**Staffing Impact Summary**

Staffing Impact Summary. In paragraph form, summarize each of the following

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.

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

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

St. John’s Lutheran School has experienced some staffing changes during the past five years. We have had two thirtly year+ expereinced teachers retire and our Pre-Kindergarten/Kindergarten classes have been divided into two separate classes taught by two teachers instead of one teacher. All teaching positions have been replaced with younger and less experienced teachers.We now have a full day everyday Kindergarten program, a new three year old program on Tuesdays and Thursdays and the four year old Pre-Kindergarten program has been expaned with various 3-5 day programs and half day/full day choices for families. Having younger teachers has brought in new thinking, ideas, methods, and engery to our staff. We have also been able to increase the technology, music, drama and athletic offerings as we now have more people who can accommodate these situations. This past year our Lutheran Special Eduation Ministries teacher was moved from an 80% part time teacher to a full time teacher. This has allowed all special needs students to have more access to this teacher. It has also allowed a gifted program to be implemented. Staffing also expanded when we added our Extended School Day program. The ESP program and its staff have allowed our school to offer more extracurricular activities like piano and gutair lessons, a Spanish club, and short term activities that have included art classes, cake decorating, and sign language. In the upcoming year we are looking to add another position for a full-time Administrator.

The range of teaching experience is monitored to ensure an inclusive environment of experienced teachers and also new teachers to ensure a continuum of knowledge transfer. This average is also considered as a new staff is being hired in terms of looking for a new teacher out of school, a teacher with some experience, or a well experienced teacher. The expansion of positions and number of available staff has allowed St. John’s to broaden the offerings in the Pre-Kindergarten and Kindergarten space. This space has become very competitive as there are many other organizations that offer this service to the 3 – 5 year old range. By having a full-time staff position we have the ability to meet the parents needs in terms of content and schedule. The three staff members hired each had unique skill sets to help round out our teaching staff. These included both athletic program management, and also technology leadership for our school. This focus on skill areas is also guiding us as we search for a new Administrator. Much care was taken to understand what skill areas we are looking for in an Administrator to compliment the abilities of the staff today and in the future. Maintaining this additional staff will be difficult if our student projections come in lower than expected. The number of students we have currently put us on the tipping point of enough students to have individual grades, but not enough students per class to cover expenses. By increasing our student population 10% would put us in a better position to cover expenses while decreasing tuition from today’s rates.

Professional development experiences have been diverse during the past three years. Three of our teachers have completed their Masters of Education degrees with specialization in reading. All three of these teachers now have K-12 reading specialist endorsements on their Minnesota teacher’s licences. The specialization of these teachers has validated our strong Language Arts program, implemented new researched validated methods and assessment techniques in the area of Language Arts. All teachers of mathematics attended a four day math camp during the summer of 2012. Various hands on and problem solving strategies were introduced to the teaching staff and were implemented into our math curriculum during the 2012-2013 school year. Techonology has been another area of staff development over the past five years. Three of our teachers attended a four day technology camp offered by our local school district and our new 5th grade teacher is working on an Instructional Design andTechnology Masters degree. These teachers along with the Technology Board have made sure that technology continues to grow and improve in our school by implementing such things as a new and improved school website, technology training for students and staff, use of Google Apps for Education, utilizing online educational support programs like AR, IXL, Kidblog, and Spelling City. We have also implemented a prototype trial program for the 5th and 6th grade students to bring their own electronic devices to use in school with plans, proceedures, and policies to include this for all students in grades 5-8 for the 2013/2014 school year.

The changes in our staff composition has put a male teacher in our primary grades, more technology educated faculty in the classrooms, and more access to special education services. The changes in the staff has resulted in an average years of service reduction of only 4 years ( 24 years of sevrice to 20 years of service.). The changes in our staff have helped relieve the finacial burden on the congregation as the new staff have less years of experience built into their salaries. The changes have also made the staff more aware of educational issues since three teachers have recently completed their masters degress on one presently working on one. The number of students that we have currently have put us on the tipping point of having indivudle classes for each grade, but not enough students per class to cover expenses. By increasing our student population by ten percent will put us in a better position to keep this staffing level.

