administrator has a master's degree in education, with no fewer than 12 semester hours in administration or supervision or is actively working toward such a degree. (The administrator of an early childhood center has a bachelor's degree, with no fewer than 18 semester hours in early childhood education, or is actively working toward accomplishing this requirement.)			
3B:03 The administrator is provided adequate support to complete required tasks.	 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 release time may be shared.) 	 Interview with Board of Parish Education Principal's schedule Interview with principal Narrative in the Self-Study 	2	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self- Study Rating	Team Rating
	 Secretarial assistance is available for school purposes for at least one-fourth of each school day for every 50 students enrolled. In a school with more than 200 students, an individual is designated as assistant administrator with associated administrative duties. 			
3B:04 The administrator is an effective communicator.	 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 	 Interview with Board of Parish Education Survey Results School Newsletter Principal's Job Description Sample of Email Communication Observation of staff devotion Parent Interviews 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self- Study Rating	Team Rating
	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.			
3B:05 The administrator is engaged in the process of developing and managing the budget.	 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 	 Interview with Board of Parish Education Board of Parish Education Handbook Meeting agenda and minutes Financial spreadsheets 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self- Study Rating	Team Rating
	governmental sources. • Funds provided by auxiliary organizations are allocated per governing board policy, in consultation with the school administrator and regularly audited.			
3B:06 The administrator is committed to personal development and the development of staff members.	 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 	 Interview with Board of Parish Education Teacher Handbook Devotion Schedule Curriculum Review Cycle Master Teacher Professional Development Sample 	3	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self- Study Rating	Team Rating
	technology, including necessary staff development and training. The administrator engages in an ongoing program of professional staff supervision.			
Total		29	23	
Standard Three Overall Rating (Total ÷ 10, Rounded to the Nearest Tenth)		2.9	2.3	

What is the overall Validation Team rating for Standard 3? 2.3

Did the Validation Team change any ratings that were assigned by the school?

X	YES
	NO

If YES, what was the justification for changing the rating?

- 3A:05 Due to Principal job description not being reviewed annually by Board of Parish Education.
- 3A:06 Due to lack of training of Board of Parish Education.
- 3A:07 No evidence is seen of long-range planning.
- 3A:08 Financial planning does not project for future staffing, growth, or replacing retiring teachers.
- 3B:02 Administration does not hold the appropriate state certification.
- 3B:06 Administration is not a member of a professional organization.

What strengths have been validated by the team in this area?

- St. Paul's Board of Parish Education members are motivated and excited to be a part of the overall improvement efforts at the school.
- Mr. Miller is passionate about Christian education and sharing the gospel with everyone to the point of individually approaching prospective families.

What concerns have been validated by the team in this area?

NONE

What recommendations does the team make for concerns that were not addressed by the school in its Self-Study process?

- 3A:05 Conduct an annual principal evaluation based on the job description.
- 3A:06 Provide annual training for Board of Parish Education Members.
- 3A:07 Develop a plan for systematic, long-range planning.
- 3A:08 Develop and implement a plan for sound budget management and planning that will provide for future growth of the school.
- 3B:02 Determine what the requirements are for the principal to obtain state certification and provide the necessary support should this be enforced.
- 3B:04: Consider increasing your social media presence to include the school and children doing activities as a recrement and marketing strategy.
- 3B:06 The Principal needs to obtain membership in a professional organization (LEA, MINNDEPENDENT, Classical etc.)

Standard 4: Professional Personnel

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.

Does the school comply with the Required Indicators for Standard 4?

boes the school comply with the Required indicators for Standard 4:
4:01* All school personnel express and demonstrate agreement with the stated school purpose.
X YES
□ NO
Are required evidentiary pieces for Standard 4 prepared and in good order?
Standard 4 Required Evidence*: School's staff development plan
X YES
NO NO
Standard 4 Required Evidence*: Non-discriminatory salary and benefit scale or policy
X YES
NO NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self- Study Rating	Team Rating
4:02 Christ- centered teachers have qualities and qualifications necessary for success in their defined areas of service.	 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 LCMS, eligible to be on the Roster of the LCMS or are actively enrolled in the colloquy program. 	 Teacher Survey Faculty Handbook Teacher Self- Study Observation of Background Checks 	2	2

