SECTION V:

CURRICULUM

**STANDARD 5:**

The School Has a Written Curriculum that Integrates

the Faith and Is Supported by Appropriate Materials and Resources.

**OVERVIEW: List significant changes** that were made by your school in this area during its previous accreditation cycle.

A major change in the curriculum since last accreditation was the addition of two “college in the classroom” courses. These courses include college writing and literature. These courses receive both MLHS credit as well as college credit from Concordia University, St. Paul MN. The adjunct professor for these courses is a MLHS staff member. MLHS has also added an advance biology course, Spanish III, AP Computer Science, and History through Film. The history department has also reconfigured world geography and world history to incorporate them into a Global Studies I and II course. As part of our goals after last accreditation MLHS hosted seminars that focused on integrating the faith into the curriculum. Staff members have also attended seminars on this subject at our district teacher conferences.

**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 GENERAL Indicator 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.

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

COMMENTS: We believe that the every course taught at MLHS is an opportunity to proclaim the Gospel of our risen Lord and Savior Jesus Christ. Within the curriculum guide each teacher lists in their individual class syllabi places that they can intentionally integrate the faith. That being said, there are many opportunities that present themselves, that are not planned, for teachers to integrate the faith. They are encouraged to take advantage of these opportunities.

5:04 The mission of the school is reflected in planned daily learning experiences.

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

COMMENTS: MLHS provides a biblically Christ-centered learning environment. Each day begins with individual class room devotions and prayer. Area MO. Synod Lutheran Pastor’s are invited twice a week to lead full school chapel. Full time MO. Synod Lutheran faculty take turns leading full school devotions once a week as well as small group bible studies once a week. Religion courses are required for each grade level and within each classroom, teachers integrate the faith. Our curriculum challenges all students and prepares them to excel in whatever their post secondary plans are.

5:05 All state mandated programs are implemented unless they conflict with the school’s core values.

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

COMMENTS: MLHS meets and for the most part exceeds state mandated programs and requirements. MLHS graduation requirements exceed MN mandated requirements.

5:06 Learner outcomes are written for each level or course for each curricular area. These outcomes are written

 with concern evident for measurability, expected levels of mastery, scope, sequence, correlation, state

 mandates, and cultural diversity.

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

COMMENTS: The curriculum has been reviewed and updated. Individual course objectives, scope, sequence, correlation, state mandates (where appropriate), and cultural diversity are clearly defined. The faculty is currently updating their syllabi to include objectives and goals for each unit taught.

5:07 The time allotted to each curricular area meets or exceeds any state standards.

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

 COMMENTS: MLHS meets state standards for each curricular areas.

5:08 Learning experiences are built upon previous learning and prepare students to succeed at the next level of

 education and in life.

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

COMMENTS: An important ideal of MLHS is preparing our students to be able to continue successfully after high school. After a student completes their four years at MLHS we feel that they have the tools necessary to succeed. Students that return to visit MLHS have shared how they felt prepared for life after MLHS.

5:09 Parents are informed about the curriculum.

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

 COMMENTS: Our guidance director meets with each family when they enroll and discuss our curriculum with them. Parents have access to our online curriculum guide as well. Revisions and changes to the curriculum are shared with parents at the beginning of the school year.

5:10 Curricular materials are selected by the faculty and administrator. Policy is followed for the approval,

 purchase, and use of these materials.

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

COMMENTS: Faculty members review curricular materials for implementation that they feel will be beneficial for their courses. This material is then shared with the administrator. For text book selection the course instructor will select a sampling of textbooks to be considered. A committee is then formed that is comprised of at least on representative from the MLHS Board of Directors, one parent, the department chair (or principal), and the course director. They will review the textbooks under consideration and make a choice.

5:11 Mastery of desired learner outcomes is measured by a variety of assessment methods.

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

COMMENTS: Each faculty is encouraged to use a variety of assessment methods. Assessment methods are defined and being updated on their individual course syllabi.

5:12 Student assessment data is regularly used to evaluate learner outcomes and improve student mastery.

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

 COMMENTS: Teachers regularly review student assessment to improve student mastery.

5:13 Individual student growth equals or exceeds expectations based on a student’s ability assessment.

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

 COMMENTS: Student ability is assessed in math through a math placement test. Students that struggle academically may be tested.

5:14 Learning materials are selected to assist the achievement of the desired learner outcomes (objectives).

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

COMMENTS: Faculty members review curricular materials for implementation that they feel will be beneficial for their courses. This material is then shared with the administrator. For text book selection the course instructor will select a sampling of textbooks to be considered. A committee is then formed that is

 comprised of at least on representative from the MLHS Board of Directors, one parent, the department

 chair, and the course director. They will review the textbooks under consideration and make a choice.

5:15 The written curriculum is evaluated regularly and appropriate changes are made to ensure student growth.

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

COMMENTS: Each teacher reviews their own curriculum. The curriculum is reviewed against such standards as the ACT needed skills, MN State Standards, and the Common Core Standards. The curriculum as a whole is discussed by the faculty at the year-end faculty meeting. Changes or updates are noted. The curriculum was reviewed and updated in the spring of 2012.

 TOTAL 35

**ANSWER THE FOLLOWING QUESTIONS:**

 Are all REQUIRED Indicators of Success complete and available for review? YES

 What is your GENERAL Indicators of Success point total for Standard V? 35

 Is the total for the indicators of success a minimum of 26 points? Yes

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