

# National Lutheran School Accreditation

## Validation Team Report

*Revised September 2021*

### **Trinity Lutheran**

Waconia, MN

April 27-29, 2022

### **Team Members:**

Lynn Gehrke, Captain - Concordia University

Annette Engelmann - RCLS, Rochester

Elizabeth Wegner - King of Kings, Roseville

Michelle King - Immanuel, Gaylord

Natalie Raabe - Redeemer, Wayzata

Mickey Angerman - St. Johns, Wykoff

## 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 **Trinity Lutheran, Waconia**.

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

**Trinity Lutheran, Waconia** is an effective, Christ-focused school. This was reflected not only in the Self-Study Report but also in the comments of those stakeholders interviewed by the Validation Team. Additionally, observations throughout the school and classrooms conveyed the ethos and mission of the school. 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 **Trinity Lutheran, Waconia** and its sponsoring congregation, **Trinity Lutheran Church, Waconia**. 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 **Trinity Lutheran, Waconia** 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,

**Dr. Lynn Gehrke**  
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

**Dr. Lynn Gehrke** currently serves as the Chair of the Department of Undergraduate Education at Concordia University St. Paul, MN.. She earned a Bachelor's Degree in Elementary Education from Concordia College, St. Paul, MN. She completed a Master's Degree in Education, with an emphasis in Early Childhood, from Concordia University, St. Paul, MN. She earned a Ph.D. in Curriculum and Instruction from the University of Minnesota-Twin Cities. Her K-12 teaching experience includes teaching in elementary and early childhood classrooms in Minnesota. She began her career in higher education at Concordia University in 1999. Her experience with National Lutheran School Accreditation includes serving as a Consultant, Team Captain, and team member on NLSA accreditation teams. She has served on accreditation teams for teacher preparation programs statewide with the MN Professional Educator Licensing and Standards Board (PELSB) and with the Association for Advancing Quality in Educator Preparation (AAQEP) for teacher preparation programs across the country. She has led the national accreditation efforts for the teacher education programs at Concordia University-St. Paul for the last two seven year cycles.

**Elizabeth Wegner** is currently the music instructor at King of Kings Lutheran School in Roseville, MN. She also serves as the Director of Music at Jehovah Lutheran Church in St. Paul, MN. She completed her Bachelor's Degree (Vocal and Classroom Music, K-12) at Concordia University in St. Paul and completed a Master's Degree in Education, with an emphasis in Educational Leadership, from Concordia University, Portland, OR. Her K-12 teaching experience includes teaching in elementary and secondary classrooms in Minnesota. In her work at Central Lutheran School, she mentored several student teachers and served short-term as the Administrator. She has also taught as an adjunct instructor at Concordia University, St. Paul. Elizabeth's experience with NLSA has been on the school side; once as a parent, twice as a teacher and once as an administrator.

**Natalie Raabe** currently serves as the principal at Redeemer Christian Academy in Wayzata, Minnesota. She earned a Bachelor's Degree in Elementary Education from Concordia University, St. Paul, MN. She also completed her Master's Degree in Educational Leadership from Concordia University, St. Paul, MN and finished the School Leadership Development Program (SLED) through the LCMS. Her teaching career began as an elementary classroom teacher in Oklahoma City. She moved back to Minnesota to serve Redeemer as the middle school science and math teacher before working as the principal. Her experience with National Lutheran School Accreditation includes serving at a school that worked through the self-study accreditation process and as a team member on a validation team.

**Mickey Angerman** currently serves as the principal and 7th/8th grade teacher at Johns Lutheran Church and School in Wykoff, Minnesota. She earned a Bachelor of Science Degree in Education from Concordia University, Seward, NE, and completed a Master of Arts Degree in Educational Administration from Santa Clara University in Santa Clara, CA. Her professional experience includes teaching in grades Kindergarten through eight for twenty-seven years, and in administration for nine years. She recently relocated to Minnesota from California. Her experience with National Lutheran School Accreditation includes serving at a school as a team member. She has also served on a visitation team with another accrediting organization.

**Annette Engelmänn** currently serves as the Director of Music at Rochester Central Lutheran School in Rochester, Minnesota. She earned Bachelor's Degrees in K-12 Instrumental and Classroom Music and Director of Parish Music at Concordia University in St. Paul. She has earned her Orff Schulwerk certification and 15 hours of master's coursework from St. Thomas University in St. Paul. Her K-12 teaching experience includes teaching early childhood, elementary and middle school classrooms in Iowa and Minnesota for a total of twenty one years in Lutheran ministry. Her experience with National Lutheran School Accreditation includes serving at RCLS as a committee member.

**Michelle King** currently serves as Principal, music teacher and 7/8th grade classroom teacher at Immanuel Lutheran School in Gaylord, Minnesota. She earned her Bachelor's Degree in Elementary Education from Valparaiso University, Valparaiso, IN, and completed the School Leadership Development Program (SLED) through the LCMS. Her professional experience includes teaching preschool and 1st - 8th grades, with 18 of those years being in 3rd grade. She has been an administrator for the last 3 years. Michelle has served on multiple National Lutheran School Accreditation teams in Missouri and Minnesota, along with being a part of the team helping write the accreditation for her school in Missouri.

# REPORT SUMMARY

## Overall School Performance Level

Standard	Rating Total	Possible Score
Standard 1	12	16
Standard 2	30	40
Standard 3	31	40
Standard 4	11	16
Standard 5	18	24
Standard 6	12	16
Standard 7	9	12
Total	123	164
Average (total ÷ 41, rounded to hundredths decimal)	<b>3.00</b>	<b>4.00</b>

### The Validation Team’s Overall Impression of the School

Trinity Lutheran School in Waconia is living their mission to provide a Christ-centered education that engages, equips and empowers students to reach their God-given potential as servant leaders for Jesus Christ. Their teachers are the lifeblood of the school, keeping their students’ at the forefront of all they do.

The school itself is a beautiful, well-maintained facility that is well used and well cared for. There is a true sense of belonging and family within the school and church community. The entire Trinity community has the desire to see the school grow while maintaining their identity, purpose, and love of God.