Chart of Staffing Changes During the Past Seven Years



**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.

St. John’s uses supplemental services from various places in our community:

**Osseo School District:**

**Textbook Money:** The Osseo School District manages the state and federal money to purchase textbooks that are not religious in nature. All core curriculum textbooks, workbooks, and teacher guides are purchased through these funds.

**Title Funds:** The Osseo School District manages the state and federal money for Title funds that support recourse materials and teacher workshops,

**School Nurse:** The Osseo School District provides a nurse from 8:30-2:00 each Tuesday and Thursday throughout the school year. The nurse makes sure all health records and immunizations are up to date. The nurse also does hearing and vision checks for students in grades 1,3,and 5. She makes sure that all medications that are in the building follow district and school policies. She also contacts parents when students are ill and develops wellness plans for students that have diabetes, allergies, and/or asthma problems.

**School Counselor:** The school counselor is available to 7th and 8th grade students one day per week. (Mondays). The counselor works on carreer conseling, lessons on moral values, bulling isses. The counselor works with 7th and 8th grade stuents on an individual basis if requested.

**In-service Training:** All faculty members are invited to join the Osseo School District in any workshop that they offer. Yearly, all faculty have their CPR training through the Osseo School District free of charge to our school. The administrator and special education teacher attend many in-service training sessions to stay on top of the changes.

**Transportation:** The Osseo School District provides bussing for all students who live within the district to and from St. John’s on days that Osseo has school. The Osseo School District also provides the bus safety curriculum for all our students.

**Special Education Services:** The Osseo School District provides assessment, consultations, IEP development, and instructional services for qualified students. The Osseo School District also provides transportation services to and from the public school where these services take place.

**Testing Services:** The Osseo School District manages the state and federal funds that provide testing services at St. John’s. At the present time the IOWA Basic Skills test is used in grades K-8.

**Lutheran Special Education Ministries:** We contract with LSEM for a special education teacher. This teacher provides instruction for struggling students primarily in reading and math. This teacher also works with a few gifted students to provide enrichment activities. The special education teacher is also the liaison between the public school and St. John’s to ensure that students are receiving the services due them by law. LSEM also provides various resources to support the special education program at St. John’s. LSEM also provides reading assessment materials (D.I.B.E.L.S.) for all students in grades K-3, and then selected students in grades 4-8.

**D.A.R.E:** The Maple Grove Police Department provides the D.A.R.E. program for our 2nd, 4th, and 6th grade students. Their main focus is to teach students about safety, making good choices, knowing what to do in various safety situations, and trusting police officers in the community.

**Schmitt Music:** Schmitt Music Company offers weekly band lessons to students in grades four through eight. Schmitt Music Company also weekly orchestra lessons for grades two through eight. Arrangements for these lessons and financial obligations are to be made by the parents with the Schmitt Music Company.

**T.A.D.S.:** The Board of Education has contracted with TADS a tuition management service to handle and administrate tuition collection. TADS offers a simplified approach to tuition collection which reduces delinquencies, stabilizes cash flow, and decreases administrative workload, while providing families with a more organized tuition payment process. With TADS, families pay tuition in a manner similar to paying mortgage or car payments-by using a paper invoice or by automatic deductions.

**Library:** All fiction books are arranged in the library by reading level and by author. Non-fiction books are arranged by a simplified version of the Dewy Decimal system. The entire library is cataloged in our Alexandria Library Software, a searchable database with all publication information, accelerated reader levels, summaries, call numbers and key words.

**Web based Instructional Services:** St. John’s has contracted with IXL to provide an onsite school license for each student K-8. This program provides individual math practice and instruction that correlates with the Minnesota State math standards and our present math curriculum. St. John’s has also contracted with Renaissance Learning to provide an onsite school license for each student K-8 to participate in the AR reading program and tracking system. Individual teachers have purchased a classroom license for spelling/vocabulary practice from Spellingcity.com. Various free instructional sites are also used like Starfall.com, Multiplication.com, Fun Brain.com.and Google docs.

**Field Trips and Assemblies:**  Each school year, classrooms take field trips as part of their extracurricular school education. Most field trips are taken around the Twin cities area. A field trip is defined as any school-related and school-sponsored activity that is conducted away from school grounds. Each year the Parent Teacher League finances one or two educational assemblies for our students. These assemblies supplement the curriculum of our school.

