

National Lutheran School Accreditation

Validation Team Report

Revised September 2023

Trinity Lone Oak

Eagan, MN

April 8-10, 2024

Emily Anderson (captain)

Charlotte Penn

Muriel Stark

Andrew Strickland



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 Lone Oak Lutheran School.

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

Trinity Lone Oak 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 Trinity Lone Oak Lutheran School and its sponsoring congregation, Trinity Lone Oak 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 Trinity Lone Oak 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,

Emily Anderson
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 (Captain) (eanderson@immanuelsilo.org / 507-358-6086) serves as a teacher at Immanuel Lutheran School – Silo in Lewiston, MN. Other school responsibilities include being the athletic director and an administrative assistant. 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.

Charlotte Penn serves as a 3rd grade teacher at Redeemer Christian Academy-Wayzata, MN. Charlotte enjoys helping out at Redeemer’s home sporting events, cooking breakfast for families every month and organizing reading activities for her classroom and school. Charlotte is Orton-Gillingham certified and is trained in SMART training. Charlotte has both an early childhood degree and a K-6 degree from Concordia, St. Paul. She has taught multigrade and single grade classrooms, Pre-K through 8. This is Charlotte’s second accreditation team.

Muriel Stark (Consultant) (mlfstark279@gmail.com - 612-940-3359) currently serves as the Minnesota North and North Dakota NLSA Commissioner. She holds a Bachelor’s Degree in Elementary Education from Concordia, St. Paul, MN with a major in Elementary Education and a double minor in Math and history. She has served in Lutheran schools for 50 years in Texas, Nebraska, and Minnesota. Her professional experience includes teaching in early childhood through Grade 8 classrooms. She has also been the principal at two schools when they went through accreditation and managed the accreditation process. She has served as a Consultant, Team Captain, and team member on twenty-four different validation teams.

Andrew Strickland currently serves as principal of Zion Lutheran School in Alexandria, MN. He holds a Bachelor’s Degree in Secondary education from Concordia, St. Paul with a Double major in Secondary Education and United States History and a minor in Confessional Lutheranism. He previously served as principal at Green Bay Trinity Lutheran School, a teacher with administrative responsibilities at St. Paul’s Lutheran School Prior Lake, and taught 4th-8th grade at East St. Paul Lutheran. Andrew is Orton-Gillingham level 3 certified, ServSafe certified, SLED certified, and is currently in school completing his Master’s Degree in Educational Leadership. He has served on 10 validation teams as a team member and captain in the LCMS and WELS school systems.

REPORT SUMMARY

Overall School Performance Level

Standard	Rating Total	Possible Score
Standard 1	3.0 (12/16)	16
Standard 2	2.8 (28/40)	40
Standard 3	2.3 (23/40)	40
Standard 4	2.8 (11/16)	16
Standard 5	3.0 (18/24)	24
Standard 6	3.0 (12/16)	16
Standard 7	2.7 (8/12)	12
Total	112	164
Average (total ÷ 41, rounded to hundredths decimal)	2.73	4.00

The Validation Team's Overall Impression of the School

Trinity Lone Oak Lutheran Church and School is filled with teachers and staff members that are dedicated and wholly committed to the mission. They love their school! Trinity Lone Oak is blessed with growing enrollment numbers, and yet maintains a low teacher to student ratio, that allows teachers to serve students and meet individual needs. Trinity Lone Oak has a strong music program that encourages students to utilize their God-given talents.

Outstanding Strengths

- Trinity Lone Oak is blessed with teachers who are fully committed to the mission and ministry of the school.
- There is strong congregational support for the ministry of the school.
- Trinity Lone Oak offers many unique curriculum opportunities through the School Forest, Mini-Course day and other programs.

Major Deficiencies

None

Nomination of Powerful Practices

None

School Shepherd Nomination:

YES

NO

If, yes, please list the Name and contact information for the pastor:

Accreditation Recommendation

We the members of the Validation Team recommend:

Accreditation in Good Standing	X
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Provisional Accreditation	
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Denying Accreditation	
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If the recommendation is for Provisional Accreditation, please provide a bulleted list of deficiencies:

for **Trinity Lone Oak Lutheran School; Eagan, MN**

Emily Anderson

Signature of the Team Captain

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 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.