### Outstanding Strengths

- Administrator qualifications exceed the benchmarks
- Tiger Times
- Christ-filled school
- Majority of teachers with LCMS background/CUS training

**Accreditation Recommendation** - We the members of the Validation Team recommend

Accreditation in Good Standing	<b>XX</b>	Provisional Accreditation		Denying Accreditation	
-----------------------------------	-----------	------------------------------	--	--------------------------	--

for **Trinity Lutheran School**, Waconia, MN

Signature of the Team Captain: *Lynn E. Gehrke*

## 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 action 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.

YES

NO

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

YES

NO

### Are required evidentiary pieces for Standard 1 prepared and in good order?

Standard 1 Required Evidence\*: Written purpose/philosophy/mission statement

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p><b>1:03</b> School leadership (administration and governing board) uses the mission statement as the foundation and reference for all planning.</p>	<ul style="list-style-type: none"> <li>● The school's purpose was developed in accordance with governance policy.</li> <li>● The school's purpose is engaged, aligned and enacted with its vision, values, school goals, learner outcomes and student activities.</li> <li>● The school's mission statement supports and aligns with the congregational mission statement.</li> </ul>	<p>Trinity Constitution and Bylaw</p> <p>Trinity Lutheran School Handbook</p> <p>Board of Education Agendas</p> <p>Board of Education Training</p> <p>Faculty Meeting Agendas</p> <p>Tigers Times</p> <p>School Administrator Reports</p> <p>School Theme</p>	3	3
<p><b>1:04</b> 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.</p>	<ul style="list-style-type: none"> <li>● The school's purpose is communicated effectively to staff, students and stakeholders.</li> <li>● The school regularly evaluates and reviews the alignment of purpose, vision, values, school goals, learner outcomes and student activities.</li> </ul>	<p>Various printed materials</p> <p>Meeting agendas</p>	3	3
<p><b>1:05</b> The school's purpose is displayed and reflected in school activities and in the teaching/learning environment in classrooms.</p>	<ul style="list-style-type: none"> <li>● The school's purpose is displayed in each classroom and in the hallways.</li> <li>● The school's purpose is readily seen on the school's website.</li> <li>● The school's purpose is included in written communications distributed to families, such as</li> </ul>	<p>School Website</p> <p>Printed Materials</p> <p>School Hallways and Classrooms</p>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>the PTL handbook and promotional materials that are supplied to prospective families.</p> <ul style="list-style-type: none"> <li>School events, curriculum and discipline are aligned with the school's mission statement and purpose and promote a positive teaching/learning environment.</li> </ul>			
<p><b>1:06</b> New employees are informed about the school's purpose and its appropriate engagement.</p>	<ul style="list-style-type: none"> <li>New employees are given an orientation packet and have an orientation meeting with the school administrator.</li> <li>New employees utilize mentors to assist them in learning about the school's purpose and how to carry it out.</li> <li>The school's purpose is outlined in the job description for each employee.</li> </ul>	<p>Mentor Handbook</p> <p>Personnel Policy Manual</p> <p>Job Descriptions</p> <p>Teacher Interview</p>	3	3
<b>Total</b>			12	12
<b>Standard One Overall Rating (Total ÷ 4, Rounded to the Nearest Tenth)</b>			3	3

What is the overall Validation Team rating for Standard 1? 3

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

YES

NO

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

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

Trinity-Waconia had a Christ filled mission and purpose that is evident throughout the school, in conversations, and on all written materials.

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

N/A

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

## **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?**

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.

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.

