

National Lutheran School Accreditation

Validation Team Report

Immanuel (Silo)

Lewiston, Minnesota

April 4 - 6, 2022

Daniel Kuball, Captain

Alvin Lutringer

Sean Martens

Mark Mueller

Chrysteena Saehler

Wade Stockman

FOREWORD

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

The visiting team hereby expresses sincere gratitude to the faculty, staff and students at **Immanuel (Silo)** for the opportunity to serve on the visiting team and for the many acts of kindness shown to us during our visit. Each of us on the team has grown as a result of the experience.

Immanuel (Silo) is an excellent school. This was reflected in your self-study but also by the observations made by the members of the visiting team. We were delighted with **the welcoming environment that was witnessed, the rich history of developing leaders for the Church, and the strength of the administrative team**. The school speaks out for the Christian faith to the students and to the community very effectively.

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

Each member of the visiting team was given responsibilities for writing specific portions of the team's report. The report, containing the findings and recommendations of the team, has been written and edited by the team as a whole. Wherever possible, specific, practical recommendations have been made to help remedy the concerns expressed.

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

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

DISCLAIMER

Limitations on the distribution, use and scope of this document.

It is the official intent of the National Lutheran School Accreditation Commission that this report be considered a privileged document, to be submitted by the captain of the Validation Team directly to the administration of the school. The distribution of the report and its availability for public consideration beyond that point rests solely in the hands of the school administration.

Neither the captain nor the other members of the Validation Team are authorized to release any of the information contained in this report without the approval of the administration of the school.

The primary purpose of the Validation Team has been to examine the educational setting of the school, including courses of study, learning materials, student needs and interest, staffing and facilities. The Validation Team has attempted to assess the effectiveness of the total school program in meeting the educational objectives the school has established for itself and in meeting national NLSA standards.

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

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

Validation Team Member Biographic Information

Daniel Kuball
Rochester Central Lutheran School
Rochester, MN
Classroom Teacher

Previous NLSA Experience
Captain various schools
Consultant various schools
Visiting team member
MN South District DAC

Alvin Lutringer
Immanuel Lutheran
Plainview, MN
Retired

Fifth NLSA visitation team

Sean Martens

Assistant to the President, Education and Commissioned Ministers for the Minnesota South District of the Lutheran Church—Missouri Synod.

Martens has served as a Consultant, Team Captain or team member on more than 25 accreditation teams and serves on the Minnesota South District Accreditation Commission. Martens also serves on COGNIA (AdvancED) accreditation teams and is ELEOT certified.

Mark Mueller
Trinity Lutheran School
Cedar Rapids, Iowa
Principal / Athletic Director

Third NLSA visitation team

Chrysteena Saehler
Faribault Lutheran School
Faribault, MN
Administrator

No previous accreditation experience

Wade Stockman
Trinity Lutheran School
Janesville MN
Principal

Fifth NLSA visitation team

REPORT SUMMARY

Overall School Performance Level

Standard	Rating Total	Possible Score
Standard 1	12	16
Standard 2	31	40
Standard 3	24	40
Standard 4	10	16
Standard 5	16	24
Standard 6	12	16
Standard 7	9	12
Total	114	164
Average (total ÷ 41, rounded to hundredths decimal)	2.78	4.00

The Validation Team’s Overall Impression of the School

Immanuel (Silo) has a rich history of Lutheran education. What was started 155 years ago is strong and thriving and continues to provide a high level of education for the Lewiston area. The congregation values the faculty and the work that they do to educate the children. They wish and desire that all who want to enroll at Immanuel to be welcomed and provided with a Christian education.

Immanuel is growing and hoping to continue to grow. It is seeking ways to improve the education it provides and a safe environment for the children it serves. They have an administrative team that works effectively together.

Outstanding Strengths

- There is a unique blending of legacy and new families. Legacy families make the time to get to know and relate to families that are new to the school.
- The culture and teachings of Immanuel Lutheran have produced a significant number of individuals who have become Commissioned Ministers of the Lutheran Church Missouri Synod.
- The administrative team of Emily Anderson, Kevin Meyer and Pastor Mueller provide Immanuel with strong leadership to guide them into the future.

Major Deficiencies

No major deficiencies were identified

Accreditation Recommendation

We the members of the Validation Team recommend

Accreditation in Good Standing	X
-----------------------------------	---

Provisional Accreditation	
------------------------------	--

Denying Accreditation	
--------------------------	--

for Immanuel (Silo) - Lewiston, Minnesota

Signature of the Team Captain

Daniel Kuball

TEAM FINDINGS

The Team Findings section presents the Validation Team's evaluation of the NLSA Standards and Indicators. It also identifies Strengths, Concerns and related Recommendations that were identified by the Validation Team through a review of the school's prepared documentation along with observations and interviews that were conducted during the visit.

Accreditation Standards and Indicators

Standards define what's important for schools to be successful. In an accreditation self-study process they provide the educational community with the opportunity to evaluate a school's effectiveness, identify strengths and concerns and plan for intentional and continuous improvement. They establish benchmarks that schools must achieve through intentional planning and assessment. The NLSA standards are a compilation of expectations related to what is most important for Lutheran schools. They have been refined and adjusted and align closely with the research based standards that have been prepared by secular partner accrediting agencies. They allow Lutheran schools to use the very best that the educational community has prepared while staying true to the mission of sharing Christ with children and families.

This section contains an evaluation of each NLSA Accreditation Standard and Indicators, conclusions related to strengths and concerns that were identified by the visiting team and evidence and practices that led to the team's conclusions. Indicators are evaluated and rated individually by the visiting team using a four-level performance rubric. The Standard Performance Level is the average of the indicator scores for the standard.

