School Profile

**Name of School:** Sioux Falls Lutheran School

Address: 308 West 37th Street

City, State, ZIP: Sioux Falls, SD 57105

**Congregation(s):** *(List all operating congregations and their pastors’ names.)*

**Faith Lutheran Church Lord of Life Lutheran Church Memorial Lutheran Church**

Rev. Scott Sailer Rev. Wade Meyer Rev. Aaron Asmus

601 N. Cliff Ave. 2600 S. Sycamore Avenue 5000 S. Western Ave.

Sioux Falls, SD 57103Sioux Falls, SD 57110 Sioux Falls, SD 57108

**Our Redeemer Lutheran Church Resurrection Lutheran Church**

Rev. George Sagissor Rev. Christopher Ascher

2200 S. Western Ave. 5500 W. 26th Street

Sioux Falls, SD 57105Sioux Falls, SD 57106

**Name the agency currently accrediting your school and the expiration date:**

South Dakota Department of Education, 2012

NLSA, 2014

**School Administrator and Contact Information** *(Telephone number and e-mail address):*

Tia Esser, [tesser@sflutheranschool.com](mailto:tesser@sflutheranschool.com) 605-335-1923(school)

**Attachments**

\* Attach a list of all members of your school’s planning committee, indicating whether they are teachers, parents, outside consultants, etc. Explain the participatory process used by this committee to assess needs and formulate goals.

\* Attach a copy of your most recent LCMS school statistic report.

\* Attach a copy of all checklists, surveys, test results and other needs assessment data that helped you discern and prioritize your school’s needs.

\* Attach information (sample committee notes, outlines, etc.) that illustrate your preliminary work in defining your SIP goals and/or delineation of achievements required to attain them.

**Community**

**Describe significant community information/factors/changes that are affecting your school, its student population, and their needs. Pay particular attention to changes that have occurred since your last accreditation.**

Sioux Falls Lutheran School remains a vital organization sponsored by five association churches. The relationship between the churches and the pastors is positive. We also have a positive relationship with the non-association pastors who lead chapel a couple times each year. The school strives to communicate activities, events, and be a visible presence in the churches the best that we can. Board members are encouraged to communicate with their individual councils and church members the news from the school. Bulletin inserts are made available, on a weekly basis, from our school office.

We now have the Lutheran High School of Sioux Falls in our midst. It is in its second year of existence under the leadership of David Waterman, principal, and its own board. It is presently renting space at Memorial Lutheran Church, one of our association churches. We have shared faculty with the high school for two subjects, science and Spanish, the past two years and look to continue that practice, where feasible. Both boards have had representation on committees that have begun to study how to become one school, preschool-12th grade. One committee researched obtaining land and a building a new school, and the other committee researched raising the funds for such a purchase. Presently, we are trying to determine how to move forward. Since December of 2011, both boards agreed to meet together for thirty minutes before the regular scheduled monthly meeting to discuss topics relevant to both schools.

The city of Sioux Falls continues to grow in population, which includes the growth of ethnic populations. We, too, have seen some growth in ethnic students in our school. It has challenged us to provide the services those students need to acquire the English language. Presently, the students in our school are doing well and only some adaptations need to be allowed for in the regular classroom. The ethnic population is also present in four of our association churches. Several African groups are either using a church building for their own worship services or attend the regular worship services.

**Enrollment**

1. **Total current school enrollment by age/grade.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2011-2012** | | | **Sioux Falls Lutheran School** | |
|
| **CENTRAL Preschool** | | **TOTAL** | **Kdg. Noble** | ***16*** |
| 3 yr old T-TH AM class **Oesterreich** | ***9*** | *31* | **Grade 1 Hoyme** | ***10*** |
| 4 yr old M-W-F AM class **Oesterreich** | ***22*** | **Grade 2 Sopko** | ***17*** |
| 3 year old T-TH AM class **TAMS** | ***19*** | *19* | **Grade 3 Bridges** | ***17*** |
| 3 year old T-TH PM class |  | **Grade 4 Herther** | ***13*** |
| 4 year old M-W-F AM class  **TAMS** | ***25*** | *43* | **Grade 5 Pinn** | ***11*** |
| 4 year old M-W-F PM class **TAMS** | ***18*** | **Grade 6 Bolon** | ***17*** |
| FF AM class  **LENZ** | ***21*** | *29* | **Grade 7 Ockander** | ***22*** |
| FF PM class  **LENZ** | ***8*** | **Grade 8 Shane** | ***11*** |
| TOTAL PRESCHOOL CENTRAL | **122** | ***122*** | **TOTAL K-8** | ***134*** |
| **EAST Preschool** |  |  | **TOTAL Preschool** | ***138*** |
| 3 year old T-THAM |  | *16* | **TOTAL Students** | ***272*** |
| 3-4 year old M-W-F AM  **ASMUS** | ***16*** | **TOTAL Staff** | ***53*** |
| **TOTAL PRESCHOOL** | ***138*** | ***138*** | **TOTAL** | ***325*** |

1. **Review your responses on the statistics report to the number of students per grade, number of special education students, students’ church membership and students’ race, then discuss any features of your current enrollment that reveal significant or unusual information. Note significant ways in which enrollment or enrollment patterns have changed since your last NLSA accreditation, and if possible, explain why.**

Our average student per grade for K-8 is 15. We have a high of 22 students in a class to a low of 10. Our school presently averages 1 ethnically diverse student per grade. Our enrollment for the past five years has been decreasing. For the first time in the history of the school, we did not have an afternoon three year old preschool, due to lack of enrollment. We speculate that lower preschool enrollment is a function of several issues: economy, low birth rate (although Sioux Falls is somewhat insulated from this), the way in which services are delivered (we were slow to respond to the all-day everyday needs of our community), and increasing competition.

We do have special education students that receive instruction from our public school system. Presently we have three students in speech and three receiving reading support. We are thankful for the relationship we have with the public school to assist us with these students.

1. **Describe expected enrollment trends over the next five years and explain the reasons for your projections.**

We would hope to maintain and grow our enrollment because the city of Sioux Falls continues to grow in population. We also know that a number of our churches have gained new members. We have recently gained new students in our sixth grade from The Christian Center School, a local non-denominational Pre-K through 5th grade school. Those parents want to continue their child’s Christian education and they have expressed the advantage of small classes. However, the reality is that our enrollment has been declining, and likely won’t reverse without a consorted effort focused on improved programming, branding, and marketing the school. Thus, we have included enrollment as a self-improvement goal for our school.

1. **Describe enrollment trends during the past accreditation cycle with a narrative explanation of trends.**

**ENROLLMENT TRENDS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Month/Year** | **Preschool**  **Enrollment** | **K-8**  **Enrollment** | **Total** |
| May 2006 | 184 | 159 | 343 |
| May 2007 | 159 | 157 | 316 |
| May 2008 | 168 | 135 | 303 |
| May 2009 | 155 | 139 | 294 |
| May 2010 | 181 | 152 | 333 |
| May 2011 | 184 | 133 | 317 |
| Feb. 2012 | 138 | 134 | 272 |

**Preschool Enrollment**: Beginning the fall of 2009 we added an enrichment program to preschool. This allowed preschool students to spend the entire day in our building. Our parents were telling us they needed a place for their child for the entire day. The increase in numbers proved it was the right move. The enrichment option also was implemented at our Lord of Life location.

This year, we added an enrichment session to the morning, because we own a house very close to the school, and are therefore able to utilize the space. While the enrichment spots, which allow for all-day care, overall preschool enrollment has not been positively impacted. As noted above, we are not certain about the reasons, however, it is believed to be a function of economics, declining birth rates since 2008, the manner in which services are delivered, and increased competition. Low numbers at our second preschool location at Lord of Life Lutheran church resulted in the elimination of the Tuesday-Thursday sessions for the current school year. Presently at that location, preschool, enrichment, and before/after daycare are offered only on Monday, Wednesday and Friday. More visible signage was added announcing spring enrollment and added options. For the entire preschool program, a change in the way we package and market our preschool program has been implemented for the 2012-13 school year where families are given a wide variety of “menu” options for their family’s early childhood educational and daycare needs.

**K-8 Enrollment**: K-8th grade enrollment has experienced a slow downward trend for the past decade. In an effort to retain middle school students, our fifth grade teacher has been intentional in talking about the great things that happen in our middle school. As a result, for the past 3 years, we have transitioned 100% of our 5th grade students to 6th grade. Additionally, we have enrolled middle school students from the Christian Center, because their program ends at the fifth grade. During this school year, one family moved taking a kindergarten and first grader, two sixth grade families withdrew in order to home school, and we gained one sixth grade student, who moved into our community just before Christmas.

We presently have a small first grade class of 10 students. We believe that is a result of a year when we did not specifically target getting students to enroll from preschool to kindergarten. Therefore, this past year we set a goal to have 18 kindergarten students and the principal and a part-time marketing person worked hard to accomplish that goal. We were successful. We are again focusing our efforts on the same goal for our kindergarten class next fall. Without a sustained recruitment and marketing effort, it will be difficult to maintain and grow our student population. Therefore, this too, is a school improvement goal.

1. **Comment on the number of eligible congregation children enrolled and the number of children not able to be enrolled due to space limitations. Discuss any significant or unusual features about this information, how it has changed since your last NLSA accreditation, and how you expect it to change over the next five years.**

**K-8 ELIGIBLE CONGREGATIONAL STUDENTS ENROLLED AT SFLS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CHURCH** | **SUNDAY SCHOOL**  **ENROLLMENT** | **ENROLLED AT**  **SFLS** | **% at SFLS**  **2012** | **% at SFLS**  **2006-07** |
| Faith | 85 | 19 | 22.3% | 31.7% |
| Lord of Life | 53 | 15 | 28.3% | 31.3% |
| Memorial | 134 | 32 | 23.8% | 22.7% |
| Our Redeemer | 66 | 20 | 30.3% | 58.3% |
| Resurrection | 61 | 22 | 36.0% | 28.5% |
| **TOTALS** | **399** | **108** | **27%** | **36.2%** |

Sioux Falls Lutheran School has not turned away students from our churches due to lack of classroom space in grades K-8. The enrollment from our churches has declined by ten percent over the past five years. This was a statistic shared recently with the school board and association pastors. All agree that we need to focus attention on enrolling congregation families to our school.