YES

NO

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

YES

NO

**Are required evidentiary pieces for Standard 2 prepared and in good order?**

Standard 2 Required Evidence\*: Written nondiscrimination statement

YES

NO

Standard 2 Required Evidence\*: School discipline code

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p><b>2A:02</b> 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.</p>	<ul style="list-style-type: none"> <li>● The pastor is acknowledged as the spiritual leader of the whole congregation, including the school.</li> <li>● The pastor demonstrates that he is the spiritual leader of the school and congregation.</li> <li>● The congregation provides spiritual support for the school and its students.</li> <li>● Pastor(s) and school staff regularly demonstrate support for each other's ministry.</li> </ul>	<p>Personnel Policy Manual (Updated Nov 2020).pdf</p> <p>Copy of Chapel 2021-2022 Messages - Sheet1.pdf</p> <p>Both institutions are on the website together</p> <p>The greeter Center in the narthex is labeled Trinity Lutheran Church and School</p> <p>Observed in interviews with the ministry staff and the school staff.</p>	3	3
<p><b>2A:03</b> 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.</p>	<ul style="list-style-type: none"> <li>● Students participate regularly in congregational life through planned activities available and coordinated with the congregation.</li> <li>● School staff members are actively involved in worship and congregational life in their parish.</li> <li>● 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.</li> </ul>	<p>Students/Teacher - Trinity Worship</p> <p>THERE IS a plan to have our pastors and DCE return to the classrooms to teach middle school faith formation classes which will include elements of Catechism.</p> <p>This area is diligently being addressed by School and Church as they strive to break down any divides that were caused before a new ministry team was gathered</p>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> <li>The school supports LCMS missions.</li> <li>Called teachers participate in required district conferences and events.</li> </ul>			
<p><b>2B:02</b> The school's student population reflects the ethnic, racial and economic diversity of the community in which it is located.</p>	<ul style="list-style-type: none"> <li>The school studies the community demographics and compares the information to the demographics of the student body.</li> <li>The school embraces and celebrates the demographic diversity of the students it serves and the surrounding community.</li> <li>The school has developed ways to enroll students from the community who do not have the economic resources to support tuition-driven enrollment.</li> </ul>	<p>Anecdotal Comment from Dan Maser about noticing that the school was becoming more diverse</p> <p>US Census Bureau QuickFacts: Waconia city, Minnesota</p> <p>Also have employed a Resource specialist to deal with academic issues and services caused by an increasingly diverse student body</p> <p>Financial Aid Fund available to make education accessible (From Self Study). Legacy for Learning</p> <p>Gala/Fundraiser to make scholarshiping possible.</p>	3	3
<p><b>2B:03</b> The school promotes and encourages the involvement of its teachers and students in community activities.</p>	<ul style="list-style-type: none"> <li>The school seeks ways to involve its students and teachers in service to the community.</li> <li>Staff members are encouraged and provided with opportunities, planned by the school and its congregation, to participate in community</li> </ul>	<p>Students make regular visits to our local nursing homes (Pre-Covid). They are looking forward to continuing this again once restrictions are lifted. The school makes their playground and athletic areas available for community use . Some of the students go to local businesses for fundraising activities</p>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>activities and service organizations.</p> <ul style="list-style-type: none"> <li>Staff members are engaged in community service.</li> </ul>	<p>while representing Trinity.</p> <p>The School is a drop Site for Operation Christmas Child</p> <p>School organized a “Journey to Bethlehem” program for the community</p> <p>School created a Scarecrow for the city wide “Scarecrow tour”</p> <p>The school has a booth at Waconia’s “Nickle Dickle Day Event”</p> <p>The School hosted a Turkey Trot 5k</p> <p>The school hosted a Community Carnival</p> <p>Students delivered May Day Baskets to area nursing home residents</p> <p>There is a financial Aid Fund available to make education accessible</p>		
<p><b>2B:04</b> The school has an active Parent-Teacher Organization and/or other parent support groups.</p>	<ul style="list-style-type: none"> <li>The school sponsors educational opportunities for parents and provides a wide variety of parenting resources.</li> <li>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.</li> </ul>	<p>Parents reported these activities during an interview with them</p> <p>PTO Agendas</p>	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p><b>2B:05</b> The school is known, respected and maintains a positive perception in its community.</p>	<ul style="list-style-type: none"> <li>● The school is known and respected in its community.</li> <li>● The school regularly and frequently shares information with its constituents.</li> <li>● Good relationships exist with the local public schools.</li> <li>● School facilities are available, when practical, for use by appropriate community groups and activities.</li> </ul>	<p>Also discussed and positively observed in the Parent Interview</p> <p>Communication positively addressed in Parent and Staff interviews.</p>	3	3
<p><b>2C:02</b> The school's Christ-centered ethos is visible and evident to visitors.</p>	<ul style="list-style-type: none"> <li>● Students demonstrate love for others in response to Christ's love for them.</li> <li>● Teachers' care for student needs is prominently enacted throughout the school.</li> <li>● Students worship together daily, either in each classroom or in a school-wide appropriate worship experience with other students.</li> <li>● Classroom environment, hallway decorations and posted classroom projects demonstrate respect for teachers and peers.</li> </ul>	<p>Classroom observations</p> <p><a href="https://youtu.be/Zk5AhqtZ9Og">https://youtu.be/Zk5AhqtZ9Og</a></p> <p>See Chapel Schedule above</p> <p>Classroom schedules - daily devotions</p>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> <li>Student behavior is appropriate to encourage growth and to maintain the school's chosen teaching/learning environment.</li> </ul>			
<p><b>2C:03</b> Teachers and staff members recognize, value and respect the needs of students.</p>	<ul style="list-style-type: none"> <li>Teachers demonstrate love for all students in Christ.</li> <li>Teachers attend to the individual needs of students.</li> <li>Teachers integrate faith principles throughout the day and pray with their students.</li> <li>Students are challenged to do their best.</li> <li>Students' spiritual needs are given appropriate support by church and school.</li> <li>Law and Gospel are properly divided when discipline is administered.</li> <li>Staff demonstrates positive school spirit.</li> <li>Through the school's discipline code, students are assisted to grow in self-control out of love for Christ.</li> <li>When desirable and practical, students are given the opportunity to participate in making school decisions.</li> </ul>	<p>Classroom Observations validated these benchmarks</p> <p>Trinity has a regular pool of subs who know the children and the classroom routines.</p> <p>Discussion Opportunities provided by DCE. (Ministry Team interview).</p> <p>Religion instruction in the coming year will be provided by the pastors for upper grade students</p> <p><a href="#">021 - Summary Student Council.pdf</a></p> <p>Surveys validated</p>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p><b>2C:04</b> School personnel model Christ's love in their relationships with parents and guardians.</p>	<ul style="list-style-type: none"> <li>● School personnel are approachable and receptive to parental questions or concerns.</li> <li>● Parents are viewed by teachers as school partners in the education process.</li> <li>● Staff members understand and relate appropriately with school families.</li> <li>● Parents and guardians are made to feel welcome at the school.</li> <li>● The school provides opportunities for parents to be involved at the school.</li> <li>● The legal rights of parents and legal guardians are protected.</li> <li>● Parents are encouraged to be positive and supportive of the school.</li> </ul>	<p>See surveys</p> <p>Parents are very positive about the school, it's mission and it's staff (Parent interview)</p> <p>Tiger Times, some mentor parents, emails, Sign-up genius (Parent interview)</p>	3	3
<p><b>2C:05</b> Faculty and administration respect and support one another as individual, fellow members of the body of Christ.</p>	<ul style="list-style-type: none"> <li>● Faculty and administration gather for devotions regularly.</li> <li>● Faculty and administration speak positively about their co-workers at the school.</li> <li>● Faculty and administration demonstrate support of one</li> </ul>	<p>Once a week on zoom (Faculty and staff interviews)</p> <p>While this is happening, There are efforts being made to become even better. (Interview with board)</p> <p>The school administrator validates the relationships and connections between faculty and administration</p>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	another in tangible ways.	that are strong and/or growing.		
<b>Total</b>			30	30
<b>Standard Two Overall Rating (Total ÷ 10, Rounded to the Nearest Tenth)</b>			3	3

**What is the overall Validation Team rating for Standard 2?** 3

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

YES

NO

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

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

We applaud the creativity in strengthening the school community by launching a Classroom Ambassador Program. Experienced families in each classroom are being recruited to arrange low-effort, simple activities to bring parents and students in each class together with focus on less church-ed or other church-ed families to enhance their connection to Trinity. The goal is to be simple (sledding and hot chocolate, kickball and a snack). The kickoff is scheduled for Friday, April 29, 2022

Parents and the School Board both mentioned the weekly Tiger Times as a strength to school communication.

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

To continue the path of growth and high level communication, we validate the opportunity for even more strengthened connections among families.

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

The parent group interview brought up that several families were provided mentors when they joined the school. They suggested all new families have the opportunity to partner with a mentor.

## 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.

YES

NO

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

YES

NO

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

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.