Survey Responses

NLSA survey questions are correlated with the seven Standard areas and are to be used at the beginning of a Self-Study process. Survey questions are developed for the following groups:

- Parents
- Teacher and Staff
- Students in Grades 1 – 3
- Students in Grades 4 – 12
- Board of Education (or similar body if governed or named differently)

Parent Survey administered with a minimum 20% response rate, and analyzed per Self-Study Part II Page 10:

YES

NO

Comment: Response was 68%

Only 32.6% of the parents believed that students had access to support services based on their identified needs. Staff is discussing how to address this.

There were several comments in the survey from parents regarding building security. Trinity has now installed an updated security system with multiple cameras and improved remote entry.

The major reason that parents who answered survey for enrolling their students at Trinity was for their “faith development for their children.

Teacher and Staff Survey administered with a minimum 80% response rate, and analyzed per Self-Study Part II Page 10:

YES

NO

Comment: 80% of teachers and staff responded to the survey.

Two concerns that are being addressed as a result of the survey are:

- (1) communication
- (2) building cleanliness

As a result of the survey they are being addressed this way:

- (1) Communication - an effort has been made to increase Trinity's social media footprint by adding and Instagram account and posting more frequently on Facebook and now on Instagram
- (2) Building cleanliness - Communicating with the Board of Trustees who are now working with the cleaning crew to provide better service

Students Grade 1-3 Survey administered with a minimum 40% response rate, and analyzed per Self-Study Part II Page 10:

YES

NO

Comment: 100% of the students in grades 1-3 completed the survey.

A strength noted by the 1st through 3rd graders was that they thought their teachers wanted their students to learn and do their best.

Only 35% of the students believed that their teachers were treating their students fairly. Another point that was marked at a lower rate by the students was the questions that "my teacher makes me think." The result of this survey encourages the teachers to meet the students where they are and provide appropriately challenging learning experiences.

Students Grades 4-8 Survey administered with a minimum 40% response rate, and analyzed per Self-Study Part II Page 10:

YES

NO

Comment: 100% of the students in grades 4-8 completed the survey.

The main concern of students in these grades was that they could not find quiet places in their school where they are able to learn. As a result, the school is exploring ways to re-think the space that they have so they provide areas for quiet, independent studying.

Board of Education (or similar body) Survey administered with a minimum 80% response rate, and analyzed per Self-Study Part II Page 10:

YES

NO

Comment: 83% of members on the Board of Education completed the survey.

The major concern that the Board of Education found is that adequate compensation is only at 85% of the Minnesota South District Guidelines. As a result of the survey, the salary base is being proposed to meet 90% of the recommendations for the 24-25 fiscal year and gradually increase to get closer to 100% of District guidelines.

Standard 1: Purpose

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

Standard 1 Required Evidence*:

Final School Action Plan from previous accreditation

YES

NO

N/A if it is the first accreditation

Strategic Plan if applicable and currently utilized by the school

YES

NO

Written purpose/philosophy/mission statement

YES

NO

N/A

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

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
<p>1:03 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"> ● 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. 	<ul style="list-style-type: none"> ● Teacher Survey ● Principal Reports ● TLOLC Mission and Vision ● TLOLC Vision Posters 	3	3
<p>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.</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● TLO School Mission Statement ● TLO School Purpose Statements: Mission, Vision, Core Values ● Self-Study Narrative 	3	3
<p>1:05 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"> ● The school's purpose is displayed in each 	<ul style="list-style-type: none"> ● TLO School Mission Statement ● Website ● Family Handbook 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>classroom and in the hallways.</p> <ul style="list-style-type: none"> ● 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. 			
<p>1:06 New employees are informed about the school's purpose and its appropriate engagement.</p>	<ul style="list-style-type: none"> ● New employees are given an orientation packet and have an orientation meeting with the school administrator. ● New employees utilize mentors to assist them in learning about the 	<ul style="list-style-type: none"> ● Onboarding Procedures ● Mentor Handbook LESA ● TLO Teacher Job Description ● PS Lead Teacher Job Description ● Interview with teachers and administrator 	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	school's purpose and how to carry it out. <ul style="list-style-type: none"> The school's purpose is outlined in the job description for each employee. 			
Total			12/16	12/16
Standard One Overall Rating (Total ÷ 4, Rounded to the Nearest Tenth)			3.0	3.0

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

N/A

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

- The purpose statement is widely displayed throughout the whole facility.
- The school engages in many ministry opportunities that evidence the mission and vision of Trinity Lone Oak Lutheran Church and School.

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 1 - A formal strategic plan (aside from the Action Plan) should be developed and implemented.

Please list all Validation Team concerns that the school must add to their Final School Action Plan for Standard 1:

- Standard 1 - A formal strategic plan - aside from the Action Plan - should be developed and implemented.