**Staff Profiles**

**Lisa Asmus**

1. **Academic degrees held:**

**Degree Institution**

BA in Education Concordia – St. Paul, MN

1. **Academic and continuing education units earned over last six years**

**Course Institution Semester Graduate Hours**

Dev. Appropriate Monthly Ideas USF Spring 09 1

Ready, Set, Go USF Spring 08 1

Science/Curriculum Mapping USF Spring 07 1

Guided Reading USF Spring 06 1

Incorporating Writing in Class USF Spring 05 1

Age Appropriate Activities

& Planning Wash Pav/SF School Dist Winter 12 6 contact hours

PS Workshop CUNE Summer 11 8 contact hours

PS Workshop CUNE Summer 10 8 contact hours

1. **Teaching or school administration experience: (List most recent experience in another school first.)**

**Location School Name Dates**

Sioux Falls, SD Sioux Falls Lutheran 2000 - present

Sauk Rapids, MN Trinity Lutheran School spring 2000

Black Jack, MO Trinity Lutheran 1985-86

Clearwater, FL Rogate Lutheran Preschool 1984-85

Bellefontaine Neighbors, MO Grace Chapel Lutheran 1982-84

Eau Claire, WI Trinity Lutheran School 1980-82

1. **Current participation in congregational activities:**

**Responsibility**  **Participation**

Worship Team Sing Weekly

LWML Member

Small Group Bible Study 2 times a month

Teacher: Parents and 2’s Sunday School Weekly

Mail monthly newsletter for missionary Monthly

1. **Current membership in profession organization and current teaching certificate held:**

**Organizations**

**Certificate** SD K-8 Elementary Education

Endorsements: 5-8 Middle Level Social Sciences

Coaching

**Ashley Brewers**

1. **Academic degrees held:**

**Degree Institution**

BA in Elementary Education Augustana College – Sioux Falls, SD

1. **Academic and continuing education units earned over last six years**

**Course Institution Semester Graduate Hours**

1. **Teaching or school administration experience: (List most recent experience in another school first.)**

**Location School Name Dates**

Sioux Falls, SD Sioux Falls Lutheran School Fall 2010 – Present

1. **Current participation in congregational activities:**

**Responsibility**  **Participation**

1. **Current membership in profession organization and current teaching certificate held:**

**Organizations**

**Certificate**

State of South Dakota DOE K-8 Elementary Education, 5-8 Math Endorsement

**Emily Bolon**

1. **Academic degrees held:**

**Degree Institution**

BS Elementary Education w/Early Childhood University of South Dakota

Endorsement and Reading Minor (May 2010)

MS in Technology for Education and Training University of South Dakota

(Aug. 2011)

1. **Academic and continuing education units earned over last six years**

**Course Institution Semester Graduate Hours**

\*Completed Masters Degree in Aug 2011

1. **Teaching or school administration experience: (List most recent experience in another school first.)**

**Location School Name Dates**

Vermillion, SD Vermillion Middle School Aug 2010-May 2011

1. **Current participation in congregational activities:**

**Responsibility**  **Participation**

Women’s Bible Study As available

Volunteer As needed

1. **Current membership in profession organization and current teaching certificate held:**

**Organizations** SDEA

**Certificate**  SD K-8 Elementary Education/5-8 Middle Level

Endorsements: Birth-Prekindergarten, Kindergarten

**Kristy Bridges**

1. **Academic degrees held:**

**Degree Institution**

BA in Education Concordia University Seward, NE

1. **Academic and continuing education units earned over last six years**

**Course Institution Semester Graduate Hours**

Tech. Mapping USF .5

6+1 Writing USF .5

Alignments/Mapping USF 1

Indian Studies USF Spring 3

Teaching w/ Tech. USF Summer 3

Character Counts USF 1

1. **Teaching or school administration experience: (List most recent experience in another school first.)**

**Location School Name Dates**

Sioux Falls, SD Sioux Falls Lutheran 2007 to Present

Collinsville, IL Good Shepherd Lutheran 2003-2007

1. **Current participation in congregational activities:**

**Responsibility**  **Participation**

Altar Guild Monthly and help when needed

1. **Current membership in profession organization and current teaching certificate held:**

**Organizations**

**Certificate**

Nebraska and South Dakota teaching certificates

**Karen Dooley**

1. **Academic degrees held:**

**Degree Institution**

B.S. Music Education K-12 Southwest Minnesota State University

Lutheran Teacher Certificate Concordia Univ. Seward, NE

1. **Academic and continuing education units earned over last six years**

**Course Institution Semester Graduate Hours**

Incorporating Writing in Classroom USF Spring 2005 1

Guided Reading USF Spring 2006 1

Sci/Curriculum Mapping USF Spring 2007 1

Technology, Mapping, 6+1 Writing USF Spring 2008 1

Music Ed for 21st Cent SDSU Spring 2009 1

Music Ed Techniques SDSU Spring 2009 1

1. **Teaching or school administration experience: (List most recent experience in another school first.)**

**Location School Name Dates**

Sioux Falls, SD Sioux Falls Lutheran School 1997-Present

Montrose, SD Montrose Public School 1996-1998

Rutland, SD Rutland Public School 1993-1994

Rapid City, SD Nancy Thielen School of Piano 1985-1990

1. **Current participation in congregational activities:**

**Responsibility**  **Participation**

Attend Worship and Bible Study Weekly

Organist Approx. 2x month

Lead Sunday School Opening Weekly

1. **Current membership in profession organization and current teaching certificate held:**

**Organizations**

NAfME (National Assoc. for Music Educators)

SDMEA (South Dakota Music Educators Assoc.)

ACDA (American Choral Directors Assoc.

**Certificate**

South Dakota Teachers Certificate Grades K-12 Music

**Tia Esser**

1. **Academic degrees held:**

**Degree Institution**

B.S. Elementary Education University of South Dakota

M.A. Educational Administration Concordia University - Nebraska

1. **Academic and continuing education units earned over last six years**

**Course Institution Semester Graduate Hours**

Completed a Master’s degree in December 2010 36

1. **Teaching or school administration experience: (List most recent experience in another school first.)**

**Location School Name Dates**

Sioux Falls, SD Sioux Falls Lutheran School July 2010 - Present

1. **Current participation in congregational activities:**

**Responsibility**  **Participation**

Worship Leader Sing weekly

Bible Study Participate as much as possible

Volunteer Whenever/whatever needed

1. **Current membership in professional organization and current teaching certificate held:**

**Organizations:** LEA, Phi Delta Kappan

**Certificate** State of South Dakota DOE Administrator Certificate

**LC-MS Colloquy:** Completed through CUEnet & Concordia University – Nebraska (2012)

**Ann Herther**

1. **Academic degrees held:**

**Degree Institution**

BA Early Childhood & Elem. Augustana College

EducationSioux Falls, SD

Colloquoy Concordia College

Seward, NE

1. **Academic and continuing education units earned over last six years**

**Course Institution Semester Graduate Hours**

EDU 545 USF Spring 2005 1

Incorp. Writing in Classroom

EDU 541 USF Summer 2005 1

Becoming an Effective Tchr

EDU548 USF Spring 2006 1

Guided Reading

EDU 546 USF Spring 2007 1

Sci. Curr. Mapping

EDU 545 USF Summer 2008 1

Tech. Mapping & 6 + 1 Writing

EDU 529 USF Summer 2009 1

Tech. Alignment & Mapping

EDU 548 USF Summer 2010 1

Character Counts Instruction & Tech.

EDU541 USF Summer 210 1

Smart Board Res.for Classroom

1. **Teaching or school administration experience: (List most recent experience in another school first.)**

**Location School Name Dates**

Sioux Falls, SD Sioux Fall Lutheran School 1998-present

Colton, SD Tri-Valley School Dist. 49-6 1980-1998

1. **Current participation in congregational activities:**

**Responsibility**  **Participation**

Assistant to SS Superintendent weekly

1. **Current membership in profession organization and current teaching certificate held:**

**Organizations**

**Certificate** SD K-8 Elementary Education

Endorsement: Coaching

**Kristie Hoyme**

1. **Academic degrees held:**

**Degree Institution**

BS Elementary Education University of Sioux Falls

1. **Academic and continuing education units earned over last six years**

**Course Institution Semester Graduate Hours**

Guided Reading USF 2006 1

Tech.mapping

6+1 Writing Traits USF 2008 1

Tech. alignments

And mapping USF 2009 1

Character Counts USF 2010 1

Smart Board Resources USF 2010 1

Discipline w/Love

And Logic USF 2011 1

Cultural Competency USF 2011 1

1. **Teaching or school administration experience: (List most recent experience in another school first.)**

**Location School Name Dates**

Sioux Falls, SD Sioux Falls School District 1997 - 2004

Sioux Falls, SD Sioux Falls Lutheran School 2004 - 2011

1. **Current participation in congregational activities:**

**Responsibility**  **Participation**

Help with ladies groups as needed

1. **Current membership in profession organization and current teaching certificate held:**

**Organizations**

**Certificate** SD K-8 Elementary Education

Endorsement: 5-8 Social Science

Colloquy certificate: Concordia University – Nebraska

**Louise Lafrentz**

1. **Academic degrees held:**

**Degree Institution**

Bachelor of Science in Education Concordia Teachers’ College, Seward, NE

1. **Academic and continuing education units earned over last six years**

**Course Institution Semester Graduate Hours**

EDG970: Integrating Technology Concordia U.,

in the Classroom Mequon, WI Fall 2006 3.0

EDU545: Incorporating Writing

into the Classroom University of Sioux Falls Spring 2005 1.0

EDU548: Guided Reading Workshop USF Spring 2006 1.0

EDU:546: Science/Curriculum Mapping USF Spring 2007 1.0

EDU545: Technology/Mapping,

& 6+1 Writing USF Spring 2008 1.0

EDU529: Technology/ USF Spring 2009 1.0 Alignments & Mapping

1. **Teaching or school administration experience: (List most recent experience in another school first.)**

**Location School Name Dates**

Stover, MO Morgan Co. R-1 1969 - 1972

Palmyra, MO Zion Lutheran School 1967 - 1969

Sioux Falls, SD Sioux Falls Lutheran School 1988 – Present

1. **Current participation in congregational activities:**

**Responsibility**  **Participation**

Church member Attend weekly services at Our Redeemer Lutheran Church

Sing in choir Choir at Our Redeemer Lutheran Church

Bible study class Pastor Shane’s Sun. morning class, Our Redeemer

Member of LWML Lutheran Women’s Missionary League at Our Redeemer

1. **Current membership in profession organization and current teaching certificate held:**

**Organizations**

**Certificate**

State of South Dakota DOE Major: K – 12 Art Education

K-8 Elementary Education w/5-8 Middle Level

Endorsement:

Music K – 12 Music Education – Vocal

State of Missouri DOE Lifetime teaching certificate K – 8

**Tina Lenz**

1. **Academic degrees held:**

**Degree Institution**

BA in Education Concordia-St. Paul St. Paul, MN 1979

Master’s Degree Concordia University-Seward, NE 2011

1. **Academic and continuing education units earned over last six years**

**Course Institution Semester Graduate Hours**

Issues in Early Childhood Concordia University 3

Cultural Awareness 3

The Young Child 3

Early Childhood Program Organization and Management 3

Serving and Leading in Community and World 3

Psychological Foundations of Teaching and Learning 3

Infants and Toddlers: Development, Methods, Curriculum & Assessment 3

Pre-Primary Education: Development, Methods, Curriculum & Assessment 3

Research Design 3

Primary Education: Development, Methods, Curriculum, & Assessment 3

Early Childhood Practicum 6

1. **Teaching or school administration experience: (List most recent experience in another school first.)**

**Location School Name Dates**

Sioux Falls, SD Sioux Falls Lutheran School 2007-Present

Brandon, SD Blessed Redeemer Lutheran Church 2004-2007

Newhall, IA Central Lutheran School 1994-1998

Atkins, IA Benton Community Schools 1992-1994

Cedar Rapids, IA Kirkwood Kids-Kirkwood College 1991-1992

Sioux Falls, SD Sioux Falls Lutheran School 1979-1991

1. **Current participation in congregational activities:**

**Responsibility**  **Participation**

Vacation Bible School Board of Education-1 week each summer

Bell Ringer Bell Choir-weekly practice,

Member of Society LWML-monthly meetings, mission projects,

tree ornaments for Christmas, Wassill, special projects

Goals of Growth Long Range Planning Committee-monthly

1. **Current membership in profession organization and current teaching certificate held:**

**Organizations**

LEA

**Certificate**

SDCertificate

K-8 Elem. Ed, Birth-PK Ed Endorsement,

5-8 Middle Level Education-Lang. Arts,

5-9 Middle Level Education- Social Science

**Melanie Nelson**

1. **Academic degrees held:**

**Degree Institution**

Bachelor of Science Iowa State University

Masters of Sports Marketing United States Sports Academy

1. **Academic and continuing education units earned over last six years**

**Course Institution Semester Graduate Hours**

Native American Studies Augustana Winter 3

1. **Teaching or school administration experience: (List most recent experience in another school first.)**

**Location School Name Dates**

Sioux Falls St. Lambert Elementary School 2008-Present

1. **Current participation in congregational activities:**

**Responsibility**  **Participation**

Tone Chime Choirs Weekly

1. **Current membership in profession organization and current teaching certificate held:**