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

YES

NO

Standard 3 Required Evidence\*: Administrator's job description

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<b>3A:04</b> The governing authority is organized around written policy and understands and operates within its role and function.	<ul style="list-style-type: none"><li>• The governing authority provides for grievance and due process resolution procedures.</li><li>• The governing authority meets regularly and has clearly defined policies regarding open attendance at meetings and executive sessions.</li><li>• The governing authority has established process policies that set forth the style and rules by which the governing authority</li></ul>	Parent and Student Handbook - Page 6 (Concerns/Grievance Procedures)  Policy #2107 Problems Resolutions  Policy #1104 Board Meetings  Board of Education Monthly Agendas  Board of Education Monthly Minutes	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>will complete its tasks and processes.</p> <ul style="list-style-type: none"> <li>● Governance policies are determined at official meetings and recorded in the minutes, including appropriate updates and changes to policy.</li> <li>● Minutes are recorded for each meeting and circulated to all members.</li> <li>● Governing authority policies are collected into a policy manual, separate from the minutes.</li> <li>● The governing authority makes appropriate reports to the operating organization(s).</li> <li>● Neither the governing authority nor its individual members involve themselves in the day-to-day operations of the school.</li> </ul>	Policy #1106 Board Responsibilities		
<p><b>3A:05</b> Governing authority policy supports effective personnel.</p>	<ul style="list-style-type: none"> <li>● Written policy delineates roles and responsibilities of the board or governing authority.</li> <li>● Comprehensive job responsibilities and/or limitations are in place for the administrator.</li> <li>● The governing authority evaluates the head administrator annually based on the job description.</li> </ul>	<p>Policy #1102 - Board Selection/Qualifications/Accountability</p> <p>Policy #1103 - Officers of the Board</p> <p>Policy #1300 - Administrative Responsibility</p> <p>Policy #1301 - Administrator Role and Function (Includes Job Description)</p>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> <li>The governing authority receives reports from the administrator at each meeting.</li> <li>The governing authority has written policies or position descriptions clearly delineating relationships between the head administrator and pastor(s).</li> </ul>	<p>School Administrator Job Description Policy #1303</p> <p>Monthly Administrator Reports Policy #1302 - Administrative Accountability</p> <p>Administrator Evaluation Tool</p>		
<b>3A:06</b> Governing authority members meet prescribed qualifications and are trained regarding roles and responsibilities.	<ul style="list-style-type: none"> <li>Written policies define qualifications for board or governing authority members.</li> <li>Governing authority members are required to participate in professional development regarding roles and responsibilities of the governing body and its individual members.</li> </ul>	<p>Policy #1102 - Board Selection/Qualifications/Accountability</p> <p>Annual School Board Training</p> <p>Validation by school board during interview</p>	3	3
<b>3A:07</b> The governing authority establishes and employs systematic planning for school improvement.	<ul style="list-style-type: none"> <li>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.</li> <li>Long-range goals or desired outcomes are developed from the planning process.</li> </ul>	<p>Annual Parent Survey 2021 Policy #1106 - Section 7</p> <p>Strategic Planning</p> <p>NLSA Annual Report 2021</p>	2	3
<b>3A:08</b> The governing authority provides strong financial leadership for the school.	<ul style="list-style-type: none"> <li>The board or governing authority establishes policies that provide for</li> </ul>	<p>Policy #1106 - Board Responsibilities Section 5 and Specific Responsibilities section 1</p>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>sound budget planning and fiscal operations.</p> <ul style="list-style-type: none"> <li>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.</li> <li>The board or governing authority accepts, reviews and devises strategies to react to concerns expressed in the annual financial audit.</li> </ul>	<p>Tuition &amp; Fees Approval - BOE Minutes Dec 2021. IV, E "Tuition and Fees 2022-2023"</p> <p>Policy #1800 - Tuition  Policy #1801 - Registration Fee  Policy #1802 - Sports Fee  Policy #1803 - Lunch Fee  Policy #1804 - Milk Fee  Policy #1805 - Snack Fee  Policy #1807 - Financial Aid Program</p>		
<p><b>3B:02</b> The administrator meets qualifications required for the position.</p>	<ul style="list-style-type: none"> <li>The principal is a member of The Lutheran Church – Missouri Synod, Rostered or eligible for Roster status.</li> <li>The administrator holds active membership in the congregation supporting the school and is regular in Church attendance and Bible study.</li> <li>The administrator holds current, appropriate state certification or is actively working toward obtaining required certification.</li> <li>The administrator has a master’s degree in education, with no fewer than 12 semester hours in administration or</li> </ul>	<p>Dan Maser leads Trinity Lutheran Church Children’s Message - Feb 23, 2022</p> <p>Administrator License, Certifications</p> <p>2022 Principal 360</p> <p>The administrator holds a masters degree and an Ed.S. advanced degree.</p>	<p>4</p>	<p>4</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>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.)</p>			
<p><b>3B:03</b> The administrator is provided adequate support to complete required tasks.</p>	<ul style="list-style-type: none"> <li>● Release time is provided for administrative duties for the school's primary administrator.</li> <li>● 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.)</li> <li>● Secretarial assistance is available for school purposes for at least one-fourth of each school day for every 50 students enrolled.</li> <li>● In a school with more than 200 students, an individual is designated as assistant administrator with associated</li> </ul>	<p>There is no full time administrative assistant dedicated to the school.</p> <p>The church and school share support staff personnel.</p> <p>There are several general office staff for the church/school who serve as shared support between the school and church. Several work over 50% of their time on school business.</p> <p>There is an assistant administrator for the school who has been released from some teaching assignments to work on administrative duties. She works with the School Administrator.</p> <p>The school's primary administrator is released from all teaching duties.</p>	<p>2</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	administrative duties.			
<b>3B:04</b> The administrator is an effective communicator.	<ul style="list-style-type: none"> <li>● The administrator communicates frequently and regularly with the pastor(s) and teachers individually and collectively.</li> <li>● The administrator communicates effectively and frequently with families and students of all ages.</li> <li>● A wide variety of venues both personal (one-to-one) and public are regularly used to facilitate effective communication.</li> <li>● The administrator regularly spends a significant percentage of time listening, observing and speaking with parents, students and teachers.</li> <li>● The administrator effectively communicates and works together with local public school officials.</li> <li>● 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.</li> </ul>	Faculty Meetings  Tiger Times  Chapel Time 2020  Tiger Express 2020  School Update Video - Jan. 2002  2021-2022 Trinity Handbook  EBS Communication  Sample Communications  2021 School Survey  Transportation Reports	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p><b>3B:05</b> The administrator is engaged in the process of developing and managing the budget.</p>	<ul style="list-style-type: none"> <li>● The administrator is involved in developing and managing the budget, including expenditures.</li> <li>● The administrator has overall responsibility to assure that the budget is managed responsibly, using generally accepted bookkeeping procedures and safeguards.</li> <li>● The administrator provides leadership in securing funds and resources, which may include individual, private, corporate, and/or governmental sources.</li> <li>● Funds provided by auxiliary organizations are allocated per governing board policy, in consultation with the school administrator and regularly audited.</li> </ul>	<p>Policy #1106 - Trinity Lutheran School Policy Manual - 2021 provides responsibility for the Board to “recognize that money given to the school, whether from the congregation or individuals, is given with the trust that the money will be used responsibly.</p> <p>ESEA Nonpublic Equitable Services / Aids to Nonpublic Students Budget Spreadsheets (available to review upon request)</p> <p>Outside Funding Sources SHIP Grant GiveSmart (Annual School Fundraisers)</p> <p>ChromaDash / Chromathon Extreme</p> <p>Legacy of Learning 2022</p> <p>The school administrator manages the school budget.</p> <p>The self study states: there is a shared budgeting process between church and school. The school administrator is involved, but current governance and budget cycle create some unique challenges for a growing organization. We realize that the budget cycle needs to roll back and begin sooner than it has as the school has to get tuition/fees along with staffing and planning of the next school year done earlier.</p>	<p>2</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
		<p>The administrator has strived to do more to secure funds through various COVID related programs, and actively looks for grants and funding opportunities to leverage our current budget. He was also very instrumental in moving our annual major fundraising campaigns (Legacy of Learning, Chorma Dash) to a virtual format when COVID-19 made in person events impossible.</p>		
<p><b>3B:06</b> The administrator is committed to personal development and the development of staff members.</p>	<ul style="list-style-type: none"> <li>● The administrator provides spiritual leadership for the school community and in the congregation(s) through word and example.</li> <li>● The administrator is a member of professional organizations.</li> <li>● The administrator provides leadership in curriculum development, staff development, congregational service, public relations, student evaluation and other school-related activities.</li> <li>● Levels of responsibility and accountability are clearly defined. The administrator provides leadership for implementation of current educational</li> </ul>	<p>Administrator is an active member and involved in church services and Bible studies as part of Trinity Waconia.</p> <p>Dan Maser leads Trinity Lutheran Church Children’s Message - Feb 23, 2022</p> <p>Sample Children Services and Chapel Messages</p> <p>Closing Chapel 2020 2021-2022 Staff Profile - Dan Maser</p> <p>Recent Technology Implementations and Upgrades</p> <p>TEC21</p> <p>Administrator is in Principal360</p> <p>Teachers spoke about it in their interview. They are</p>	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	technology, including necessary staff development and training. <ul style="list-style-type: none"> <li>The administrator engages in an ongoing program of professional staff supervision.</li> </ul>	sent suggestions by the administrator that fit their interests and professional work.  Professional Development		
<b>Total</b>			28	31
<b>Standard Three Overall Rating (Total ÷ 10, Rounded to the Nearest Tenth)</b>			2.8	3.1