Highly Functional (4) — This is an area of outstanding strength of the school. It not only meets ALL the benchmarks related to the General Indicator of Success, but is supported by extensive documentation and/or observable practices that exceed expectations related to the indicator. This indicator establishes practices for other Lutheran schools to consider. The Validation Team verifies that these practices and/or documentation exceed the Operational (3) level.

Operational (3) — This is the expected rating for a strong Lutheran school. ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

Emerging (2) — Improvement is required in this area. If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school, but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

Not Evident (1) — There is observable conflict or deficiency with this indicator at the school. A majority of the expected benchmarks are not met or addressed with sufficient practices, evidence or documentation. This rating may result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

Standard 1: Purpose

The purpose/philosophy/mission statement serves as the basis for forming school goals, learner outcomes and action plans, as well as determining a direction for all activities of the school. Throughout the Self-Study process, every area of the school program is evaluated to determine if each aligns with the stated purpose.

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

1:01* The school's written purpose embraces a Lutheran identity that is rooted in Holy Scripture and is committed to faith formation, academic excellence and Christian service.

YES

NO

1:02* School leadership and staff members understand and accept the purpose of the school.

YES

NO

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

Standard 1 Required Evidence*: Written purpose/philosophy/mission statement

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
1:03 School leadership (administration and governing board) uses the mission statement as the foundation and reference for all planning.	<ul style="list-style-type: none"> ● The school's purpose was developed in accordance with governance policy. ● The school's purpose is engaged, aligned and enacted with its vision, values, school goals, learner outcomes and student activities. ● The school's mission statement supports and aligns with the congregational mission statement. 	<ul style="list-style-type: none"> ● Interviews ● School's Mission statement 	3	3
1:04 School leadership (administration and board) regularly assembles school constituencies (including but not limited to faculty, staff, parents, students and congregational stakeholders) to review, clarify and renew the school's stated purpose.	<ul style="list-style-type: none"> ● The school's purpose is communicated effectively to staff, students and stakeholders. ● The school regularly evaluates and reviews the alignment of purpose, vision, values, school goals, learner outcomes and student activities. 	<ul style="list-style-type: none"> ● Back to School Meeting and Open House minutes ● Beginning and year end faculty meeting minutes ● Survey results ● Interviews 	3	3
1:05 The school's purpose is displayed and reflected in school activities and in the teaching/learning environment in classrooms.	<ul style="list-style-type: none"> ● The school's purpose is displayed in each classroom and in the hallways. ● The school's purpose is readily seen on the school's website. ● The school's purpose is included in written communications distributed to families, such as the PTL handbook and promotional materials that are supplied to prospective families. ● School events, curriculum and discipline are aligned with the school's mission statement and purpose and promote a positive teaching/learning environment. 	<ul style="list-style-type: none"> ● Website ● Purpose and school theme is displayed in every classroom. ● Interviews 	3	3
1:06 New employees are informed about the school's purpose and its appropriate engagement.	<ul style="list-style-type: none"> ● New employees are given an orientation packet and have an orientation meeting with the school administrator. ● New employees utilize mentors to assist them in learning about the 	<ul style="list-style-type: none"> ● Job descriptions ● Teacher contracts ● Orientation packets ● Interview 	3	3

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

What is the overall Validation Team rating for Standard 1? <INSERT NUMERICAL VALUE HERE>

Did the Validation Team change any ratings that were assigned by the school?

YES

NO

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

We found the ratings to be justified.

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

The purpose and mission naturally flows from the community of Immanuel. A lasting legacy through several generations rooted in the Lutheran heritage is clearly evident.

Based on your findings, what concerns have you identified?

No concerns were found.

Do the concerns you have identified agree with the concerns that were listed in the school's Self-Study process?

No additional concerns were identified.

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

We encourage the school to include the Purpose/Mission Statement in all publications.

Standard 2: Relationships

The Lutheran school has a special relationship with its operating congregation(s). The school concerns itself with the ministry of the whole church to fulfill its purpose as a Lutheran school. To do this, the school seeks opportunities to enhance relationships with the local congregation(s), its district and the national church body.

Note: Section 2 is divided into three categories: school and congregation, school and community and school climate. Section 2A, School and Congregation, does not apply when a Lutheran school is operating outside of a highly developed relationship with a single congregation or group of congregations.

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

2A:01* The school is operated by one or more of the congregations of The Lutheran Church—Missouri Synod (LCMS) or maintains an active Registered Service Organization (RSO) status with the Synod.

YES

NO

2B:01* A statement of nondiscrimination is evident in school-printed materials and assures that students are admitted without regard to race, color or national origin.

YES

NO

2C:01* The climate of the school flows from and supports the school's purpose.

