

**Visiting Team Report for**

**Evidence Based Accreditation Process**

**Of**

**St. Budweiser Lutheran School**

**May 6-7, 2015**

**12 Ounce Ave**

**Lutheranville, USA 1333**

 **(111)GET-NLSA goesnowhere.empty**

**(314)631-2272**

**FOREWORD**

Becoming accredited is a strenuous task. The school and its administration are to be highly commended for their efforts in this accreditation process. The self-study document, School Improvement Plan and the various arrangements for the accreditation team were done exceptionally well. It is the hope and prayer of the members of the visiting team that the enclosed document is one that is accurate and helpful for the continued improvement of St. Budweiser Lutheran School.

The committee hereby expresses sincere gratitude to the faculty, staff and students at St. Budweiser Lutheran School for the opportunity to serve on the visiting team and for the many acts of kindness shown to us during our visit. Each of us on the committee has grown as a result of the experience.

St. Budweiser is a school of excellence. This was reflected in your self-study but also by the observations made by the members of the visiting team. The school speaks out for the Christian faith to the students and to the community very effectively.

Our report is carefully written and includes specific recommendations which should be considered seriously by the school and its congregation. Not every recommendation needs to be followed but each should be given serious consideration.

The members of the visiting team were given responsibilities for writing portions of the team's report. This report is the effort of the entire team combines the talents of every team member. The report contains the findings and recommendations of the team has been written and edited by the team as a whole. Wherever possible, specific, practical recommendations have been made to help remedy the concerns expressed.

Team members pledge their continued support and assistance should you care to call upon us in the implementation process.

May the Lord richly bless the faculty and constituents of your school so that through the power of the Holy Spirit they might continue to proclaim His Gospel ever more effectively to the students they serve and their families.

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 be considered a privileged document, to be submitted by the captain of the visiting team directly to the administration of the school. The distribution of the report and its availability for public consideration beyond that point rests solely in the hands of the school administration.

Neither the captain nor the other members of the visiting 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 visiting team has been to examine the educational setting of the school, including courses of study, learning materials, student needs and interest, staffing and facilities. The visiting team has attempted to assess the effectiveness of the total school program in meeting the educational objectives the school has established for itself and in meeting national NLSA standards.

It is not been the purpose of the visiting team to evaluate individual teacher performance. The use of this report as an official assessment of any staff person’s professional competency would be a violation of the process and the intent under which the school evaluation was conducted. Such use would be inherently since at no time during the team visit has the team been concerned with the evaluation of individual teacher performance.

The members of the evaluation team have utilized their best professional judgment in drawing the conclusions reported in the document. Team members are not to be held accountable for any injudicious or unauthorized use of this document.

**VISITATION TEAM MEMBERS AND CONTACT INFORMATION**

**Henry Hefflefinger - Principal of St. Pious Lutheran School in Schoolville, USA**

**\***hfinger@stmlc.org 795-123-6583

\*Serving as the visitation team captain

**Fred Glickman** - **Director of Interstellar Missions for the LCMS**

**\***Fred.Glickman@lcms.org

\*St. Budweiser School Consultant

\*Fills the requirement for a principal of a non LCMS Christian school.

**Wilma Rubble - Principal of Immanuel Lutheran School, Mountainview, IA**

\*wilmar@yahoo.org

\*Fills the roll of an LCMS principal

**Rev. Barny Dimples - Pastor of Trinity Anywhere, USA**

\*revd@yahoo.com 517-527-7259

\*Fills the requirement for a pastor of a LCMS church with a Christian day school.

**Cleone Starsky - Recently retired teacher/librarian from the local public School District**

\*clstarsky@gmail.com \*999-234-8649

\*Fills the roll of a public school teacher.

**Upright Standalone - Teacher at St. Paul's Lutheran School, Embarrass, MN**

\*standup@yahoo.com

\*Fills the roll of an LCMS teacher

**Report Summary**

**Overall School Performance Level (the average of 7 standard area performance level ratings)**

* **3.17**

**The Visiting Team’s Overall Impression of the School**

**Outstanding Strengths**

* Discipline Program and Procedures (PBIS) SOAR--The Positive Behavioral Interventions and Supports (PBIS) program that St. Budweiser has put into place as their discipline program is carried out throughout the school, well understood by staff and students, and thoroughly effective.
* Facilities-- Abundant and appropriate space and furniture is present to facilitate student learning.
* Food Service—The system in place for the food service program is well managed, thorough, and well documented. It provides the students of SBLS a nutritious and well balanced lunch option.
* The Reading Resource Program provides outstanding school-wide assistance, support and intervention for students with reading related delays.
* The staff rallied together, in the absence of a building principal, to attend to many tasks associated with the administrative position. Teachers are to be commended for fulfilling these responsibilities collaboratively and in a joy-filled manner.
* Documentations, policies, procedures, handbooks—Policies and handbooks which govern the day-to-day operations of St. Budweiser provide a thorough and complete.

**Major Deficiencies (if necessary)**

**None**

**Accreditation Recommendation**

* We the members of the visitation recommend accreditation for St. Budweiser Lutheran School in Lutheranville, USA.

**Signature of the Team Captain: Henry Hefflefinger**

**Team Findings**

The Findings section presents the visitation team’s evaluation of the NLSA Standards and Indicators. It also identifies Strengths, Concerns and related Recommendations that were identified by the visitation team through review of the schools prepared documentation and observations and interview 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.

**Standard 1: Purpose**

*The schools purpose/philosophy/mission statement serves as the basis for forming goals, learner outcomes and actions plans, as well as determining a direction for all activities for the school. Throughout the self-study process, every phase of the school program is evaluated in order to determine if they are being carried out in accordance with the schools stated purpose.*

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

**YES**

* 1. The school’s written purpose statement is rooted in Holy Scripture, agrees with the Lutheran Confessions and reflects sound educational and psychological principles. Yes, both church and school mission statements meet the requirements of this indicator.