**What is the overall Validation Team rating for Standard 3?                    3.1**

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

YES

NO

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

3A:07, 3B:03, 3B:05 were raised by the validation team from a 2 to a 3.

3A:07 - The self study indicates that both benchmarks for this standard are met. When all benchmarks are met, the score is considered operational (3). The notes in the self study indicate that the school wants to continually improve this process.

3B:03 - We changed this standard to a three because from our interviews of church/school staff, senior pastor, and principal we find that there is over 100% of staff time given to the school business. There is also an assistant administrator for the school who is given release from some teaching responsibility.

3B:05 - From our review of the self study, the evidence, and interviews with the Pastor and Principal, the benchmarks are met.

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

The School Administrator's qualifications (earned degrees) exceed the benchmarks. Additionally, the School Administrator exhibits a desire for lifelong learning in that he is currently enrolled in the Synodical Program called Principal 360.

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

3B:03 - We validate that both the church and school ministries share administrative support in the areas of HR and financial, Communication, Tech support, records and building oversight, etc. Through interviews we validate that the school ministry has the support necessary to meet the benchmarks. We do, though, validate that there is a desire for more clarification of job responsibilities across all levels.

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

We recommend a designated time (such as a day-long retreat) be set aside for the church and school ministry administrative teams and support staff together to develop clear job descriptions and expectations for school ministry duties and church ministry duties. This desire for clarity came up in several interviews and we honor the efforts. (Pastors, School Administrator, DCE, Music Director, Assistant School Administrator, office personnel, property and grounds manager)

## 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?**

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

\*Staff Development Plan

YES

NO

**Are required evidentiary pieces for Standard 4 prepared and in good order?**

Standard 4 Required Evidence\*: School’s staff development plan

YES

NO

Standard 4 Required Evidence\*: Non-discriminatory salary and benefit scale or policy

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<b>4:02</b> Christ-centered teachers have qualities and qualifications necessary for success in their defined areas of service.	<ul style="list-style-type: none"> <li>All teachers demonstrate a personal relationship with Jesus Christ and a dedication to teaching in the Lutheran school.</li> <li>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.</li> <li>Teachers have been prepared and vetted following prescribed federal and state mandates for background checks and training.</li> <li>Full-time professional staff members have appropriate teaching certificate(s) from the state and meet requirements for their specific assignments.</li> </ul>	LCMS Roster Website  Teacher Licenses  Heidi Pawelk-Rauworth License: Special Education Certificate  SLED Certification  CAA (Certified Athletic Administrator)  Staff Development Plan  During Interviews there was evidence of the teacher’s dedication to Lutheran teaching.	2	2
<b>4:03</b> Teachers are informed of, and subsequently evaluated and supported in the continuing pursuit of	<ul style="list-style-type: none"> <li>Programs for teacher supervision/evaluation/growth have been adopted and are implemented by the administrator.</li> </ul>	Observation Sheets  Teachers lead chapel & classroom devotions	3	3

<p>professional growth and development.</p>	<ul style="list-style-type: none"> <li>● Teachers engage in professional development, including spiritual development and are accountable for implementation that supports student learning.</li> <li>● Teachers attend workshops, conferences, seminars and training appropriate to their position and discipline.</li> <li>● LCMS Rostered teachers are provided opportunities to attend LCMS events.</li> <li>● Teachers hold membership in professional organizations.</li> <li>● The school provides opportunity, training and support so that teachers may effectively and appropriately engage technology in classroom instruction.</li> </ul>	<p>Teacher interviews</p> <p>Best Practices Conference in Arizona</p> <p>Minnesota Lutheran Educators Conference LEA Schedule</p> <p>Teacher Profiles</p> <p>Teachers are provided various technology (laptop computer, document cameras)</p> <p>SeeSaw</p> <p>Google Classroom</p> <p>TADS</p> <p>Continuing Education Certificates</p> <p>Mandated Reporting</p> <p>Critical Race Theory</p> <p>Top 20 Training</p> <p>Curriculum Mapping</p>		
---	---	---	--	--