Standard 2: Relationships

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

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 Recognized Service Organization (RSO) status with the Synod (if an RSO, provide the latest RSO renewal).

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

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
<p>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.</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Trinity Lone Oak Lutheran Church website ● TLOLC Mission & Vision ● TLOLC Vision Posters ● TLO Organizational Chart ● Prayer Partner Program ● Interview with BoCE ● Interview with administrator ● Interview with teachers 	3	3
<p>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.</p>	<ul style="list-style-type: none"> ● Students participate regularly in congregational life through planned activities available and coordinated with the congregation. ● School staff members are actively involved in worship and congregational life in their parish. 	<ul style="list-style-type: none"> ● TLOLS Choir Singing Schedule ● Board of Christian Outreach to unchurched TLOLS families ● Hawaii Wildfire Offerings-Thank You ● MN South District Hearts for Jesus: Garuna Mission ● Quarter Wars-Global Kids Fund ● Interviews 	3	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> ● 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 events. 			
<p>2B:02 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"> ● 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 surrounding community. ● The school has developed ways to enroll students from the community who do not have the 	<ul style="list-style-type: none"> ● Acorn Fund ● TLO Need-based Financial Aid ● Guidelines for Administration of Need-Based Financial Aid ● TLO Zip Code Heat Map ● Observation ● Interviews 	2	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	economic resources to support tuition-driven enrollment.			
2B:03 The school promotes and encourages the involvement of its teachers and students in community activities.	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● TLO Student Service Projects including: <ul style="list-style-type: none"> ○ Feed My Starving Children ○ Making blankets for community ○ Cards for first responders ○ Food drive ○ Sending pictures to homebound people ○ Trail Life ○ Singing At other churches ○ Trunk or treat events ○ Samaritan's Purse ● Interviews 	3	3
2B:04 The school has an active Parent-Teacher Organization and/or other parent support groups.	<ul style="list-style-type: none"> ● The school sponsors educational opportunities for parents and provides a wide variety of parenting resources. ● Support groups (i.e., Parent Teacher League, Booster Club, prayer support 	<ul style="list-style-type: none"> ● Moms in Prayer group ● PTCO Manual ● Joining Jesus as a Family Seminar ● Women of the World Bible Study 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	groups) contribute to the overall good of the school and congregation to support and maintain the school's mission and goals.			
2B:05 The school is known, respected and maintains a positive perception in its community.	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Hot Lunch Program ● Special Ed Services ● Counseling Services ● Basketball Skills Sessions ● Trail Life program & events ● Vacation Bible School ● Peniel Evangelical Church ● Interviews 	3	3
2C:02 The school's Christ-centered ethos is visible and evident to visitors.	<ul style="list-style-type: none"> ● Students demonstrate love for others in response to Christ's love for them. ● Teachers' care for student needs is prominently enacted throughout the school. 	<ul style="list-style-type: none"> ● Tiger Code ● Chapel Schedule ● Family Groups ● Cross and Crown chapel band & Musicpalooza ● Daily Classroom Devotions and prayer ● Student Surveys ● List of Behavior Expectations ● Classroom Observations ● Interviews 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> ● 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. 			
<p>2C:03 Teachers and staff members recognize, value and respect the needs of students.</p>	<ul style="list-style-type: none"> ● Teachers demonstrate love for all students in Christ. ● Teachers attend to the individual needs of students. ● Teachers integrate faith principles throughout the day and pray with their students. 	<ul style="list-style-type: none"> ● Tiger Code ● Behavior Expectations PBIS ● Habits of Scholarship ● Grades 1-3 Student Surveys ● Grades 4-8 Student Surveys ● Observation 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> ● Students are challenged to do their best. ● Students' spiritual needs are given appropriate support by church and school. ● Law and Gospel are properly divided when discipline is administered. ● Staff demonstrates positive school spirit. ● Through the school's discipline code, students are assisted to grow in self-control out of love for Christ. ● When desirable and practical, students are given the opportunity to participate in making school decisions. 			
<p>2C:04 School personnel model Christ's love in their relationships with parents and guardians.</p>	<ul style="list-style-type: none"> ● School personnel are approachable and receptive to parental questions or concerns. ● Parents are viewed by teachers as school partners in 	<ul style="list-style-type: none"> ● Sign-up Genius-volunteer sign-up site ● "Today is..." picture ● Parent Survey ● Observations ● Interviews with parents ● Interviews with teachers 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>the education process.</p> <ul style="list-style-type: none"> ● 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. 			
<p>2C:05 Faculty and administration respect and support one another as individual, fellow members of the body of Christ.</p>	<ul style="list-style-type: none"> ● Faculty and administration gather for devotions regularly. ● Faculty and administration speak positively about their co-workers at the school. 	<ul style="list-style-type: none"> ● Daily morning devotions ● Birthday Buddies ● Faculty Meeting discussions ● Professional development opportunities ● Observations ● Interviews with staff 	3	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> Faculty and administration demonstrate support of one another in tangible ways. 			
Total			29/40	28/40
Standard Two Overall Rating (Total ÷ 10, Rounded to the Nearest Tenth)			2.9	2.8