The school has outlined it outcomes, core values, and vision that guides and shapes the ministry of the school.

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

**YES**

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

Teachers and staff are required to acknowledge the mission statement by signing an agreement.

The written purpose/philosophy/mission statement.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| GeneralIndicator |  | Sources of Evidence | School Performance Level Rating | Team Performance Level Rating |
| 1.3 | The school’s purpose is engaged, aligned and enacted with it in its vision, values, school goals, learner outcomes and student activities. | * Parent handbook
* Alignment Form(outline for strategic plan) *(developed in 2010)*
* Partnership Meeting Power Point slides
 | 4 | 4 |
| 1.4 | The school purpose was developed in accordance with governance policy. | * DSM minutes 9/2010
 | 4 | 4 |
| 1.5 | The school’s purpose is communicated effectively to staff, students, and stakeholders. | * Partnership Meeting Power Point slides
* Parent Handbook
 | 4 | 3 |
| 1.6 | The school regularly evaluates and reviews the alignment of purpose, vision, values, school goals, learner outcomes and student activities. | * Annual debriefing meeting agenda
 | 3 | 3 |
| 1.7 | The school’s purpose is displayed and reflected in the teaching/learning environment in classrooms. | * Chapel planning and participation document
* Classroom buddy picture
* Musical and Christmas worship picture
 | 3 | 3 |
| 1.8 | New employees are informed about the school’s purpose and its appropriate engagement. | * Mission agreement form
 | 4 | 3 |

What is the overall rating for this standard area? 3.3

Based on your findings what are the strengths of the school in this area?

* The purpose guides and aligns school programs that support parents in the task of raising Godly children and the development of the whole child.

Based on your findings what concerns have you identified?

* Be more intentional with communicating the purpose of St. Budweiser Lutheran School.
* Review alignment of vision, values and school goals along with learner outcomes.

Do the concerns you have identified agree with the concerns that were listed in the school’s self-study process? YES

What recommendations would you make for concerns that were not addressed by the school in its self-study process? NO

**Standard 2: Relationships**

*Standard 2 is divided into three categories: school and congregation, school and community and climate. Establishing and maintain healthy, positive relationships within all three areas contributes to the overall effectiveness of the school’s ability to accomplish its purpose.*

*Some Lutheran schools operate outside of a highly developed relationship with a single congregation or group of congregations. In that case, the school and congregation section may be omitted.*

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

**YES**

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

**YES**

2B:08 A statement of nondiscrimination is evident in school printed material and assures that students are admitted without regard to race, color or national origin.

**YES**

2C:18 The climate of the school flows from and supports the school’s purpose.

**YES**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| General Indicator |  | Sources of Evidence | School Performance Level Rating | Team Performance Level Rating |
| 2A:02 | The pastor is acknowledged as the spiritual leader of the school. | Pastoral Job Description | 4 | 4 |
| 2A:03 | The congregation provides spiritual support for the school and its students. |  | 4 | 3 |
| 2A:04 | Students participate in congregational life through planned activities available regularly and coordinated with school events. | * Choir schedule
* Event Flyer
* Student Covenant
* Acolyte schedule
* Memory/Church attendance sheet example
* Tech schedule
* Facebook
* Website
 | 4 | 3 |
| 2A:05 | Called person employed by the school are actively involved in worship and congregational life in their parish. | * Praise Team schedule
* Worship Assistant schedule
* Bible study flyer
* Personal files
 | 4 | 2 |
| 2A:06 | The pastor and staff evidence support for each other and each other’s ministry. | * Staff Covenant
* Team Prayer Times
* Staff Fellowship Times
 | 4 | 3 |
| 2A:07 | The school and church have a plan and work together on behalf of families with children in the school who do not have an identified church home or attend church regularly. | * Student Covenant
* Acolyte schedule
* Choir schedule
* Sermon report
* Evangelism Plan
 | 3 | 3 |
| 2B:09 | An effective public relations program communicates information about the school to its constituents and to all segments of the community where it is located. | * The Homebound
* Parent Handbook
* St. Budweiser Connection
* Yellow Sheet
* Alumni Newsletter
* Flyers
* Radio Ads
* Newspaper Ads
* Thrivent Magazine
* Website
* Facebook
* Open Houses
* Wisconsin Valley Fair Booth
* St. Budweiser Pumpkin Patch
* St. Budweiser Carnival
* School Musical
 | 4 | 4 |
| 2B:10 | The school engages community resources and volunteers to facilitate student’s growth. | * Thrivent Article
* Volunteer sign-up registration
* Yearbook Pictures
 | 4 | 4 |
| 2B:11 | The school has an active parent-teacher organization and/or other parent groups. | * Alumni Letter
* PTL minutes
* PTL Responsibility chart
 | 4 | 3 |
| 2B:12 | Parent education programs are available through the school | * Lending Library picture
* Parenting Bible Studies
* Q &A in Homebound
 | 4 | 2 |
| 2B:13 | The school encourages staff members to participate in community activities and service organizations. | * Policy in Handbook
 | 4 | 3 |
| 2B:14 | The school seeks ways to involve its students and teachers in service to the community. | * Community Make a Difference Day
* Choirs Singing at Nursing Homes
* Service requirements grades 6-8
 | 4 | 4 |
| 2B:15 | The school facilities are available, when practical, for use by appropriate community groups. | * Calendar in the newsletter
 | 4 | 4 |
| 2B:16 | The school maintains good relations with local public schools. | * Minutes from Private School Principals Meeting
* Referral for screening form
* Title II letter from Lutheranville School District
* Title Purchase Expense Form
* Allocation for Title II
* Summer Sport Camp forms
 | 4 | 3 |
| 2C:18 | The school Christian climate is on display and evident to visitors. | * TV message board
* Yearbook
 | 4 | 3 |
| 2C:19 | Teachers and administrators respect and support one another as individual, fellow members of the body of Christ. | * Staff Covenant
* Prayer times
 | 4 | 4 |
| 2C:20 | A developmentally appropriate teaching environment is evident throughout the school. |  | 4 | 3 |
| 2C:21 | Where desirable and practical, faculty members, parents, legal caregivers and students participate in making school decisions. | * Parent survey
* Student survey
* Teacher survey
 | 4 | 3 |
| 2C:22 | Students demonstrate love for others in response to Christ’s love for them. | * Chapel Buddies List
* Safety Patrol Schedule
* Yearbook (Veteran’s Day, Fellowship of Christian Athletes, Grandparents Day)
* SOAR
 | 4 | 4 |
| 2C:23 | Student behavior is appropriate to encourage growth and to maintain the school’s chosen teaching/learning environment. | * SOAR Parent Presentation
* Parent Handbook
* Student/Family Covenant
 | 4 | 4 |
| 2C:24 | Student’s spiritual needs are given appropriate support by church and school. | * Parent Handbook
 | 4 | 3 |
| 2C:25  | The legal rights of parents, legal caregivers, teachers and students are protected. | * Parent Handbook
* Staff Handbook
 | 4 | 4 |
| 2C:26 | Students worship together daily either in each classroom or in a school-wide appropriate worship experience with other students. | * CPH Teachers Manuals (devotions)
 | 4 | 3 |
| 2C:27 | Through the school’s discipline code, students are assisted to grow in self-control out of love for Christ. | * School Wide Discipline PBIS
 | 4 | 4 |
| 2C:28 | Faculty members and administrators demonstrate support of one another in tangible ways. |  | 4 | 4 |
| 2C:29 | Students and staff demonstrate a positive and appropriate school spirit. | * NLSW 2013 calendar
* PTL responsibility charts
* 2013 Accreditation Survey 4-8
* 2013 Accreditation Survey 5K-3
* 2013 Accreditation Survey Teachers
* Yearbook
* Facebook
 | 4 | 3 |
| 2C:30 | Staff members understand and related appropriately with students and their families. | * Meet the teacher
* Survey results
* Parent handbook
 | 4 | 4 |
| 2B:31 | Parent and family members of prospective, former and current students, whether members or non-members, are made to feel welcome at the school. | * Opening Day Red Carpet Picture
* Survey results
 | 4 | 4 |