<p><b>4:04</b> Teachers and support staff are empowered and equipped to effectively accomplish their assigned task.</p>	<ul style="list-style-type: none"> <li>• New teachers receive thorough orientation and are supported with experienced, assigned teaching mentors.</li> <li>• Teachers demonstrate and continuously improve knowledge and skills necessary for effective instruction and modeling of Christ-centered values.</li> <li>• Policies related to teachers and support staff are established and practiced.</li> <li>• The average student-professional personnel ratio is appropriate for the age and level of the students and ensures optimal student growth.</li> <li>• The number of staff members is adequate to provide effective instruction and supervision for students at all school activities.</li> <li>• The nondiscriminatory salary and benefit scale is adopted and implemented for all personnel.</li> </ul>	<p>Mentor Handbook</p> <p>Devotion Schedule</p> <p>Personnel Policy Handbook</p> <p>Policy 2000 - Class Size</p> <p>Hourly Employee Compensation</p> <p>Trinity Non-discriminatory Salary Scale</p> <p>Professional development in yearly budget</p> <p>Teaching materials are kept up do date</p> <p>school theme</p> <p>Teachers gifted a classroom budget</p> <p>Teacher interviews</p>	<p>3</p>	<p>3</p>
<p><b>4:05</b> Employees and volunteers serving in support roles have the qualifications and training necessary for success in their defined area of service.</p>	<ul style="list-style-type: none"> <li>• Support staff (e.g., teacher assistants, student teachers, nurse) meets state requirements for their specific assignments.</li> <li>• Appropriate policies related to support staff are established and practiced.</li> <li>• Adequate training for support staff is provided.</li> <li>• Appropriate policies and training for volunteers are in place.</li> <li>• Staff members understand and relate appropriately with students and their families.</li> </ul>	<p>School Nurse License</p> <p>Volunteer Policy in Parent Handbook</p> <p>Volunteer Training Manual</p>	<p>3</p>	<p>3</p>
<b>Total</b>			11	11
<b>Standard Four Overall Rating (Total ÷ 4, Rounded to the Nearest Tenth)</b>			2.75	2.75

**What is the overall Validation Team rating for Standard 4?** 2.75

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

YES

NO

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

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

Majority of teachers have a Lutheran background with synodical training.

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

There are staff that are not able to be rostered or in colloquy.

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

We recommend that you continue the colloquy conversation with non-rostered teachers.

## 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.

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.)

YES

NO

### Are required evidentiary pieces for Standard 5 prepared and in good order?

Standard 5 Required Evidence\*: Written curriculum is developed 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.)

YES

NO

Standard 5 Required Evidence\*: A current schedule is prepared for each classroom, indicating clearly when subjects (activities) are taught and during what periods.

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.

YES

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.

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.	<ul style="list-style-type: none"> <li>The school prepares students for the next level of education and life.</li> <li>The school aligns its goals, curriculum and measures to those of the next level so that students transition successfully.</li> </ul>	High school survey  Facebook examples of celebrating student success Trinity Lutheran School  Facebook Examples promoting success of Trinity Students  Trinity Alumni Finish at Top of 2019 Classes	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> <li>● The school quantifies, tracks and publicly celebrates student success.</li> <li>● School leaders monitor and support the improvement of instructional practices used by teachers to ensure student success</li> </ul>	<p>Congratulations Tiger Alumni!</p> <p>Touchpoint</p> <p>Tiger Times</p>		
<p><b>5:04</b> 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.</p>	<ul style="list-style-type: none"> <li>● The curriculum is aligned with delineated standards.</li> <li>● The curriculum is documented, assessed, monitored and challenges all students.</li> <li>● 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.</li> <li>● The curriculum is aligned with LCMS teachings.</li> <li>● The curriculum ensures that students can pursue their God-given talents and passions.</li> <li>● The curriculum is used as an opportunity to proclaim the Gospel.</li> </ul>	<p>Curriculum Trak</p> <p>MAPS scores</p> <p>MN state standards</p> <p>Curriculum Evaluation Cycle</p> <p>Trinity's Philosophy of Christian Education (P. 1)</p> <p>7th/8th grade students have the opportunity to go on a class trip to Washington D.C.</p> <p>Student Council is formed with students to develop their leadership skills</p>	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p><b>5:05</b> Teachers use a wide variety of instructional strategies that engage students and ensure mastery of learning expectations.</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Classroom instruction involves a variety of strategies and settings that address diverse student needs and accommodate individual learning styles as fully as possible.</li> <li>● Evidence of active student engagement exists in every classroom.</li> <li>● Service learning is a component of the school's required program.</li> </ul>	<p>Instructional Strategies (Observable)</p> <p>Photos of different classroom instruction</p> <p>Photos of service learning</p> <p>Service Projects List</p> <p>Classes help take down and put up chairs on a rotation</p> <p>Student council has service opportunities to serve their peers and student body</p>	3	3
<p><b>5:06</b> Teachers intentionally communicate and collaborate to improve instruction and student learning.</p>	<ul style="list-style-type: none"> <li>● Teachers regularly participate in staff development activities designed to provide professional growth, improve instruction and enhance student learning.</li> <li>● Teachers pursue opportunities to interact with colleagues seeking ways to improve.</li> </ul>	<p>File Folder of All Staff Development</p> <p>Professional Development Meeting Agendas</p> <p>Professional development days are divided between PD and collaboration time</p>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> <li>● Teachers work together to share responsibility for student learning.</li> <li>● Teachers regularly share content, resources, instructional techniques and management skills.</li> <li>● School leaders empower teachers with time and resources that facilitate opportunities for communication and collaboration.</li> </ul>			
<p><b>5:07</b> Technology enhances and enriches the students' learning environment.</p>	<ul style="list-style-type: none"> <li>● Faculty members are users, instructors and participants in the process of engaging technology with the learning process in schools.</li> <li>● Faculty members acquire the necessary technology skills to use personally and integrate and guide student learning.</li> <li>● Clear and intentional planning and protocols for technology are in place.</li> <li>● Technology is integral to curriculum, instruction, assessment and a tool for teachers to personalize, enhance and improve instruction.</li> </ul>	<p>Observed use of interactive boards and technology tools during instruction</p> <p>Interview with students about technology use.</p> <p>Interactive Boards in each classroom (Observable)</p> <p>Chromebooks 1 to 1 in grades 1-8</p> <p>Ipads are 1 to 1 in Kindergarten (26)</p> <p>Student Chromebook Agreement</p> <p>TADS - Technology and Internet Usage</p> <p>TADS and TADS Educate link to TADS on Trinity's homepage</p> <p>Curriculum Mapping</p> <p>GoGuardian Teacher Guide</p> <p>List of examples of websites used by teachers and students</p>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> <li>Student technology skills are sharpened and advanced through the integration of technology into the learning process.</li> </ul>	List of teachers who have done Tech21		
<p><b>5:08</b> Curriculum, instruction and assessment are regularly monitored and adjusted systematically in response to multiple assessments of student learning and examination of professional practice.</p>	<ul style="list-style-type: none"> <li>The school monitors, reviews, evaluates and modifies its curriculum based on the use of school-wide student data that is generated by multiple tools and surveys.</li> <li>Multiple forms of student assessment drive instructional strategies.</li> <li>Student learning is monitored, tracked, recorded and reported regularly and continuously during the time the student is enrolled at the school.</li> <li>A comprehensive program that examines student achievement with frequent progress monitoring is used to individualize instruction for student success.</li> </ul>	Parent Surveys  Parent Survey NLSA Fall 2021  Parent Survey 2020-2021 Summary  Parent Survey 2019-2020 Summary  Photos of student projects, end of unit, writings, etc Report cards (Examples, observable in cumulative files)  MAP Results and Analysis  Parents are able to view grades in TADS  Curriculum Evaluation Cycle document (paired to 5:04) Page 108 of the self-study describes how the data is used.	3	3
<b>Total</b>			18	18
<b>Standard Five Overall Rating (Total ÷ 6, Rounded to the Nearest Tenth)</b>			3.0	3.0