**Organizations**

**Certificate**

Iowa: Life License

South Dakota: temporary

**Jennifer Noble**

1. **Academic degrees held:**

**Degree : Institution:**

BA - Elementary Ed K – 6 Gustavus Adolphus College

Coaching Endorsement

1. **Academic and continuing education units earned over last six years**

**Course Institution Semester Graduate Hours**

1. **Teaching or school administration experience: (List most recent experience in another school first.)**

**Location School Name Dates**

Sioux Falls, SD Sioux Falls Lutheran Nov. 2009 – Current

Fremont, NE Lincoln Elementary August 1997-May2000

AppleValley, MN Cherry Creek Elementary August 1995-May1996

1. **Current participation in congregational activities:**

**Responsibility**  **Participation**

Board of Christian Education Monthly and more when needed

Teaching 2 year old Sunday School 2 weeks every 3 months

Lead Adult Bible Study Monthly

1. **Current membership in profession organization and current teaching certificate held:**

**Organizations**

**Certificate** SD K-8 Elementary Education

**Marli Ockander**

1. **Academic degrees held:**

**Degree Institution**

Bachelor of Science - Sec. Ed. Concordia University, Nebraska

Bachelor of Arts – Biology Concordia University, Nebraska

1. **Academic and continuing education units earned over last six years**

**Course Institution Semester Graduate Hours**

1. **Teaching or school administration experience: (List most recent experience in another school first.)**

**Location School Name Dates**

Sioux Falls, SD SFLS 2003-current

Sylmar, CA LA Lutheran Jr/Sr HS 2002-03

1. **Current participation in congregational activities:**

**Responsibility**  **Participation**

Member of a Stewardship Bible study program monthly

1. **Current membership in profession organization and current teaching certificate held:**

**Organizations** LEA .

**Certificate** SD 7-12 Biology, 7-12 Secondary Education,

5-8 Middle School Natural Science

**Leah Oesterreich**

1. **Academic degrees held:**

**Degree Institution**

Early Childhood Education Concordia University, St. Paul

1. **Academic and continuing education units earned over last six years**

**Course Institution Semester Graduate Hours**

Indian Studies Mount Marty Summer ’11 3

1. **Teaching or school administration experience: (List most recent experience in another school first.)**

**Location School Name Dates**

Sioux Falls, SD Sioux Falls Lutheran School 2010-Current

1. **Current participation in congregational activities:**

**Responsibility**  **Participation**

1. **Current membership in profession organization and current teaching certificate held:**

**Organizations**

**Certificate**  SD Teaching License Birth-Grade 3

**Jon Pinn**

1. **Academic degrees held:**

**Degree Institution**

BS- Elementary Education Concordia University, Nebraska

BA- Sports Management Concordia University, Nebraska

1. **Academic and continuing education units earned over last six years**

**Course Institution Semester Graduate Hours**

Incorporating Writing in Classroom USF Spring 2005 1

Guided Reading USF Spring 2006 1

Sci/Curriculum Mapping USF Spring 2007 1

Technology, Mapping, 6+1 Writing USF Spring 2008 1

1. **Teaching or school administration experience: (List most recent experience in another school first.)**

**Location School Name Dates**

Sioux Falls, SD Sioux Falls Lutheran School 2001- 2007, 2008 to present

1. **Current participation in congregational activities:**

**Responsibility**  **Participation**

Sunday School Teacher Weekly

Bus Driver 1 month/year or as needed

Usher 2 months/year or as needed

Bible Study participant Weekly (when I’m not teaching Sunday

School)

1. **Current membership in profession organization and current teaching certificate held:**

**Organizations**

**Certificate**

South Dakota Dept. of Ed. Teacher Certificate

**Emily Riedl**

1. **Academic degrees held:**

**Degree Institution**

M.A. Curriculum and Instruction, 2010 The University of South Dakota

B.A. Spanish, 2008 Iowa State University

B.A. Journalism and Mass Communication, 2008 Iowa State University

1. **Academic and continuing education units earned over last six years**

**Course Institution Semester Graduate Hours**

1. **Teaching or school administration experience: (List most recent experience in another school first.)**

**Location School Name Dates**

Sioux Falls, SD Sioux Falls Lutheran School Fall 2011 – Present

Lutheran High School of Sioux Falls Fall 2011 – Present

1. **Current participation in congregational activities:**

**Responsibility**  **Participation**

1. **Current membership in profession organization and current teaching certificate held:**

**Organizations**

National Education Association member

South Dakota Education Association member

American Council on the Teaching of Foreign Languages member

National Council of Teachers of English member

**Certificate** South Dakota: K-12 Spanish,

Endorsement: 7-12 English Language Arts

**Sarah Sailer**

1. **Academic degrees held:**

**Degree Institution**

Masters of Education University of Sioux Falls

Elementary Education Concordia College, St. Paul, MN

1. **Academic and continuing education units earned over last six years**

**Course Institution Semester Graduate Hours**

ELL Test Training SD DOE NA( 2009-2011) NA

Test Coordinator Training SD DOE NA ( 2009-2011) NA

Common Core Workshop USD 2011-12 1

1. **Teaching or school administration experience: (List most recent experience in another school first.)**

**Location School Name Dates**

Sioux Falls, SD Sioux Falls Lutheran 1999-present

St. Louis, MO Christ Community 1997-Jan. 1999

Hot Springs, SD Bethesda Lutheran 1992-Nov. 1998

Howard, SD Howard Elementary 1985-1987

Staunton, IL Zion Lutheran 1984-1985

Detroit, MI Zion Lutheran 1983-1984

Bethalto, IL Zion Lutheran Feb.-June 1983

1. **Current participation in congregational activities:**

**Responsibility**  **Participation**

Choir Weekly

Handbells Weekly

Home Bible Study 2x a Month

SONshine Days (Ethnic VBS) 1 week in the summer

SD District Camp Miniboji 1 week in the summer

1. **Current membership in profession organization and current teaching certificate held:**

**Organizations L**EA

**Certificate**

State of SD: Elementary Education, Early Childhood,

5-8 Middle School Language Arts

**Brenda Shane**

1. **Academic degrees held:**

**Degree Institution**

Elementary Education Concordia University, St. Paul Minnesota

1. **Academic and continuing education units earned over last six years**

**Course Institution Semester Graduate Hours**

Native American Social Systems Augustana College Summer 2011 NA

Foundations & Issues in Math Education BHSU Summer 2009 2 credits

Student Thinking in Numbers & Operations BHSU 2009-2010 2 credits

Algebraic Thinking for K-12 Educators BHSU Summer 2010 2 credits

Understanding Student Thinking in Algebra BHSU 2010-2011 2 credits

Geometry & Measuresment for K-12 Educators BHSU Summer 2011 2 credits

1. **Teaching or school administration experience: (List most recent experience in another school first.)**

**Location School Name Dates**

Sioux Falls Sioux Falls Lutheran School 2007-present

Spring Lake Park, MN Prince of Peace Lutheran School 2004-2006

Martinsville, IN Prince of Peace Lutheran School 2003-2004

1. **Current participation in congregational activities:**

**Responsibility Participation**

Worship Team Member Sing for Saturday worship service bi-weekly

Handbells weekly

1. **Current membership in profession organization and current teaching certificate held:**

**Organizations**

SD Math Counts Member

**Certificate**

State of South Dakota K-8 Elementary Education, 7-12 Math Endorsement

**Darlene Sopko**

1. **Academic degrees held:**

**Degree Institution**

BS in Education Concordia Teachers College; Seward, NE

1. **Academic and continuing education units earned over last six years**

**Course Institution Semester Hours**

Guide Reading University of Sioux Falls Spring 06 1

1. **Teaching or school administration experience: (List most recent experience in another school first.)**

**Location School Name Dates**

**Location School Name Dates**

Fargo, ND Grace Lutheran 1970’s

Fargo, ND Public School substitute 1970’s

Plainview, MN Immanuel Lutheran 1969-1970

Sioux Falls, SD Sioux Falls Lutheran 1983-present

1. **Current participation in congregational activities:**

**Responsibility**  **Participation**

LWML Secretary

Bible Class weekly attendance

Altar Guild set up and clean up for Holy Communion

1. **Current membership in profession organization and current teaching certificate held:**

**Organizations**

**Certificate**

South DakotaTeaching Certificate

**Marvin Sopko**

1. **Academic degrees held:**

**Degree Institution**

BS in Education Concordia Teachers College (now Concordia University) Seward, NE

Associate of Arts Concordia College (now Concordia University) Portland, OR

Additional courses at Moorhead State University; South Dakota State University, University of South Dakota, Augustana College, University of Sioux Falls, Dakota State College, Concordia University (Wisconsin)

1. **Academic and continuing education units earned over last six years**

**Course Institution Semester Hours**

Incorporating Writing U. of Sioux Falls Spring 06 1

Integrating Technology Concordia Wisconsin 06 3

1. **Teaching or school administration experience: (List most recent experience in another school first.)**

**Location School Name Dates**

Sioux Falls, SD Sioux Falls Lutheran 1986 to now

Plainview, MN Immanuel 1969-1970

1. **Current participation in congregational activities:**

**Responsibility**  **Participation**

Bible Class attend

1. **Current membership in profession organization and current teaching certificate held:**

**Organizations**

South Dakota Library Association

**Certificate**

South Dakota Teacher certificate with extra endorsements in computer/library/social studies

**Sandy Tams**

1. **Academic degrees held:**

**Degree Institution**

BA in Education Wayne State College, Wayne, NE

Colloquy Concordia University, Seward, NE

Masters Degree in Administration University of Sioux Falls, Sioux Falls, SD

1. **Academic and continuing education units earned over last six years**

**Course Institution Semester Graduate Hours**

Early Childhood Conf. Concordia Univ June, 2011 .8 CEU

“A Place for Each of Us**”**

Early Childhood Conf. Concordia Univ. June, 2010 .8 CEU

20 Hours of In-Service Yearly for A-OK Director 2007-2011

1. **Teaching or school administration experience: (List most recent experience in another school first.)**

**Location School Name Dates**

Preschool Director/Teacher Sioux Falls Lutheran 1977-Present

A-OK Director Sioux Falls Lutheran 2007-2010

Interim Administrator Sioux Falls Lutheran 1998-1999,

2002-2003

Wonderland Preschool Sioux Falls, SD 1974-1977

Hillside School Omaha, NE 1965-1970

1. **Current participation in congregational activities:**

**Responsibility**  **Participation**

Teacher: Parents and 2’s Sunday School Twice a Month

Altar Guild Every three Months

Greeter Every three Months

1. **Current membership in profession organization and current teaching certificate held:**