What is the overall rating for this standard area? 3.4

Based on your findings what are the strengths of the school in this area?

* SOAR Discipline Program
* School Staff Relationships
* Community involvement
* Great use of facility by community groups

Based on your findings what concerns have you identified?

* Parent Education opportunities - speakers, presentations, intentional faith connections with the home
* Staff involvement in church and community events (lack of documentation)

Do the concerns you have identified agree with the concerns that were listed in the school’s self-study process?

**No**

* Parent Education opportunities were not listed as a concern
* We share the concern that there is no intentional plan of outreach to unchurched families with children enrolled in our school.

What recommendations would you make for concerns that were not addressed by the school in its self-study process?

* We agree with the school’s recommendation to empower students by starting a Student Council Program

**Standard 3: Governance**

*Leadership of the school is a major factor in the successful development implementation and evaluation of the school. Leadership is provided through a variety of groups and people. The two primary leadership components are the governing board and appointed administrator(s). Schools may function effectively without a school board. In that case, Section 3A: Governance, would not apply.*

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

**YES**

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**

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

 **YES**

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

**YES**

3B:21 The administrator demonstrates a personal Christian faith, a commitment to Lutheran education and a dedication to the teaching ministry of the governing authority.

**YES**

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

**YES**

We understand that it is challenging to go through the accreditation process without an administrator. We appreciate the efforts of all of the staff who have filled leadership roles during this accreditation process. Please note that the lower *Team Performance Level Rating* reflect that absence of a School Administrator.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| General Indicator |  | Sources of Evidence | School Performance Level Rating | Team Performance Level Rating |
| 3A:04 | The governing authority provides for grievance and due-process resolution procedures. | * Discipline Policy
* Expulsion policy
 | 4 | 4 |
| 3A:05 | The governing authority meets regularly and has clearly defined policies regarding open attendance at meetings and executive sessions. | * School Board Policy Manual
 | 3 | 3 |
| 3A:06 | 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 | * DSM Board Minutes
 | 4 | 4 |
| 3A:07 | Governing authority policies are collected into a policy manual, separate from the minutes. | * School Board Policy Manual (2013)
 | 4 | 4 |
| 3A:08 | Governing body members are required to participate in professional development regarding roles and responsibilities of the governing body and its individual members. | * School Board Policy Manual
* DSM Board Minutes
 | 3 | 3 |
| 3A:09 | The governing authority makes appropriate reports to the operating organization(s).  | * School Board Policy Manual
* Principal Reports
* Council Minutes
 | 4 | 4 |
| 3A:10 | Comprehensive job responsibilities and/or limitations are in place for the administrator. | * School Board Policy Manual
* Principal Job Description
 | 4 | 4 |
| 3A:11 | The governing authority receives reports from the administrator at each meeting. | * DSM Board Minutes
* Principal Reports
 | 4 | 4 |
| 3A:12 | The governing authority evaluates the head administrator annually based on job description. | * School Board Policy Manual
* Principal Staff Evaluation Template
 | 4 | 3 |
| 3A:13 | The governing authority has written policies or position descriptions clearly delineating relationships between the head administrator and pastor(s) | * Principal Job Description
* Constitution Article V Section 3
 | 3 | 2 |
| 3A:14 | The governing authority establishes policies that provide for sound budget planning and fiscal operations.  | * School Board Policy Manual
* Principal Job Description
* DSM Board Minutes
* Constitution Article VII Section 1
 | 3 | 3 |
| 3A:15 | 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 outcome are developed from this planning process.  | * Strategic Plan – Financial Sustainability
 | 3 | 2 |
| 3A:16 | 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. (Note: in Policy Based Governance.) | * School Board Policy Manual
 | 3 | 2 |
| 3A:17 | Neither the governing authority nor its individual members involve themselves in the day-to-day operations management of the organization. | * Principal in the School Board Policy Manual
 | 4 | 4 |
| 3A:18 | The governing authoritymonitors itself for adherence to policies. | * School Board Policy Manual
 | 4 | 3 |
| 3A:19 | The governing board approves the budget (including annual tuition and fees) for the school or has developed polices to empower individuals with that responsibility. | * School Board Policy Manual
* DSM Board Minutes
* Voter’s Meeting Minutes
 | 3 | 3 |