				1
	 Teachers have been prepared and vetted following prescribed federal and state mandates for background checks and training. Full-time professional staff members have appropriate teaching certificate(s) from the state and meet requirements for their specific assignments. 			
4:03 Teachers are informed of, and subsequently evaluated and supported in the continuing pursuit of professional growth and development.	 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. 	 Faculty Handbook Classroom Teacher Job Description Master Teacher Pamphlet Kerrie Bennett CUE's Cindy Fitzner's CUE's 	2	2
4:04 Teachers and support staff are empowered and equipped to effectively accomplish their assigned task.	 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. 	 Staff Handbook MN South District Salary & Benefit Scale Concordia Plan Services > Compensation Decision Support Tool Website 	3	2

4:05 Employees	 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 members is adequate to provide effective instruction and supervision for students at all school activities. The nondiscriminatory salary and benefit scale is adopted and implemented for all personnel. Support staff (e.g., teacher 	Mentoring from Kindergarten Teacher to Preschool Teacher Copy of Saintenel	3	2
and volunteers serving in support roles have the qualifications and training necessary for success in their defined area of service.	 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. 	 Gradelink website Parent/Teacher Conference Form Hot Lunch Information 		
	Total		10	8
(*	Standard Four Overall Rating Total ÷ 4, Rounded to the Nearest Te	nth)	2.5	2.0

What is the overall Validation Team rating for Standard 4?	2.0
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Did the Validation Team change any ratings that were assigned by the school?

X	YES
	NO

If YES, what was the justification for changing the rating?

- 4:04 New teachers do not receive an orientation packet and are not paired with mentors.
- 4:05 There are no written policies or trainings for volunteers.

What strengths have been validated by the team in this area?

Continuity of teachers and staff.

What concerns have been validated by the team in this area?

- 4:02 Not all teachers are rostered or have a state teaching license.
- 4:03 Teachers do not have membership in professional organizations.

What recommendations does the team make for concerns that were not addressed by the school in its Self-Study process?

- 4:02 Assist teachers in obtaining state teaching license.
- 4:03 Provide financial support for teachers to become members in a professional organization such as LEA, MINNDEPENDENT, or one in correlation with future curriculum goals. Tailor and support professional development to classical development plan.
- 4:04 Create an orientation packet for new teachers and plan for mentoring new staff members.
- 4:05 Utilize Ministry Safe training for all volunteers, coaches, and staff.

Standard 5: Teaching and Learning

Student learning requires the integration of a 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.

Does the school comply with the Required Indicators for Standard 5?

5:01*	The teaching of the Christian faith is recognized as the major purpose of the school, is allotted appropriate time in the daily schedule and is integrated intentionally throughout the curriculum and instruction.
	X YES
	NO
5:02*	The written curriculum is developed and is 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.)
	X YES
	NO
Are re	quired evidentiary pieces for Standard 5 prepared and in good order?
mathe	rd 5 Required Evidence*: Written curriculum is developed for every grade level for religion, matics, science, reading, language arts, social studies, art, music, physical education and any othe taught. (Early childhood centers need not segment learner outcomes into specific subject
	X YES
	NO
	rd 5 Required Evidence*: A current schedule is prepared for each classroom, indicating clearly subjects (activities) are taught and during what periods.
	X YES