What is the overall Validation Team rating for Standard 2? 2.8

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?

2A:03 The rating was changed from a 3 to a 2 because there is limited evidence of staff involvement in worship and congregational life.

2B:02 The validation team changed the rating from a 2 to a 3 because all benchmarks are met.

2C:05 Efforts need to be continued to improve intentional, clear, respectful, two-way communication among administration, faculty, staff, and board members.

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

- The TLO staff meet daily for devotions and pray for one another and their school showing genuine care and strong personal relationships.

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

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

2A:03 - Called workers should seek ways to be more actively involved in worship and congregational life.

2C:05 - Find an external Christian resource that would provide tools for conflict resolution among administration, faculty, staff, and board members.

Please list all Validation Team concerns that the school must add to their Final School Action Plan for Standard 2:

- 2A:03 - Called workers should seek ways to be more actively involved in worship and congregational life.
- 2C:05 - Find an external Christian resource that would provide tools for conflict resolution among administration, faculty, staff, and board members.

Standard 3: Leadership

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

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 limitation 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

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
<p>3A:04 The governing authority is organized around written policy and understands and operates within its role and function.</p>	<ul style="list-style-type: none"> ● The governing authority provides for grievance and due process resolution procedures. ● The governing authority meets regularly and has clearly defined policies regarding open attendance at meetings and executive sessions. ● The governing authority has established process policies that set forth the style and rules by which the governing authority will complete its tasks and processes. ● Governance policies are determined at official meetings and recorded in the minutes, including appropriate updates and changes to policy. ● Minutes are recorded for each meeting and circulated to all members. ● Governing authority policies are collected 	<ul style="list-style-type: none"> ● TLO Church Constitution & Bylaws ● BoCE Policy Manual ● Interviews 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>into a policy manual, separate from the minutes.</p> <ul style="list-style-type: none"> ● 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. 			
<p>3A:05 Governing authority policy supports effective personnel.</p>	<ul style="list-style-type: none"> ● 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 administrator at each meeting. 	<ul style="list-style-type: none"> ● Board of Christian Education Policy Manual ● TLO Church Constitution & Bylaws ● Principal Job Description ● Pastor Job Description ● TLO Employee Manual ● Principal Performance Review Manual ● Interviews with BoCE 	<p>3</p>	<p>2</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> The governing authority has written policies or position descriptions clearly delineating relationships between the head administrator and pastor(s). 			
<p>3A:06 Governing authority members meet prescribed qualifications and are trained regarding roles and responsibilities.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> TLO Church Constitution BoCE Policy Manual BoCE Annual Planning Calendar Governing Board Resource for Lutheran Schools 	3	2
<p>3A:07 The governing authority establishes and employs systematic planning for school improvement.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> SWOT Analysis - Joint BoCE and Faculty Exercise NLSA School Action Plan 2019 Interviews with BoCE 	2	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
<p>3A:08 The governing authority provides strong financial leadership for the school.</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● TLO Church Constitution and Bylaws ● Approved Budget ● Interview with Business Manager ● Interview with BoCE 	2	2
<p>3B:02 The administrator meets qualifications required for the position.</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Staff Information Sheet ● LCMS Locator Tool ● Principal has Master’s Degree in Curriculum and Instruction ● SLED certificate ● MN Teaching License (2027) ● Interview with administrator 	3	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> ● The administrator holds current, appropriate state certification or is actively working toward obtaining required certification. ● The administrator has a master’s degree in education, with no fewer than 12 semester hours in administration or supervision or is actively working toward such a degree. (The administrator of an early childhood center has a bachelor’s degree, with no fewer than 18 semester hours in early childhood education, or is actively working toward accomplishing this requirement.) 			
<p>3B:03 The administrator is provided adequate support to complete required tasks.</p>	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Principal Teaching Schedule ● Administrative Assistance Job Description ● Interviews 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>of each day for every 50 students enrolled. (If administrative duties are shared, then release time may be shared.)</p> <ul style="list-style-type: none"> ● 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. 			
<p>3B:04 The administrator is an effective communicator.</p>	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Principal Office Schedule ● Family Handbook ● Teacher Handbook ● Interview with BoCE ● Parent Surveys ● Interview with preschool director 	3	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>personal (one-to-one) and public are regularly used to facilitate effective communication.</p> <ul style="list-style-type: none"> ● The administrator regularly spends a significant percentage of time listening, observing and speaking with parents, students and teachers. ● The administrator effectively communicates and works together with local public school officials. ● The administrator compiles such policies, procedures or practices as appropriate for effective communication to the various school communities into student and/or parent handbooks/manuals. 			
<p>3B:05 The administrator is engaged in the process of developing and managing the budget.</p>	<ul style="list-style-type: none"> ● The administrator is involved in developing and managing the budget, including expenditures. ● The administrator has overall 	<ul style="list-style-type: none"> ● TLO Church Constitution and Bylaws ● PTCO Operations Manual ● Principal’s Job Description ● Interviews with BoCE 	2	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>responsibility to assure that the budget is managed responsibly, using generally accepted bookkeeping procedures and safeguards.</p> <ul style="list-style-type: none"> ● The administrator provides leadership in securing funds and resources, which may include individual, private, corporate, and/or governmental sources. ● Funds provided by auxiliary organizations are allocated per governing board policy, in consultation with the school administrator and regularly audited. 			
<p>3B:06 The administrator is committed to personal development and the development of staff members.</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Principal Performance Review ● TLO Organizational Chart ● Professional Development and Training ● Staff Profile <ul style="list-style-type: none"> ○ LEA Member ○ Mindependent 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> ● The administrator provides leadership in curriculum development, staff development, congregational service, public relations, student evaluation and other school-related activities. ● Levels of responsibility and accountability are clearly defined. The administrator provides leadership for implementation of current educational technology, including necessary staff development and training. ● The administrator engages in an ongoing program of professional staff supervision. 			
Total			27/40	23/40
Standard Three Overall Rating (Total ÷ 10, Rounded to the Nearest Tenth)			2.7	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?