| 3A:20 | The governing board accepts, reviews and devises strategies to react to concerns expressed in the annual financial audit. | * Audit Report
 | 3 | 2 |
| 3B:22 | The school administrator is on the LCMS roster or is actively working toward a colloquy. | * Personnel Folder in Parish Administrator’s Office
 | 4 | 4 |
| 3B:23 | The administrator holds current, appropriate state certification or is actively working toward obtaining required certification. | * Personnel Folder in Parish Administrator’s Office
 | 4 | 3 |
| 3B:24 | The administrator has a master’s degree in education, with no less 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 less than 18 semester hours in early childhood education, or is actively working toward accomplishing this requirement.) | * Personnel Folder in Parish Administrator’s Office
 | 4 | 2 |
| 3B:25 | The administrator participates in conferences and conventions which are required by the Synodical Handbook and in other appropriate conferences | * Personnel Folder in Parish Administrator’s Office
 | 4 | 3 |
| 3B:26 | The administrator demonstrates leadership through involvement with professional organization and regular reading of educational blogs and periodicals. | * Professional Organizations
 | 4 | 2 |
| 3B:27 | The administrator is active in the whole educational ministry of the operating congregation. | * Worship Planning Folder
 | 4 | 3 |
| 3B:28 | Adequate time is provided for administrative duties. The school administrator is released from teaching duties for at least 1/4 of each day for every 50 students enrolled. (If administrative duties are shared, then released time should be shared.) | * Principal’s Schedule
 | 3 | 2 |
| 3B:29 | The administrator works together with the local public schools at every opportunity.  | * Email WSD Title
 | 4 | 3 |
| 3B:30 | Adequate secretarial help is available. A secretary is available for school purposes for at least 1/4 of each school day for every 50 students enrolled. | * Personnel File
* Payroll Records
* Time Cards
 | 4 | 4 |
| 3B:31 | Levels of responsibility and accountability are clearly defined for all support staff (secretarial, maintenance, cafeteria, transportation, etc.). | * Job Descriptions
* Policy and Personnel Manual
 | 4 | 4 |
| 3B:32 | The administrator consults regularly with pastor(s) and teachers individually and collectively.  | * Office Tracker
* Faculty FYI
 | 4 | 3 |
| 3B:33 | The administrator engages in an ongoing program of professional staff supervision for the improvement of instruction. Performance evaluation visits with every teacher are conducted at least annually. The results of these visits are discussed with the teacher and then reported in summary to the board.  | * Teacher Evaluation
* Personnel Folder in the Parish Administrators Office
* Principal Report March 2013
 | 4 | 1 |
| 3B:34 | Accurate, current files are kept for each staff member (professional and support) and students. | * Personnel Folders
* Permanent Student Records
 | 4 | 4 |
| 3B:35 | 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.  | * Principal Job Description
* Faculty Meeting Minutes
* Principal Evaluation Template
 | 4 | 2 |
| 3B:36 | Levels of responsibility and accountability are clearly defined for all professional and volunteer staff persons | * Policy and Personnel Manual
* Support Staff Volunteer Handbook
 | 4 | 3 |
| 3B:37 | Responsibility and limitations for the development and administration of the school’s budget and finances are clearly defined. | * School Board Policy Manual
* Principal Job Description
 | 4 | 4 |
| 3B:38 | The administrator provides spiritual leadership for the school community and in the congregation(s) through word and example. | * Worship Planning Folder
* Faculty FYI
 | 4 | 4 |
| 3B:39 | The administrator relates appropriately with students of all ages. | * 2013 Parent Survey Results
 | 4 | 3 |
| 3B:40 | The administrator relates appropriately with families.  | * 2013 Parent Survey Results
 | 4 | 3 |
| 3B:41 | The administrator provides leadership for implementation of current educational technology—including necessary staff development and training. | * Tech Plan
* DSM Minutes
 | 3 | 2 |
| 3B:42 | The administrator provides leadership in securing funds and resources which may include individual, private, corporate and/or governmental sources. | * Principal Job Description
* Council Minutes
* Legacy Auction Program
* Alumni News Spring 2012
 | 4 | 2 |
| 3B:43 | 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 | * Parent Handbook
 | 4 | 4 |
| 3B:44 | The school administrator is responsible for developing and recommending a budget and managing the budget (expenditures).  | * Principal Job Description
* DSM Board Minutes
* School Board Policy Manual
 | 3 | 2 |
| 3B:45 | The budget is managed responsibly, using appropriate bookkeeping procedures and safeguards. | * Financial Review Committee Reports
* Monthly Newsletter
* Sunday Morning Bulletin Inserts
 | 4 | 4 |
| 3B:46 | Funds provided by auxiliary organizations are allocated according to governing board policy and in consultation with the school administrator and regularly audited. | * Financial Review Committee Reports
* Constitution Article VII Section
 | 3 | 2 |

What is the overall rating for this standard area? 3.0

Based on your findings what are the strengths of the school in this area?