NO
Standard 5 Required Evidence*: A chart is prepared illustrating the percentage of each school week allocated to each subject (activity), at each level, including a comparison with state guidelines.
X YES
NO NO
Standard 5 Required Evidence*: Analysis of the results of standardized tests administered for each grade level for the past three years, including a description of how this information is used to evaluate and improve student learning, is provided.
X YES
□ NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self- Study Rating	Team Rating
5:03 The school community builds and maintains a vision, direction and focus for student learning.	 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 transition successfully. The school quantifies, tracks and publicly celebrates student success. School leaders monitor and support the improvement of 	 Curriculum Parent Interviews Teacher Interviews Honor Roll and Merit Roll Perfect Attendance Parent Survey General Learning Outcomes P.R.A.I.S.E. Program 	4	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self- Study Rating	Team Rating
	instructional practices used by teachers to ensure student success.			
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.	 The curriculum is aligned with delineated standards. The curriculum is documented, assessed, monitored and challenges all students. The curriculum reflects research, best practices and high standards in education and it is designed to ensure that every student receives Christ-centered, rigorous and sequential academic preparation. The curriculum is aligned with LCMS teachings. The curriculum ensures that students can pursue their Godgiven talents and passions. The curriculum is used as an opportunity to proclaim the Gospel. 	 Written Curriculum Partnership with LSEM Band Instruction Classroom observation 	3	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self- Study Rating	Team Rating
5:05 Teachers use a wide variety of instructional strategies that engage students and ensure mastery of learning expectations.	 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. Evidence of active student engagement exists in every classroom. Service learning is a component of the school's required program. 	 Classroom Observation Interviews with staff Parade handout Singing schedule 	3	3
5:06 Teachers intentionally communicate and collaborate to improve instruction and	 Teachers regularly participate in staff 	Teacher InterviewsDevotion ScheduleMaster TeacherPamphlets	3	3
student learning.	development			

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self- Study Rating	Team Rating
	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.	Partnership with LSEM		
5:07 Technology enhances and enriches the students' learning environment.	Faculty members are users, instructors and participants in the process of engaging technology with the learning	 Classroom observations 1:1 device accessibility Interview with parents Interview with teachers 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self- Study Rating	Team Rating
	process in schools. Faculty members acquire the necessary technology skills to use personally and integrate and guide student learning. Clear and intentional planning and protocols for technology are in place. Technology is integral to curriculum, instruction, assessment and a tool for teachers to personalize, enhance and improve instruction. Student technology skills are sharpened and advanced through the integration of technology into the learning process.	 Technology Class Description Board of Parish Education Handbook 		
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.	The school monitors, reviews, evaluates and modifies its curriculum based on the use of school-wide student data that	 Teacher Interviews Use of Gradelink Parent Interviews 	3	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self- Study Rating	Team Rating
	is generated by			
	multiple tools			
	and surveys.			
	 Multiple forms of 			
	student			
	assessment drive			
	instructional			
	strategies.			
	 Student learning 			
	is monitored,			
	tracked, recorded			
	and reported			
	regularly and			
	continuously			
	during the time			
	the student is			
	enrolled at the			
	school.			
	A comprehensive			
	program that			
	examines student			
	achievement			
	with frequent			
	progress			
	monitoring is			
	used to			
	individualize			
	instruction for			
	student success.		40	4.5
	Total		19	16
Standard Five Overall Rating		3.2	2.7	
(Total ÷ 6, Rounded to the Nearest Tenth)				

What is the overall Validation Team rating for Standard 5? 2.7

Did the Validation Team change any ratings that were assigned by the school?

X	YES	
		NO

If YES, what was the justification for changing the rating?

- 5:03 The validation team changed the rating from a 4 to a 3. St. Paul's is doing what is expected of a Lutheran school.
- 5:04 Curriculum is not aligned to standards.
- 5:08 There is no evidence of modifying curriculum based on student data.

What strengths have been validated by the team in this area?

- St. Paul's celebrates student achievement through a unique program (P.R.A.I.S.E.) of student recognition.
- St. Paul's technology program is strong and preparing the students for the future.

What concerns have been validated by the team in this area?

5:05 Service learning is a component of the school's required program needs to extend beyond St. Paul's and into the community.

What recommendations does the team make for concerns that were not addressed by the school in its Self-Study process?

- 5:03 Facilitate conversations among teachers that will help address curriculum gaps as students transition from grade to grade.
- 5:04 Align curriculum to chosen standards.
- 5:04 Intentionally integrate faith principles into written curriculum documents for all content areas.
- 5:05 Service learning needs to extend into the community.
- 5:04/5:08 Develop a method to measure and hold teachers accountable to teaching the written curriculum.

Standard 6: Student Services

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 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.

Does the school comply with the Required Indicators for Standard 6?

uirements.
·?