**Organizations** LEA

**Certificate** SD: Birth-Preschool, K-8 Education, PS-8 Elementary Administrator

Endorsements: 5-8 Language Arts, 5-8 Social Studies, coaching

**Support Staff**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Last Name** | **First Name** | **Position** | **Years worked** | **Hours Per Week** |
| 1 |  | Allison | Mrs. Kristy | Kitchen Staff / SCRIP | 0.5 | 6 |
| 2 |  | Baney | Mr. Bhrett | Preschool Educational Assist. Dev Dr. | 14 | 40 |
| 3 |  | Brewers | Miss Ashley | Teacher- Middle School Math/LA/AOK | 4 | 15 |
| 4 |  | Callis | Mrs. Terri | Preschool Educational Assistant | 11 | 19.5 |
| 5 |  | Cassidy | Chelsea | A-OK | 5 | 10 |
| 6 |  | Congdon | Mrs. Carrie | AOK | 2 | 8 |
| 7 |  | Dannenbring | Mrs. Kayla | A-OK Director | 2 | 20 |
| 8 |  | DeVoss | Mrs. Barb | Project Awareness Counselor | 3 | 8 |
| 9 |  | Egan | Mrs. Lora | Percussion Instructor\* | 3 | 8 |
| 10 |  | Goergen | Miss Martina | A-OK Before and After School Program | 0.25 | 7.25 |
| 11 |  | Goodge | Adam | A-OK | 3 | 10 |
| 12 |  | Grams | Jessica | Marketing/Recruitment | 0.25 | 10 |
| 13 |  | Greene | Megan | A-OK | 2 | 1 |
| 14 |  | Herman | Pamela | Preschool Ed. Assist. A-OK - East | 2 | 20 |
| 15 |  | Herrig | Mrs. Kay | Office Administration-Secretarial | 24.5 | 40 |
| 16 |  | Heyd | Mrs. Linda | SCRIP Director | 8 | 15 |
| 17 |  | Hintz | Mrs. Jennifer | Kitchen Staff / SCRIP | 0.5 | 8.5 |
| 18 |  | Hirsch | Mr. Colin | A-OK After School Program | 1 | 2 |
| 19 |  | Jorgenson | Mrs. Sandy | Accounting Advisor | 1 | 15 |
| 20 |  | Kaiser | Ms. Miranda | Preschool Educational Assist. / A-OK | 2 | 20 |
| 21 |  | King | Mrs. Gretchen | Sycamore Support Dir. | 2 | 10 |
| 22 |  | Larson | Mr. Eric | Guitar Instructor | 0.25 | 2 |
| 23 |  | Miller | Miss Heather | Teacher - Enrichment East/A-OK | 0.25 | 20 |
| 24 |  | Moore | Mr. Bernie | Facility Bldg. Manager | 1 | 40 |
| 25 |  | Nikolas | Mrs. Jill | Preschool Educational Assistant | 3 | 17.5 |
| 26 |  | Nord | Mr. Jeff | Custodian | 0.25 | 10 |
| 27 |  | Nord | Lindie | A-OK | 4 | 1 |
| 28 |  | Ostroot | Ms. Julie | Piano Instructor\* | 6 | 4 |
| 29 |  | Paenasky | Miss Sarah | A-OK Before and After School Program | 0.25 | 15 |
| 30 |  | Perry | Mrs. Myrth | Office Administration-Finance | 3 | 40 |
| 31 |  | Petterson | Mrs. Tanya | Fantastic Five Educational Assistant | 3 | 20 |
| 32 |  | Prouty | Mrs. Kristy | Fantastic Fives Kinder Music | 2 | 1 |
| 33 |  | Sagissor | Mrs. Julene | Preschool Educational Assistant | 2 | 17.5 |
| 34 |  | Tams | Mr. Jim | Educational Assistant-Enrichment | 4 | 18.75 |
| 35 |  | Thornton | Mrs. Marcia | Music Lessons – Flute\* | 5 | 4 |

\* Salaries are paid by their individual students

**Staffing Impact Summary (*a.Staffing trends experienced in the last five years and their impact on your school. Be sure to address the impact(s) of both longevity and/or change in your staffing patterns—especially among professional staff and administration.)***

The past five years has seen little change in the core teaching staff at Sioux Falls Lutheran School. New teachers have joined us in kindergarten and preschool. At the start of this school year, we acquired a new physical education teacher and a part time teacher in a middle school math class and fifth grade language arts class. The one class that has experienced the most turn-over has been Spanish. We are hopeful that the individual hired for this school year will stay with us for more than a year.

We have experienced a change in administrators. Rod Lenz resigned from his position June 2010. The SFLS board then issued a contract to Tia Esser. Tia, at the time of being hired, was finishing her masters in administration course work at Concordia University, Seward. Additionally, as of February 2012, she completed all requirements for the colloquy through CUEnet. Because Tia was well-known by the staff and parents based on her involvement as a parent, board member, substitute teacher, and volunteer; the transition of administrators was smooth. We also have a full-time assistant administrator this year, Sarah Sailer. For the past two years that has been a part-time position.

**b. Professional development experiences and their impact over the last five years.**

The teachers have been able to continue their growth by the offering of graduate credit classes on-site with a partnership at the University of Sioux Falls. Topics such as technology integration, 6+1 Writing Traits, Character Counts, using SMART boards, and the reading of *Mosaic of Thought* have allowed teachers to stay current with trends in education. Teachers also have enrolled in courses that have met individual needs and provided individual growth.

**c. Changes in staff size or composition and how they have affected school mission or effectiveness.**

Our teaching staff size has remained very consistent the past five years. We believe that is a positive for our students and their families.

At this time, we do not have a full-time PR/Marketing/Admissions person as we did for 2007-09. Since 2009-present, we have had a variety of people help us in that role but no consistent person. We have experienced challenges with getting those tasks completed.

**Supplemental Services**

**Describe the nature and use of each service your school currently receives from an outside agency. Include library materials, course of study, audio-visual aids, tuition collections, testing and guidance services, health services, services related to school attendance, transportation, and custodial services. Then summarize how this has changed since your last NLSA accreditation and additional services for which you perceive a need.**

Sioux Falls Lutheran School uses several services from outside agencies to meet the needs of our students.

**AAA Collections** for past due accounts

**Artist in Residency** a variety of artists spend one-two week residencies in our school. Funding is provided by the SD Arts Council and SFLS parent/teacher fellowship.

**Augustana Nursing Students**: review student’s health information in the fall, teach health related class in each grade, conduct screenings in the fall and the spring.

**Carroll Institute**: a counselor is at our school, on a weekly basis, teaching in classrooms and conducting individual counseling with students. She uses a curriculum called “Second Steps”.

**Computer Dynamics** computer technical help

**FACTS Management**: used to gather information for financial aid assistance for families.

**Junior Achievement**: representatives are in every classroom during the year

**Outdoor Campus:** field trips on nature subjects are taken

**Parents** provide transportation for field trips, assist with classroom activities and school-wide events

**Safety**: Sioux Falls police officer visits a variety of classrooms for safety related topics

**Sanford Children’s Hospital CHILD Services**: hearing and vision for preschool-kindergarten students

**Sertoma Club**: hearing tests, grades 1-5.

**Sioux Falls Public Schools**: all testing for academic, social/emotional, speech services are used through the public school system. We have a wonderful working relationship with the staff at Robert Frost Elementary School and Patrick Henry Middle School where some of our students have speech and SPED classes.

**Surf’s Up** maintains our website

**Sycamore Education**: an on-line system that we use to track attendance, tuition payments, grades, report cards, lunch orders, and communicate with parents.

**Volunteers**: parents and others assist in our lunch room and classrooms

**Zoo Mobile** brings live animals from the zoo, preschool-second grade

Custodial services are handled by SFLS.

We have a 15 passenger bus that we use to transport students for field trips and athletic practices.

We would love to have our own resource teacher to provide the necessary support for our struggling students instead of the public school.

**School Profile Summary**

1. **Summarize the most significant strengths (programs, mission, personnel, finances, etc.), deficiencies, events and trends that are currently impacting your school. Include a description of how you believe they affect your school’s ministry and service to your students and their families.**

**Significant Strengths…**

* We are blessed with thoughtful, Scripturally-based, relevant mission and vision statements that inspire the entire school community to value and strive for the success of every student. Moreover, our statements serve as compasses for all activity—from establishing school-wide behavioral expectations, to choosing and implementing curricula and instructional methods, and most important, visioning and planning for the school’s future.
* We are blessed with dedicated, creative school leadership, who constantly look for ways in which to better serve students, families, churches, and community.
* We are blessed with dedicated, faith-filled, loving, fun, and very creative teachers.
* We have an absolutely amazing music program.
* We are blessed to offer rigorous academics—especially in the areas of math, English-language arts, Spanish, and science.
* We are blessed to operate with small class sizes—enabling us to better serve individual needs.
* We have a strong community of financial supporters.
* Our preschool is consistently voted among the Sioux Falls Local Best

**Deficiencies…**

* We would benefit from going through a purposeful process of future vision casting on a more frequent basis.
* We would benefit from having full-time recruitment, marketing, and development personnel.
* We would benefit from expanding our community of financial supporters.
* We would benefit from a more learner-friendly facility.
* We would benefit from establishing “cutting edge” programming and delivery methods that outpace our competitors.
* We would benefit from having more time for teacher collaboration.
* We would benefit from taking the time to more thoroughly look at other successful Lutheran schools, and adapting the things that work well to our setting.

**Events and trends currently impacting the school…**

* The economy…however, Sioux Falls is *somewhat* insulated (see the next bullet point☺)
* Gen-X and Mosaic generation attitudes—consumer based decision-makers, who don’t value Christian education as much as prior generations. Therefore, we need to “package” ourselves differently—lead with messages of great academics, extra-curricular activities, etc. and the Gospel as the “icing.”
* Waning enrollment in preschool—the community needs and is pressing us to offer all-day, every-day services. We are accommodating to the degree that we can; however, our facilities are somewhat prohibitive.
* The national birthrate has sharply dropped since 2007 and the years following—again and however, Sioux Falls is *somewhat* insulated from that trend.
* Stagnant enrollment in K-8th relates to bullet #2.
* Thus far, these trends haven’t substantially hurt our ministry and service to present students and families in the school. However, the trends are prohibiting our ability to reach beyond the families we presently serve.

1. **List and describe the resources used in your needs assessments and how they helped to discern, define or measure the impact of school needs. For each, explain (1) how/why you decided to use it and (2) what need(s) it identified.**

***Goal 1: The school will collaborate with the churches to provide students and families with opportunities to put their faith and knowledge into practice.***

The resources used for our needs assessment were the standards checklist results, and conversations from teachers, parents, board members, and pastors. First, we scored “rarely met” for 2:09 “the school has and effectively implements a written evangelism plan for families with children in the school who do not have an identified church home or do not attend church regularly.” The plan existed; there was just no one accountable for the plan. Thus, it became part of a SIP goal. We assigned the assistant administrator as the individual to share the names of unchurched students with the pastor who is closest to the family’s home. Conversations with pastors, teachers, and a few parents also indicated a desire to share programming or education events to all of the school families to build community. Some pastors also shared the wish for SFLS to “give back” more to the association churches. Thus, we created the goal to work with the pastors to have “annual, purposeful contact with each association church.”

***Goal 2: Student learning reflects superior classroom instruction and assessment.***

The evaluation category from the standards checklist score indicated we were only two points above the minimum score. The group of people who worked on this standard also shared worthwhile comments about this standard with the steering committee to help formulate the goal. The SFLS administration also had begun formulating a plan of professional development to help the teachers know and then implement the new Common Core State Standards that were adopted by the South Dakota Department of Education. It is a goal that would impact teachers and thus, impact student learning.

***Goal 3: The school’s business plan ensures its financial viability for the future:***

Enrollment is a key challenge for our school. The graph of declining enrollment and the chart indicating the percentage of church members who send their students to our school is telling. We need to be intentional in understanding why church members do not send their students to our school. We also need to be intentional with finding the right person to help us market our school and establish the relationship with potential families.

Section I:

Mission and Vision

**STANDARD 1:**

The School Is Mission Driven.

**OVERVIEW:**

The school developed a new mission statement for the 2010-11 school year.

**REQUIRED INDICATORS OF SUCCESS:**

Indicate whether or not the school meets the required indicators of success by circling **Yes** or **No**.

YES NO \*1:01 The written mission statement reflects a school philosophy and purpose rooted in Holy Scripture.

YES NO \*1:02 The school’s mission statement, beliefs, and the school’s expectations for student learning guide the procedures, policies, and decisions of the school and is evident in the culture of the school.

**GENERAL INDICATORS OF SUCCESS:**

Evaluate the level of implementation for each of the other indicators of success. Tally and record your point total at the end of this section.

1:03 The school’s mission is aligned with its core values and those of its various stakeholder groups and organizations.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS: The school’s mission is aligned with its core values and those of its various stakeholder groups and organizations.

1:04 The school’s vision aligns with its core values and charts the course for accomplishing its mission.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS: Some of this may be in writing somewhere but I have not made a search for how the course has been charted.