* The strengths of the school include the policies in place concerning governance, principal’s job description and evaluation template, school handbooks, and supporting documents.

Based on your findings what concerns have you identified?

* Many of the concerns reflected in the ‘2’ *Team Scores* will be rectified with a full-time school administer. (3A:13, 3A:15, 3A:16, 3A:20, 3B:24, 3B:26, 3B:28, 3B:35, 3B:41, 3B:42, 3B:44, 3B:46)
* We recommend that the administrator meet the requirements of the Master’s Degree set forth in the job description and is released from teaching duties for at least 1/4 of each day for every 50 students enrolled.
* Engage a process of ongoing supervision and evaluation of teaching staff. This must be a priority—even in the absence of a lead administrator.

Do the concerns you have identified agree with the concerns that were listed in the school’s self-study process?

* We agree that 3rd-source funding need policies and procedures in place to guarantee financial sustainability for the school. We also agree that the staff handbook be reviewed and revised for the 2014-15 school year.
* We support the development and implementation of a policy that clearly and intentionally describes the working relationship between the principal and administrative pastor.

What recommendations would you make for concerns that were not addressed by the school in its self-study process?

* We would suggest an audit by an outside firm be conducted every 3rd year.

**Standard 4: Professional Personnel**

A dedicated professional and support staff is an essential quality related to an accredited Lutheran school. Qualified and competent staff members should align their activities with the stated purpose and work together to create a safe and productive learning environment for students

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

**Yes**

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

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

**Yes**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| General Indicator |  | Sources of Evidence | School Performance Level Rating | Team Performance Level Rating |
| 4:02 | Teachers demonstrate a personal relationship with Jesus Christ and a dedication to teaching in the Lutheran school. | * Teacher mission statements- electronic file
 | 4 | 4 |
| 4:03 | Full-time faculty members are on or eligible to be on the roster of Synod. | * Personnel file in principal’s office
 | 4 | 4 |
| 4:04 | Professional staff members have appropriate teaching certificate(s) from the state and meet requirements for their specific assignments.  | * See personnel files in office
 | 4 | 4 |
| 4:05 | Teachers have been prepared and vetted following prescribed federal and state mandates for background checks and training. | * Background checks in parish administrator’s office
 | 4 | 4 |
| 4:06 | Teachers hold a baccalaureate degree. | * See personnel files in office
 | 4 | 4 |
| 4:07 | 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 people is adequate to provide effective instruction and supervision for students at all school activities.  | * Enrollment policy revisions 2012
 | 4 | 4 |
| 4:08 | Support staff (e.g. teacher assistants, student teachers, nurse) meets state standards for their specific assignments. | * Support staff volunteer handbook
 | 4 | 4 |
| 4:09 | Appropriate policies related to support staff are established and practiced. | * Support staff volunteer handbook
 | 3 | 3 |
| 4:10 | Appropriate policies and training for volunteers are in place | * Support staff volunteer handbook
 | 2 | 2 |
| 4:11 | Adequate training for support staff is provided. | * Support staff handbook
 | 2 | 2 |
| 4:12 | If specialists (e.g., counseling, guidance, special education, physical or occupational therapy, reading, speech) are needed by students in the school, the school provides them or makes referrals to specialist as appropriate. | * Reading Specialist job description
 | 4 | 3 |
| 4:13 | Academic transcripts, copies of state teaching certificates, background checks and other necessary or required information about all professional personnel are kept on file in the office.  | * Personnel records in principal’s office
 | 4 | 4 |
| 4:14 | New teachers receive thorough and precise orientation and induction and are supported with experienced, assigned teaching mentors. |  | 3 | 2 |
| 4:15 | Programs for teacher supervision/evaluation/growth have been adopted and are implemented by the administrator. | * Observation St. Budweiser clinical
* Observation St. Budweiser instructional planning
* Observation St. Budweiser one-on-one form teacher
 | 4 | 1 |
| 4:16 | Teachers attend workshops, conferences, seminars and training appropriate to their position and discipline. LCMS rostered teachers are provided opportunity to attend LCMS events. | * Continuing Education (CE) folder found in principal’s office
 | 4 | 4 |
| 4:17 | Teachers hold membership in professional organizations. | * Professional organizations
* Personnel file
 | 4 | 4 |
| 4:18 | A program of staff development is provided wherein professional personnel have opportunities and support for professional and spiritual growth. | * Continuing Education file in school office
 | 4 | 4 |
| 4:19 | A nondiscriminatory salary and benefit scale has been adopted and implemented for all personnel.  | * 2014 ABC District compensation Guidelines
 | 2 | 2 |
| 4:20 | Teachers who are in a shared ministry arrangement are given appropriate time and compensation for these responsibilities. |  | 4 | 3 |
| 4:21 | The school provides opportunity, training and support so that teachers may effectively and appropriately engage technology in classroom instruction. | * CE files in school office
 | 4 | 3 |
| 4:22 | Staff members understand and relate appropriately with students. | * 2013 Accreditation Survey results 4-8
* 2013 Accreditation Survey results 5K-3
* Covenant for Christian Education
 | 4 | 4 |
| 4:23 | Staff members understand and relate appropriately with families. | * St. Budweiser Parent survey results 2011-2012
* Meet the teacher visits
 | 4 | 4 |

What is the overall rating for this standard area? 3.1

Based on your findings what are the strengths of the school in this area?

* Quality teachers care about their students spiritually and academically.
* The school supports professional development through appropriate funding.
* A good working relationship exists between families and the school.