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self- Study Rating	Team Rating
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.	 Student applicants are admitted per 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 addressing students' emotional, social and psychological needs. Procedures are established for evaluating students for promotion and/or graduation. 	 Parent teacher handbook Board of Parish Education Policy Manual Pulled a random sampling of cumulative records from each grade in file cabinet in Mr. Miller's office Narrative Parent Interviews 	3	3
6:03 Extracurricular activities provide opportunities for students to further enhance Godgiven talents and abilities.	• The school provides a variety of extracurricular activities that meet the needs and interests of the students and reflect the purpose of the school.	 Background checks document Parent Handbook Pulled random background checks from locked file cabinet in the church office. Student interviews Teacher interviews Narrative 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self- Study Rating	Team Rating
	 Extracurricular activities are carefully supervised by trained personnel. Those who supervise extracurricular activities accept the purpose of the school. Background checks are completed and on file for those who supervise extracurricular activities. 			
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.	 Immunization documentation, health tests and screenings conducted at the school conform 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 are developed and implemented for blood-borne pathogen, 	 List of drills included Discussion of intruder drill last week with principal and board members CPR training sign in sheet Discussion regarding asbestos abatement in the gym with board members Pulled random immunization records from locked cabinet in church office. Pulled random background checks from locked file cabinet in the church office. The secretary noted that all health records are also on file with the school 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self- Study Rating	Team Rating
	asbestos, CPR, first-aid training and the distribution of medication. Background checks are conducted for all who have contact with students on a regular basis. Training for the recognition of child abuse and the protection of children is required for all who have contact with students on a regular basis. The school ensures the safety and security of its students when online.	nurse at Truman public schools. AED is located in a central location. Written statements in Board of Parish Education and Parent Teacher Handbook Observed location of First Aid		
6:05 School food services meet or exceed national and state guidelines.	 Care is taken to ensure cleanliness where meals or snacks are consumed. Where food service is provided, adequate and qualified personnel are available to plan and serve a variety of well-balanced, wholesome meals in full 	 Hot lunch inspection report Photographs of lunch area Observation 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self- Study Rating	Team Rating
	accordance with			
	federal			
	guidelines.			
Total		12	12	
Standard Six Overall Rating		3.0	3.0	
(Total ÷ 4, Rounded to the Nearest Tenth)				

What is the overall Validation Team rating for Standard 6?	3.0
Did the Validation Team change any ratings that were assigned	by the school?
YES	
X NO	
If YES, what was the justification for changing the rating?	

What strengths have been validated by the team in this area?

- The students and parents at St. Paul's love their school and feel that it is serving them well.
- St. Paul's is using the information it receives to make informed decisions (I.e. moving to the walkie-talkies after their intruder drill).

What concerns have been validated by the team in this area?

NONE

What recommendations does the team make for concerns that were not addressed by the school in its Self-Study process?

Standard 6 Update the Parent-Teacher handbook to reflect policies and procedures given in the Board Handbook.

6:04 Implement Ministry Safe training through Synod for all volunteers (coaches, field trip drivers, etc.).

Standard 7: Facilities

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 and instrument for learning. As a place for learning, the facilities help children grow spiritually, physically, mentally, socially and emotionally. As an instrument used in the learning process, the facilities demonstrate principles of beauty, harmony, order and utility. Its furnishings and décor are reflective of the Christian mission and purpose of the school.

Does the school comply with the Required Indicators for Standard 7?

7:01*	Facilities are well-maintained and free from hazards, providing a safe and productive learning environment.
X	YES
	NO
7:02*	Facilities fully conform to all applicable laws, including health, safety and building codes.
X	YES
	NO
Are red	quired evidentiary pieces for Standard 7 prepared and in good order?
Standar	rd 7 Required Evidence*: School floor plan
X	YES
	NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self- Study Rating	Team Rating
7:03 Buildings, grounds and equipment are well maintained, clean and appropriate for the age and number of students.	 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, 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. 	 School Floor Plan Narrative Observation Interview with principal Interview with pastor 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self- Study Rating	Team Rating
	 Adequate provisions exist for offices, area for students needing care, recreation, library/media center and space for small-group instruction. The school facility supports and provides for the integration of technology and learning. 			
7:04 Physical facilities provide specific (crosses, signs, etc.) and nonspecific (attractive, adequate, etc.) Christian witness to the community.	 The Christian flag flies alongside the American flag at the 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 a witness to the community. 	 Pictures of Posters Observation Narrative 	4	3
7:05 The building and grounds provide a safe school environment.	 Policies and procedures are in place to maintain a safe school environment. The playground and athletic field have fences or other restraints 	Picture of PlaygroundNarrativeObservationCrisis Plan	3	1