1:05 The school’s mission was developed in accordance with governance policy.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

1:06 The school’s mission and vision are communicated effectively to staff, parents, students, and operating congregation(s).

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS: There is always room for improvement with effectively and fully communicating the mission and vision to the operating congregations.

1:07 The school’s goals, learner outcomes, and activities are aligned to the school’s mission and vision.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS: Because the mission and vision statement is new we are still working on this, knowing that we need to spread the Gospel and bring souls to Christ. We may need a more concerted effort in reaching out to the unchurched and different ethnic groups in the community.

1:08 The school annually reviews its core values, mission and vision.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS: I’m sure the school does, as the Carver Model indicates.

1:09 The school uses a variety of data indicators to ensure that expectations for student learning reflect student needs, community expectations and local, state and national standards.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_3\_\_\_\_**

COMMENTS:

Total: \_\_21\_\_\_\_\_

**ANSWER THE FOLLOWING QUESTIONS:**

A. Are all Required Indicators of Success complete and available for review? \_\_\_YES\_\_\_\_\_\_\_

B. What is your point total for Standard 1? \_\_\_21\_\_\_\_\_\_

C. Is the total for the GENERAL Indicators of Success a minimum of 14 points? \_\_\_\_\_YES\_\_\_\_\_\_\_\_

D. Have you provided comments of explanation or proposed actions to meet any of the GENERAL Indicators of Success that are not fully met? YES

SECTION II:

Relationships

**STANDARD 2:**

The School Demonstrates Its Christian Mission Through Relationships with Congregation, Community, Staff, Students, and Families.

**Note:** For this Standard, the Indicators of Success are divided into three categories: congregation, community, and school climate. There will be introductory comments and necessary responses for each section, in addition to the responses to the indicators.

**Section II-A:**

**School and Congregation**

**OVERVIEW:**

The pastors of four association churches have not changed. Lord of Life’s current pastor has been at the church since the fall of 2010.

**REQUIRED INDICATOR OF SUCCESS:**

Indicate whether or not the school meets the required indicator of success by circling **Yes** or **No**.

YES NO \*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.

**GENERAL INDICATORS OF SUCCESS:**

Evaluate the level of implementation for each of the other indicators of success. Tally and record your point totals for sections I, II, and III at the end of the standard evaluation.

2:02 The pastor(s) is acknowledged as the spiritual leader of the whole congregation, including the school.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

2:03 All persons employed by the school are actively involved in worship and congregational life of their parish.

**\_\_\_Met in Full (3) \_X\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_2\_\_\_**

COMMENTS: Not all of our part time and day care staff are members of an association congregation. However, many of them are active in their churches. All staff are encouraged to be active and visible in their respective congregations.

2:04 The congregation(s) provides spiritual support for the school and its students.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_3\_\_\_\_**

COMMENTS: As an association school, **communication and accountability** between school and churches constantly needs to be evaluated for the spiritual needs of the staff and families.

2:05 Students participate in congregation life through planned activities available regularly and coordinated with the school curriculum.

**\_\_\_Met in Full (3) \_X\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_2\_\_\_**

COMMENTS: Most of our association students are active in their individual congregation’s life, although we still have some students not attending church or Sunday school. Lutheran Loop is a plus for middle school students. Lutheran Loop is a gathering together of circuit churches’ youth and leaders for activities.

2:06 Student involvement in congregation life supports the spiritual growth of students.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

2:07 As appropriate, the school cooperates in LCMS district and regional conventions and conferences.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

2:08 The pastors and school staff demonstrate support for each other and each other’s ministry.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

2:09 The school has and effectively implements a written evangelism plan for families with children in the school who do not have an identified church home or do not attend church regularly.

**\_\_\_Met in Full (3) \_\_\_Mostly Met (2) \_X\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_1\_\_\_**

COMMENTS: We have a written evangelism plan for unchurched families, but it hasn’t been implemented. New students with no church home, should be divided up by zip codes by the school and the names should be sent to the church closest to the zip code so the families can be visited and invited to church. Because we are an association school, verification of church membership should be done in the fall. A quarterly attendance summary should also be sent to churches. **Communication** is very important between school and churches so people don’t fall between the cracks.

Subtotal of points for Section II-A \_\_20\_\_\_\_

**Section II-B:**

**School and Community**

**OVERVIEW:**

The Sioux Falls population continues to grow. The population has become more diverse with many cultures being represented. Some of our churches have allowed ethnic groups to use their facilities for worship opportunities. Our preschool and school have had a few English Language Learners enroll in our school.

**REQUIRED INDICATOR OF SUCCESS:**

Indicate whether or not the school meets the required indicator of success by circling **Yes** or **No**.

YES NO \*2B:10 A statement of non-discrimination is evident in school printed materials and assures that students are admitted without regard to race, color, or national origin.

**GENERAL INDICATORS OF SUCCESS:**

Evaluate the level of implementation for each of the GENERAL Indicators of Success. Tally and record your point total for Section II-B and include in the grand total for Section II.

2:11 An effective public relations program communicates information about the school to its constituents and to all segments of the community in which it is located.

**\_\_\_Met in Full (3) \_X\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_2\_\_\_**

COMMENTS: Sioux Falls Lutheran School does not have a PR person at this time. The PR person at Lutheran High helps some as do Sioux Falls Lutheran’s administrators and the Preschool Director. We encourage teachers and staff to realize their role in recruitment.

2:12 The use of volunteers in the school’s educational program and student services enhances student growth.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS: Yes, we have a wonderful group of volunteers that help with our hot lunch program, some that also work in the classroom, and some that help on the School Board and PTF board.

2:13 Teachers use educational resources of the congregation and the community to facilitate student growth.

**\_\_\_Met in Full (3) \_X\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_2\_\_\_**

COMMENTS: We could probably be more intentional with using congregation and community resources.

2:14 The school has a parent-teacher organization and/or other parent support groups.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS: Yes, but because of poor attendance at meetings, the PTF board makes most of the decisions.

2:15 Parent-education programs and resources are available through the school.

**\_\_\_Met in Full (3) \_X\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_2\_\_\_**

COMMENTS: Parent education resources are available on Sycamore from time to time and the Parent/Child magazine is sent home with preschoolers eight times a year. It has information about child development and tips on parenting issues. The school has very little visibility in some of our association churches. The school could sponsor parent-education programs and the association congregations could host the programs at their church. The school needs to foster relationships between the congregations and the school-build those relationships!

2:16 All parents and family members of prospective, former, and current students, whether members or non-members of the operating congregation(s), are made to feel welcome at the school and the operating congregation(s).

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

2:17 All staff are encouraged to participate in community activities and service organizations.

**\_\_\_Met in Full (3) \_X\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_2\_\_\_**

COMMENTS: They are encouraged, but having time to participate is a challenge.

2:18 The school facilities are available, when practical, for use by appropriate community groups and activities.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

2:19 The length and number of school days meets or exceeds any required state regulations.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

2:20 The school maintains good relations with the local public schools.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

Subtotal of points for Section II-B \_\_20\_\_\_\_

**Section II-C:**

**School Climate**

**OVERVIEW:**

List significant changes that have been made by your school in this area during its previous accreditation cycle.

**REQUIRED INDICATOR OF SUCCESS:**

Indicate whether or not the school meets the required indicator of success by circling **Yes** or **No**.

YES NO \*2C:21 A developmentally appropriate teaching/learning environment is evident.

**GENERAL INDICATORS OF SUCCESS:**

Evaluate the level of implementation for each of the GENERAL Indicators of Success. Tally and record your point total for all three categories at the end of your evaluation of Standard II.

2:22 A loving, Christian climate is obvious throughout the school and during all school activities.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

2:23 Students, teachers, and administrators respect each other as individual, fellow members of the body of Christ.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

2:24 Where desirable and practical, faculty members, parents, legal care-givers, and students participate in making school decisions.

**\_\_\_Met in Full (3) \_X\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_2\_\_\_**

COMMENTS: Some parents and staff would like to be more involved in decision making of the school-**communication** is very important!

2:25 Students demonstrate love for all people out of love for Christ.

**\_\_\_Met in Full (3) \_X\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_2\_\_\_**

COMMENTS: We are sinners and not perfect! We are continually working on encouraging God-pleasing behavior at all school activities.

2:26 Student behavior is appropriate to encourage growth, and to maintain the school’s chosen teaching/learning environment.

**\_\_\_Met in Full (3) \_X\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_2\_\_\_**

COMMENTS: See 2:25

2:27 Students’ spiritual needs are given appropriate help by church and school.

**\_\_\_Met in Full (3) \_X\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_2\_\_\_**

COMMENTS: We could always do better.

2:28 The legal rights of parents, legal caregivers, teachers, and students are protected.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

2:29 Students worship together daily either in each classroom or in an appropriate worship experience with other students.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Partially Met (1) \_\_\_Not Presently Met (0) \_3\_\_\_\_**

COMMENTS:

2:30 Students are helped to grow in self-control out of love for Christ

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Partially Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

2:31 Faculty members and administrators are supportive of one another.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_**\_3**\_\_\_**

COMMENTS:

2:32 Students and staff demonstrate a positive school spirit.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

2:33 Staff members understand and relate appropriately with students.

**\_\_\_Met in Full (3) \_X\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_2\_\_\_\_**

COMMENTS: We are not perfect.

2:34 Staff members understand and relate appropriately with families.

**\_\_\_Met in Full (3) \_\_X\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_2\_\_\_**

COMMENTS: The staff is continually working on relationship building with families.

Subtotal of points for Section II-C \_\_**\_33**\_\_\_\_

**ANSWER THE FOLLOWING QUESTIONS**:

A. Are the Required Indicators of Success complete and available for review? \_\_\_yes\_\_\_\_\_\_\_

B. What is your GENERAL Indicator of Success point total for Standard 2? \_\_73\_\_\_\_\_\_\_\_

C. Is the total for the GENERAL Indicators of Success a minimum of 62 points? \_\_\_\_\_yes\_\_\_\_\_\_\_\_\_\_

D. Have you provided comments for explanations or proposed actions to meet any of the GENERAL Indicators of Success that are not fully met? yes

SECTION III:

Leadership

**STANDARD 3:**

The School Is Governed and Administered According to Written Policy.

**Note:** Indicators of success will be divided into two categories: governance and administration.

**Section III-A:**

**Governance**

**OVERVIEW:**

The board continues to use the Carver Model of board governance.

**REQUIRED INDICATORS OF SUCCESS:**

Indicate whether or not the school meets the required indicators of success by circling **Yes** or **No**.

YES NO \*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 memberships.

YES NO \*3A:03 The governing authority establishes written policies or administrative limitations that empower the administration in operating the school.

**GENERAL INDICATORS OF SUCCESS:**

Evaluate the level of implementation for each of the GENERAL Indicators of Success. Tally and record your point totals for Section A and include in the grand total for Leadership.

3A:04 The governing authority provides for grievance and due-process resolution procedures.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_\_3\_\_**

COMMENTS:

3A:05 The governing authority has clearly defined policies regarding open attendance at meetings and executive sessions.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

3A:06 The governing authority meets regularly.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

3A:07 Minutes are kept for each meeting and circulated to all governing authority.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

3A:08 Governance policies are determined at official meetings and recorded in the minutes.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

3A:09 Governing authority policies are collected into a policy manual, separate from the minutes.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

3A:10 The governing authority makes appropriate reports to the operating organization(s).

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

3A:11 Comprehensive job responsibilities and/or limitations are in place for the administrator.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

3A:12 The governing authority receives reports from the administrator at each meeting.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

3A:13 The governing authority evaluates the head administrator annually based on the job description.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_3\_\_\_\_**

COMMENTS:

3A:14 The governing authority has written policies or position descriptions clearly delineating relationships with the head administrator (and pastor[s] if appropriate).