Based on your findings what concerns have you identified?

* There is inadequate training and orientation of new staff members.
* Classroom observations and teacher evaluations have not been completed this year.
* Inadequacies exist within the salary and benefit structures for teachers.
* Teachers have not received adequate training related to recent technology additions.

Do the concerns you have identified agree with the concerns that were listed in the school’s self-study process? Not all of the concerns (see list above)

What recommendations would you make for concerns that were not addressed by the school in its self-study process?

* Training and orientation for new staff members must be fully implemented. This is a priority.
* Supervision and evaluation of staff must be completed every year.
* Salary and compensation must be reviewed and addressed with the goal of equity.

**Standard 5: Teaching and Learning**

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

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

**YES**

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.

**YES**

5:02 The written curriculum has been developed is being implemented for every subject area taught at the school.

**YES**

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

**YES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| General Indicator |  | Sources of Evidence | School Performance Level Rating | Team Performance Level Rating |
| 5.03 | The school community builds and maintains a vision, direction, and focus for student learning. | * St. Budweiser Flyer
* Covenant Description
* Church & School Mission statements
* Vision & Focus statements
 | 3 | 3 |
| 5.04 | The curriculum meets or exceeds state expectations. | * Time Allotment Excel charts
* Time Allotment PDF and explanation
* Schedules – Spanish is offered
* Chapel Schedule Folder 2012 & 2103
* Homebound article about ITBS scores
* Sermon Report sheet
 | 3 | 3 |
| 5.05 | Curriculum is used as an opportunity to proclaim the Gospel. | * Introduction Parent Information Letter (See Scope & Sequence Folder)
* Teacher Handbook PDF on page 19
 | 4 | 4 |
| 5.06 | Curriculum offerings provide challenging learning experiences and ensure that all students have sufficient opportunities to develop life skills, critical thinking skills, and applied learning. | * Technology Curriculum (See St. Budweiser Scope & Sequence Folder)
* Technology Integration Folder for student samples
* Bullying & Harassment Policy PDF
* Comprehension Connection Folder of Power Point Presentations
* Bullying sample letter
* Junior Achievement
* Description Letter
* Teacher interviews and observations
 | 3 | 3 |
| 5.07 | Curriculum, instruction and assessment are regularly monitored and systemically adjusted in response to ongoing assessments of student learning. | * Teacher Performance Evaluation Folder has forms
* Assessment Evidence Folder
* 6 +1 Traits Folder of Power Points
* Curricular Review Sheet
 | 4 | 3 |
| 5.08 | Teachers work together to share responsibility for student learning. | * PBIS Folder
* Student Assistance sheet
* Teacher Transition Notes
* Debriefing notes
* Connection article sheet
 | 3 | 3 |
| 5.09 | Service learning is a key component of the school’s required program | * Chapel Schedule – Offering Designations
* Choir Photo
* Raking Photo
* Veterans Photo
* Grandparents Photo
* FCA Application form
* Chapel Buddies Photos
 | 4 | 4 |
| 5.10 | Teachers engage students in their learning using a variety of instructional strategies that ensure achievement of learning expectations. | * 2013 Accreditation Survey Results Teachers PDF
 | 4 | 3 |
| 5:11 | Technology is integral to curriculum, instruction, and assessment, and helps teachers to individualize, enhance and improve instruction. | * St. Budweiser Scope & Sequence Folder – Technology
* Web Site Link access in Folder
 | 3 | 3 |
| 5:12 | Technology skills are sharpened and advanced through integration into the learning process. | * Technology Integration Folder for sample projects
* 2013 Accreditation Survey Results Teacher PDF – Technology Integration rating
* Technicians Photo
* Tech World Description Sheet
 | 3 | 3 |
| 5:13 | Teachers regularly participate in staff development activities designed to provide professional growth opportunity, improve instruction and student learning. | * Teacher Handbook PDF – Professional Growth – pages 11 & 12
* Comprehension Connections Folder of Power Points
* 6 +1 Traits Folder of Power Points
* Professional Organizations spread sheet
* Portal sheet
* In-Service Training
 | 4 | 3 |
| 5:14 | Teachers use a variety of strategies and settings that identify and accommodate individual learning styles and engage students having divergent abilities. | * Debriefing notes 2013 Document #34
* Guided Reading Level Skills and Leveled Books Folders
* Schedules 2013-14--Teacher Assistant Schedules
* Technology Integration folder
* 2013 Accreditation Survey Results Teacher --Meeting Needs rating
* St. Budweiser Parent Survey Results PDF
* Meet the Teacher informational letter
* Bees group photos
 | 4 | 3 |
| 5:15 | Multiple forms of student assessment drive instructional strategies. | * 2013 Accreditation Survey Results Teacher PDF-- Assessing Progress rating
* Iowa Tests (See Assessment Evidence folder)
* Dibels (See Assessment Evidence folder)
* 6+1 Traits sample sheets
 | 4 | 3 |
| 5:16 | School leaders monitor and support the improvement of instructional practices used by teachers to ensure student success. | * Web Site Link and access to PTL minutes
* Alumni News Spring 2012 PDF
* Teacher Performance Evaluations folder

 Hard Copy Exhibits:* PTL events highlighted on sheets
* Legacy promotional insert
* Faculty Agenda for sharing examples
 | 4 | 3 |
| 5:17 | Student learning is monitored, tracked, recorded and reported from the time they enroll until the time they leave | * St. Budweiser Parent Survey Results PDF-- Communication rating
* Report Card Tools folder
* Report Card folder
* Assessment Evidence folder