**Extended School Program (E.S.P.):** The ESP program at St. John’s Lutheran School contracts with various people to provide supplemental services for students who attend the E.S.P. program after school. These services include piano and guitar lessons for all ages, a Spanish club for primary grades, and a kids arts program for all grades.

**Website:** The church and school have contracted with Final Web to provide website services and e-mail addresses for our church and school.

**Gradelink:**  St. John’s has contracted with Gradelink.com to provide an online grading and reporting system for our teachers and families.

**Physical Education:** The K-8 students at St. John’s Lutheran school learn how to bowl through the Port-a-Bowl program in cooperation with our local bowling alley, Sundance Bowl. Sundance provides carpet bowling alleys, pins, rubber balls and a curriculum that our teachers teach in our facility. The students then have the opportunity to go on an afterschool experience and bowl at Sundance Bowling Alley. The students in grades 5-8 have the opportunity to learn to downhill ski at Powder Ridge in Kimball Minnesota. This program provides students in grades 5 & 6 skiing lessons and students in grades 5-8 practice time to improve their skiing skills.

The changes since our last accreditation cycle have included the following: Gradelink, ESP, website, web based instructional services, orchestra, and the library cataloging system.

Additional services that we perceive as a need in the future would include more curriculum with web based services so that students do not have to bring home textbooks and to help staff and faculty streamline reporting and administrative issues. For example the hot lunch program is looking into a program to track hot lunch payments. Another perceived need may be to change the type of achievement testing that St. John’s does and align it more with what the public school system does in there schools.

**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.

2. 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.

The most significant strength of St. John’s Lutheran School includes a dedication to the mission to teach our students how to live and learn as God’s baptized children. This mission permeates the entire program at St. Johns as we train children to use their God given talents and abilities to give glory to God. Another main strength are the dedicated staff and volunteers that put a lot of time and effort into developing programs, events, curriculum, and extra-curricular activities for the students at St. John’s. Another important strength is that the students at St. John’s have high achievement as proved by the scores on the IOWA basic skills tests and other assessments given throughout the years. An essential strength is that the congregation supports the mission of the school financially and is trying to make sure the school continues to grow with changes in administration and marketing. All of these strengths make an impact on children and their families’ lives as they grow in various ways they learn, serve, and worship their Lord.

The main deficiency at St. John’s Lutheran School is the downward trend in enrollment over the past decade. This downward trend has made tuition go up, changes in staffing, and a greater financial burden to the congregation. This affects the school ministry as programs may have to be cut as staff people who run them are no longer employed. The congregation, deacons, and Board of Education is working hard to reverse this downward trend so that St. John’s can continue with its high quality program.

The process used to develop the goals has been the result of the overall accreditation process. All areas of our church and congregation have been touched not only in the accreditation documentation but also in the reflective answering of each General Indicator of Success. Each standard answered by varying members of the school and church including but not limited to: congregational members, auxiliary program staff, teachers, parents, administrator, and board members across all of St. John’s. When compiling the data from each of the standards a fairly clear picture of what St. John’s needs to work on over the next five years is apparent. This is illustrated in the chart below.



By utilizing the responses of each committee responsible for each section there is an unbiased view of each section as to how St. John’s School is performing in that area. This ensures that no comparison between sections and prioritization is made during the review of each section and the compilation of areas to be worked on. This data was then collected by the accreditation coordinators, and then compartmentalized into objectives, and strategies. With this outline each goal was developed between the coordinators and administrator to ensure that there is continuity over the next accreditation cycle and also a drive to ensure our school has a vision for the future. Each one of our objectives and strategies tie back to each of our section deficiencies, yet is also not directive in its nature. Each objective is worded to ensure just as our sections were answered by a wide array of people with unique talents, the method by which the goal will be accomplished will be determined by the people charged with the tasks. This is done for one sole purpose, to keep engagement and ownership. St. John’s needs all of its members putting their best input and background into these issues to ensure all different avenues are used and also help encourage the next generation of leadership at St. John’s to have both the initiative to stay involved and also the reassurance that their input is valued and actions are taken based on their work. Each group tasked with a goal will have clear direction based upon the accreditation process as to the objective and strategies to use to accomplish these goals.