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_\_3\_\_**

COMMENTS:

3A:15 Based on systematic strategic planning, the governing authority establishes written long-range goals or desired outcomes.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

3A:16 The governing authority establishes policies that provide for sound budget planning and fiscal operations.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS: A CPA works part time since August of 2011 to assist with this process.

3A:17 The governing authority has in place a needs assessment process integral to school-wide systematic planning.

**\_\_X\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

3A:18 The governing authority has a process in place for evaluating the effectiveness of the school.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

**3A:19** 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 PBG these are the Self-Governance policies.)

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

**3A:20** Neither the governing authority nor its individual members involve themselves in the day-to-day operations management of the organization.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_3\_\_\_\_**

COMMENTS:

**3A:21** The governing authority monitors itself for adherence to policies.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_3\_\_\_\_**

COMMENTS:

Subtotal of points for Section III-A \_\_\_54\_\_\_\_\_\_\_

**Section III-B:**

**Administration**

**OVERVIEW:**

The following personnel changes have occurred:

New administrator: Tia Esser

Full time assistant administrator: Sarah Sailer

Bookkeeper: Myrth Perry

CPA: Sandy Jorgenson

**REQUIRED INDICATOR OF SUCCESS:**

Indicate whether or not the school meets the required indicator of success by circling **Yes** or **No**.

YES NO \*3B:22 The administrator demonstrates a personal Christian faith, a commitment to Lutheran education, and a dedication to the teaching ministry.

**GENERAL INDICATORS OF SUCCESS:**

3B:23 The school administrator is on the LCMS roster or is actively working toward a colloquy.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_3\_\_\_\_**

COMMENTS: The administrator is working on colloquy classes

3B:24 The administrator holds current, appropriate state certification.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS: She has a current teaching certificate with a PK-8 principal endorsement.

3B:25 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.)

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_3\_\_\_\_**

COMMENTS:

3B:26 The administrator participates in conferences and conventions that are required by the Synodical Handbook and in other appropriate conferences.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

3B:27 The administrator is a member of the Lutheran Education Association and at least one other professional organization and regularly reads professional periodicals.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

3B:28 The administrator is active in the whole educational ministry of the operating congregation.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_3\_\_\_\_**

COMMENTS: The administrator visits all the association congregations and holds membership in one.

3B:29 Adequate time is provided for administrative duties. The school administrator is released from teaching duties for at least one quarter of each day for every 50 students enrolled. (If administrative duties are shared, then released time should be shared.)

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

3B:30 The administrator works together with the local public schools at every opportunity.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

3B:31 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.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

3B:32 Levels of responsibility and accountability are clearly defined for all support staff (secretarial, maintenance, cafeteria, transportation, etc).

**\_\_X\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

3B:33 The administrator consults regularly with pastor(s) and teachers individually and collectively.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

3B:34 The administrator visits each classroom and evaluates individual teacher performance at least annually. These evaluations are discussed with the teacher.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

3B:35 The administrator provides an ongoing program of professional staff supervision for the improvement of instruction.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

3B:36 Accurate, current files are kept for each staff member (professional and support) and each student.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_3\_\_\_\_**

COMMENTS:

3B:37 The administrator provides leadership in curriculum development, staff development, congregational service, public relations, student evaluation and all other school related activities. Levels of responsibility and accountability are clearly defined.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

3B:38 Levels of responsibility and accountability are clearly defined for all professional and volunteer staff persons.

**\_\_X\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_3\_\_\_\_**

COMMENTS:

3B:39 Responsibility and limitations for the development and administration of the school’s budget and finances are clearly defined.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_3\_\_\_\_**

COMMENTS:

3B:40 The administrator provides spiritual leadership for the school through word and example.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_3\_\_\_\_**

COMMENTS:

3B:41 The administrator relates appropriately with students of all ages.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_3\_\_\_\_**

COMMENTS:

3B:42 The administrator relates appropriately with families.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

3B:43 The administrator provides leadership for implementation of current educational technology—including necessary staff development and training.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

3B:44 The administrator provides leadership in securing funds and resources that may include individual, private, corporate and/or governmental sources.

**\_\_X\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_\_3\_\_**

COMMENTS:

3B:45 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.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_3\_\_\_\_**

COMMENTS:

Subtotal of points for Section III-B \_\_69\_\_\_\_\_

**ANSWER THE FOLLOWING QUESTIONS:**

A. Are all REQUIRED Indicators of Success complete and available for review? \_\_YES\_\_\_\_\_\_

B. What is your GENERAL Indicators of Success point total for Standard 3? \_\_\_\_\_123\_\_\_\_\_\_

C. Is the total for the GENERAL indicators of Success a minimum of 82 points? \_YES\_\_\_\_\_\_\_\_\_\_\_

D. Have you provided comments or explanation for proposed actions to meet any of the GENERAL Indicators of Success that have not been fully met? Yes

SECTION IV:

Personnel

**STANDARD 4:**

A Qualified and Competent Staff Serves the School.

**OVERVIEW:**

The staff has remained very stable. The new teachers for the 2011-12 school year include:

PE, Spanish, middle school literature and language arts.

**REQUIRED INDICATOR OF SUCCESS:**

Indicate whether or not the school meets the required indicator of success by circling **Yes** or **No**.

YES NO \*4:01 All school personnel demonstrate agreement with the stated school mission.

**GENERAL INDICATORS OF SUCCESS:**

Evaluate the level of implementation for each of the other indicators of success. Tally and record your point total at the end of this section.

4:02 All full-time faculty members are on or eligible to be on the roster of Synod.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

4:03 Professional staff members have appropriate teaching certificate(s) from the state and meet requirements for their specific assignments.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

4:04 Each teacher holds a bachelor’s degree.

**\_\_X\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS::

4:05 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.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

4:06 Support staff (e.g. teacher assistants, student teachers, nurse) meets state standards for their specific assignments.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

Comments:

4:07 Appropriate policies related to support staff are established and practiced.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

4:08 Appropriate policies and training for volunteers is in place.

**\_\_X\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

4:09 Adequate training for support staff is provided.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

4:10 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.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_\_3\_\_**

COMMENTS:

4:11 Academic transcripts, copies of state teaching certificates, and other necessary information about all professional personnel are kept on file in the office.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

4:12 Processes for teacher supervision/evaluation/professional development have been developed and are implemented by the administrator.

**\_\_X\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

4:13 Teachers attend workshops, conferences, seminars and training appropriate to their position. LCMS rostered teachers are provided opportunities to attend LCMS events.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

4:14 Each teacher demonstrates a personal relationship with Jesus Christ, and a dedication to Lutheran teaching.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_\_3\_\_**

COMMENTS:

4:15 Each teacher is a member of at least one professional organization.

**\_\_\_Met in Full (3) \_\_\_Mostly Met (2) \_X\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_1\_\_\_**

COMMENTS: SFLS recognizes that teachers are extremely busy with teaching assignments and time commitment to organizations outside of school can be an issue. Therefore teachers are encouraged to read professional journals in their subject area. SFLS also recognizes that a balance needs to be in effect in order to spend time with their families as well as ”down time” for a healthy life style.

4:16 A program of staff development is provided wherein professional personnel have opportunities and support for professional and spiritual growth.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

4:17 A nondiscriminatory salary and benefit scale has been adopted by the board and implemented for all personnel.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_\_3\_\_**

COMMENTS:

4:18 Teachers who have congregational leadership responsibilities (e.g. music, youth, part time educational agencies, athletics) are given appropriate time and compensation for those responsibilities.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

4:19 Opportunity and support are provided so all teachers are equipped in current instructional technology.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

**ANSWER THE FOLLOWING QUESTIONS:**

A. Is the REQUIRED Indicator of Success complete and available for review? \_YES\_\_\_\_\_\_

B. What is your GENERAL Indicators of Success point total for Standard 4? \_\_52\_\_\_\_\_

C. Is the total for the GENERAL Indicators of Success a minimum of 36 points? \_YES\_\_\_\_\_\_

D. Have you provided comments or explanation for proposed actions to meet any of the GENERAL Indicators of Success that have not been fully met? Yes

SECTION V:

Curriculum

**STANDARD 5:**

The School Has a Written Curriculum That Integrates the Faith and Is Supported By Appropriate Materials and Resources.

**OVERVIEW:**

A new reading series is being used in K-8 this academic school year.

The new religion curriculum from CPH is being used in grades 1-5.

**REQUIRED INDICATORS OF SUCCESS:**

Indicate whether or not the school meets the required indicators of success by circling **Yes** or **No**.

YES NO \*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 NO \*5:02 A written curriculum has been developed and is being used for every subject area taught at the school.

**GENERAL INDICATORS OF SUCCESS:**

Evaluate the level of implementation for each of the other indicators of success. Tally and record your point total at the end of this section.

5:03 The curriculum is used as an opportunity to proclaim the Gospel.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS: How is the integration of the Gospel represented in lesson plans?

5:04 All state-mandated programs are implemented unless they conflict with the school’s mission and core values.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

5:05 Learner outcomes (objectives) are written for each grade level and subject area with concern evident for measurability, expected levels of achievement, scope, sequence, correlation, state mandates, and cultural diversity.

**\_\_\_Met in Full (3) \_X\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_2\_\_\_\_**

COMMENTS: What is meant by cultural diversity? There is not written documentation for cultural diversity.

5:06 Time allotted to each curricular area is age appropriate and meets or exceeds any state standards.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_\_3\_\_**

COMMENTS:

5:07 Learning experiences are built upon previous learning and prepare students to succeed at the next level of education and in life.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

5:09 Parents are informed about the curriculum and participate in its evaluation.

**\_\_\_Met in Full (3) \_X\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_2\_\_\_**

COMMENTS: Parents could be more involved with evaluating the success of their own child with curriculum.

5:10 Curricular materials are selected by the faculty and administrator. Policy is established and followed for the approval and purchase of these materials.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

5:11 Individual student growth equals or exceeds expectations based on ability assessment.

**\_\_\_Met in Full (3) \_\_X\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_2\_\_\_\_**

COMMENTS: Only use STEP results.

5:12 Learning materials are selected to assist the achievement of the desired learner outcomes (objectives).

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

5:13 The written curriculum is evaluated regularly and appropriate changes are made to ensure student growth.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS: Total \_\_27\_\_\_\_

**ANSWER THE FOLLOWING QUESTIONS:**

A. Are all REQUIRED Indicators of Success complete and available for review? \_YES\_\_\_\_\_\_

B. What is your GENERAL Indicators of Success point total for Standard 5? \_27\_\_\_\_\_\_

C. Is the total for the General Indicators of Success a minimum of 22 points? \_\_YES\_\_\_\_\_

D. Have you provided comments or explanation for proposed actions to meet any of the GENERAL Indicators of Success that have not been fully met? Yes

SECTION VI:

Instruction

**STANDARD 6:**

Christian School Personnel Facilitate Student Learning to Achieve the Planned Outcomes of the School’s Curriculum.

**OVERVIEW:**

All classrooms have SMART boards.

Eighth grade students have IPADS since 2010.

Laptops have been purchased for classroom use.

**REQUIRED INDICATOR OF SUCCESS:**

Indicate whether or not the school meets the required indicator of success by circling **Yes** or **No**.

YES NO \*6:01 All curricular areas are taught from the perspective of Lutheran theology. Personal witness and Holy Scripture are integrated throughout the day.

**GENERAL INDICATORS OF SUCCESS:**

Evaluate your level of implementation for each of the REQUIRED Indicators of Success. Tally and record your point total at the end of this section.

6:02 Instruction is based upon age-appropriate planned learner outcomes.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_\_3\_\_**

COMMENTS:

6:03 A variety of teaching methods/learning experiences is used to meet the individual needs of students.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

6:04 Teachers prepare written weekly and daily lesson plans.

**\_\_\_Met in Full (3) \_X\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_2\_\_\_**

COMMENTS: Are those plans always ready for a substitute to come in?

6:05 Students with special needs have education programs designed to meet their needs.