YES

NO

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

3A:05 - No annual administrator review is being conducted

3A:06 - There isn't a plan for intentional board training

3B:02 - The principal does not have an administrator's license and is not currently working towards it.

3B:04 - There are patterns of inconsistent and unclear communication between the administrator and staff.

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

- The administrator is intentional about planning for staff professional development and is actively engaged in assisting teachers reach professional goals
- School board members have deep care and concern for the well-being of TLO and are enthusiastic about the success of the school

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

3A:07- Need to establish a systematic planning process for school improvement

3A:08 - Need for an outside audit of church and school

3B:05 - Need for an audit of PTCO financials

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

3A:05 - An annual review of the administrator should be completed

3A:06 - School board members need to receive training for their positions

3B:02 - Consider the feasibility of obtaining an administrator's license

3B:04 - The administrator will create a plan to improve interpersonal communication with staff members that allows for clear, respectful listening, observing, and speaking.

Please list all Validation Team concerns that the school must add to their Final School Action Plan for Standard 3:

3A:05 - An annual review of the administrator should be completed

3A:06 - School board members need to receive training for their positions

3A:07 - Establish a strategic plan for systematic planning for overall school improvement

3A:08/3B:05 - Conduct an external audit of finances

3B:02 - Consider the feasibility of obtaining an administrator's license

3B:04 - The administrator will create a plan to improve interpersonal communication with staff members that allows for clear, respectful listening, observing, and speaking.

Standard 4: Professional Personnel

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

Standard 4 Required Evidence*: MinistrySafe Training for all school employees, coaches, sponsors (encouraged to have all volunteers also trained)

YES

NO

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.