YES

NO

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

Standard 2 Required Evidence*: Written nondiscrimination statement

YES

NO

Standard 2 Required Evidence*: School discipline code

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>2A:02 The school is an extension of the ministry of its sponsoring congregation(s). Church and school work together effectively to accomplish goals related to a well-defined purpose.</p>	<ul style="list-style-type: none"> ● The pastor is acknowledged as the spiritual leader of the whole congregation, including the school. ● The pastor demonstrates that he is the spiritual leader of the school and congregation. ● The congregation provides spiritual support for the school and its students. ● Pastor(s) and school staff regularly demonstrate support for each other's ministry. 	<ul style="list-style-type: none"> ● Pastor has lunch with students (observed) ● Pastor at meetings and devotions ● Interview with Pastor ● Board of Education minutes ● Devotion schedule ● Survey results 	3	3
<p>2A:03 The school concerns itself with the ministry of the whole church and seeks opportunities to support and enhance relationships with its congregation, its district and the national church body.</p>	<ul style="list-style-type: none"> ● Students participate regularly in congregational life through planned activities available and coordinated with the congregation. ● School staff members are actively involved in worship and congregational life in their parish. ● The school and congregation plan and work together on behalf of families who do not have an identified church home or who do not attend church regularly. ● The school supports LCMS missions. ● Called teachers participate in required district conferences and events. 	<ul style="list-style-type: none"> ● PTO Programs ● Christmas program ● Pastor provides educational classes ● Chapel offerings are for missions ● Staff is involved in various areas of the congregation 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
2B:02 The school's student population reflects the ethnic, racial and economic diversity of the community in which it is located.	<ul style="list-style-type: none"> ● The school studies the community demographics and compares the information to the demographics of the student body. ● The school embraces and celebrates the demographic diversity of the students it serves and the surrounding community. ● The school has developed ways to enroll students from the community who do not have the economic resources to support tuition-driven enrollment. 	<ul style="list-style-type: none"> ● The school reflects the profile of the greater community around it. ● Statistical Report ● Community demographic study 	3	3
2B:03 The school promotes and encourages the involvement of its teachers and students in community activities.	<ul style="list-style-type: none"> ● The school seeks ways to involve its students and teachers in service to the community. ● Staff members are encouraged and provided with opportunities, planned by the school and its congregation, to participate in community activities and service organizations. ● Staff members are engaged in community service. 	<ul style="list-style-type: none"> ● Kindergarten in the Lewiston Homecoming Parade ● Concerts for the public (Jennie Williamson) flier and Facebook page ● Teacher profiles 	3	3
2B:04 The school has an active Parent-Teacher Organization and/or other parent support groups.	<ul style="list-style-type: none"> ● The school sponsors educational opportunities for parents and provides a wide variety of parenting resources. ● Support groups (i.e., Parent Teacher League, Booster Club, prayer support groups) contribute to the overall good of the school and congregation to support and maintain the school's mission and goals. 	<ul style="list-style-type: none"> ● Interviews ● PTO committee list ● PTO minutes and reports ● Family fun night flier 	3	3
2B:05 The school is known, respected and maintains a positive perception in its community.	<ul style="list-style-type: none"> ● The school is known and respected in its community. ● The school regularly and frequently shares information with its constituents. 	<ul style="list-style-type: none"> ● Hope Lutheran uses Immanuel's facilities ● Other community groups make use of the facilities ● Interviews 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> ● Good relationships exist with the local public schools. ● School facilities are available, when practical, for use by appropriate community groups and activities. 	<ul style="list-style-type: none"> ● Church newsletters 		
<p>2C:02 The school's Christ-centered ethos is visible and evident to visitors.</p>	<ul style="list-style-type: none"> ● Students demonstrate love for others in response to Christ's love for them. ● Teachers' care for student needs is prominently enacted throughout the school. ● Students worship together daily, either in each classroom or in a school-wide appropriate worship experience with other students. ● Classroom environment, hallway decorations and posted classroom projects demonstrate respect for teachers and peers. ● Student behavior is appropriate to encourage growth and to maintain the school's chosen teaching/learning environment. 	<ul style="list-style-type: none"> ● Classrooms and hallways show evidence of a Christ centered focus. ● Luther's Rose is displayed on the flagpole. ● The entire student body and teaching staff begin the day together in devotion and prayer. ● It is evident that there is a high level of respect for students, teachers, and the pastor 	3	4
<p>2C:03 Teachers and staff members recognize, value and respect the needs of students.</p>	<ul style="list-style-type: none"> ● Teachers demonstrate love for all students in Christ. ● Teachers attend to the individual needs of students. ● Teachers integrate faith principles throughout the day and pray with their students. ● Students are challenged to do their best. ● Students' spiritual needs are given appropriate support by church and school. ● Law and Gospel are properly divided when discipline is administered. 	<ul style="list-style-type: none"> ● Observations ● Interviews ● Tutoring schedule ● Morning assembly schedule ● Self study 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> ● Staff demonstrates positive school spirit. ● Through the school's discipline code, students are assisted to grow in self-control out of love for Christ. ● When desirable and practical, students are given the opportunity to participate in making school decisions. 			
2C:04 School personnel model Christ's love in their relationships with parents and guardians.	<ul style="list-style-type: none"> ● School personnel are approachable and receptive to parental questions or concerns. ● Parents are viewed by teachers as school partners in the education process. ● Staff members understand and relate appropriately with school families. ● Parents and guardians are made to feel welcome at the school. ● The school provides opportunities for parents to be involved at the school. ● The legal rights of parents and legal guardians are protected. ● Parents are encouraged to be positive and supportive of the school. 	<ul style="list-style-type: none"> ● Interviews - The visiting team met with several parents ● Observations ● Surveys ● Chapel Family lists ● PTO Committee form ● Family mentoring 	3	3
2C:05 Faculty and administration respect and support one another as individual, fellow members of the body of Christ.	<ul style="list-style-type: none"> ● Faculty and administration gather for devotions regularly. ● Faculty and administration speak positively about their co-workers at the school. ● Faculty and administration demonstrate support of one another in tangible ways. 	<ul style="list-style-type: none"> ● Daily morning devotions and meeting schedule ● Observation ● Interviews ● Secret Santa List 	3	3
Total			30	31
Standard Two Overall Rating (Total ÷ 10, Rounded to the Nearest Tenth)			3.0	3.1

What is the overall Validation Team rating for Standard 2? 3.1

Did the Validation Team change any ratings that were assigned by the school?

YES

NO

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

2C: 02 The school's ethos is readily visible and clearly shows that they are a Lutheran school and place Christ at the forefront.

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

- The culture and teachings of Immanuel Lutheran has produced a significant number of individuals who have become Commissioned Ministers of the Lutheran Church Missouri Synod.
- There is a unique blending of legacy and new families. Legacy families make the time to get to know and relate to families that are new to the school.

Based on your findings, what concerns have you identified?