**\_\_\_Met in Full (3) \_X\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_2\_\_\_**

COMMENTS: We use the public school for testing and instruction as needed. It would be nice to have our own trained special education teacher to meet needs in our own building.

6:06 Frequent reports of each student’s progress are made to parents or legal caregivers in conferences and in written form.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

6:07 Materials are available and used for children with special needs such as remediation, enrichment, and extension of learning.

**\_\_\_Met in Full (3) \_X\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_2\_\_\_**

COMMENTS: Enrichment and extension of learning materials are lacking.

6:08 A variety of instructional/learning materials and equipment is readily available and used by teachers and learners.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

6:09 Instructional/learning materials do not conflict with Lutheran theology and are selected with consideration for Christian standards.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

6:10 The professional library of books and periodicals is adequate and current.

**\_\_\_Met in Full (3) \_X\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_2\_\_**

COMMENTS: Professional materials are acquired by individual teachers.

6:11 Reliable equipment for the reproduction of paper materials is available.

**\_\_X\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

6:12 Current reference materials are available (e.g. encyclopedias, dictionaries, current events materials).

**\_\_X\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS: A digital format is available for current materials.

6:13 All media and other library materials are classified and catalogued according to an accepted system.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS: The new library automated system is awesome.

6:14 The media center holds a balanced collection of print materials, non-print materials, and teaching/learning equipment which is sufficient in quantity and quality to meet the educational needs of the students.

**\_\_\_Met in Full (3) \_X\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_2\_\_\_**

COMMENTS: Materials are located in individual classrooms.

6:15 The media center is easily accessible by all children and staff throughout each school day.

**\_\_\_Met in Full (3) \_X\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_2\_\_\_**

COMMENTS: There is a space issue.

6:16 The school has adopted and put in place a comprehensive technology plan. The plan includes, but is not limited to: staff development; budget; hardware and software inventories; designated technology leadership; accessibility of technology to students, staff and school communities; integration into the curriculum; acceptable and ethical use policy; and a time line for the process of informing and involving the school’s communities in the decision making process. The technology plan is reviewed periodically, and when appropriate, revised.

**\_\_\_Met in Full (3) \_\_X\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_2\_\_\_**

COMMENTS: It needs an update.

TOTAL 38

**ANSWER THE FOLLOWING QUESTIONS:**

A. Is the REQUIRED Indicator of Success complete and available for review? \_\_YES\_\_\_\_\_\_

B. What is your GENERAL Indicators of Success point total for Standard 6? \_\_\_38\_\_\_\_

C. Is the total for the GENERAL Indicators of Success a minimum of 30 points? \_\_YES\_\_\_\_\_

D. Have you provided comments or explanation for proposed actions to meet any of the GENERAL Indicators of Success that have not been fully met? Yes

SECTION VII:

Student Services

**STANDARD 7:**

The School Plans for and Provides Resources and Activities for Students Beyond the Standard Classroom Instruction.

**OVERVIEW:**

For the first time we have a student who is using the resources at Patrick Henry Middle School.

Due to grants, our counselor from Carroll Institute is at our school every week on Wednesdays, instead of every other.

**REQUIRED INDICATOR OF SUCCESS:**

Indicate whether or not the school meets the required indicator of success by circling **Yes** or **No**.

YES NO \*7:01 All services offered by the school meet or exceed all state and local requirements.

**GENERAL INDICATORS OF SUCCESS:**

**Note:** For this Standard, the GENERAL Indicators of Success are divided into three categories: Counseling and Guidance, Food Service and Activities. Evaluate the level of implementation for each GENERAL Indicator of Success. Tally and record your point total at the end of each category and then a grand total for the entire Standard.

**Category VII-A:**

**Counseling and Guidance**

**OVERVIEW:**

Evaluate the level of implementation for each of the other indicators of success. Tally and record your point total at the end of this section.

7A:02 All student applicants are admitted according to established written admission criteria.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_\_3\_\_**

COMMENTS:

7A:03 The parents/legal caregivers of all new applicants are interviewed.

**\_\_\_Met in Full (3) \_\_X\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_2\_\_\_**

COMMENTS: Do we interview all kindergarten families?

7A:04 Permanent cumulative records for each student are maintained, stored, and shared as appropriate and according to state and federal law.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_\_3\_\_**

COMMENTS:

7A:05 The school has an established, written procedure for handling misbehavior, including possible punishments, which incorporates provisions for the due process rights of students.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

7A:06 The school has written procedures for handling students’ emotional, social and psychological needs.

**\_\_X\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

7A:07 The school has established procedures for evaluating students for promotion and/or graduation.

**\_\_X\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_\_3\_\_**

COMMENTS:

Subtotal \_\_17\_\_\_\_

**Category VII-B**

**Food Services**

**OVERVIEW:**

Evaluate the level of implementation for each of the other indicators of success. Tally and record your point total at the end of this section.

7B:08 Provisions are made for appropriate storage of food brought from home.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

7B:09 Milk or fruit juice is available for all students and is stored and delivered in a hygienic method.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

7B:11 Care is taken to ensure cleanliness where meals or snacks are eaten.

**\_\_X\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_\_3\_\_**

COMMENTS:

7B:12 State law and local food services ordinances are met.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

Subtotal \_\_12\_\_\_\_

**Category VII-C**

**Activities**

**OVERVIEW:**

Evaluate the level of implementation for each of the other indicators of success. Tally and record your point total at the end of this section.

7C:13 The school provides a variety of extra-curricular and co-curricular activities which meet the needs and interests of the students and reflect the mission of the school.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

7C:14 Each activity is carefully supervised by appropriately trained personnel.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

7C:15 All activities are appropriate for the age level of the students involved and based on appropriate student outcomes.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

7C:16 Through these activities, students have opportunities to share their Christian faith.

**\_\_X\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

7C:17 All those who supervise activities know and accept the mission of the school.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

Subtotal \_15\_\_\_\_\_

**ANSWER THE FOLLOWING QUESTIONS:**

A. Is the REQUIRED Indicator of Success complete and available for review? \_\_YES\_\_\_\_\_

B. What is your GENERAL Indicators of Success point total for Standard 7? \_\_44\_\_\_\_\_

C. Is the total for the GENERAL Indicators of Success a minimum of 32 points? \_\_YES\_\_\_\_\_

D. Have you provided comments or explanation for proposed actions to meet any of the GENERAL Indicators of Success that have not been fully met? YES

SECTION VIII:

Health and Safety

**STANDARD 8:**

The School Maintains a Safe and Healthy Environment.

**OVERVIEW:**

List significant changes that have been made by your school in this area during its previous accreditation cycle.

**REQUIRED INDICATOR OF SUCCESS:**

Indicate whether or not the school meets the required indicator of success by circling **Yes** or **No**.

YES NO \*8:01 There is compliance with all federal, state, and local health and safety regulations that pertain to the following topics: emergency evacuation drills (e.g. fire, flood, tornado, earthquake); reporting of suspected child abuse; reporting communicable disease and transferable infections; maintaining health records for students and staff; dispensing medicines; building inspections; posting emergency fire, police, ambulance contact phone numbers; labeling and storing toxic chemicals; transportation; food service.

**GENERAL INDICATORS OF SUCCESS:**

8:02 Crossing guards, lanes and school speed zones are provided where needed.

**\_\_\_Met in Full (3) \_X\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_2\_\_\_**

COMMENTS: The front of the school is very busy with traffic especially from Hy-Vee.

8:03 A safe, carefully supervised procedure for loading and unloading students in cars, buses, and other vehicles is in effect.

**\_\_\_Met in Full (3) \_X\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_\_2\_\_**

COMMENTS: Parking/drop off in the back of the school is very congested. The loop is not big enough and people have to park in the street.

8:04 Where possible, annual vision and hearing tests are conducted.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

8:05 First aid supplies are available and readily accessible to authorized personnel.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

8:06 Students and teachers observe proper safety precautions when working with special materials, tools, and equipment.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

8:07 Care is taken to ensure cleanliness while meals or snacks are eaten.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

**ANSWER THE FOLLOWING QUESTIONS:**

A. Is the REQUIRED Indicator of Success complete and available for review? \_\_Yes\_\_\_\_\_

B. What is your GENERAL Indicators of Success point total for Standard 8? \_\_\_16\_\_\_\_

C. Is the total for the GENERAL Indicators of Success a minimum of 12 points? \_\_Yes\_\_\_\_\_

D. Have you provided comments or explanation for proposed actions to meet any of the GENERAL Indicators of Success that have not been fully met? Yes

SECTION IX:

Facilities

**STANDARD 9:**

All Buildings, Grounds, and Equipment Support Student Learning and Conform Fully to All Applicable Laws and Building Codes.

**OVERVIEW:**

In 2009 a house located on Center Avenue was donated to the school. It is currently being used to for preschool day care services. The donation of the house spurred the formation of a facilities committee that began to study the space issues and needs of the elementary school. Many options were investigated. Presently Sioux Falls Lutheran School and Lutheran High School of Sioux Falls are researching the possibility of purchasing land to build a new facility.

August 2010: A new Building Facility Manager was hired. It has relieved many building maintenance burdens from the administrator.

**REQUIRED INDICATORS OF SUCCESS:**

Indicate whether or not the school meets the required indicators of success by circling **Yes** or **No**.

YES NO \*9:01 All facilities are safe and free of hazards.

YES NO \*9:02 All facilities conform fully with all applicable laws and health, safety, and building codes.

**GENERAL INDICATORS OF SUCCESS:**

Evaluate the level of implementation for each of the other indicators of success. Tally and record your point total at the end of this section.

9:03 Buildings, grounds, and equipment are well maintained, attractive and appropriate for the age and number of students.

**\_\_\_Met in Full (3) \_X\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_2\_\_\_**

COMMENTS: Attractive well maintained equipment is available, but we could use more equipment if space allowed.

9:04 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.

**\_\_\_Met in Full (3) \_X\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_2\_\_\_**

COMMENTS: We need a sign posted that states no vehicles in parking lot when children present.

9:05 The size and design of the buildings and teaching/learning areas are appropriate for the school’s programs and achievement of learner outcomes (objectives) and provide for special needs.

**\_\_\_Met in Full (3) \_X\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_2\_\_\_**

COMMENTS: We need more space for additional classroom, music room, and science lab.

9:06 The buildings are cleaned daily and the washrooms are sanitary.

**\_\_X\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

9:07 School furniture is appropriate to the physical requirements of the students, adequate for the demands of the program, and sufficient in quantity.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

9:08 The school administrator(s) participates in the supervision of those who maintain the physical facilities.

**\_\_\_Met in Full (3) \_X\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_2\_\_\_**

COMMENTS: Turns over some responsibility to facility manager.

9:09 Physical facilities give specific (crosses, signs, etc.) and non-specific (attractive, adequate, etc.) Christian witness to the community.

**\_X\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

9:10 All teaching/learning areas are properly ventilated and lighted and have adequate space for the number and size of the students.

**\_\_\_Met in Full (3) \_X\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_2\_\_\_**

COMMENTS: Need additional classrooms

9:11 Adequate and appropriate space is provided for offices, health rooms, recreation, a library/media center, and small group instruction.

**\_\_\_Met in Full (3) \_\_\_Mostly Met (2) \_X\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_1\_\_\_**

COMMENTS: We do not have the space to have a health room, extra recreation or gym space, an actual room for a library/media center, and offices.

**ANSWER THE FOLLOWING QUESTIONS:**

A. Are the REQUIRED Indicators of Success complete and available for review? \_YES\_\_\_\_\_\_

B. What is your GENERAL Indicators of Success point total for Standard 9? \_\_20\_\_\_\_\_

C. Is the total for the GENERAL Indicators of Success a minimum of 18 points? \_YES\_\_\_\_\_\_

D. Have you provided comments or explanation for proposed actions to meet any of the GENERAL Indicators of Success that have not been fully met? YES

SECTION X:

Finance

**STANDARD 10:**

The School Has a Financial Plan to Accomplish Its Mission.