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
<p>4:02 Christ-centered teachers have qualities and qualifications necessary for success in their defined areas of service.</p>	<ul style="list-style-type: none"> ● 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 or Seminar Program through the Concordia University Education Network (CUEnet). ● 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. 	<ul style="list-style-type: none"> ● Ministry Safe Training ● TLO Child Safety Policy ● Teacher Handbook ● Teacher profiles ● Personnel records ● Interviews ● Observation 	3	3
<p>4:03 Teachers are informed of, and subsequently evaluated and supported in the continuing pursuit of professional growth and development.</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Professional Development Plan ● Staff Information ● LEA Memberships ● Interviews of BoCE ● Interviews with teachers 	3	2

	<ul style="list-style-type: none"> • 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. 			
<p>4:04 Teachers and support staff are empowered and equipped to effectively accomplish their assigned task.</p>	<ul style="list-style-type: none"> • New teachers receive thorough orientation and are supported with experienced, assigned teaching mentors. • Teachers demonstrate and continuously improve knowledge and skills necessary for effective instruction and modeling of Christ-centered values. • Policies related to teachers and support staff are established and practiced. • The average student-professional personnel ratio is appropriate for the age and level of the students and ensures optimal student growth. • The number of staff members is adequate to provide effective instruction and supervision for students at all school activities. 	<ul style="list-style-type: none"> • LESA Mentor Handbook • Teacher Handbook • MN South Commissioned Workers Compensation • Interviews 	3	3

	<ul style="list-style-type: none"> The nondiscriminatory salary and benefit scale is adopted and implemented for all personnel. 			
<p>4:05 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"> Support staff (e.g., teacher assistants, student teachers, nurse) meets state requirements for their specific assignments. Appropriate policies related to support staff are established and practiced. Adequate training for support staff is provided. Appropriate policies and training for volunteers are in place. Staff members understand and relate appropriately with students and their families. 	<ul style="list-style-type: none"> TLO Child Safety Policy Onboarding Procedures Volunteer Driver Form Interview with Preschool Director 	3	3
Total			12/16	11/16
Standard Four Overall Rating (Total ÷ 4, Rounded to the Nearest Tenth)			3.0	2.8

What is the overall Validation Team rating for Standard 4? 2.8

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?

4:03 Formal teacher observations and evaluations are not completed on a regular basis.

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

- All full-time K-8 teachers are rostered or enrolled in Colloquy
- There are many opportunities for professional growth and development
- TLO has a comprehensive Child Safety Policy
- TLO is blessed with teachers that are fully committed to the mission and ministry of the school

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?

4:05 - Develop a volunteer handbook that defines policies, training, and procedures for volunteers.

Please list all Validation Team concerns that the school must add to their Final School Action Plan for Standard 4:

4:03 - Conduct teacher observations and formal evaluations on an annual basis at minimum.

4:05 - Develop a volunteer handbook that defines policies, training, and procedures for volunteers.

Standard 5: Teaching and Learning

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

Standard 5 Required Evidence*: Curriculum documentation is developed and implemented for every grade level for religion, mathematics, science, reading, language arts, social studies, world languages, 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*: Provide a chart illustrating the semester/yearly instructional minutes of all content offered, percentage of each school week allocated to each subject (activity), at each level, including a comparison with state guidelines (If your state does not have minute requirements, provide all other information and note there are no state requirements).

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

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* Curriculum documentation is developed and provided for religion, mathematics, science, reading, language arts, social studies, world languages, 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

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
<p>5:03 The school community builds and maintains a vision, direction and focus for student learning.</p>	<ul style="list-style-type: none"> ● 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 instructional practices used by teachers to ensure student success. 	<ul style="list-style-type: none"> ● Trimester Honor Roll ● Awards Ceremony ● Christian Citizenship Award ● Christian Leadership Award ● Curriculum Documents ● Self-Study Narrative ● Interviews 	3	3
<p>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.</p>	<ul style="list-style-type: none"> ● The curriculum is aligned with delineated standards. ● The curriculum is documented, assessed, monitored and challenges all students. 	<ul style="list-style-type: none"> ● Curriculum Documents ● Curriculum Trak: Math, Social Studies, Science, English, Language Arts, Religion, Science Fair, Social Studies Fair, Fine Art Fair Rotation ● Service-learning projects 	3	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> ● 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 God-given talents and passions. ● The curriculum is used as an opportunity to proclaim the Gospel. 			
<p>5:05 Teachers use a wide variety of instructional strategies that engage students and ensure mastery of learning expectations.</p>	<ul style="list-style-type: none"> ● Teachers implement classroom instructional strategies that provide students with the knowledge, creativity, skills and understanding to become problem solvers, decision makers and socially 	<ul style="list-style-type: none"> ● Instructional strategies include an intentional focus on student choice and collaboration ● Flexible seating options to accommodate students ● Student field trips have included the Ordway Center, Stages Theatre, Northrop Auditorium, Apple Orchard, MN Orchestra, Institute of Art, and the Walker Art Museum ● Student service opportunities have included Feed My Starving Children and singing at the MN Veterans Home 	4	4

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>responsible global citizens.</p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Student chapel offerings have been given to organizations including all listed in Google Docs Spreadsheet in Evidence Folder ● Students gain a global perspective through online mission trips during National Lutheran School Week ● Small Business Day (students learn about the economics and the operation side of business from both a business and a consumer perspective) Older grades are encouraged to create their own small business ● Mini-Course Day (students are provided a wide variety of educational experiences in different fields, offered by parents and volunteers familiar with each field. Examples include: blacksmithing, baking, tenting, sewing, and welding ● School Forest in collaboration with the MN Departments of Natural Resources 		
<p>5:06 Teachers intentionally communicate and collaborate to improve instruction and student learning.</p>	<ul style="list-style-type: none"> ● Teachers regularly participate in staff development activities designed to provide professional growth, improve instruction and enhance student learning. ● Teachers pursue opportunities to interact with colleagues seeking ways to improve. ● Teachers work together to share 	<ul style="list-style-type: none"> ● Staff Meetings Schedule Y24 ● Staff Meeting Agendas/Notes SY24 ● Classroom Schedules (to show common times for collaboration) ● Family Groups ● Interviews 	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>responsibility for student learning.</p> <ul style="list-style-type: none"> ● 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. 			
<p>5:07 Technology enhances and enriches the students' learning environment.</p>	<ul style="list-style-type: none"> ● Faculty members are users, instructors and participants in the process of engaging technology with the learning 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 enhances 	<ul style="list-style-type: none"> ● TEC21 program information ● Chromebook Care & Usage - General ● Chromebook Care & Usage-Middle School ● TLO Technology Plan w/Benchmark & Standards ● Classroom Observations 	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>curriculum, instruction, assessment and is used by teachers to personalize, enhance and improve instruction.</p> <ul style="list-style-type: none"> • Student technology is monitored and filtered to promote appropriate integration of technology into the learning process. 			
<p>5:08 Curriculum, instruction and assessment are regularly monitored and adjusted through the collection and analysis of data-driven information.</p>	<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • MAP Growth Test Results • MAP Analysis Worksheets • Data Days • Progress and Report Cards • Curriculum Documents • Cumulative files (found in the school office) • Thinkwave Online Portal 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> <li data-bbox="505 302 769 625">A comprehensive program that examines student achievement with frequent progress monitoring is used to individualize instruction for student success. 			
Total			19/24	18/24
Standard Five Overall Rating (Total ÷ 6, Rounded to the Nearest Tenth)			3.2	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?

5:04 Rating changed from a 3 to 2 because documentation in Curriculum Trak is incomplete.

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

- Trinity Lone Oak offers many unique curriculum opportunities through the School Forest, Mini-Course day and other programs.
- There are intentional efforts to individualize instruction based on student ability (math leveling)

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?

5:04 - Curriculum documentation in Curriculum Trak should be completed by the next accreditation cycle.

Please list all Validation Team concerns that the school must add to their Final School Action Plan for Standard 5:

5:04 - Curriculum documentation in Curriculum Trak should be completed by the next accreditation cycle.

Standard 6: Student Services

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

Standard 6 Required Evidence*: MinistrySafe training certificates for all staff, coaches, activity sponsors, and volunteers working directly with students

YES

NO

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

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
<p>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.</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Admissions and Enrollment Policy ● Permanent Cumulative Records (in school office) ● See “Student Records” in the TLO Family Handbook ● Counselor Permission Form ● See “Bullying Policy” in the TLO Family Handbook ● Promotion and Retention Procedures 	3	3
<p>6:03 Extracurricular activities provide opportunities for students to further enhance God-given talents and abilities.</p>	<ul style="list-style-type: none"> ● The school provides a variety of extracurricular activities that meet the needs and interests of the students and reflect the purpose of the school. ● Extracurricular activities are carefully 	<ul style="list-style-type: none"> ● Athletic Handbook ● See “Sports Program” section in the TLO Family Handbook ● Athlete’s Codes of Conduct ● Background Check Procedures ● Ministry Safe Training SY24 ● Observation of extracurricular opportunities ● Interview with staff 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>supervised by trained personnel.</p> <ul style="list-style-type: none"> ● Those who supervise extracurricular activities accept the purpose of the school. ● Background checks are completed and on file for those who supervise extracurricular activities. 			
<p>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.</p>	<ul style="list-style-type: none"> ● 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, asbestos, CPR, 	<ul style="list-style-type: none"> ● Background Check Procedures ● Ministry Safe Training SY24 ● TLO Child Safety Policy ● MN Dept of Human Services: Child Care Emergency Plan ● Acceptable Use Policy ● Observations ● Self-Study Narrative 	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>first-aid training and the distribution of medication.</p> <ul style="list-style-type: none"> ● 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. 			
<p>6:05 School food services meet or exceed national and state guidelines.</p>	<ul style="list-style-type: none"> ● 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 accordance 	<ul style="list-style-type: none"> ● TLO School Breakfast Menu ● TLO School Lunch Menu ● Food and Beverage Inspection Report ● MN Dept of Health Kitchen Operating License ● Observations ● Interview with lunch staff 	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	with federal guidelines.			
Total			12/16	12/16
Standard Six Overall Rating (Total ÷ 4, Rounded to the Nearest Tenth)			3.0	3.0

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

NO

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

N/A

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

- TLO has strong working relationships with the public school district to provide special services (lunch, SPED, speech, etc.)
- TLO has clear and organized policies and procedures.

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?

None

Please list all Validation Team concerns that the school must add to their Final School Action Plan for Standard 6:

Standard 7: Facilities

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

Standard 7 Required Evidence*: School floor plan

YES

NO

Standard 7 Required Evidence*: School Crisis Management Plan (including evacuation and reunification plans)

YES

NO

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

General Indicator of Success	Operational Benchmarks	Sources of Evidence (Please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
<p>7:03 Buildings, grounds and equipment are well maintained, clean and appropriate for the age and number of students.</p>	<ul style="list-style-type: none"> ● 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. ● Adequate provisions exist for offices, area for 	<ul style="list-style-type: none"> ● Cleaning Schedule ● Maintenance Request Form ● Air Flow Report School Building Classrooms ● Air Flow Report Church Wing ● Observations ● Self-Study Narrative ● Tour of Facility 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (Please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>students needing care, recreation, library/media center and space for small-group instruction.</p> <ul style="list-style-type: none"> • The school facility has appropriate technology infrastructure. 			
<p>7:04 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"> • The buildings contain evidence that the school is a Lutheran Christian school. • 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 provides evidence of a Lutheran Christian School to the community. 	<ul style="list-style-type: none"> • Trinity Lone Oak Sign on Hwy 55 • School Name on Building with the Cross • Cross inside the School Entrance 	3	3
<p>7:05 The building and grounds provide a safe school environment.</p>	<ul style="list-style-type: none"> • Policies and procedures are in place to maintain a safe school environment. • The playground, athletic field(s), and school grounds are properly 	<ul style="list-style-type: none"> • Classroom Emergency Protocols • Standard Response Protocol Poster • Locked School Doors • Security Camera and Access Control • Fenced in Preschool Playground • Observation 	3	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence (Please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>supervised, safe and fenced when appropriate and needed.</p> <ul style="list-style-type: none"> ● 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			9/12	8/12
Standard Seven Overall Rating (Total ÷ 3, Rounded to the Nearest Tenth)			3.0	2.7

What is the overall Validation Team rating for Standard 7? 2.7

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?

7:05 Trinity Lone Oak should reassess playground and outdoor spaces in relation to surrounding public businesses.

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

- Trinity Lone Oak utilizes the facility spaces effectively for instructional purposes and school programming.
- Christian imagery inside and outside the facility all indicate that TLO is a Christ-centered facility.
- TLO has a school forest that is utilized for unique outdoor learning opportunities and exploration.

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?

7:05 Trinity Lone Oak should engage in a safety assessment specific to grounds security and outdoor supervision procedures.

Please list all Validation Team concerns that the school must add to their Final School Action Plan for Standard 7:

7:05 Trinity Lone Oak should engage in a safety assessment specific to grounds security and outdoor supervision procedures.

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?

The Validation Team believes that Trinity Lone Oak Lutheran Church and School will be able to accomplish all of the tasks set forth in the recommendations. Several recommendations are going to take on-going efforts, and the Validation Team encourages TLO to come up with systematic plans to help organize the work and to hold themselves accountable.

In TLO's Self-Study, they identified a concern about whether or not they were fully embracing and celebrating the demographic diversity of its student body. Through interviews, observations, and evidence provided, the Validation Team believes that TLO staff does do an excellent job of recognizing and embracing the diversity of the students and families in the school community.

The Validation Team brought forth several opportunities for growth that were not identified by TLO in the Self-Study report. There were several areas within the Standard Two (Relationships) and Standard Three (Leadership) that need to be addressed.