What is the overall Validation Team rating for Standard 5?

3.0

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

**YES**

**NO**

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

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

The use of technology at the school is at a high level positively affecting student engagement and teacher instruction.

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

While we validated intentional collaboration time among staff (5:06 ) throughout the school year, there is room for improvement on the “intentional” component.

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

As long range plans are made for the school ministry, we recommend scheduling regular collaboration times for teaching teams for planning and review of student assessments, lesson planning, or curriculum tracking. This could include but not be limited to early release times once a month, dedicated time during the school day while students are with other teachers.

## 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?

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

YES

NO

### Are required evidentiary pieces for Standard 6 prepared and in good order?

Standard 6 Required Evidence\*: Enrollment / admission policy

YES

NO

Standard 6 Required Evidence\*: Crisis emergency plan

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p><b>6:02</b> 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.</p>	<ul style="list-style-type: none"> <li>● Student applicants are admitted per established written admission criteria.</li> <li>● Permanent cumulative records for each student are maintained, stored and shared in compliance with state and federal law.</li> <li>● The school administers and practices written procedures for addressing students' emotional, social and psychological needs.</li> <li>● Procedures are established for evaluating students for promotion and/or graduation.</li> </ul>	<p>Trinity Lutheran School Student and Parent Handbook Trinity Waconia Constitution and ByLaws updated November_02_2020 Weekly Lessons from 2020-2021 School Year - Deb Kelzer Fall Parent Letter - Deb Kelzer Synopsis of Curriculum - Deb Kelzer Continuous Enrollment Priority Enrollment 2022-23 Kingdom Kids Handbook Kingdom Kids Registration TWCC Handbook TWCC Registration Emergency Planning &amp; Procedures</p>	3	3
<p><b>6:03</b> Extracurricular activities provide opportunities for students to further enhance God-given talents and abilities.</p>	<ul style="list-style-type: none"> <li>● The school provides a variety of extracurricular activities that meet the needs and interests of the students and reflect the purpose of the school.</li> <li>● Extracurricular activities are carefully supervised by trained personnel.</li> <li>● Those who supervise extracurricular activities accept the purpose of the school.</li> <li>● Background checks are completed and</li> </ul>	<p>List of Coaches and Supervisors Athletics portion of Trinity Student and Parent Handbook (Pp.2-4) Student Life – Trinity Waconia Tiger Times, the weekly school newsletter Athletic Permission Form Evident in interviews with parents and staff</p>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	on file for those who supervise extracurricular activities.			
<p><b>6:04</b> 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.</p>	<ul style="list-style-type: none"> <li>● Immunization documentation, health tests and screenings conducted at the school conform with local and state laws.</li> <li>● First-aid supplies are available and readily accessible to authorized personnel.</li> <li>● Requirements for safety are conducted and recorded (i.e., fire, tornado, intruder and other drills).</li> <li>● Plans are developed and implemented for blood-borne pathogens, asbestos, CPR, first-aid training and the distribution of medication.</li> <li>● Background checks are conducted for all who have contact with students on a regular basis.</li> <li>● 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.</li> <li>● The school ensures the safety and</li> </ul>	<p>Bloodborne Pathogen Policy from Trinity Lutheran School Policy Manual - 2021  Safety and Security Policy from Trinity Lutheran School Policy Manual - 2021  Student Medication Policy from Trinity Lutheran School Policy Manual - 2021  Security Access Policy  Illness &amp; Injury portion of Trinity Student and Parent Handbook (Page 11)  Trinity Waconia Constitution and ByLaws  COVID-19 Decision Tree MN Dept. of Health  Medical Alerts  COVID-19 Fact Sheet  Mandated Reporting  Professional Development 2020  Go Guardian Teacher Handbook  Background checks are conducted using Protect My Ministry. Background check records and files are maintained by the Finance and Human Resources Administrator.  First Aid supplies are readily available in the health care area of the school office. Classrooms are equipped with basic first aid supplies and hand sanitizer is readily available. First aid kits travel with teams and groups on trips outside of school.</p>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	security of its students when online.	Evident in interview with office support staff, teachers and school nurse.		
<b>6:05</b> School food services meet or exceed national and state guidelines.	<ul style="list-style-type: none"> <li>Care is taken to ensure cleanliness where meals or snacks are consumed.</li> <li>Where 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.</li> </ul>	Evidence (All found in "605 Food Service Evidence" document) Lunch Menu Employee Training Record Minnesota Department of Health License Food and Beverage Establishment Inspection Report Evidence in interview with custodial staff.	3	3
<b>Total</b>			12	12
<b>Standard Six Overall Rating (Total ÷ 4, Rounded to the Nearest Tenth)</b>			3	3

**What is the overall Validation Team rating for Standard 6? 3**

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

YES

NO

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

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

The hot lunch program offers many options.

Extracurricular activities were validated by parents and students and held in high regard.