**OVERVIEW:**

In 2010 a CPA was hired to work part time to help with the finances of Sioux Falls Lutheran School.

**REQUIRED INDICATOR OF SUCCESS:**

Indicate whether or not the school meets the required indicator of success by circling **Yes** or **No**.

YES NO 10:01 The school has a three-year financial plan, based on sound, realistic assumptions,

supported by empirical data, to insure continuing financial support. The plan provides for

a quality educational program including necessary staff, adequate facilities and

equipments, instructional resources and other support services that allow the school to

achieve its goals.

Evaluate the level of implementation for each of the other indicators of success. Tally and record your point total at the end of this section.

**GENERAL INDICATORS OF SUCCESS:**

10:02 The congregation(s) provides financial support for the school.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_**

COMMENTS:

10:03 The school administrator is responsible for developing and recommending a budget and managing the budget (expenditures).

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

10:04 The board approves an operating budget for the school.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

10:05 The school financial plan is coordinated with the operating congregation’s financial plan.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS: The school board’s budget is communicated to the association churches’ leadership groups and incorporated into each individual church’s budget.

10:06 Sources of income and expenditures reflect the school philosophy and promote student growth.

**\_\_\_Met in Full (3) \_X\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_2\_\_\_**

COMMENTS: Without a long-term development plan for expenses beyond operating costs-supporting a philosophy that embraces the importance of school climate to include a quality physical learning environment-is quite challenging.

10:07 Salaries reflect the current district recommended salary scale and salaries are reviewed annually.

**\_\_\_Met in Full (3) \_\_X\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_2\_\_\_\_**

COMMENTS: Teacher’s salaries for those with 0-9 years of experience are within the SD District range although on the low end of the range. Teachers with 10+ years experience are below the district’s guidelines and finally, we are materially behind Sioux Falls Public School teachers.

10:08 The budget is managed responsibly, using appropriate bookkeeping procedures and safeguards.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

10:09 Funds provided by auxiliary organizations are allocated according to board policy and in consultation with the school administrator

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

10:10 Financial assistance is available to families with limited financial resources.

**\_\_\_Met in Full (3) \_\_X\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_2\_\_\_**

COMMENTS: There have been no efforts in more than a decade to raise endowed funds specifically for financial assistance. We need a great deal more in our endowed funds to meet the rising needs of our families.

**ANSWER THE FOLLOWING QUESTIONS:**

A. Is the REQUIRED Indicator of Success complete and available for review? \_\_Yes\_\_\_\_\_

B. What is your GENERAL Indicators of Success point total for Standard 10? \_\_24\_\_\_\_\_

C. Is the total for the GENERAL Indicators of Success a minimum of 18 points? \_Yes\_\_\_\_\_\_

D. Have you provided comments or explanation for proposed actions to meet any of the GENERAL Indicators of Success that have not been fully met? Yes

SECTION XI:

Evaluation

**STANDARD 11:**

Evaluation Tools Are Used to Define Success and Plan for Continual School Improvement.

**OVERVIEW:**

List significant changes that have been made by your school in this area during its previous accreditation cycle.

**THERE ARE NO REQUIRED INDICATORS**

**OF SUCCESS IN THIS SECTION.**

**GENERAL INDICATORS OF SUCCESS:**

Evaluate the level of implementation for each of the other indicators of success. Tally and record your point total at the end of this section

11:01 The statement of philosophy is reviewed periodically and when appropriate, revised.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_3\_\_\_**

COMMENTS:

11:02 Student growth is measured by a variety of assessment methods.

**\_\_\_Met in Full (3) \_X\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_2\_\_\_**

COMMENTS: State tests (STEP), teacher created tests, on-line assessments, and games are used.

11:03 Student ability level, development, and learning are assessed through a variety of evaluation techniques for the purposes of growth, remediation, enrichment, and reporting.

**\_\_\_Met in Full (3) \_X\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_2\_\_\_**

COMMENTS: Parents mostly see paper pencil results. Other assessments could be utilized better to help each child reach their max potential. We do have a resource room to help some students challenged by curriculum.

11:04 Evaluation of student development is based on the standards the school has developed for student growth.

**\_\_\_Met in Full (3) \_X\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_2\_\_\_**

COMMENTS: School uses the standards required by the state. Should we also have our own standards or grade level benchmarks? The faculty is preparing to switch to Common Core State Standards.

11:05 Instructional/learning materials are reviewed periodically in light of planned learner outcomes (objectives), according to an adopted schedule, and replaced as needed to ensure effective learning.

**\_\_\_Met in Full (3) \_X\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_2\_\_\_**

COMMENTS: Need to make sure they meet SD standards and are appropriate for our Lutheran school.

11:06 A comprehensive analysis of programs that enhance student growth is made by the school on a regular basis.

**\_\_\_Met in Full (3) \_X\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_2\_\_\_**

COMMENTS: We have the results of our STEP tests, we probably do not use those results as well as we could to guide instruction for those students who are struggling or enriching those who are doing well.

11:07 All physical facilities are inspected at least annually and written plans are established to remedy or improve as needed.

**\_X\_\_Met in Full (3) \_\_\_Mostly Met (2) \_\_\_Rarely Met (1) \_\_\_Not Presently Met (0) \_\_\_3\_\_**

COMMENTS: We are inspected yearly by the fire department, the City of Sioux Falls, and HVAC. All non-compliance issues are fixed.

**ANSWER THE FOLLOWING QUESTIONS:**

A. What is your GENERAL Indicators of Success point total for Standard 11? \_\_16\_\_\_\_\_

B. Is the total for the GENERAL Indicators of Success a minimum of 14 points? \_YES\_\_\_\_\_\_

C. Have you provided comments or explanation for proposed actions to meet any of the GENERAL Indicators of Success that have not been fully met? Yes

Summary Page

For Evaluation of Standards

And Their Indicators of Success

for Elementary and High Schools

**All** Required Total Points Minimum Points Per

Indicators Met for Other Indicators Points Needed Visit Team

Standard 1: Mission **YES** NO \_\_\_\_\_21\_\_\_\_\_\_ 14 \_\_\_\_\_\_\_\_\_\_\_\_\_

Standard 2: Relationship **YES**  NO \_\_\_\_\_\_79\_\_\_\_\_ 62 \_\_\_\_\_\_\_\_\_\_\_\_\_

Standard 3: Leadership **YES**  NO \_\_\_\_123\_\_\_\_\_\_ 84 \_\_\_\_\_\_\_\_\_\_\_\_\_

Standard 4: Personnel **YES**  NO \_\_\_\_52\_\_\_\_\_\_ 40 \_\_\_\_\_\_\_\_\_\_\_\_\_

Standard 5: Curriculum **YES**  NO \_\_\_\_\_27\_\_\_\_\_ 22 \_\_\_\_\_\_\_\_\_\_\_\_\_

Standard 6: Instruction **YES** NO \_\_\_\_\_38\_\_\_\_\_ 30 \_\_\_\_\_\_\_\_\_\_\_\_\_

Standard 7: Student Services **YES** NO \_\_\_\_\_45\_\_\_\_\_ 42 \_\_\_\_\_\_\_\_\_\_\_\_\_

Standard 8: Health & Safety **YES**  NO \_\_\_\_\_16\_\_\_\_\_ 12 \_\_\_\_\_\_\_\_\_\_\_\_\_

Standard 9: Facilities **YES** NO \_\_\_\_\_20\_\_\_\_\_ 18 \_\_\_\_\_\_\_\_\_\_\_\_\_

Standard 10: Finances **YES** NO \_\_\_\_\_24\_\_\_\_\_ 18 \_\_\_\_\_\_\_\_\_\_\_\_\_

Standard 11: Evaluation **YES**  NO \_\_\_\_\_16\_\_\_\_\_ 14 \_\_\_\_\_\_\_\_\_\_\_\_\_

**Sioux Falls Lutheran School Improvement Plan**

**GOAL 1: Sioux Fall Lutheran School collaborates with the association churches to provide students and families with opportunities to put their faith and knowledge into practice.**

**OB1** Sioux Falls Lutheran School will share the names of families who indicate they do not have a church home with the association pastor closest to the family’s home address.

Sa The assistant principal will gather the names from the preschool director for preschool families. (Sept. 2012)

Sb The assistant principal will gather the names from the administrative assistant for new K-8 families. (Sept. 2012)

**OB2** Sioux Falls Lutheran School homeroom teachers will contact the pastors of the students who have less than a 50% church/Sunday school attendance per quarter. (Oct. 2012, Jan. 2013, March 2013, May 2013)

**OB3** The school administration will meet annually with the pastors and /or church workers to share education and service project activities that could be attended by school families. (Sept. 2013)

**OB4** Sioux Falls Lutheran School will have an annual, purposeful contact with each association church. (Beginning fall 2013)

Sa The administrator will contact the pastor(s) of each association church and select a Sunday to designate as SFLS day.

Sb The SFLS school families who are members of the church will be contacted to participate in the event.

Sc The assistant principal and the SFLS 4-8 homeroom teachers in cooperation with an association church will develop and carry out a service project at the church.

**OB5** Sioux Falls Lutheran School in cooperation with the association churches will plan a joint worship service in a park during the summer. (July 2014)

Sa The circuit counselor will be the first contact.

Sb Servant event(s) will be available

Sc Meal provided

Sd Activities planned for all ages

**GOAL 2: Student learning reflects superior classroom instruction and assessment.**

**OB1** Teachers will implement the common core standards for instruction. (Fall 2012)

Sa Professional development on the common core standards will be presented.

(May 2012)

Sb Administrator(s) and teachers will communicate with parents the new

standards. (Fall 2012)

**OB2** Professional development on the use and formats of a variety of assessments will be provided. (May 2012)

Sa Teachers will use a variety of assessments (i.e. formative, summative, state

mandated, projects, student’s self evaluation, parent input …) to assess

student achievement. (Fall 2012)

Sb Teachers will develop a skills based report card.

B1 English/Language Arts report card samples will be researched and

created. (2012-13).

B2 English/Language Arts report card will be implemented (Fall 2013).

B3 Math report cards will be researched and created. (2013-14).

B4 Math report cards will be implemented (Fall 2014).

B5 Science and Social Studies report cards will be researched and

created. (2014-15).

B6 Science and Social Studies report cards will be implemented. (Fall 2015).

**OB3** Teachers will be evaluated based on research based best practice strategies.

Sa Administrator(s) will be trained using Charlotte Danielson’s “Framework for

Teaching” (2012-13).

Sb Professional development will be offered for the teachers (2012-13).

Sc Teachers will be evaluated using “Framework for Teaching” (2012-13).

Sd Teachers will meet with administrator to reflect and discuss the evaluation

(2012-13).

**GOAL 3: Sioux Falls Lutheran School’s business plan sustains its future. To that end, a five-year plan of action for SFLS administration and school board will be established, which will include, but not be limited to the following macro objectives and strategies.**

**OB1** Sioux Falls Lutheran School’s administration will hire a full time recruitment and marketing professional(Summer 2012).

Sa Recruitment goals will be established on an annual basis. (September 2012).

Sb Community presence and brand recognition will be established through well-considered marketing efforts and an appealing, informative website (January 2013).

Sc Meaningful, focused feedback will be sought from school stakeholders on no less than an annual basis to ensure continued school relevancy and excellence (Spring, 2013).

**OB2** Together, Sioux Falls Lutheran School’s administrator and the school’s Board of Education will research and implement ways in which to increase the school’s permanent funds (Spring, 2013).

**OB3** In response to member church needs, and in an effort to reach out to the community at-large, alternative needs-based tuition models will be researched, considered, and implemented (2015-16).

Sa Establish a diverse task force to include school administration, board representation, and members with professional financial expertise (Fall 2013).