No concerns were found

Do the concerns you have identified agree with the concerns that were listed in the school's Self-Study process?

No concerns were identified

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

No additional recommendations

Standard 3: Leadership

Leadership of the school is a major factor in the successful development, implementation and evaluation of the school. Leadership is provided by a variety of groups and people. Two primary leadership components are the board or governing authority and the appointed administrator(s), although some schools may function effectively without a school board. In that case, Section 3A: Governance, would not apply.

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

3A:01* The operating organization designates the governing authority and has written policies clearly defining lines of authority, responsibilities and/or limitations of the governing authority.

YES

NO

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

YES

NO

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

YES

NO

3B:01* The administrator demonstrates a personal Christian faith, a commitment to Lutheran education and a dedication to the teaching ministry of the governing authority.

YES

NO

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

Standard 3 Required Evidence*: Board or governing authority handbook or policy manual including policies relating to roles of board, administrator and pastor

YES

NO

Standard 3 Required Evidence*: Administrator’s job description

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>3A:04 The governing authority is organized around written policy and understands and operates within its role and function.</p>	<ul style="list-style-type: none"> ● The governing authority provides for grievance and due process resolution procedures. ● The governing authority meets regularly and has clearly defined policies regarding open attendance at meetings and executive sessions. ● The governing authority has established process policies that set forth the style and rules by which the governing authority will complete its tasks and processes. ● Governance policies are determined at official meetings and recorded in the minutes, including appropriate updates and changes to policy. ● Minutes are recorded for each meeting and circulated to all members. 	<ul style="list-style-type: none"> ● Board Policy Manual ● Example of Board meeting minutes ● Congregational Annual Report and Voter’s Agendas ● Board interview 	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> ● Governing authority policies are collected into a policy manual, separate from the minutes. ● The governing authority makes appropriate reports to the operating organization(s). ● Neither the governing authority nor its individual members involve themselves in the day-to-day operations of the school. 			
3A:05 Governing authority policy supports effective personnel.	<ul style="list-style-type: none"> ● Written policy delineates roles and responsibilities of the board or governing authority. ● Comprehensive job responsibilities and/or limitations are in place for the administrator. ● The governing authority evaluates the head administrator annually based on the job description. ● The governing authority receives reports from the administrator at each meeting. ● The governing authority has written policies or position descriptions clearly delineating relationships between the head administrator and pastor(s). 	<ul style="list-style-type: none"> ● Principal job description ● Board meeting agenda with Principal report ● Church constitution ● Board policy manual ● Interview 	2	2
3A:06 Governing authority members meet prescribed qualifications and are trained regarding roles and responsibilities.	<ul style="list-style-type: none"> ● Written policies define qualifications for board or governing authority members. ● Governing authority members are required to participate in professional development regarding roles and responsibilities of the governing body and its individual members. 	<ul style="list-style-type: none"> ● Church constitution ● Board interview 	3	3
3A:07 The governing authority establishes and employs	<ul style="list-style-type: none"> ● The governing authority has a process in place for evaluating the effectiveness of the school that includes a needs-assessment process 	<ul style="list-style-type: none"> ● Interviews ● Anecdotal 	2	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>systematic planning for school improvement.</p>	<p>integral to school-wide systematic planning.</p> <ul style="list-style-type: none"> • Long-range goals or desired outcomes are developed from the planning process. 	<ul style="list-style-type: none"> • Congregational Planning Meeting minutes 		
<p>3A:08 The governing authority provides strong financial leadership for the school.</p>	<ul style="list-style-type: none"> • The board or governing authority establishes policies that provide for sound budget planning and fiscal operations. • The board or governing authority approves the budget (including annual tuition and fees) for the school or has developed policies to empower individuals with that responsibility. • The board or governing authority accepts, reviews and devises strategies to react to concerns expressed in the annual financial audit. 	<ul style="list-style-type: none"> • Church budget • Church Annual Report • Interviews 	2	2
<p>3B:02 The administrator meets qualifications required for the position.</p>	<ul style="list-style-type: none"> • The principal is a member of The Lutheran Church – Missouri Synod, Rostered or eligible for Roster status. • The administrator holds active membership in the congregation supporting the school and is regular in Church attendance and Bible study. • The administrator holds current, appropriate state certification or is actively working toward obtaining required certification. • The administrator has a master’s degree in education, with no fewer than 12 semester hours in administration or supervision or is actively working toward such a degree. (The administrator of an early childhood center has a bachelor’s degree, with no fewer than 18 semester hours in early 	<ul style="list-style-type: none"> • The administrator is a rostered worker • Staff profiles • Photo of Master’s Degree, diploma 	2	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	childhood education, or is actively working toward accomplishing this requirement.)			
3B:03 The administrator is provided adequate support to complete required tasks.	<ul style="list-style-type: none"> ● Release time is provided for administrative duties for the school’s primary administrator. ● The school administrator is released from teaching duties for at least one-fourth of each day for every 50 students enrolled. (If administrative duties are shared, then release time may be shared.) ● Secretarial assistance is available for school purposes for at least one-fourth of each school day for every 50 students enrolled. ● In a school with more than 200 students, an individual is designated as assistant administrator with associated administrative duties. 	<ul style="list-style-type: none"> ● Self study ● Class schedule ● Staff and Board Interviews 	3	2
3B:04 The administrator is an effective communicator.	<ul style="list-style-type: none"> ● The administrator communicates frequently and regularly with the pastor(s) and teachers individually and collectively. ● The administrator communicates effectively and frequently with families and students of all ages. ● A wide variety of venues both personal (one-to-one) and public are regularly used to facilitate effective communication. ● The administrator regularly spends a significant percentage of time listening, observing and speaking with parents, students and teachers. ● The administrator effectively communicates and works together with local public school officials. 	<ul style="list-style-type: none"> ● Parent handbooks ● Weekly school newsletters ● Board reports ● Church Voter’s meeting reports ● Observation ● Interviews 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> ● 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. 			
3B:05 The administrator is engaged in the process of developing and managing the budget.	<ul style="list-style-type: none"> ● The administrator is involved in developing and managing the budget, including expenditures. ● The administrator has overall responsibility to assure that the budget is managed responsibly, using generally accepted bookkeeping procedures and safeguards. ● The administrator provides leadership in securing funds and resources, which may include individual, private, corporate, and/or governmental sources. ● Funds provided by auxiliary organizations are allocated per governing board policy, in consultation with the school administrator and regularly audited. 	<ul style="list-style-type: none"> ● September Board minutes ● Interviews ● Church budget 	2	2
3B:06 The administrator is committed to personal development and the development of staff members.	<ul style="list-style-type: none"> ● The administrator provides spiritual leadership for the school community and in the congregation(s) through word and example. ● The administrator is a member of professional organizations. ● The administrator provides leadership in curriculum development, staff development, congregational service, public relations, student evaluation and other school-related activities. ● Levels of responsibility and accountability are clearly defined. The administrator provides leadership for implementation of 	<ul style="list-style-type: none"> ● Observation ● Self study ● Interviews ● Devotion schedule 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>current educational technology, including necessary staff development and training.</p> <ul style="list-style-type: none"> The administrator engages in an ongoing program of professional staff supervision. 			
Total			25	24
Standard Three Overall Rating (Total ÷ 10, Rounded to the Nearest Tenth)			2.5	2.4

What is the overall Validation Team rating for Standard 3? 2.4

Did the Validation Team change any ratings that were assigned by the school?

YES

NO

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

3B: 03 The Board of Christian Education needs to evaluate the positions of Administrator and Administrative Assistant. It appears that there is not sufficient time and appropriate compensation set aside for these positions. Roles need to be clearly defined and time needs to be dedicated to effectively run and manage the day to day operation of the school.

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

- The administrative team of Emily and Kevin provide Immanuel with strong leadership.
- The Board is committed to future growth and improvement of the school.
- Pastor Mueller's presence and engagement with the school community.

Based on your findings, what concerns have you identified?

- Current licensure of the administrator needs to be addressed.
- 3B: 03 The Board of Christian Education needs to evaluate the positions of Administrator and Administrative Assistant. It is hard enough to have a teaching principal and a teaching administrative assistant when both positions have needs throughout the day. Additionally, lines of responsibility become further blurred when the administrative assistant is the former principal and has a vested interest in the school because she grew up in the congregation and has children attending the school. It appears that there is not sufficient time and appropriate compensation set aside that recognizes the actual levels of responsibility placed on these two leaders gifted to the congregation. Roles need to be defined and time dedicated to effectively run and manage the day to day operation of the school.

Do the concerns you have identified agree with the concerns that were listed in the school's Self-Study process?

Yes

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

We recommend the Board of Christian Education, with input from the administration, work to develop budgetary practices that will consider and evaluate the present and anticipated growth of the school.

Standard 4: Professional Personnel

Maintaining a qualified and competent staff is an essential quality related to an accredited Lutheran school. The performance of the instructional, administrative and auxiliary personnel, functioning as a unit, should reflect the stated philosophy and objectives of the school.

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

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

YES

NO

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

Standard 4 Required Evidence*: School's staff development plan

YES

NO

Standard 4 Required Evidence*: Nondiscriminatory salary and benefit scale

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
4:02 Christ-centered teachers have qualities and qualifications necessary for success in their defined areas of service.	<ul style="list-style-type: none"> All teachers demonstrate a personal relationship with Jesus Christ and a dedication to teaching in the Lutheran school. Full-time faculty members are on the Roster of the LCMS, eligible to be on 	<ul style="list-style-type: none"> Background checks First Aid/CPR training certificates Teacher profiles 	2	2

	<p>the Roster of the LCMS or are actively enrolled in the colloquy program.</p> <ul style="list-style-type: none"> • Teachers have been prepared and vetted following prescribed federal and state mandates for background checks and training. • Full-time professional staff members have appropriate teaching certificate(s) from the state and meet requirements for their specific assignments. 	<ul style="list-style-type: none"> • Teacher licenses • Job descriptions 		
<p>4:03 Teachers are informed of, and subsequently evaluated and supported in the continuing pursuit of professional growth and development.</p>	<ul style="list-style-type: none"> • Programs for teacher supervision/evaluation/growth have been adopted and are implemented by the administrator. • Teachers engage in professional development, including spiritual development and are accountable for implementation that supports student learning. • Teachers attend workshops, conferences, seminars and training appropriate to their position and discipline. • LCMS Rostered teachers are provided opportunities to attend LCMS events. • Teachers hold membership in professional organizations. • The school provides opportunity, training and support so that teachers may effectively and appropriately engage technology in classroom instruction. 	<ul style="list-style-type: none"> • LEA memberships • Minnesota South District Teachers' Conference • Teacher profiles • Staff Development Plan • Surveys • Teacher Interviews 	3	3
<p>4:04 Teachers and support staff are empowered and equipped to effectively accomplish their assigned task.</p>	<ul style="list-style-type: none"> • New teachers receive thorough orientation and are supported with experienced, assigned teaching mentors. • Teachers demonstrate and continuously improve knowledge and skills necessary for effective instruction and modeling of Christ-centered values. 	<ul style="list-style-type: none"> • Teacher handbook • Job descriptions • Salary guidelines • New employee orientation 	2	2

	<ul style="list-style-type: none"> • Policies related to teachers and support staff are established and practiced. • The average student-professional personnel ratio is appropriate for the age and level of the students and ensures optimal student growth. • The number of staff members is adequate to provide effective instruction and supervision for students at all school activities. • The nondiscriminatory salary and benefit scale is adopted and implemented for all personnel. 			
4:05 Employees and volunteers serving in support roles have the qualifications and training necessary for success in their defined area of service.	<ul style="list-style-type: none"> • Support staff (e.g., teacher assistants, student teachers, nurse) meets state requirements for their specific assignments. • Appropriate policies related to support staff are established and practiced. • Adequate training for support staff is provided. • Appropriate policies and training for volunteers are in place. • Staff members understand and relate appropriately with students and their families. 	<ul style="list-style-type: none"> • Volunteer handbook • Job descriptions • Self Study 	2	3
Total			9	10
Standard Four Overall Rating (Total ÷ 4, Rounded to the Nearest Tenth)			2.25	2.5

What is the overall Validation Team rating for Standard 4? 2.5

Did the Validation Team change any ratings that were assigned by the school?

YES

NO

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

4:05 Based on the evidence reviewed the visiting team determined that adequate practice and policy were in place for Support Staff and volunteers.

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

- The teaching staff shows a high level of dedication to the teaching and ministry of Immanuel.
- The teachers demonstrate joy when they are with and teaching the students.

Based on your findings, what concerns have you identified?

- Staffing shortages and increased enrollment have led to teachers not having release time.
- The staff needs to be encouraged to evaluate the balance between their work and personal lives.

Do the concerns you have identified agree with the concerns that were listed in the school's Self-Study process?

Yes, staffing shortages, increased enrollment, and anticipation of continued growth have led to teachers not having release time.

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

It is necessary that Immanuel find ways to provide teachers with daily release time in order to give them opportunities to prepare for classes and avoid teacher burnout.

Standard 5: Teaching and Learning

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

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

5:01* The teaching of the Christian faith is recognized as the major purpose of the school, is allotted appropriate time in the daily schedule and is integrated intentionally throughout the curriculum and instruction.

YES

NO

5:02* The written curriculum is developed and is implemented for religion, mathematics, science, reading, language arts, social studies, art, music, physical education and any other subject taught by the school. (Early childhood centers need not segment learning outcomes into specific subject areas.)

YES

NO

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

Standard 5 Required Evidence*: Written curriculum is developed for every grade level for religion, mathematics, science, reading, language arts, social studies, art, music, physical education and any other subject taught. (Early childhood centers need not segment learner outcomes into specific subject areas.)

YES

NO

Standard 5 Required Evidence*: A current schedule is prepared for each classroom, indicating clearly when subjects (activities) are taught and during what periods.

YES

NO

Standard 5 Required Evidence*: A chart is prepared illustrating the percentage of each school week allocated to each subject (activity), at each level, including a comparison with state guidelines.

YES

NO

Standard 5 Required Evidence*: Analysis of the results of standardized tests administered for each grade level for the past three years, including a description of how this information is used to evaluate and improve student learning, is provided.

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
5:03 The school community builds and maintains a vision, direction and focus for student learning.	<ul style="list-style-type: none"> ● The school prepares students for the next level of education and life. ● The school aligns its goals, curriculum and measures to those of the next level so that students transition successfully. ● The school quantifies, tracks and publicly celebrates student success. ● School leaders monitor and support the improvement of instructional practices used by teachers to ensure student success. 	<ul style="list-style-type: none"> ● AR Goal Charts ● NWEA test scores ● End of the year awards list 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>5:04 The school's Christ-centered, written curriculum provides challenging learning experiences and ensures that students have sufficient opportunities to develop life skills, critical thinking skills and applied learning.</p>	<ul style="list-style-type: none"> ● The curriculum is aligned with delineated standards. ● The curriculum is documented, assessed, monitored and challenges all students. ● The curriculum reflects research, best practices and high standards in education and it is designed to ensure that every student receives Christ-centered, rigorous and sequential academic preparation. ● The curriculum is aligned with LCMS teachings. ● The curriculum ensures that students can pursue their God-given talents and passions. ● The curriculum is used as an opportunity to proclaim the Gospel. 	<ul style="list-style-type: none"> ● Written curriculum ● CPH materials used for Religion ● Pastor teaches confirmation ● Interviews 	2	2
<p>5:05 Teachers use a wide variety of instructional strategies that engage students and ensure mastery of learning expectations.</p>	<ul style="list-style-type: none"> ● Teachers implement classroom instructional strategies that provide students with the knowledge, creativity, skills and understanding to become problem solvers, decision makers and socially responsible global citizens. ● Classroom instruction involves a variety of strategies and settings that address diverse student needs and accommodate individual learning styles as fully as possible. ● Evidence of active student engagement exists in every classroom. ● Service learning is a component of the school's required program. 	<ul style="list-style-type: none"> ● Photos of Flexible seating ● Self study ● Observation ● Use of technology 	3	3
<p>5:06 Teachers intentionally communicate and collaborate to improve instruction and student learning.</p>	<ul style="list-style-type: none"> ● Teachers regularly participate in staff development activities designed to provide professional growth, improve instruction and enhance student learning. 	<ul style="list-style-type: none"> ● Self study ● Professional Development Plan ● Interviews 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> ● Teachers pursue opportunities to interact with colleagues seeking ways to improve. ● Teachers work together to share responsibility for student learning. ● Teachers regularly share content, resources, instructional techniques and management skills. ● School leaders empower teachers with time and resources that facilitate opportunities for communication and collaboration. 			
5:07 Technology enhances and enriches the students' learning environment.	<ul style="list-style-type: none"> ● Faculty members are users, instructors and participants in the process of engaging technology with the learning process in schools. ● Faculty members acquire the necessary technology skills to use personally and integrate and guide student learning. ● Clear and intentional planning and protocols for technology are in place. ● Technology is integral to curriculum, instruction, assessment and a tool for teachers to personalize, enhance and improve instruction. ● Student technology skills are sharpened and advanced through the integration of technology into the learning process. 	<ul style="list-style-type: none"> ● Self study ● Observation ● Teacher in Tec21 classes 	3	3
5:08 Curriculum, instruction and assessment are regularly monitored and adjusted systematically in response to multiple assessments of student learning and examination of professional practice.	<ul style="list-style-type: none"> ● The school monitors, reviews, evaluates and modifies its curriculum based on the use of school-wide student data that is generated by multiple tools and surveys. ● Multiple forms of student assessment drive instructional strategies. ● Student learning is monitored, tracked, recorded and reported regularly and continuously during the time the student is enrolled at the school. 	<ul style="list-style-type: none"> ● Self study ● Interviews ● MAP scores 	3	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> A comprehensive program that examines student achievement with frequent progress monitoring is used to individualize instruction for student success. 			
Total			17	16
Standard Five Overall Rating (Total ÷ 6, Rounded to the Nearest Tenth)			2.8	2.7

What is the overall Validation Team rating for Standard 5? <INSERT NUMERICAL VALUE HERE>

Did the Validation Team change any ratings that were assigned by the school?

YES

NO

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

5:08 Enough evidence was not found that supported individualized learning for students or multiple forms of assessment. Framework for curriculum needs to be aligned to determine growth across the grade levels. Student tracking between classrooms needs to be developed and implemented.

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

- The technology tools provided are being utilized to enhance student learning.

Based on your findings, what concerns have you identified?

5:08 Enough evidence was not found that supported individualized learning for students or multiple forms of assessment. Framework for curriculum needs to be aligned to determine growth across the grade levels. Student tracking between classrooms needs to be developed and implemented.

Do the concerns you have identified agree with the concerns that were listed in the school's Self-Study process?

Yes, we agree that the curriculum needs to be aligned across the grade levels.

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

Consider providing annual funding for all teachers to attend the TEC21 programming provided by the Minnesota South District.

Standard 6: Student Services

Lutheran schools provide student services that support and enrich the educational experience of each student. Some of these services in this section are required by state or federal mandate. The school may choose to provide others to promote the training of the whole child. It is important that these programs are run efficiently and enhance the overall image of the school in its community.

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

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

YES

NO

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

Standard 6 Required Evidence*: Enrollment / admission policy

YES

NO

Standard 6 Required Evidence*: Crisis emergency plan

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>6:02 Admission policies, guidance services, behavior-management programs and ancillary services provide a protective framework of necessary support for students to successfully complete the school program.</p>	<ul style="list-style-type: none"> ● Student applicants are admitted per established written admission criteria. ● Permanent cumulative records for each student are maintained, stored and shared in compliance with state and federal law. ● The school administers and practices written procedures for addressing students’ emotional, social and psychological needs. ● Procedures are established for evaluating students for promotion and/or graduation. 	<ul style="list-style-type: none"> ● Enrollment policy ● Cumulative records ● Counseling services ● MAP testing data ● Handbooks ● Policy manuals 	3	3
<p>6:03 Extracurricular activities provide opportunities for students to further enhance God-given talents and abilities.</p>	<ul style="list-style-type: none"> ● The school provides a variety of extracurricular activities that meet the needs and interests of the students and reflect the purpose of the school. ● Extracurricular activities are carefully supervised by trained personnel. ● Those who supervise extracurricular activities accept the purpose of the school. ● Background checks are completed and on file for those who supervise extracurricular activities. 	<ul style="list-style-type: none"> ● Background checks ● Volunteer handbooks ● Handbooks ● Statement of Beliefs 	3	3
<p>6:04 The school enacts a wide variety of policies and procedures that ensure the safety of each student and allow the school to comply with national, state and local mandates.</p>	<ul style="list-style-type: none"> ● Immunization documentation, health tests and screenings conducted at the school conform with local and state laws. ● First-aid supplies are available and readily accessible to authorized personnel. ● Requirements for safety are conducted and recorded (i.e., fire, tornado, intruder and other drills). ● Plans are developed and implemented for blood-borne pathogens, asbestos, 	<ul style="list-style-type: none"> ● Safety Drill records ● Evacuation maps posted in classrooms ● First Aid/CPR training ● AED machines ● Outdoor cameras ● Training documentation 	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<p>CPR, first-aid training and the distribution of medication.</p> <ul style="list-style-type: none"> ● Background checks are conducted for all who have contact with students on a regular basis. ● Training for the recognition of child abuse and the protection of children is required for all who have contact with students on a regular basis. ● The school ensures the safety and security of its students when online. 			
<p>6:05 School food services meet or exceed national and state guidelines.</p>	<ul style="list-style-type: none"> ● Care is taken to ensure cleanliness where meals or snacks are consumed. ● Where food service is provided, adequate and qualified personnel are available to plan and serve a variety of well-balanced, wholesome meals in full accordance with federal guidelines. 	<ul style="list-style-type: none"> ● Health Inspection report ● Team appreciated the meal ● Observation 	3	3
Total			12	12
Standard Six Overall Rating (Total ÷ 4, Rounded to the Nearest Tenth)			3.0	3.0

What is the overall Validation Team rating for Standard 6? 3.0

Did the Validation Team change any ratings that were assigned by the school?

YES

NO

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

All responses were justified.

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

- Immanuel provides an onsite counselor that comes in on a weekly basis for the students.
- The athletic program provides students with quality experiences that promote sportsmanship while attaining a high level of skill development.

Based on your findings, what concerns have you identified?

No concerns were identified.

Do the concerns you have identified agree with the concerns that were listed in the school's Self-Study process?

No additional concerns were identified.

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

No additional recommendations

Standard 7: Facilities

The Lutheran school's physical facilities include the buildings, land, equipment, maintenance of the property and provisions for health, safety and sanitation. The school is both a place and instrument for learning. As a place for learning, the facilities help children grow spiritually, physically, mentally, socially and emotionally. As an instrument used in the learning process, the facilities demonstrate principles of beauty, harmony, order and utility. Its furnishings and décor are reflective of the Christian mission and purpose of the school.

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

7:01* Facilities are well-maintained and free from hazards, providing a safe and productive learning environment.

YES

NO

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

YES

NO

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

Standard 7 Required Evidence*: School floor plan

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
<p>7:03 Buildings, grounds and equipment are well maintained, clean and appropriate for the age and number of students.</p>	<ul style="list-style-type: none"> ● The size and design of the buildings and teaching/ learning areas are appropriate for the school’s programs and achievement of learner outcomes (objectives), meet state and local code requirements and provide for special needs. ● All teaching/ learning areas are properly ventilated, lighted and have adequate space for the number and size of the students. ● The buildings are cleaned daily and the restrooms are sanitary. ● School furniture is sufficient in quantity and age appropriate. ● The school administrator(s) participates in the supervision of those who maintain the physical facilities. ● Adequate provisions exist for offices, area for students needing care, recreation, library/media center and space for small-group instruction. ● The school facility supports and provides for the integration of technology and learning. 	<ul style="list-style-type: none"> ● Observations ● Self study ● Cleaning schedule ● Interview 	3	3
<p>7:04 Physical facilities provide specific (crosses, signs, etc.) and non-specific (attractive, adequate, etc.) Christian witness to the community.</p>	<ul style="list-style-type: none"> ● The Christian flag flies alongside the American flag at the same entrance. ● Christian banners, pictures and posters are displayed in the hallway, entryway, gymnasium and classrooms. ● A cross is hung in a prominent place. ● An outdoor sign is continually updated with various messages of witness to the community. 	<ul style="list-style-type: none"> ● Self study ● Observation ● Luther’s Rose is flown outside of the school 	3	3
<p>7:05 The building and grounds provide a safe school environment.</p>	<p>Policies and procedures are in place to maintain a safe school environment.</p>	<ul style="list-style-type: none"> ● Self study ● Observation 	2	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> • The playground and athletic field have fences or other restraints to prevent students from entering streets or adjoining property and to prevent vehicular traffic during school hours. • The school limits access to the facility, has locked entrances and is secure during normal school hours. • Crossing guards, lanes and school speed zones are provided where needed. • A safe, carefully supervised procedure for loading and unloading students in cars, buses and other vehicles is in effect. 			
Total			8	9
Standard Seven Overall Rating (Total ÷ 3, Rounded to the Nearest Tenth)			2.7	3.0

What is the overall Validation Team rating for Standard 7? 3.0

Did the Validation Team change any ratings that were assigned by the school?

YES

NO

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

7:05 The playground is situated behind the building and away from parking areas and the road. The area is contained by the buildings and trees.

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

- The school facility is clean and well maintained.
- A full time janitor is on site.

Based on your findings, what concerns have you identified?

None were identified

Do the concerns you have identified agree with the concerns that were listed in the school's Self-Study process?

No concerns were identified.

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

- The Accreditation team encourages Immanuel to find a space within the church and school building for the church's secretary and Pastor's offices.

Review of the School Action Plan

As a school conducts its Self-Study process, it identifies areas needing improvement. These items are usually rated as **2 (Emerging)** showing that the condition is recognized as important by the school but is inconsistently or irregularly applied. It is not supported with sufficient practices, evidence or documentation and there is room for improvement in this area. A rating of **1 (Not Evident)** means there is observable conflict or deficiency with the condition at the school or that the school does not enact this condition.

Items that have been identified as **2 (Emerging)** or **1 (Not Evident)** require planned improvement actions. Over the course of the school's accreditation cycle, the items must be targeted (with a completion date), assigned, evaluated and completed. The School Action Plan is the organization's roadmap, guiding the improvement process during the school's accreditation cycle.

Certain items will be rated as **3 (Operational)**, and while the condition is in place and functionally supported and practiced, it may not always be fully enacted or easily evidenced in every aspect of the school program. The school functions acceptably in this area and the school is not required to develop ways to improve in this area.

In a narrative, please address the following aspects of the school action plan:

- What is the Validation Team's evaluation of the realistic attainability of the plan as a whole?
- Were any items not addressed in the School Action Plan that were identified by the school in its Self-Study Report?
- Does the team wish to target additional action items not identified by the school in its Self-Study Report?

The Action Plan provided is manageable and achievable to complete in the given five year time frame for accreditation.

The Accreditation Team identified the following areas of additional concerns:

- Current licensure of the administrator needs to be addressed.
- 3B: 03 The Board of Education needs to evaluate the positions of Administrator and Administrative Assistant. It appears that there is not sufficient time and appropriate compensation set aside for these positions. Roles need to be clearly defined and administrator time needs to be dedicated to effectively run and manage the day to day operation of the school.
- We recommend the Board of Christian Education, with input from the Administration, work to develop budgetary practices that will consider and evaluate the present and anticipated growth.
- Staffing shortages, increased enrollment have led to teachers not having release time.
- The staff needs to be encouraged to evaluate the balance between their work and personal lives.
- 5:08 Enough evidence was not found that supported individualized learning for students or multiple forms of assessment. Framework for curriculum needs to be aligned to determine growth across the grade levels. Student tracking between classrooms needs to be developed and implemented.
- Consider providing annual funding for all teachers to attend the TEC21 programming provided by the Minnesota South District.

The Validation team has identified the following item as an additional action item. The strategic planning process that has been started needs to continue and an active plan needs to be established. Consider using the resources that are provided by the District and Synod to assist you in this process.