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

NA

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

## 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.

YES

NO

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

YES

NO

### Are required evidentiary pieces for Standard 7 prepared and in good order?

Standard 7 Required Evidence\*: School floor plan

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p><b>7:03</b> Buildings, grounds and equipment are well maintained, clean and appropriate for the age and number of students.</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● All teaching/ learning areas are properly ventilated, lighted and have adequate space for the number and size of the students.</li> <li>● The buildings are cleaned daily and the restrooms are sanitary.</li> <li>● School furniture is sufficient in quantity and age appropriate.</li> <li>● The school administrator(s) participates in the supervision of those who maintain the physical facilities.</li> <li>● Adequate provisions exist for offices, area for students needing care, recreation, library/media center and space for small-group instruction.</li> <li>● The school facility supports and provides for the integration of</li> </ul>	<p>Trinity has plenty of rooms with more than adequate learning spaces. (Observable)</p> <p>Classrooms have central air conditioning or window units. Ventilation and lighting is well maintained and balanced for student comfort. (Observable)</p> <p>In response to the pandemic, the HVAC system is now set for maximum air flow. HVAC filters have been upgraded and are changed more often.</p> <p>A cleaning crew is employed for daily building cleaning.</p> <p>Cleaning Service Agreement with Schedule</p> <p>All students have appropriate furniture for comfortable and successful learning. (School Furniture)</p> <p>Although the School Administrator does not directly supervise maintenance personnel, the School Administrator does partner with the Property and Grounds Manager for facility maintenance.</p> <p>Property and Grounds Manager Job Description</p> <p>Trinity is blessed with space for all these special educational support areas. (Observable)</p> <p>Trinity has wireless internet access in all classrooms for students and teachers and the</p>	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	technology and learning.	<p>technology to make use of this service.</p> <p>Chromebooks are provided for 1st-8<sup>th</sup> grade. iPads are provided for Kindergarten. Smart Boards used in most classrooms are in the process of being replaced by Cleartouch Interactive Boards.</p> <p>Technology used in classrooms (Observable)</p> <p>Trinity has an attractive appearance with modern classrooms and support spaces. Pride is taken to keep it clean and maintain the structure.</p>		
<p><b>7:04</b> Physical facilities provide specific (crosses, signs, etc.) and non-specific (attractive, adequate, etc.) Christian witness to the community.</p>	<ul style="list-style-type: none"> <li>● The Christian flag flies alongside the American flag at the same entrance.</li> <li>● Christian banners, pictures and posters are displayed in the hallway, entryway, gymnasium and classrooms.</li> <li>● A cross is hung in a prominent place.</li> <li>● An outdoor sign is a witness to the community.</li> </ul>	<p>Outdoor and indoor signage give witness to the Christian mission. (<a href="#">Faith-based Signage throughout Trinity</a>)</p> <p>Signs of Christian witness are located throughout the entire building. There is quality signage adorning the hallways, classrooms, and offices with evidence of Christian witness. School mission and theme are evident through posters in classrooms and hallways. (Observed)</p> <p>There is a prominent flagpole outside of the school with the American flag and the Christian flag. The flags are lit so they are always flying. (Observed)</p> <p>American flags and Christian flags are prominently displayed in the classrooms. (Observed)</p>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
		<p>There is a cross on the church steeple that can be seen for miles. There is also a large cross in the main hallway outside of the sanctuary. A cross is prominently displayed on the office wall at the school entrance. (Observed)</p> <p>A lighted digital sign is prominent on the highway boundary of the school property. (Observed)</p>		
<p><b>7:05</b> The building and grounds provide a safe school environment.</p>	<ul style="list-style-type: none"> <li>● Policies and procedures are in place to maintain a safe school environment.</li> <li>● The playground and athletic field have fences or other restraints to prevent students from entering streets or adjoining property and to prevent vehicular traffic during school hours.</li> <li>● The school limits access to the facility, has locked entrances and is secure during normal school hours.</li> <li>● Crossing guards, lanes and school speed zones are provided where needed.</li> <li>● A safe, carefully supervised procedure for loading and unloading students in cars, buses and other vehicles is in effect.</li> </ul>	<p>The playground/athletic field has a number of restraints to prevent students from going onto streets or adjoining property and to prevent vehicular traffic during school hours. These include mandated faculty/staff supervision and vehicle gates.(Observable)</p> <p>The school, Child Care, Kingd Kids, and church entrances are secured by electronic locking systems.</p> <p><a href="#">Security Access Guidelines</a></p> <p><a href="#">Security Access Policy</a></p> <p>The school entrance has a buzzer and voice contact system to allow monitored building access.</p> <p>A computer controlled electronic building safety system was installed in August 2015. (Observable)</p> <p>The city has posted a school zone sign near the bus loading area. (Observable)</p> <p>Students are supervised by a teacher as they move from school on a sidewalk directly to the bus. (Observable)</p>	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
		Students arriving by parents a supervised in the morning and in the afternoon by the Administrator and teachers.(Observable)  <a href="#">Dropoff &amp; Pick Up Procedures</a>  Church and School staff work diligently to ensure the safety of our students.		
<b>Total</b>			9	9
<b>Standard Seven Overall Rating (Total ÷ 3, Rounded to the Nearest Tenth)</b>			3	3

**What is the overall Validation Team rating for Standard 7?** 3

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

YES

NO

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

No change made.

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

Evidence of their Christian beliefs. Their hallways and classrooms are witnesses to their beliefs.  
The safety and security of the facility is strong.  
The Manager of Property and Grounds is proactive to the safety of the facility and reactive when issues arise.

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

N/A

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

## 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.

### Validation Team Response to the School Action Plan:

Trinity Lutheran School set an ambitious initial School Action Plan when they wrote their self study. While all the items listed are part of a comprehensive school continuous improvement plan, we suggest narrowing the focus for the purpose of annual review and NLSA reporting while keeping the other items as routine review.

These are the items we suggest for the School Action Plan based on our work over the past 2.5 days to validate the school’s self study. These items can be planned for several years of consistent attention and progress. All will positively affect practices related to planning, instruction, and professional development and in turn student learning.

5:02	Complete initial phase of CurriculumTrak and continue to update the curriculum maps.
5:03	Continue to improve teacher evaluations at the administrative level and implement peer observations.
5:04	Complete the annual curriculum evaluation per cycle.
5:06	Resume departmental meetings to discuss instructional strategies and student needs. We suggest rewording this element of the plan to the following: <i>Teachers intentionally communicate and collaborate to improve instruction and student learning.</i>  We also suggest using the language of the benchmarks for specific language in your action plan as you detail each aspect of this for your annual assessment of the goal.
6:03	Offer a wider variety of extracurricular and co-curricular activities. Student council recommendations per interview: Spanish, Creative Writing, Shop Class, Advanced Math, FACS, STEAM, Engineering, Robotics, Geo Politics