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self- Study Rating	Team Rating
	to prevent students from			
	entering 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.			
	Total		10	7
	ndard Seven Overall Rati		3.3	2.3
(Total ÷ 3, Rounded to the Nearest Ten		st Tenth)		

What is the overall Validation Team rating for Standard 7? 2.3

Did the Validation Team change any ratings that were assigned by the school?

X	YES
	NO

If YES, what was the justification for changing the rating?

- 7:04 St. Paul's is doing what would be expected.
- 7:05 The playground has several areas of exposed concrete under the play structure(s) and swings sets.
- 7:05 Other play equipment has broken parts that could hurt a child.
- 7:05 There is no protective ground cover under several pieces of play equipment.
- 7:05 The lighted cross on the outside wall of the school has a broken conduit exposing wires.
- 7:05 There is no before school supervision for dropping off children.
- 7:05 Barricades at the ends of the street do not prevent cars from driving down the street.

What strengths have been validated by the team in this area?

- Every room has a picture of Christ and other posters or pictures reflecting a Christian environment.
- The amount of space and equipment for children to play.
- Laptops or tablets are available for every child.
- Technology and the internet are available for classroom learning.

What concerns have been validated by the team in this area?

7:05 Some of the playground equipment is broken and a possible hazard to children.

Some equipment does not have sufficient ground cover.

Lack of procedures that ensure safe outdoor play.

What recommendations does the team make for concerns that were not addressed by the school in its Self-Study process?

- 7:04 Consider replacing the faded and torn outside flags.
- 7:05 Repair or replace the broken playground equipment.
- 7:05 Consider approaching city government requesting equal traffic safety measures as the Truman public school (all way stops at intersections and cross walks).
- 7:05 Develop and enforce procedures for outdoor play, specifically for crossing the road.

Review of the School Action Plan

As a school conducts its Self-Study process, it identifies areas needing improvement. These items are usually rated as **2** (Emerging) showing that the condition is recognized as important by the school but is inconsistently or irregularly applied. It is not supported with sufficient practices, evidence or documentation and there is room for improvement in this area. A rating of **1** (Not Evident) means there is observable conflict or deficiency with the condition at the school or that the school does not enact this condition.

Items that have been identified as **2** (Emerging) or **1** (Not Evident) require planned improvement actions. Over the course of the school's accreditation cycle, the items must be targeted (with a completion date), assigned, evaluated and completed. The School Action Plan is the organization's roadmap, guiding the improvement process during the school's accreditation cycle.

Certain items will be rated as **3** (Operational), and while the condition is in place and functionally supported and practiced, it may not always be fully enacted or easily evidenced in every aspect of the school program. The school functions acceptably in this area and the school is not required to develop ways to improve in this area.

In a narrative, please address the following aspects of the school action plan:

- What is the Validation Team's evaluation of the realistic attainability of the plan as a whole?
- Were any items not addressed in the School Action Plan that were identified by the school in its Self-Study Report?
- Does the team wish to target additional action items not identified by the school in its Self-Study Report?

St. Paul's identified seven areas of growth in its preliminary action plan, and the validation team has added approximately twenty more. It is the opinion of the Validation Team that St. Paul's is able to realistically complete the plan as a whole. Some of the items needing attention are minor, while others will take more time and resources. The Validation Team encourages St. Paul's administration to consider reaching out to other resources to seek consultants that may help facilitate some of the communication needed to accomplish the recommendations.

Some of the areas needing significant action are centered on Standard 3: Leadership and Standard 5: Teaching and Learning.

One major deficiency was identified in Standard 7: Facilities. The Validation Team requires that the playground equipment and surrounding area (play surface) are brought into compliance no later than May 1, 2025.