 Hard Copy Exhibit:* Parent/Teacher Conference letter
* STAR tracking sheet
 | 4 | 3 |
| 5:18 | The school evaluates what a student should know, be able to do, and believe. | * St. Budweiser Scope and Sequence folder
* 2013 Accreditation Survey Results 5K-3 PDF
* 2013 Accreditation Survey Results 4-8 PDF
* Mapping folder – Common Core Spreadsheets in the Language Arts area

 Hard Copy Exhibit:* Saxon Overview sheet
 | 3 | 3 |
| 5:19 | The school has in place a comprehensive program that tracks student success at the next level compared to their current course of study. | High School response survey | 3 | 3 |

What is the overall rating for this standard area? 3.1

1. Based on your findings what are the strengths of the school in this area?
* Teachers understand and value the importance of faith integration in classroom activities and intentionally integrate the Christian faith in their classes. This was observed in classroom visits supported with significant evidence.
* The school provides special classes for Spanish (at every grade level) and advanced mathematics (in the upper grades) that allow student to exempt Freshman level classes in high school.
* The reading specialist provides specific subject area expertise and application to serve students needing additional assistance
* A wide variety of assessment tools are engaged to determine student success.
* The school provides a variety of service learning opportunities to enhance student’s education.
1. Based on your findings what concerns have you identified?
2. Assessment data generated by several testing tools needs to be properly evaluated and aligned in identifying student needs and adapting curriculum.
3. Professional Learning Communities occur randomly and lack clear focus.
4. The school does not have an on-line systematic way of keeping parents informed about their student’s work and grades.
5. Do the concerns you have identified agree with the concerns that were listed in the school’s self-study process?

Yes , we agree with their concern and recommendations related to the use of test results. We have also identified (see 2 & 3 above) additional concerns needing to be addressed by the school

1. What recommendations would you make for concerns that were not addressed by the school in its self-study process?
2. Professional Learning Communities should be re-established and intentionally aligned with the purpose of serving all students better.
3. Consider adopting a systematic on-line way of recording and reporting student progress (grades) to parents.

**Standard 6: Student Services**

*Accredited Lutheran schools support students and their families with a wide variety of services that enrich the education experience of students. Section 6: Student Services is divided into four categories: Guidance and Counseling, Extracurricular Activities, Health and Safety, Food Services.*

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

**YES**

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

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

**YES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| General Indicator |  | Sources of Evidence | School Performance Level Rating | Team Performance Level Rating |
| 6A:02 | Student applicants are admitted according to established written admission criteria | * Parent Handbook 2012-2013
 | 3 | 3 |
| 6A:03 | Permanent cumulative records for each student are maintained, stored, and shared as appropriate in adherence with state and federal law.  | * Student files (located in Principal’s office)
* Form is now included in each student folder
 | 3 | 3 |
| 6A:04 | The school has written procedures for handling students’ emotional, social and psychological needs.  | * Bullying and harassment policy
 | 3 | 2 |
| 6A:05 | The school has established procedures for evaluating students for promotion and/or graduation. | * Report cards (located in student files in principal’s office)
 | 3 | 2 |
| 6B:06 | The school provides a variety of extra-curricular and co-curricular activities which meet the needs and interests of the students and reflect the purpose of the school. | * Athletic Handbook 2012
* Parent Handbook 2012-2013
 | 3 | 3 |
| 6B:07 | Extracurricular activities are carefully supervised by appropriately trained personnel. | * Athletic Handbook 2012
* Parent Handbook 2012-2013
 | 4 | 4 |
| 6B:08 | All those who supervise activities have undertaken background checks and know and accept the purpose of the school. | * Athletic Handbook 2012
* Support Staff – Volunteer Handbook
 | 1 | 1 |
| 6B:09 | Immunization documentation, health tests and screenings conducted at the school conform completely with local and state laws.  | * State of Lutheran Department and Health Services Website

(http://www.dhs.lutheran.gov/immunization/index.htm) | 4 | 4 |
| 6C:10 | First aid supplies are available and readily accessible to authorized personnel | * Classroom
* Kitchen
* Emergency Cabinet
* First Aid Cabinet
* First Aid Fanny Packs
* First Aid Room
* Gym First Aid
* Sports First Aid
* AED
 | 4 | 4 |
| 6C:11 | The school has a crisis management plan that is communicated, tested, and updated annually. | * Crises Management Plan 2013 folder (see crisis plan2013 draft)
* Parent Handbook 2012-13
 | 4 | 2 |
| 6C:12 | Requirements for safety are met which include: fire, tornado, intruder, and other drills which are conducted and recorded. | * Crisis Management Plan 2013 folder
* Fire drill record 1 and 2
* Fire inspection report
* Faculty FYI: January 14, 2013
* Homebound: January 25, 2013 (see Parenting Corner: School Safety)
* Health and Safety requirements: Chapter 118.07
 | 3 | 3 |
| 6C:13 | Plans have been developed and are implemented for blood-borne pathogens, asbestos, CPR training, first aid training and the distribution of medication | * Prescription form
* Non-prescription med form
* Staff In-service requirements
* Parish nurse conducts an in-service yearly on blood-borne pathogens
 | 4 | 4 |
| 6C:14 | Volunteers who work with students on a regular basis have had background checks and completed child-abuse training and neglect screening. | * Support Staff – Volunteer Handbook
 | 1 | 1 |
| 6C:15 | The school ensures the safety and security of its students online. | * Technology acceptable use policy
 | 4 | 4 |
| 6D:16 | Provisions are made for appropriate storage of food and drinks brought from home. | * Parent Handbook 2012-13 (see page 23)
 | 4 | 4 |
| 6D:17 | Care is taken to ensure cleanliness where meals or snacks are eaten. | * Standard operating procedures (located in the school kitchen)
* Health inspection records (located in school kitchen)
 | 4 | 4 |
| 6D:18 | If a 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 local, state and federal regulations | * 2012-2013 USDA Meal plan (located in the school kitchen)
* DPI Audit documentation (located in the school kitchen)
* School Wellness Policy (see St. Budweiser suggested food list 2012)
 | 4 | 4 |

What is the overall rating for this standard area? 3.1

Based on your findings what are the strengths of the school in this area?

* The Food Service program is nutritious, thorough, and well documented.
* The Athletic Handbook is complete, directive, and specific.
* On-line security is in place for the safety of students.
* Immunization records are on file and medications are dispersed and recorded appropriately.

Based on your findings what concerns have you identified?

* Develop and implement policies related to grade promotion and graduation.
* Develop and implement procedures to begin background checks for volunteers and coaches.
* Develop counseling referral information as a resource for staff and school families.
* Review and formally adopt the School Crisis Management Plan.

Do the concerns you have identified agree with the concerns that were listed in the school’s self-study process?

* The School Crisis Management Plan exists in ‘draft’ form only.
* We agree that the list of counselors and institutions should be developed.

What recommendations would you make for concerns that were not addressed by the school in its self-study process?

* See concerns listed above.

**Standard 7: Facilities**

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

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

**YES**

7:01 Facilities are well maintained, free from hazards provide for a safe and productive learning environment.

**YES**

7:02 Facilities conform fully with all applicable laws and health, safety, and building codes.

 **YES**

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

**YES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| General Indicator |  | Sources of Evidence | School Performance Level Rating | Team Performance Level Rating |
| 7:03 | Buildings, grounds, and equipment are well maintained, attractive and appropriate for the age and number of students.  | * Courtyard
* Maintenance Concerns
 | 3 | 3 |
| 7:04 | The playground/athletic field has fences or other restraints to prevent students from going onto streets or adjoining property and to prevent vehicular traffic during school hours.  | * Picture of proposed green space
* Playground 1
* Playground 2

Hard copy of resolution for green space | 3 | 3 |
| 7:05 | 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.  | * Art and science room
* Gymnasium 1
* Gymnasium 2
* Locker room 1
* Tornado fire evacuation
* Hard copy of tornado/fire map
 | 4 | 4 |
| 7:06 | The buildings are cleaned daily and the washrooms are sanitary.  | * Facility Clean Plan
* Summer Cleaning Schedule
 | 3 | 3 |
| 7:07 | School furniture is appropriate to the physical requirements of the students, adequate for the demands of the program, and sufficient in quantity and age appropriate.  | * Inventory-Classroom
* Inventory-Curriculum
* Kindergarten Room
 | 4 | 4 |
| 7:08 | The school administrator(s) participates in the supervision of those who maintain the physical facilities | * Evidence of Compliance with state and local building and safety codes
* Parish Administrator job description
* SBLS Properties budget
 | 4 | 4 |
| 7:09 | Physical facilities give specific (crosses, signs, etc.) and non‑specific (attractive, adequate, etc.) Christian witness to the community.  | * Altar and Podium
* Areas where Christian Symbolism should be added
* School Logo
 | 2 | 2 |
| 7:10 | All teaching/learning areas are properly ventilated and lighted and have adequate space for the number and size of the students.  |  | 3 | 3 |
| 7:11 | Adequate and appropriate space is provided for offices, health rooms, recreation, a library/media center, and small group instruction.  | * Cafeteria
* Computer Lab
* Kitchen 1
* Kitchen 2
* Library 1
* Library 2
* Music room 1
* Music room 2
* Office
* Prayer Chapel
* Spiritual Life Center
 | 4 | 4 |
| 7:12 | The school limits public access to the facilities to provide a safe environment for students. | * Window coverings- crisis plan
* Draft of Crisis Management Plan
 | 4 | 2 |
| 7:13 | The school environment supports and enables the integration of technology and learning. |  | 4 | 3 |
| 7:14 | Crossing guards, lanes, and school speed zones are provided where needed. | * Crossing guard locations
 | 3 | 3 |
| 7:15 | A safe, carefully supervised procedure for loading and unloading students in cars, buses, and other vehicles is in effect.  | * Drive through student pick-up
* Map of drive through student drop off and pick up
* Map showing bus pick up and drop off
 | 4 | 4 |

What is the overall rating for this standard area? 3.2

Based on your findings what are the strengths of the school in this area?

* Abundant and appropriate space and furniture is present to facilitate student learning.
* Procedures using a combination of adult supervision and student safety patrol ensure safe and orderly arrival and dismissal.

Based on your findings what concerns have you identified?

* Increase the number and visibility of Lutheran/Christian symbols displayed throughout the school.
* A Crisis Management Plan needs to be adopted.

Do the concerns you have identified agree with the concerns that were listed in the school’s self-study process?

* Yes
1. What recommendations would you make for concerns that were not addressed by the school in its self-study process?
* Prioritize items listed in “Maintenance Concerns” and set a timeline for completion

**Review of the School Action Plan**

As a school conducts its self-study process it identified areas needing improvement. These items are usually rated as **(2) Emerging** – 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. There is room for improvement in this area. Or **(1) Not Evident** – There is observable conflict or deficiency with the condition at the school. The school does not enact this condition.

Items that have been identified as emerging or 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. A 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** – 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. The school may but 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 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?
* Does the team wish to target additional action items not identified by the school in its self-study process?

Our directive to St. Budweiser Lutheran School regarding their school action plan is to use the provided format and identify areas of concern noted by the school in its self-study process and the visiting team in its report.

Specific actions should be grouped under larger general goals. Actions must be aligned with major goals and date targeted, assigned, completed, and evaluated.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Section and** **Standard Number**  | **Self-Study Concerns and Strategies**  | **Target** **Year**  | **Year** **Addressed**  | **Responsible** **Party**  | **Action Taken**  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |