

National Lutheran School Accreditation
Evidence-Based Self-Study Report
for Lutheran Schools
Revised September 2022



PART 1

The Self-Study Process

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Please note that Part 1 of the Self-Study is NOT submitted to the Validation Team members, District Accreditation Commission, National Accreditation Commission, or the LCMS School Ministry Office.

Part 2 of the Self-Study is the “working document” and IS required to be submitted to the Validation Team members and the District Accreditation Commission.

HISTORY

National Lutheran School Accreditation (NLSA) grew out of a strong desire on the part of The Lutheran Church—Missouri Synod’s School Ministry to help Lutheran schools accomplish their stated mission and improve the quality of schools. Under the direction of Dr. Carl Moser, Standards for Lutheran schools were developed and a national system of accreditation for LCMS schools was established. NLSA became a process designed to help Lutheran schools improve based on compliance with national Standards and according to their own unique mission. In 1986, the accreditation process was proposed for adoption by the Synod’s Board for Parish Services, which responded to the project by authorizing and approving National Lutheran School Accreditation.

In August 1999, the National Accreditation Commission approved a new method of accreditation for schools entering their second and third phases of NLSA accreditation. The Ongoing Improvement Process required continued compliance with Standards and emphasized the school’s future through the development of a detailed School Improvement Plan (SIP). The SIP was established as a result of an extensive needs-assessment process which informed the goals and charted a course for intentional improvement for schools.

In 2003, NLSA took steps to better serve early childhood centers with accreditation. Working in cooperation with the LCMS Pacific Southwest District’s Early Childhood Commission, NLSA produced a relevant and challenging accreditation process designed specifically for early childhood programs. The new process included Standards for centers and schools serving young children from birth through second grade.

In 2011, NLSA underwent a significant rewriting and editing of the Standards and Self-Study process, leading to the development of the Evidence Based Accreditation (EBA) process. The eleven Standards were consolidated into seven. These revised Standards are reflective of state requirements related to teaching and learning and reflect technology integration in the learning environment. Each Standard area is composed of Required and General Indicators of Success. Schools prepare a thorough Self-Study and assign ratings to the indicators that reflect the practices occurring in their schools. These changes in the process challenge Lutheran schools to better meet the needs of the children they serve.

NLSA is a program of continuous improvement. Since 1986, the Standards and Self-Study processes have been reviewed on a regular basis. The adopted changes assure that NLSA continues to serve schools effectively by helping them improve.

MISSION, PURPOSE, VISION and VALUES

Mission

NLSA encourages and recognizes schools that provide quality, Christian education and engage in continuous improvement.

Purpose

- Help all Lutheran schools improve.
- Help all Lutheran schools evaluate themselves based on their unique purposes.
- Assure a level of quality for accredited Lutheran schools based on national standards.
- Give appropriate recognition to those schools that complete the process successfully.

Vision

The Great Commission of our Lord Jesus Christ, “Go and make disciples,” includes ministering to children. He also encourages, “Let the children come to Me.” Lutheran schools serve children and families by providing God-pleasing, quality learning experiences, adult-child relationships and nurturing environments.

National Lutheran School Accreditation (NLSA) provides a service that empowers schools to develop and improve high-quality, Christ-centered education through a voluntary process.

Values

- Lutheran Culture
- Educational Excellence
- Continuing Improvement
- Innovation

INTRODUCTION

Accreditation through NLSA is a whole-school evaluation and improvement process. All programs and levels of a school can be evaluated using the NLSA process. However, in some cases, schools of multiple levels may be better served by simultaneously using two or more separate NLSA processes. When this is deemed necessary by the school and approved by the District Accreditation Commission, schools may submit separate applications for different processes and complete them at the same time. Application forms are submitted together to the appropriate District office with a letter of explanation as to the combined nature of the application. Only one application fee is required when a single school chooses to use more than one process simultaneously.

The Standards are the foundation of NLSA and are based on three assumptions:

1. Lutheran school educators believe that a high-quality educational program is required of schools for them to be good stewards of the blessings given by Almighty God.
2. Lutheran school administrators willingly cooperate with governmental agencies unless such cooperation inhibits the free sharing of the Gospel.
3. Those who own and operate Lutheran schools strive to meet and, where possible, exceed all local, state, regional and federal guidelines for public schools.

The seven Accreditation Standards for Lutheran Schools are:

- I. **Purpose** — The school is purpose-driven.
- II. **Relationships** — The school demonstrates its Christian mission through relationships.
 - a. School and Congregation
 - b. School and Community
 - c. School Climate
- III. **Leadership** — The school is governed and administered following written policy.
 - a. Governance
 - b. Administration
- IV. **Professional Personnel** — A qualified and competent staff serves the school.
- V. **Teaching and Learning** — The school's Christ-centered curriculum, instructional design and assessment practices ensure teacher effectiveness and engaged student learning.
- VI. **Student Services** — The school plans for and provides resources and activities that extend beyond standard classroom instruction.

- VII. **Facilities** — Buildings, grounds and equipment provide a safe and healthy environment that serves to enhance student learning.

THE SELF-STUDY PROCESS

Faculty Involvement

Since faculty members have a unique perspective and a deep understanding of the school, they must be significantly involved with all aspects of the Self-Study process. They should be involved in the decision to become accredited, fully informed of the process and its requirements, intensely invested and involved throughout the Self-Study process and aware and supportive of the general finding of the Self-Study Report.

Self-Study Steering Committee

After the decision is made to seek National Lutheran School Accreditation, five to eight people, representing various members of the school community, are appointed as a Steering Committee. The Steering Committee's primary task is to plan, guide and coordinate all things related to the Self-Study process. Its responsibilities include appointing necessary subcommittees, preparing the Self-Study report, reviewing the report of the Validation Team Visit members and making final recommendations for continued improvement. It is suggested that Steering Committee and subcommittee membership include parents, teachers, school administrator, pastor, other church staff members and governing authority members. (See the Administrator's Manual for additional information.)

The Self-Study Report Process

The Self-Study process begins by securing the Required Evidence and evaluating the school's compliance with the Required Indicators of Success. These are the items that must be present for the school to be accredited in good standing. If "No" is marked for any Required Indicator of Success, it is necessary to develop the required items or correct the deficiency before moving forward with the process.

The next step is a careful analysis of the school's status using the General Indicators of Success. The General Indicators of Success are specifically designed for each Standard and are written for the purpose of clarifying and explaining, but also to stimulate thought, reflection and self-evaluation by the subcommittees.

The more significant the practices and their impact related to the accomplishment of the indicator, the higher the rating. After gathering evidence and citing practices and their results, the subcommittee arrives at a consensus about the correct benchmark rating for each General Indicator of Success.

A definition for the "operational" rating (3) has been assigned to each General Indicator of Success. The task of the subcommittee is to assemble the evidence and practices to lead the group to an overall rating

that agrees with the actual condition that exists in the school. To be compliant with the Standard, there is an expectation that a school will average “operational” (3) for all General Indicators of Success assigned to each Standard. General Indicators of Success ranked as “emerging” (2) or “not evident” (1) must be addressed in a well-developed school improvement plan designed to be implemented over the course of a school’s assigned accreditation cycle.

The expectation for an “operational” rating is clearly defined for each General Indicator of Success. When a school exceeds the stated expectations, and its practices and evidence are powerful and replicable, the school may rate the General Indicator of Success as “highly functional” (4). A “4” rating indicates that a school performs exceptionally well and exceeds expectations in this area.

If a school does not meet the “operational” definition in one or more areas, an “emerging” rating (2) or “not evident” rating (1) is appropriate. “Emerging” ratings and “not evident” ratings are items that require action and must be targeted in the School Action Plan.

Following the subcommittee’s careful analysis, the school is ready to complete the Summary and Response Actions. This area allows each subcommittee to review its findings and to identify the school’s strengths and areas that must be improved. Any areas needing improvement are to be recognized with specific actions and assignments with target dates to meet the identified deficiencies. The Steering Committee reviews the school’s suggestions related to each assigned Standard and the sections are included in the School Action Plan.

The required comprehensive nature of the Self-Study Report is designed to stimulate thought and to assist in a thorough Self-Study and self-improvement process. It is also designed to provide enough evidence to the Validation Team Visit members and NLSA officials to determine whether the school is worthy of accreditation through NLSA.

The Self-Study Report

The Self-Study Report Form is to be used as a tool for self-evaluation and overall school improvement. Each of the seven Standards are to be addressed and considered independently, but with an emphasis that all Standards are guided and directed by the school’s purpose, and in that way, the school’s purpose is integrated throughout each one. For each Standard, the report consists of the following items:

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list included in the Standard area provides suggestions, but is not all-inclusive. Schools are to review the list of potential evidence and determine those present at the school. Additional evidence not listed in the potential listing area may also be presented. Ratings are based on the actual condition related to the evidence and practices in place at the school. Evidence, or the lack thereof, will assist the subcommittee in reaching an agreement on a rating. Potential evidence

does not need to be included with the Self-Study, but is to be available for Validation Team Visit members to review.

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

Respond to the Following Questions

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe the ways it meets the needs of its students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success.

Required Indicators of Success

Required indicators of Success must be answered YES and supported by evidence and comments for the school to be accredited in good standing.

General Indicators of Success

General Indicators of Success help the school quantify its compliance with the required Standard. The quantification of the school's compliance for each General Indicator of Success is based on the evidence and the practices that support the rating. Each General Indicator of Success is to be rated by a subcommittee, using the benchmark and assigned point value. A subcommittee arrives at a rating after careful consideration and discussion. Written comments provide an explanation for the rating given to each indicator and a written response is required for every indicator in the "Comments" section.

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.

Summary and Response Actions

Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General indicators of Success. The summary and response actions are provided related to the school's strengths and for items needing improvement. With any General Indicator of Success ratings of 1 or 2, the school must develop specific plans to improve. The plans include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as 3.

REQUIREMENTS OF THE SELF-STUDY PROCESS

Indicators and Evidence

Standard	Required Evidence	Required Indicators	General Indicators
1	1	2	4
2A	0	1	2
2B	1	1	4
2C	1	1	4
3A	1	3	5
3B	1	1	5
4	2	1	4
5	4	2	6
6	2	1	4
7	1	2	3
TOTAL	14	15	41

Required Evidence or Documentation

Standard	Required Evidence or Documentation
1	<ul style="list-style-type: none"> The written purpose/philosophy/mission statement
2A	<i>No evidence or documentation required</i>
2B	<ul style="list-style-type: none"> Nondiscrimination policy
2C	<ul style="list-style-type: none"> School discipline code
3A	<ul style="list-style-type: none"> Governing board handbook or policy manual, including policies relating to roles of board, administrator and pastor
3B	<ul style="list-style-type: none"> The administrator's job description
4	<ul style="list-style-type: none"> Staff development plan Non-discriminatory salary and benefit scale or policy
5	<ul style="list-style-type: none"> Written curriculum 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) A current schedule for each classroom, indicating clearly which subjects (activities) are taught at which times A chart illustrating the percentage of each school week allocated to each subject (activity) at each level, including a comparison with state guidelines An analysis of the results of standardized tests administered for each grade level for the past three years, including a description on how this information is used to evaluate and improve student learning
6	<ul style="list-style-type: none"> Enrollment/admission policy

	<ul style="list-style-type: none">• Crisis emergency plan
7	<ul style="list-style-type: none">• School floor plan

Required Indicators of Success

Standard	Required Indicators of Success
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.
1:02	School leadership and staff members understand and accept the purpose of the school.
2A:01	The school is operated by one or more congregations of The Lutheran Church—Missouri Synod (LCMS) or maintains an active Registered Service Organization (RSO) status with the Synod.
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.
2C:01	The climate of the school flows from and supports the school's purpose.
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.
3A:02	The operating organization has written policies clearly defining governing authority membership.
3A:03	The governing authority establishes written policies or administrative limitations that empower the administration in operating the school.
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.
4:01	All school personnel express and demonstrate agreement with the stated school purpose.
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.
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.)
6:01	Services offered by the school meet or exceed federal, state and local requirements.
7:01	Facilities are well maintained and free from hazards, providing a safe and productive learning environment.
7:02	Facilities conform fully to all applicable laws, including health, safety and building codes.

IDENTIFICATION OF POWERFUL PRACTICES

Practices associated with General Indicators of Success that are rated as “highly functional” (4) by the school have the potential for identification as a *Powerful Practice* when the practice is transformational and replicable.

NLSA seeks to identify and share unique practices that set a school apart and make it a highly respected educational institution in its community. *Powerful Practices* are carefully researched, collaboratively established and dynamically affect student learning and/or ministry opportunities in a Lutheran school. These are the practices that have the potential for replication in other Lutheran schools.

A school’s *Powerful Practice* is much more than an expectation that quantifies Standard compliance. It innovates and exceeds accreditation expectations. It is a calculated risk that results in significant reward for students. Therefore, it is a desirable condition that has ramifications for schools throughout the LCMS.

CONSTRUCTING THE SCHOOL ACTION PLAN

The final element of the school Self-Study process is the construction of the School Action Plan. Accreditation is an ongoing process that does not end with the Validation Team Visit. Evaluation is a stimulating force that leads to school improvement for the benefit of its students and community. Accreditation requires that schools identify strengths and concerns related to every Standard area. The strengths are to be celebrated and the areas of concern are to be considered and addressed strategically. As a result of the findings of the school during its Self-Study process and the recommendations of the Validation Team Visit team, the school establishes and implements a blueprint for ongoing improvement. That blueprint is known as the School Action Plan.

A preliminary School Action Plan is developed as the concluding process of the school’s Self-Study. This plan must address every area of concern (“emerging” [2] and “not evident” [1]), and each concern must be noted and addressed. “Operational” [3] indicators may also be addressed in the preliminary School Action Plan. The preliminary School Action Plan must be attached to the Self-Study document.

After the school receives the Validation Team Report, the school is required to amend its preliminary School Action Plan to include additional concerns that are identified by the Validation Team. Schools are encouraged to use the format included below to develop the School Action Plan. Additionally, this format is the required documentation for the Cumulative Annual Report. The final School Action Plan and the Validation Team Report must be submitted to the District Commission within two weeks of the

Validation Team Visit. A school that links an accreditation process with an intentional School Action Plan and continually uses it to better serve its students is a school on a pathway to success.

Standard & Indicator Number	Self-Study Concerns & Strategies	Target School Year	Responsible Party	Action Taken	School Year Addressed

National Lutheran School Accreditation
Evidence-Based Self-Study Report
for Lutheran Schools

Revised July 2017

PART 2

The Self-Study Document

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GENERAL INFORMATION ABOUT THE SCHOOL

1. School

Name: St. John's Lutheran
Address: 300 E 4th Street
City, State, Zip Code: Chaska Mn 55318
Phone: 952-448-2526
Email: kendra.gilmore@stjohns-chaska.org

2. Congregation(s) *(List all operating congregations. Use a separate sheet, if necessary.)*

Name, Complete Address:
St. John's Lutheran Church
300 E 4th Street
Chaska, Mn 55318

3. School Administrator(s)

Name: Kendra Gilmore
Email: kendra.gilmore@stjohns-chaska.org
Phone: 763-284-3672

4. Pastor(s)

Name: Greg Snow and Matthew Barry
Email: pastor.snow@stjohns-chaska.org / pastor.barry@stjohns-chaska.org
Phone: Snow: 612-600-4555 / Barry: 612-508-0301

5. List All Agencies Currently Accrediting the School

NLSA

6. Attach a list of all Steering Committee and subcommittee members, indicating whether they are teachers, parents, etc.

[Sub Committees](#)

7. Attach a copy of the school's most recent *LCMS Early Childhood Center and School Statistical Report*.

[Statistical Report](#)

Community Information

1. Write a brief history of the school.

St. John's Lutheran School started in 1892 as a two room brick schoolhouse with 2 teachers. Older kids upstairs and younger downstairs. It continued to grow in students and teachers until it spilled over into the church. By 1950 St. John's was ready to build a bigger school that was 10 rooms and held students from Kindergarten through 8th grade. This building held St. John's students with its population going up and down for the next 50 years.

In 2000 another new school was built along with office space and gymnasium. (present day school) This building has been up for 22 years now and hopefully will house St. John's students for the next 50 years.

The one constant in our rich history is that St. John's Lutheran Church has always supported their school. We are very blessed to have a church so dedicated to our school. The population of our school has been as few as 10 and as many as 304 students. As of today we are at 196 K-8 students and 58 Preschool students.

God has blessed St. John's through its history.

2. Describe the community surrounding the school.

St. John's is in the old downtown area of Chaska. It is surrounded by neighborhood houses and the Carver / Scott Cooperative school along with Auburn Manor. The community has some of its celebrations just up the street in the city park. This is advantageous to us as we can easily be part of them and be seen in the community. A good example of this is Chaska River City Days. We can reserve space and be in the park for the 3 day celebration.

3. List other significant information or factors that affect the school, its population and environment.

A lot of the growth of Chaska has happened north and up the hill from the school. This is where we need to reach new people as they move into new neighborhoods. Covid also affected our population. We were open when other schools were not or we had the right contingency policies that people wanted. We gained in enrollment and people started talking in the neighborhoods and we are still going up in enrollment. The 2018 report we had 153 total students. As of this year we have 256 students enrolled.

Another factor was hiring a new school principal, Kendra Gilmore. Her leadership through the pandemic and after has made St. John's a school that people want to attend. The growth of the school and faculty can be directly attributed to her leadership.

School Enrollment Information

1. What is the total current school enrollment?

196 K-8 Students and 58 PreK for a total of 256

2. Review the responses on the *LCMS Early Childhood Center and School Statistical Report* regarding the number of students per grade, the number of special education students, the students' church membership and the students' race. Then, comment on any features of the school's current enrollment that reveal significant or unusual information.

We are seeing the same current trend that many of our students are not members of our church or the LCMS. We notice that most of our students are not members of a church and/or not members of the LCMS, this has brought up some amazing ministry opportunities as well as forced us to think deeply about who we are and exactly what we teach and preach. We have only deepened our commitment to the LCMS beliefs and have worked to make sure that any prospective family is fully aware of our beliefs before they make the commitment to join St. John's.

We have been so blessed at St. John's to continue to find strong, dedicated teachers. In 2 of our most recent hires, we have hired teachers that previously taught at a public school or did not have their Lutheran Teaching Degree. Both of them have gone through the colloquy process and have since been officially called to serve at St. John's as Lutheran Educators! I pray that we can continue to find strong teachers dedicated to the Lord's calling!

3. How many children attend the supporting congregation(s)?

Age	Number of Children
0	4
1	20
2	8
3	13
4	15
5	18
6	15
7	19
8	15
9	15
10	25
11	15

12	17
13	11
14	13
15	14
16	11
17	11
18	19
Total:	278

4. List the projected enrollment for each of the next five years and the basis for these projections.

- 2023-2024 : K-8 - 205
- 2024-2025 : K-8 - 210
- 2025-2026 : K-8 - 210
- 2026-2027 : K-8 - 215
- 2027-2028 : K-8 - 215

For 2023-2024 enrollment, we are projecting 205 students. We currently have a total enrollment of 196 students and 15 of those students are 8th graders. We already know that we will have a full classroom of 24 kindergarten students. Therefore, we anticipate that we will have at least 9 more students in K-8. Taking into consideration the attrition rate and the new students that have already enrolled for next year we anticipate that we will be able to fill students who leave with new students who are interested in St. John’s.

After next year, we prayerfully hope that our Kindergarten will continue to remain full and that we will continue to be able to fill the few remaining spots that we have left. We have been working hard to create a sustainable staffing model that will provide the support that we feel is necessary to support classes that are this size.

5. Comment on the maximum number of children eligible to be enrolled considering space limitations. Discuss any significant or unusual features about this information.

We have capped our class sizes to when we deem a classroom is full, (24 students for lower grades and 25 students 5th-8th) then we will have a waiting list. So with that policy in place we would be able to have a maximum capacity of 220 in grades K-8 plus another 60 in pre-school. For a total of 288 Prek-8th. With this number we do not have space limitations.

Staff Information – Teachers and Administrators

Teachers and Administrators

(Please complete a separate page(s) of information for EACH teacher.)

1. Faculty Member:

2. Academic degrees held:

Degree

Institution

3. Academic credit and continuing education units earned over the last four years:

Course

Institution

Graduate Hours

College Degree(s)

4. Teaching or school administration experience:

School Name

Location

Dates

5. Current participation in congregational activities:

Responsibility

Participation

6. Current membership in professional organizations:

Organization Name

Area of Focus

7. Current teaching license(s) held:

Certificate(s)

Expiration Date

[Staff Information](#)

Staff Information – Support Staff

Support Staff (administrative assistant, bus driver, child care, etc.)

(Please complete one sheet for ALL support staff.)

<i>Name</i>	<i>Function</i>	<i>Hours Per Week</i>	<i>Years at School</i>
Marybeth Nicklaus	Staff Support/Receptionist	20	5 months
Kristie Gusa	School Nurse	9	6
Donald Wenz	Building Manager	40	4 months
Mary Sears	School Event Coordinator	20	2
Ginny Grobe	Teacher and Education Consultant	12	1
Zanita Larson	Student Support Team Coordinator	40	24
Kate Swanson	K-4 PE Teacher	7.5	1
Elise Wercinski	5-8 PE Teacher	5	7
Brian Riner	Custodian	40	4
Kaye Wikstrom	Finance Associate	12	24
Becca Peters	Cook	29.5	9
Sue Goldschmidt	Dist 112 Counselor	3	7
Bev Jacobson	Music K-5	6	10

Information About Supplemental Services

Describe the nature and use of each supplemental service received from an outside agency. Include curriculum aids, materials for instruction (e.g., library materials, courses of study, audio-visual aids), testing and guidance services, health services, services relative to school attendance, transportation and custodial services.

Describe supplemental services in the space below:

District 112 provides our bussing, lunches with the cook, school nurse and our school counselor. We also send kids to the public middle school for special education services.

We do have five 8th graders doing online geometry from Genesis Academy. They are monitored by our 8th grade teacher and an online manager. We receive updates from Genesis academy every month telling us if the students are on track or not. We have used this service for the last 3 years. This is part of our leveled math concept. In 9 th grade these students will be ready for Algebra 2.

Surveys for School Constituents

NLSA survey questions are correlated with the seven Standard areas and are to be used at the beginning of a Self-Study process. Survey questions are developed for the following groups:

- Parents
- Teachers
- Students in Grades 1 – 3
- Students in Grades 4 – 8

A school may import the questions into an online/electronic instrument of choice and administer them to the groups as part of the needs-assessment process. Additional questions may be added to the survey, but NLSA survey questions may not be modified or removed. Reflections of survey results are to be prepared, in summary form, for each area.

*Surveys are available to download on the NLSA page of Luthed.org.

Summarize the survey information in the space below

[Survey Results](#)

STANDARD 1: PURPOSE

The school is purpose-driven.

Overview

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.

The purpose of the Standard is critical in evaluating each of the Standards involved with the Self-Study. Since the purpose establishes who a school is, where they have been and what they are to become, it is critical that the Self-Study process begins with a thorough examination of Standard 1.

NOTE: In the interest of clarity related to the accreditation process, the word “purpose” may be used interchangeably with “mission” and “philosophy.”

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list below includes suggestions for the documentation, but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof, assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but is to be available for the Validation Team to review.

- School learning objectives align with philosophy/mission.
- School publications and handbooks provide evidence of Lutheran identity.
- Promotional materials give evidence of Lutheran identity.
- School evangelism plan is written.
- Written school policies align with philosophy/mission.
- School website provides evidence of Lutheran identity.
- Appropriate seasonal decorations are displayed.
- Christian symbols are appropriately and prominently displayed through the school.

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are

to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- Teachers recognize and verbalize that the teaching of the faith is the main purpose of the school.
- Teaching of the faith is allocated with appropriate classroom time in the daily schedule and integrated throughout the curriculum.
- The school attempts to attain and retain a positive Christian image through its public relations and publications.
- The sponsoring congregation(s) provides spiritual support for the school and its students.
- The school encourages students to participate in the congregational life of the parish.
- Pastors and teachers who are members of the supporting congregations demonstrate support for one another and each other's ministries.
- Teachers and staff members seek to be instruments of the Holy Spirit in helping students develop and grow in their relationship with Jesus Christ.
- The school cooperates with district and national offices of The Lutheran Church—Missouri Synod.
- The school effectively implements a plan for evangelism of un-churched or marginally churched children and their families attending the school.
- The Lutheran school's policies, programs and life within the school emanate from the example and teachings of Jesus Christ and demonstrate the proper understanding of Law and Gospel.
- The school conducts weekly worship (chapel) experiences intentionally designed to consciously and systematically strengthen the Christian faith of all members of the school community.

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. How was the school's purpose developed?

School Mission Statement: Equipping a life on a foundation of faith.

School Vision Statement: A vibrant school community where students are world ready and faith secure.

School Purpose: St. John's Lutheran School is a ministry of St. John's Lutheran Church that partners with families to meet the needs of the whole child in a challenging learning environment while impacting the world for Christ.

In 2019, our School Growth Committee made it a priority to shorten and clarify our mission statement and purpose. We organized our promises to make them more clear and concise. It was also our goal to create marketing materials that all shared the same message and branding that was easy to remember. A separate sub-committee was put together to specifically talk about our marketing materials, put together a time-line, and put together a better system of tracking and following up with leads. Our school growth committee continues to meet on a monthly basis.

[Our Promises to You](#)

[School Visioning PPT \(Meeting - November 2019\)](#)

[School Strategic Plan 2019-2020](#)

[School Strategic Plan 2020-2021](#)

2. Describe how the school's purpose aligns with its supporting congregation's purpose.

Church Mission Statement: Making disciples of generations for generations.

[Church Website](#)

[School Website](#)

Our goal of the school is to specifically make disciples of the youngest generation. We equip them with a strong foundation of faith that they will be able to share with future generations.

Faith, academics, and whole child development are the foundation of St. John's education that prepares students for lives of servant leadership. We integrate faith with learning, and St. John's students have a record of strong academic performance. We teach children about the love of Jesus Christ, that through the Holy Spirit, they may come to know Jesus as their Lord and Savior. We build within our students an understanding of God's great love for them and a desire to be witnesses of that love and good news as they share it with others around them.

Instruction is provided from a Biblical perspective, drawing meaning for each area of study from the context of God's Word. We provide the children of our school with challenging, motivating, and innovative curriculum, taught by teachers who care about the children's best interests. We believe in a well-rounded education and offer special education services along with Before/After School Care.

We build an atmosphere of caring and sharing, where children learn to respect one another and build the necessary social skills that will enable them to attain success. To help maintain this level of commitment to our students and families, we will be adding a support specialist, a counselor, and an enrichment specialist to our staff. We will also be adding to the school activities coordinator role as the needs of our students increase.

3. Describe the process that was last used to review, clarify and renew the school's purpose.

Look at question 1, we continue to review on a regular basis. We have a school growth committee that meets monthly to discuss marketing and how to get our purpose and messaging out into the community. We intentionally use specific and consistent branding.

[Style Guide](#)

[School Strategic Plan 2019-2020](#)

[School Strategic Plan 2020-2021](#)

4. How does the school demonstrate its unique Lutheran identity through its alignment with vision, values and actions?

Parent Student Handbook pg 4 and 5.

[Parent Student Handbook](#)

The mission statement drives all we do at St. John's

Evidence: that you will see throughout this Accreditation Document

- [LCMS Belief Statements](#)
- Weekly Chapels held by LCMS pastors, teachers and students
 - [Chapel Schedule 2019-2020](#)
- Daily devotions
- Prayer throughout the day
- Confirmations classes, taught by LCMS pastors and teachers, required of every student in 7th and 8th grade.
- Lenten and advent singers from the school choir involved in the services.
- Bulletin boards and banners that proclaim our belief in Jesus Christ
- Teachers proclaim the gospel in their classrooms every day.
- Service outreach programs

5. Describe how the school's purpose is reflected in the teaching/learning environment in every classroom.

The Mission Statement is in every classroom and painted on the wall in the commons area. All of our teachers reflect the mission statement in how they teach and profess their faith. The

teachers are always striving for excellence in the classroom as they are teaching the child not only the subjects but also how to grow as good christian people.

When you step into St. John's you will know that you are in a faith-filled building by its banners and bulletin boards and the decorations that are in the classroom. Many classrooms have altars and all classrooms have a Christian flag. The classroom environment with its student and teacher interactions promote respect and Christ-like behavior and expectations.

[Parent Student Handbook pg 29-35](#)

[Picture of Bulletin Board](#)

[Picture of Bulletin Board](#)

[Picture of Bulletin Board](#)

[Banners](#)

[Flags](#)

[Cross in Stairway](#)

6. Describe the process used to inform new employees about the school's purpose and the appropriate engagement employees are expected and encouraged to model.

New teachers are given a teacher handbook along with a Parent / Student handbook and a Mentor New Staff Checklist document. They contain policies, procedures and expectations. The new staff employee meets with the administrator and goes through what is expected of them and how to implement the curriculum with our mission as a guide. Our teachers model what is expected in the classroom and throughout the day.

[Parent Student Handbook pg 29-35](#)

[Mentor New Staff Checklist](#)

[Personnel Manual](#)

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

Written purpose/philosophy/mission statement

[Our Promises to You](#)

[Mission Statement](#)

Required Indicators of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

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

Identify and list supporting Evidence or Practices:

[Our Promises to You](#)

[Mission Statement](#)

Comments:

School Mission Statement: Equipping a life on a foundation of faith.

School Vision Statement: A vibrant school community where students are world ready and faith secure

School Purpose: St. John's Lutheran School is a ministry of St. John's Lutheran Church that partners with families to meet the needs of the whole child in a challenging learning environment while impacting the world for Christ.

The school's written purpose embodies faith formation, academic excellence, and Christian Service.

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

YES

NO

Identify and list supporting Evidence or Practices:

[School Strategic Plan 2019-2020](#)

[School Strategic Plan 2020-2021](#)

[Mentor New Staff Checklist](#)

[Personnel Manual](#)

[Survey Results](#)

Comments:

All leaders and teachers here at St. John's are committed to educating the whole child. All of the leaders and teachers are faith-filled and profess their faith on a daily basis.

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the “Comments” section.

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.

1:03: School leadership (administration and governing board) uses the mission statement as the foundation and reference for all planning.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- 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.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)
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Identify and list supporting Evidence or Practices:

Look at question #1 and #2.

[Our Promises to You](#)

[School Visioning PPT \(Meeting - November 2019\)](#)

[School Strategic Plan 2019-2020](#)

[School Strategic Plan 2020-2021](#)

[School Website](#)

[Church Website](#)

[Staff Meeting Minutes](#)

Comments:

The governing board and the administration has taken the time to make sure that the mission and vision of the school aligns with the church. Our mission statement engages all aspects of St. John’s

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.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

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.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4) **Operational (3)** **Emerging (2)** **Not Evident (1)**

Identify and list supporting Evidence or Practices:

[School Growth Meetings 2021-2022](#)

[School Growth Meetings 2022-2023](#)

[Church Strategic Planning](#)

[Survey Results](#)

Comments:

The school’s purpose and mission is on everything that is communicated to parents and teachers. The administration has changed the mission from what it was during the last accreditation. The administrators evaluate the purpose and mission every 2-3 years.

1:05: The school’s purpose is displayed and reflected in school activities and in the teaching/learning environment in classrooms.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- 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.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

- Highly Functional (4)** **Operational (3)** **Emerging (2)** **Not Evident (1)**
-

Identify and list supporting Evidence or Practices:

[Mission Statement](#)

[School Website](#)

[News and Notes Example](#)

[Weekly Staff Update Example](#)

Comments:

The mission statement is in every classroom and displayed on outgoing communications with parents and teachers.

1:06: New employees are informed about the school’s purpose and its appropriate engagement.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

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 school’s purpose and how to carry it out.

The school’s purpose is outlined in the job description for each employee.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4) Operational (3) Emerging (2) Not Evident (1)

Identify and list supporting Evidence or Practices:

- [Mentor New Staff Checklist](#)
- [Personnel Manual](#)
- [Parent Student Handbook](#)
- [Weekly Staff Update Example](#)

Comments:

The administrator takes time with all new employees at the beginning of the year, with the mentor new staff checklist and goes over it with them. We as a staff help mentor new employees.

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. Are the Required Indicators of Success met? (YES / NO)

B. Based on evidence, what are the strengths of the school related to Standard 1?

We have a clear, consistent message and brand that people know and understand. We have been using our mission statement and core values in all of our communications and to make decisions. It has truly become our foundation for all that we do.

C. Based on evidence, what are the challenges of the school related to Standard 1? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.

As we gain new employees, new families, new board members we need to make sure that they are trained and given the tools necessary to implement our mission statement and brand in everything they do, from communications to teaching.

D. What is the school's average rating for all General Indicators of Success for Standard 1, rounded to the nearest tenth?

STANDARD	RATING
1:03	3
1:04	3
1:05	3
1:06	3
Total:	12
Average: (Total ÷ 4)	3

STANDARD 2: RELATIONSHIPS

The school demonstrates its purpose through relationships.

Note: Standard 2 is divided into three categories: school and congregation, school and community and school climate. Introductory comments and necessary responses are required for each of the three sections. Standard 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.

STANDARD 2A: SCHOOL AND CONGREGATION

Overview

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.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation, but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof, assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but is to be available for the Validation Team to review.

- School and church calendars
- Church and school websites
- Church bulletins and newsletters
- Minutes from congregational meetings emphasizing the church-school relationship
- List of teachers' involvement in worship, Bible studies, governance, service projects and social activities of the sponsoring congregation(s)
- Summary of students' church attendance statistics
- Summary of climate survey results
- Faculty handbook describing church-school relationship
- Written school evangelism plan

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- School choirs sing at worship services.
- Students serve as acolytes, greeters and/or readers during services.
- Pastor teaches classes at the school.
- Pastor relates well, offering services to school families who do not belong to the sponsoring congregation.
- Teachers regularly worship and actively participate in activities of the sponsoring congregation.
- Teachers participate in district-sponsored conferences and events.
- CMIFs (Commissioned Minister Information Forms) are completed and regularly updated by commissioned teachers.
- Required reporting materials are submitted to district and national bodies on time and are completed with quality.

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. Describe the relationship between the school and its congregation(s).

St. John's Lutheran Church and School has a good relationship. We try to partner and do intergenerational activities that bring the church and school families together. We have various events throughout the year that include both congregational members and school families such as Parent Education Nights, Marriage Retreat, 3rd Grade Walk Through the Bible, Vacation Bible School, Preschool Bible Story Night, Trunk or Treat, Youth Nights, Resurrection Gardens Event, National Day of Prayer, River City Days, 8th Grade Veterans Breakfast and chapel, school choirs singing in church, and choirs singing for Ladies Aid at their Christmas luncheon. In addition, chapel offerings often support congregational ministries and we partner together with the congregation at times as well. Staff members are visible on Sunday mornings and serve coffee hour every 5th Sunday, and have occasionally taught Sunday School. Staff members take a leadership role on Rally Sunday as we switch back from our summer worship schedule. We monitor events and help where it is needed. We strive to communicate what is happening in our school. There is a link to school events in the church's Weekly Word publication that is emailed to church members each week. Staff members typically serve an Advent and a Lenten meal during those seasons of the church year as a service to the congregation. In addition, St. John's Congregation currently subsidizes 30% of the operating costs of St. John's Lutheran School. School staff are installed and re-dedicated each year at all services on a Sunday. Staff ministry anniversaries are recognized and celebrated in worship. Pastors and teachers are included in the congregation's prayers regularly.

Moms in Word is a Bible study on Wednesday mornings geared toward mothers of young children that has many school and congregation moms involved. An invitation to school families is always included for our new member "Discovery Class" in both Time to Grow and in the school at large.

Kendra, the school principal, is at every staff meeting for the church and a pastor is there for every school staff meeting. Also Kendra has been a key person in the strategic planning for the congregation and has been key to forming the vision of St. John's moving forward. Kendra and the chair of the school board are full voting members of the church council and give reports at every meeting.

The school and church have a shared National Day of Prayer event at a community park where

school students, church members, and community leaders are invited to pray together.

Milestone Bibles are intentionally chosen to assist families using the Bible at home and in the classroom. These include the My First Bible Storybook (Preschool-2nd grade), Faith Alive Student Bible (3rd Grade-6th grade), and Lutheran Study Bible (7th-8th grade).

Describe how pastors from the sponsoring congregation(s) are involved at the school.

Pastors lead school chapels throughout the year. There is a pastor led Bible Study at our weekly staff meetings. In addition, we share prayer requests at that time. The pastors try to be visible in the school as much as their schedules allow. At times they will greet families and children as they arrive each day and stop in classrooms when invited for special events and discussions such as the life of Martin Luther, baptism, or if there are classroom questions that the kids have for the pastor. Most days one pastor is outside at pickup time. Confirmation is taught during the school day by a pastor. A pastor also leads a Bible overview class for 7th and 8th graders who are non-members once a week in order to better speak to their own faith journey opposite of regular confirmation classes. Pastors also pray over and send off students going on school trips to Washington D.C., and at pep rallies on the way to nationals, even if they are early in the morning. A pastor leads a Walk Through the Bible class for 3rd graders and their parents when they receive Faith Alive Student Bibles and Luther's Small Catechisms donated by Mary Martha Guild and the Ladies Aid. Our preschool students receive Children's Bibles donated by Ladies Aid. At our Preschool Bible Story Night, one of the pastors leads the families through blessing as they hand the Bibles out. Pastors are visible and participants in school worship services such as Kindergarten and 8th grade graduations as well as attendees at events such as musicals, Christmas services, etc. Each special season (Lent, Advent, Christmas, Easter, etc.), there are resources handed out to every family at the school from the ministry staff that includes devotions, activities, and information on the church services. This year during Advent, we handed out "The Advent Box" that had 4 activities with a devotion for each week leading up to Christmas. The pastors are very good at ministering to families and staff who are in crisis whether they are members or not, often calling or having a caring conversation and becoming involved in helping the family. Additionally, pastors from surrounding LCMS churches and Mayer Lutheran High are often invited to lead our school chapel service.

The Director of Family Life Ministry is involved in planning Student Council events.

[Advent Box](#)

2. In what ways are students involved in the life of the (sponsoring) congregation(s)?

Students sing in church on a regular basis throughout the year. Confirmands take turns being an acolyte or usher for worship services. Member confirmation students from both public schools and the day school acolyte throughout the year.

The school has a special service during Lutheran Schools Week that students and teachers

participate in as greeters, ushers, readers, acolytes, and choir members. This year we have members of the congregation helping share their experiences about living in India in our day school classes during Lutheran Schools week. The 8th grade class leads a Veterans Day Chapel that members of the congregation and community are invited to attend. There is also a breakfast where Veterans are able to have intergenerational Christian fellowship with students and can share how they have served our country. All school families and students are invited and encouraged to attend church and Sunday school as well as other events that are held throughout the year. We are intentional about inviting congregational members to musicals and sporting events through announcements in church and church written communications. Along with that we send home Christmas/ Easter service emails and postcards to all day school and TTG families. We also send out VBS flyers to students (including TTG) in the weeks before school ending in addition to mentions in announcements. Students are invited to the congregation's Youth Group each month. We have 5th and 6th Youth Nights once a month and 7th-8th Grade Youth Nights twice a month that many school students attend.

[8th Grade Veterans Day](#)

We also schedule our midweek Advent and Lent services so that students can attend with their families immediately after school. For the past year our Cub Care after school program has come to these services and attended as a group. When athletic practices need to be held on a Wednesday in Advent or Lent, the teams often attend the Midweek service as a group before after school practices.

Faith Milestones like 3rd grade Bibles are celebrated in our Sunday worship and school families are invited to worship with us as their child receives a Bible and Catechism.

3. How are parents of new students introduced and assimilated into the life of the congregation(s)?

Families are invited to attend a new member class at St. John's if they express interest. A pastor also takes the time to call new families, including in TTG that do not have a listed church to introduce themselves and St. John's. These have often begun conversations that have led to membership and even baptisms. We also encourage families to continue worshiping in their home congregations if they are not members. We strive to have all students participate when choirs sing and on special occasions such as Lutheran Education Sunday. We have an Evangelism Plan and are intentional about inviting school families to special events via postcards mailed through the USPS and e-mails sent via Mailchimp. Tours with prospective families entail a discussion of their faith background and introduce them to what St. Johns has to offer. Pastors regularly follow up with families that request more information on these tours. Invitations are sent for the discovery class to all new and existing families.

Our Faith Milestones program involves events that encourage parent involvement (Walk Through the Bible, Preschool Story Night, etc.) through education and connection with other families.

The congregation's Youth Board has 7 members with children that attend the school. They are able to help us identify ways to connect to parents. The parents are invited to sign up to serve a meal and volunteer to help at every youth night.

4. Describe the way that the school helps its congregation achieve its mission.

The mission of the school is to share Jesus with the kids each and every day. Often this is the only Jesus these kids get all week. St. John's is one ministry with the school and the church both working to proclaim Jesus. As such the school shares Jesus with the kids and their families, and the church reaches out and connects with these families, offering them an even deeper picture of a life of faith. It is all about sharing Jesus with as many people as possible whether in the classroom, or the sanctuary, or some place inbetween. St. John's School partners with the congregation to focus on sharing Christ both among our members and with the community at large. We often collect chapel offerings of both money and items that go to help different missions such as Lutheran Hour Ministries, Global Health Ministries, Mayer Lutheran High mission trips, and congregational missions such as The Gathering Place, and community outreach such as Love Inc., Bountiful Basket, etc. The School and Church share about the mission of the organization at River City Days, Chaska's community event by hosting a table at the park, walking in the weekend parade, and hosting the fire department's Water Wars. Prior to Covid, we had students go to Auburn Manor (a local nursing home) each month to have intergenerational fellowship and to share Christ's love with the residents. Since Covid and the limiting of outside visitors at Auburn Manor, classrooms have taken turns creating projects to give to the residents to share their faith and continue that relationship. We have classrooms that participate in the mitten tree, Toys for Tots, and also in Operation Christmas Child. Classes take field trips to Feed My Starving Children to pack meals for people in 3rd world countries. Overall, we try to embrace the mission of St. John's of gathering, teaching, serving, reaching, as we extend Christ's love to the community at large in the name of St. John's Lutheran Church and School.

5. Describe the relationship of the school with its LCMS district and national offices.

We have a good relationship with the Minnesota South District and also with the national Synodical offices as well. We attend the district conference in Mankato/Mayer each October. Staff members are given the opportunity to attend LEA as their time, schedules, and the budget of St. John's allows. A staff member was even a presenter at the latest LEA Conference. In addition, required forms and statistics are reported to the district and synodical offices in a timely manner. A district representative comes to observe at our school periodically. Additionally, District President, Lucas Woodford, came and did a parent education night

6. Describe how called workers are engaged in the district regarding required conferences, workshops and volunteer efforts.

We attend the district conferences in Mankato/Mayer each October. Our preschool educators attend an annual conference at Concordia University St. Paul.

7. How does the school support synodical missions?

Our school chapel offerings often go towards synodical missions and projects. We also do the Lutheran Hour On-Line Mission trip during Lutheran Education Week and raise money to send to their mission focus for the year. In addition, we do special projects such as raising money for Ukrainian Refugees and Hurricane Ian Relief. We serve as a Gospel outpost in Chaska, carrying out not only the synodical mission, but the Great Commission of sharing the hope of Jesus with our community. We are unabashedly LCMS in our ministry and teaching and serve for many families as a front door not only to the LCMS, but to life with Jesus . These are just a few of the examples of mission opportunities that we have participated in during recent years. We constantly strive to help our students to look outward to the people around them to see how they can be a light to others.

Required Indicator of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

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

Identify and list supporting Evidence or Practices:

[Congregational Bylaws](#)

Comments:

We have been owned and operated by St. John's Lutheran Church since 1890

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the “Comments” section.

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.

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.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

- The pastoral staff is acknowledged as the spiritual leader of the whole congregation, including the school.
- The pastoral staff demonstrates that they are 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.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4) **Operational (3)** **Emerging (2)** **Not Evident (1)**

Identify and list supporting Evidence or Practices:

- [Pastor Snow Chapel](#)
- [Pastor Snows Confirmation Class](#)
- [Pastor Snow Children's Sermon](#)
- [Pastor Snow's Installation](#)
- [Confirmation Handbook](#)
- [School Website](#)
- [Church Website](#)
- [Aubrey Browne's Job Description / Director of Family Ministry](#)
- [Julie Pallas Director of Music /Job Description](#)
- [Julie Pallas Directing K-8 Christmas Service](#)
- [Pastor Barry Leading Chapel](#)
- [Aubrey Brown Leading Chapel](#)
- [Julie Pallas leading Chapel](#)

Comments:

Our Pastoral Staff is doing a great job being the spiritual leaders of the congregation and the school. They are involved in many aspects of the school and drop in on classes every now and then just to see how things are going and to get to know the students. They teach 7th and 8th grade confirmation and lead chapel at least once a month.

During Advent teachers would help with the children's sermon and on Sundays teachers will read scripture and help with Communion.

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.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- 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.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

- Highly Functional (4)** **Operational (3)** **Emerging (2)** **Not Evident (1)**
-

Identify and list supporting Evidence or Practices:

- [Acolyte Training](#)
- [Chapel Schedule](#)
- [Preschool in Church Service](#)
- [K-8 in Church Service](#)
- [Teacher District Conference Form](#)
- [St. Johns Bylaws pg 8-9](#)

Comments:

We now have a plan in place for unchurched families whose students attend St. John’s Lutheran School. However, our plan continues to have room for improvement especially because of the changes that have been made since Covid.

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the general indicators of success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. Are the Required Indicators of Success met for Standard 2A? (YES / NO)

B. Based on evidence, what are the strengths of the school related to Standard 2A?

The school does a good job of merging the church and school together through our weekly chapels, invitations to Sunday worship and church activities, and other activities. The church also does a good job of supporting the school financially and spiritually. Additionally, the school is very intentional about being involved and supporting our community through our relationship with Auburn Manor, participation at River City Days, and support of various community organizations such as Love Inc., Bountiful Baskets, etc. to name a few things.

C. Based on evidence, what are the challenges of the school related to Standard 2A? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.

The school needs a plan to tie young parents of the congregation to the school. Recently, we have been inviting the congregation to school events such as the Family Engineering Night, Student Council Movie Night, Fall Family Fun Night and the school Christmas Services.

We need a long term plan from baptism through the elementary years for our congregational families.

We want to have a relationship where we can include congregational members at all of our activities; but because of the current size of our student body, we have limitations as to how many extra individuals we can safely accommodate and still provide a positive experience for all those in attendance.

As we come out of the Covid Pandemic and return to a "new normal", we need to decide on a guideline as to how to determine church attendance so that we can better minister to the spiritual needs of our families. Does on-line worship count? Do we want them to be in community with our congregation so only in person counts?

D. What is the school's average rating for all General Indicators of Success for Standard 2A, rounded to the nearest tenth?

STANDARD	RATING
2A:02	3
2A:03	3
Total:	6
Average: (Total ÷ 2)	3

STANDARD 2B: SCHOOL AND COMMUNITY

Overview

The Lutheran school seeks to serve the community (the area in which the school is located) by enlisting and involving community participation. The school must be sensitive to local and state requirements and culture if it is to effectively relate to its community.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but is to be available for the Validation Team to review.

- A sampling of public relations materials
- School enrollment policy
- List of parent education programs
- Constitution, bylaws, organizational and/or flow chart of parent support groups
- Parent and student handbooks
- Guidelines for preparing school volunteers
- Calendar and schedule of building use
- List of class field trips to community resource centers
- School newsletter articles describing community-service projects
- Parent climate survey results
- Demographic study

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- The school is known and respected in its community.
- Parents are active participants, volunteering and supporting the school in a variety of ways.

- Faculty members are actively engaged in community service activities.
- Students are recognized for their community involvement.

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. How does the school's demographic profile reflect the demographic profile of its surrounding community?

St. John's Lutheran School represents a small portion of the local community demographic. According to the 2020 Census, the 5 largest ethnic groups in Chaska, MN are White (Non-Hispanic) (83.7%), White (Hispanic) (4.25%), Asian (Non-Hispanic) (3.7%), Black or African American (Non-Hispanic) (2.84%), and Two+ (Non-Hispanic) (2.39%). Our school and church represent the community fairly close to those numbers. Site: [Data USA: Chaska, MN](#)

2. Describe the school's program of public relations to the community.

Our school has what's called a School Growth Committee. This group consists of teachers and other community volunteers. They focus on representing our school on social media and planning community events. The PTL and School Events Coordinator assist in scheduling and hosting an array of events. In addition, we have staff that focuses on sharing school events and activities via social media and helping where needed.

3. List and describe the things the school has done to relate to and serve its community.

- Trunk or Treat-hosted by St. John's Church and School for the community
- Auburn Manor (local nursing home): visits to play games and have conversations, 8th-grade students creating Life Story Photo Albums, and all students sharing projects throughout the year
- National Day of Prayer for the school and community
- River City Days Parade and Booth
- Money and items donated to local charities, such as Love Inc., Homeless Ministry,
- Letters for Soldiers
- Operation Christmas Child
- Feed My Starving Children-packing meals at the Chanhassen location
- Local Food Shelf: Bountiful Basket-collected food during chapel
- Monday Night Meal-offering during chapel and opportunities for students/families to help serve meals
- Love Inc. Winter Coat Drive

4. Describe the school's relationship with the local public schools.

Several of our students are involved in community club sports with children in public schools.

Teacher training is offered through Southwest Metro Professional Development

The public school provides services for St. John's which include:

- Aid for a Nurse in School
- Counseling
- Special Ed Services
- District money for textbooks, standardized tests, and instructional materials
- Title Services
- Busing
- Lunch Program

5. List and describe the ways faculty members are involved in community events.

- Faculty was represented at River City Days - a stand with information on our school
- Several teachers are involved with local community sports clubs - coaching/concessions
- Our gym and resources are rented out to a variety of local youth organizations
- Families Moving Forward (pre-Covid) we provide a temporary home for families in transition
- Live Nativity- Students and faculty act as the nativity scene during Christmas. This also involves caroling throughout the city, serving treats, and fellowship.
- Pastor Snow is a chaplain for the local police department
- Veteran's Day Breakfast and Service
- Youth Bible Study leaders
- Trunk or Treat
- Faith in Blue Event with local Police

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

Written [Nondiscrimination Statement](#) (page 38)

Required Indicator of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

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

Identify and list supporting Evidence or Practices:

[Nondiscrimination Statement](#) (page 38)

[New Student Application](#)

[Tuition Statement](#)

Comments:

The nondiscrimination statement is put on our welcome letter to all students who want to attend school, our tuition statement, and in our parent-student handbook.

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the “Comments” section.

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.

2B:02: The school’s student population reflects the ethnic, racial and economic diversity of the community in which it is located.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- 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.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

- Highly Functional (4)** **Operational (3)** **Emerging (2)** **Not Evident (1)**
-

Identify and list supporting Evidence or Practices:

We have a Scholarship fund called “Little Lambs” that helps anyone financially to be able to attend St. John’s. All financial aid is completed through TADS.

[Admissions / Financial Aid Instructions](#)

[Scholarship Application](#)

[St. John's Demographics](#)

Comments: We need to continue studying the demographics and keeping the effects of the changes into consideration. Currently, our school and church represent the community demographics fairly close to the 2020 Census numbers for the Chaska community.

2B:03: The school promotes and encourages the involvement of its teachers and students in community activities.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- 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.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

<input type="checkbox"/>	Highly Functional (4)	<input checked="" type="checkbox"/>	Operational (3)	<input type="checkbox"/>	Emerging (2)	<input type="checkbox"/>	Not Evident (1)
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Identify and list supporting Evidence or Practices:

[River City days Picture](#)

Our gym and resources are rented out to a variety of local youth organizations: [Youth Sports on Facility Calendar](#):

[National Day of Prayer](#)

[Pastor Snow is a chaplain for the local police department](#)

[Veteran’s Day Breakfast and Service](#)

[Trunk or Treat](#)

[Faith in Blue Event with local Police](#)

[Weekly Word \(Church Newsletter\)](#)

Comments: St. John’s Church and School continues to make a deliberate effort to involve students and teachers in the community through the events listed above and many others as well.

2B:04: The school has an active Parent-Teacher Organization and/or other parent support groups.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

The school sponsors educational opportunities for parents and provides a wide variety of parenting resources.

Support groups (e.g., 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.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4) Operational (3) Emerging (2) Not Evident (1)

Identify and list supporting Evidence or Practices:

[Muffins for Mom](#)

[Donuts for Dad](#)

[Grandparents Day](#)

[Parents Night Out](#)

[Parent Education Night #1](#)

[Parent Education Night #2](#)

[R.O.C.K. Mom Group](#)

[Royal BB Tournament](#)

Comments: We have an active PTL that enhances our educational programs at St. John’s. Our PTL pays for field trips, buses, technology licenses, etc. In addition, St. John’s staff and parents host concessions and athletic games throughout the year.

2B:05: The school is known, respected and maintains a positive perception in its community.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- The school is known and respected in its community.
- The school regularly and frequently shares information with its constituents.
- Good relationships exist with the local public schools.
- School facilities are available, when practical, for use by appropriate community groups and activities.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

- Highly Functional (4) Operational (3) Emerging (2) Not Evident (1)
-

Identify and list supporting Evidence or Practices:

Facilities are used by:

AA Meetings: Look on Facility Calendar [Facility Calendar](#)

Food Distribution sponsored by St. John’s and others [Food Distribution](#)

Mayer Lutheran High School

[Leads chapel several times a year; Joel and Kevin](#)

[Classroom visits](#)

[Band Instruction provided onsite](#)

[Hosts NLSW event for local Lutheran grade school students](#)

Comments: Those that know of St. John’s hold the church and school in high regard. Our school growth committee, faculty, and staff continue to be dedicated to spreading the word about St. John’s and welcoming others to our faith family.

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. Are the Required Indicators of Success met for Standard 2B? (YES / NO)

B. Based on evidence, what are the strengths of the school related to Standard 2B?

St. John's Lutheran School has strengths in the following areas: reflecting the community where we are located, promoting and encouraging the involvement of its teachers and students in community activities, an active Parent-Teacher Organization and/or other parent support groups, and the school is known, respected and maintains a positive perception in its community.

C. Based on evidence, what are the challenges of the school related to Standard 2B? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.

D. What is the school's average rating for all General Indicators of Success for Standard 2B, rounded to the nearest tenth?

STANDARD	RATING
2B:02	3
2B:03	3
2B:04	3
2B: 05	3
Total:	12
Average: (Total ÷ 4)	3

STANDARD 2C: SCHOOL CLIMATE

Overview

The Lutheran school is more than an assembly of people. It is a community of people, redeemed by God through Jesus Christ, in which all members are affirmed because of their forgiveness through Him. Christ's love motivates us to develop an atmosphere in which each member of the community may experience his or her individuality and contribute to the community. Members of this community recognize, value and respect the needs of others for acceptance, love, correction, approval and attention. All activities within the school, therefore, help to design, create and foster this climate.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation, but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof, assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but is to be available for the Validation Team to review.

- Parent handbooks
- Faculty handbook
- Schedule of school chapel services
- Teachers' classroom schedules
- Parent-school climate survey results
- Appropriate Christian signage and messaging displayed throughout the school and classrooms
- Parent newsletters
- Anti-bullying policies and training

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- All types of school relationships emanate from the example of the teachings of Jesus Christ and demonstrate the proper understanding of Law and Gospel.
- Teachers' decision-making is centered on what is best for students.
- Weekly school chapel services are intentionally designed to consciously and systematically strengthen the Christian faith of students and members of the school community.
- Pastoral and school staff work cooperatively to meet the spiritual needs of school families during times of celebration, times of crisis and day-to-day life events.
- Home visits
- Student-led conferences

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. Describe the climate of the school and its impact on the lives of the students.

The climate of our school is that of a small community of families that share the love of Christ. We strive to provide our students with a place in which they are loved, safe, challenged, engaged, supported and encouraged in their faith and all aspects of their lives. We partner together with the parents to provide a positive learning environment in which their child can grow academically, spiritually, physically, and emotionally.

2. Describe ways that teachers support students and their families.

Our teachers support students and their families through prayer, partnering with them in building up students in areas in need of improvement while also helping them use the gifts and talents God has given them. Our teachers work hard to communicate with parents regularly to ensure that they are aware of how their children are doing and to also support their families if specific needs arise. The staff strives to continuously evaluate the needs of their students and work with them to meet their goals and expectations.

Teachers also coordinate special events to bring together our school families in order to create a positive Christ-centered environment - Back to School park night, Open House, Back to School Information Night, Fall Family Fun Night, Grandparent's Day, Parent Education Nights, Parents Night Out, Veteran's Day Breakfast and Chapel, Muffins with Moms, Donuts with Dads, and Winter Family Fun Night

3. Describe the ways that students relate to their teachers.

Our students are encouraged to communicate openly with their teachers daily in an appropriate way. Students, teachers, and administration show respect toward one another as fellow members of the body of Christ. Our students are encouraged to reach out to staff members for help and support, and also to share in their joys and sorrows. We pray together, worship together, and strive to make our school a safe, Christian, loving and supportive environment.

4. How are the legal rights of parents, legal caregivers, teachers and students protected?

At St. John's we use a TADS system for registration in which we seek permission for sharing student names, pictures, and other information for school use and promotions. TADS also helps us to collect the appropriate information from each family in order to ensure communication with the appropriate family members or caregivers/guardians. Permission slips for other events are signed by parents/legal guardians. Official student records are secured in the school office. Documents with names regarding testing or personal information are shredded or filed as needed.

5. Describe how the school and church work together to meet the spiritual needs of students and their families.

Our church and school work together as the body of Christ to support the spiritual needs of students and their families. Our church staff and at least one of our administrators meet on a weekly basis to connect on how we can support each other with prayer, special needs as they arise, and also through the Word. Both the school and church host special events in which families are invited to participate and attend. Pastor Snow, Pastor Barry, and other church leaders are available to speak to students, classes, or reach out to families as needed to support them in personal matters or matters within the church and school. Pastor also leads chapel services and teaches confirmation/Faith Formation classes.

6. List and describe the ways teachers and the school are intentional in establishing and maintaining positive relationships with school parents.

St. John's strives to establish and maintain positive relationships with school parents in a variety of ways.

Our staff hosts an evening at the park for old and new families to socialize and build relationships before the start of the school year.

We have a Parent Ambassadors (PTL) group of volunteers that are visible to our families to answer questions, reach out to new families, and promote our school at public events.

The school hosts special events for families to attend and get to know the staff and other families - Open House, Back to School Information Night, Fall Family Fun Night, Grandparent's Day, Parent Education Nights, Parents Night Out, Veteran's Day Breakfast and Chapel, Muffins with Moms, Donuts with Dads, and Winter Family Fun Night

[Fliers](#)

The school and church work together to host events with school and church staff along with parents, families, and community members- Trunk or Treat, 3rd Grade Bible Walk Through, Preschool PJ party night , and youth movie nights.

We have sent out parent surveys to get overall feedback on how we are meeting the needs of our families.

Many of our teachers email newsletters on a weekly basis.

Most of our teachers use the Remind app to communicate with parents and the Homeroom app to send pictures and videos to parents.

St. John's is active on multiple Social Media platforms (Facebook, Instagram) where we often share updates with families and the community.

Teachers make phone calls and send emails to parents as needed.

We have parents/teacher conferences offered twice per year. The fall conferences are mandatory. The spring conferences are optional or as needed.

Teachers are available for extra help with homework or conferences as needed before and after school.

We use Gradelink as an online grading system to keep families up to date on how their children are doing academically in the classroom.

Parents volunteer in a variety of ways - PTL, classroom parties, library helpers, recess supervisors, etc.

[Parent Volunteer List](#)

7. How do the ways that school personnel relate to one another contribute to the school's climate?

St. John's personnel relate well towards one another and strive to create a positive climate. Our staff meetings are collaborative and conducted two times per week. The staff meetings begin with devotions and prayer requests on behalf of our school, staff, church families, community and the world. The meetings then proceed with purpose to inform, plan, and work together on events and ideas that we are developing for our students. Each year the school personnel sign up for additional responsibilities in which they have interest- fundraisers, school activities, special events, Auburn Manor, etc... These responsibilities require significant effort but enhance

the educational experiences and fellowship opportunities of both our school and church families. In addition, our staff works diligently to support and reach out towards one another. They are very quick to volunteer to help a fellow colleague or family in need and reach out towards each other to share Christ's love.

One of the responsibilities of our administrators is also to conduct staff observations of each classroom. This process includes an observation of each classroom, a staff self-evaluation formation in which teachers evaluate and set goals for themselves, and also oral feedback.

[Staff Evaluation](#)

8. Describe the school's discipline policy and its impact on school climate.

The school discipline policy at St. John's has been designed to create a Christ focused, positive, and safe environment for all students that is conducive to learning. The intent of our school's discipline policy is to keep our interactions and environment as positive as possible. Our students are expected to act like Christian citizens in all aspects of their school experience - classrooms, events, sports, etc... The idea is to focus on recognizing and rewarding the positive behaviors rather than focusing on the negative. However, in cases of misconduct or concerns, the teachers and staff will address the matter in an appropriate manner and partner with parents to work through the situation. If needed, St. John's has a discipline step policy that is written in the parent handbook. It addresses what consequences are necessary based on the severity and number of violations during a school year. The list of conduct expectations and consequences is stated in our parent handbook.

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

School discipline code

[Parent Student Handbook pg 29](#)

Required Indicator of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

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

YES

NO

Identify and list supporting Evidence or Practices:

[Discipline Policy \(pg. 29\)](#)

Comments:

St. John's instills in its students to be a humble servant of God. Teachers discipline with appropriate law and gospel. The discipline code lends to forgiveness and working with families for a good end result.

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the “Comments” section.

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.

2C:02: The school’s Christ-centered ethos is visible and evident to visitors.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- 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.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)
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Identify and list supporting Evidence or Practices:

- [Tribe Schedule](#)
- [2022-2023 Tribe List](#)
- [Hallway Bulletin Board](#)
- [Hallway Bulletin Board](#)
- [Hallway Bulletin Board](#)
- [Tribe Banners](#)
- [Student example of morning prayer](#)

Comments:

Students worship and pray with each other on a daily basis and in chapel every Thursday. We start every morning with a student-led prayer over the loudspeaker. Each class leads chapel once a year throughout the year. Students respect one another and worship together as they are in multi-grade chapel tribes.

2C:03: Teachers and staff members recognize, value and respect the needs of students.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- 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.
- 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.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

- Highly Functional (4)** **Operational (3)** **Emerging (2)** **Not Evident (1)**
-

Identify and list supporting Evidence or Practices:

[Parent Student Handbook for discipline code \(pg. 29\)](#)

[Survey Results](#)

[Student Council Sponsored Grandparents Day](#)

Comments:

Teachers show love and respect for their students as members of the body of Christ. Our class sizes make it possible to give students individual attention to challenge and let them achieve their highest goal. Students are given differentiated instruction based off of data collected, including MAP test and teacher

input, with small and whole group instruction. The staff shows school spirit by dressing up with the students on special days and game days. A lot of the staff attend sporting events that go on during the year. Teachers openly show their faith on a daily basis. Students in 6th-8th grade are elected to represent their peers in Student Council where their input is used to help make some school decisions.

2C:04: School personnel model Christ’s love in their relationships with parents and guardians.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- 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.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

- Highly Functional (4) Operational (3) Emerging (2) Not Evident (1)
-

Identify and list supporting Evidence or Practices:

[Survey Results](#)

[Parent Student Handbook for legal rights](#) (pg. 36)

[Parent Opportunities](#)

[PTL Minutes](#)

[PTL Volunteer](#)

[PTL Event](#)

Comments:

Teachers are available before and after school to meet with parents. We have parent teacher conferences in the fall and another in the spring, if needed. Parents may voice a concern anytime and know it will be addressed in a timely manner.

2C:05: Faculty and administration respect and support one another as individual, fellow members of the body of Christ.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- 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.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

- Highly Functional (4) Operational (3) Emerging (2) Not Evident (1)
-

Identify and list supporting Evidence or Practices:

- [Staff Prayer Schedule during Devotions](#)
- [Staff Prayer Requests](#)
- [Staff Meeting Notes](#)

Comments:

Faculty meetings are every Tuesday and Fridays as needed. We have devotions and pray before every meeting. The faculty prays for each other and supports each other in many ways. Faculty support each other in different ways through prayer, conversation, and meetings with parents as well.

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. Are the Required Indicators of Success met for Standard 2C? (YES / NO)

B. Based on evidence, what are the strengths of the school related to Standard 2C?

Our Christ centered environment is evident at our school. The students, parents, and staff work together and recognize Christian values. School staff have a good relationship with parents, and the parents support the staff.

C. Based on evidence, what are the challenges of the school related to Standard 2C? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.

D. What is the school's average rating for all General Indicators of Success for Standard 2C, rounded to the nearest tenth?

STANDARD	RATING
2C:02	3
2C:03	3
2C:04	3
2C:05	3
Total:	12
Average: (Total ÷ 4)	3

E. What is the school's overall rating for all General Indicators of Success for Standard 2, rounded to the nearest tenth?

Section Totals (NOT Averages)	
STANDARD	RATING
2A	6
2B	12
2C	12

Total:	
Average: (Total ÷ 10)	3

STANDARD 3: LEADERSHIP

The school is governed and administered effectively following written policy.

Note: Standard 3 is divided into two categories: governance and administration. Introductory comments and necessary responses are required for each of the two sections.

Note: 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. Introductory comments and necessary responses are required for both sections.

Note: All schools have a “governing authority” regardless of the style and format of governance used in the school. As such, ALL schools are required to respond to Standard 3A: Governance and Standard 3B: Administration and respond to each indicator as it relates to the school’s governance model.

STANDARD 3A: GOVERNANCE

Overview

As the policy-making agency for the school, it is vital that the governing authority understands its role and function, operates efficiently and keeps accurate records. The governing authority empowers school leadership to maintain day-to-day autonomy and provide a high-quality, Christ-centered education for students.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation, but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof, assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but is to be available for the Validation Team to review.

- Governing authority policy, procedures and practices
- Agendas and minutes from meetings

- NLSA School Improvement Plan
- Strategic plan
- Survey results regarding functions of the board or governing authority
- Anecdotal stakeholder input and feedback
- School handbook
- Teacher handbook
- Communications to stakeholders about policy decisions
- Governing body policies on roles and responsibilities, relationships, conflict of interest, etc.
- Three-year financial plan
- Policies and procedures related to financial aid
- Itemized school budget and auxiliary organization budgets
- Copy of grievance process
- Copy of last audit

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- Examples of decisions aligned with the school's statement of purpose
- Policies and practices that clearly and directly support the school's purpose
- Board or governing authority's process for evaluating its decisions and actions
- Policies that delineate distinction between roles of board, administrator and pastor
- Board or governing authority retreats
- Board or governing authority training
- Leadership succession planning
- Example of a present grievance resolution

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. Describe the governing authority, indicating its membership, responsibilities and meeting times.

The Board of Education is the immediate governing authority. The Board of Education is under the authority of the Church Executive Council. The Executive Council is under the authority of the congregation. The Board of Education is led by a lay leader selected by vote from the congregation. The Board of Education membership consists primarily of a mix of parents of current students, the administrative team from the school, a representative appointed from the Board of Elders, and some congregation members who no longer have children in the school but have an ongoing interest in the school.

The Board of Education meets every fourth Tuesday of the month.

2. How are members of the governing authority and its officers selected?

The Vice-President of the congregation leads the nominating committee in search of people willing to be placed on the ballot for congregational officer positions, board chair positions and Elder positions to replace those whose two year terms are expiring. A ballot is created for the annual congregational meeting in the spring and new officers assume their positions on July 1. Board chairs including the Board of Education chair recruit members to serve on their boards.

3. How are governing authority policies and minutes obtained for observation?

Policies and minutes are obtained by request of the Board of Education chair or administration of the school.

4. How are the school's community and operating congregation(s) informed about the governing board's policies, decisions and plans?

Stakeholders are informed primarily by special meetings, school newsletter, group email, announcements in church, and/or annual congregational meetings.

5. Describe actions that have been taken in the past three years by the board or governing authority for the benefit of students and their families.

In the past 2 years there has been a new Board of Ed Chairperson with new members elected. The new members have a well rounded skill set and perspective. The board has been involved in strategic planning. Hiring of a new principal has brought stability to the board with good reports and organization. The board has implemented a new financial plan with sustainable financial assistance. A new tuition model has been implemented to try to keep tuition affordable. The board has decided on a new sustainable school growth model that is single tracked with caps on each classroom. The board has hired new teachers and support staff, along with navigating COVID with success to the point of school growth through those years.

6. Explain the process that is used for systematic planning.

The church and school are developing and implementing a strategic plan that will help make decisions for the next 3-5 years. The school has been a big part of that planning. Deciding what to do with the growth of the school and how to capture the growth of the community. The Board of Education is under the authority of the Church Executive Council. The Executive Council is under the authority of the congregation.

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

Board or governing authority handbook or policy manual including policies relating to roles of board, administrator and pastor

[Congregational Bylaws](#)

[Brd of Ed Policy Document](#)

Required Indicators of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

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

Identify and list supporting Evidence or Practices:

[Congregational Bylaws](#)

[Leadership Flow Chart](#)

[Staff Teams](#)

Comments:

All policies for governing St. John's are in the bylaws. The school follows the church bylaws.

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

YES

NO

Identify and list supporting Evidence or Practices:

[Leadership Flow Chart](#)

Comments:

St. Johns has a well thought out governance structure. All parties involved know who to contact and who answers to whom.

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

YES

NO

Identify and list supporting Evidence or Practices:

See Flow Chart

[Congregational Bylaws](#)

[Leadership Flow Chart](#)

Comments:

The administrator at St. John's has been empowered by the boards to operate the school.

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the “Comments” section.

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.

3A:04 The governing authority is organized around written policy and understands and operates within its role and function.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

Note: Respond to each indicator as it relates to the school’s governance model.

- 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.
- 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.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

- Highly Functional (4)** **Operational (3)** **Emerging (2)** **Not Evident (1)**
-

Identify and list supporting Evidence or Practices:

- [Personnel Manual Section 6.2](#)
- [Congregational Bylaws](#)
- [Board of Ed Policy Document](#)
- [Board of Ed File](#) Minutes inside File
- [Executive Council Minutes](#)

[Voters Meeting Annual Report](#)

Comments:

All meetings, board and congregational, are guided by the congregational bylaws.

3A:05: Governing authority policy supports effective personnel.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

Note: Respond to each indicator as it relates to the school’s governance model.

- 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 or the administrator’s direct supervisor evaluates the head administrator annually based on the job description.
- The governing authority receives reports from the administrator or the administrator’s direct supervisor at each meeting.
- The governing authority has written policies or position descriptions clearly delineating relationships between the head administrator and pastor(s).

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

- Highly Functional (4) Operational (3) Emerging (2) Not Evident (1)
-

Identify and list supporting Evidence or Practices:

- [Voters Annual Report](#)
- [Leadership Flow Chart](#)
- [Principal's Job Description / Kendra Gilmore](#)
- [Gordon Thomas's Job Description / Church and School Administrator](#)
- [Congregational Bylaws](#)

Comments:

St. John’s governing authority is built so that everyone involved is supported and supervised by someone. Reports are given at annual meetings and at monthly meetings.

3A:06: Governing authority members meet prescribed qualifications and are trained regarding roles and responsibilities.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

Note: Respond to each indicator as it relates to the school’s governance model.

- 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.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)
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Identify and list supporting Evidence or Practices:

[Board of Ed Training](#)

Comments:

In July, when and if there are new members to the Board, they are trained in how the process works and what their duties are.

3A:07: The governing authority establishes and employs systematic planning for school improvement.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

Note: Respond to each indicator as it relates to the school’s governance model.

- The governing authority has a process in place for evaluating the effectiveness of the school that includes a needs-assessment process integral to school-wide systematic planning.
- Long-range goals or desired outcomes are developed from the planning process.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)
--	---	---------------------------------------	--

Identify and list supporting Evidence or Practices:

any type of staffing plan. Could put in MAPS testing results.

[Teacher Evaluation Forms](#)

[Strategic Planning](#)

Comments:

Last Accreditation we were in a transition phase of leadership. Hiring of the principal has now freed us up to plan for the future of growing both in school enrollment and personnel.

3A:08: The governing authority provides strong financial leadership for the school.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

Note: Respond to each indicator as it relates to the school’s governance model.

- 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.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

- Highly Functional (4) Operational (3) Emerging (2) Not Evident (1)
-

Identify and list supporting Evidence or Practices:

[Voters Annual Report](#) pg 54-63 is all school and church budgets and plans.

[Options of Tuition Model](#)

[Approved Tuition Model](#)

Comments:

St. John’s is currently in a stable financial position.

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

- A. Are the Required Indicators of Success met for Standard 3A? (YES / NO)**
- B. Based on evidence, what are the strengths of the school related to Standard 3A?**
Our congregation supports our school. The Boards take on the challenging aspects of accomplishing goals. The governing bodies are made up mostly of volunteers who put in an abundance of work to make St. John's thrive.
- C. Based on evidence, what are the challenges of the school related to Standard 3A? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.**
- D. What is the school's average rating for all General Indicators of Success for Standard 3A, rounded to the nearest tenth?**

STANDARD	RATING
3A:04	3
3A:05	3
3A:06	3
3A:07	3
3A:08	3
Total:	15
Average: (Total ÷ 5)	3

STANDARD 3B: ADMINISTRATION

Overview

Quality Lutheran schools function at a high level, in large part, because of exceptional leadership performance. Schools thrive when administrators are equipped and empowered to lead with vision. Successful Lutheran administrators continually strive to accomplish the school's purpose with students and families. The administrator leads the team to meet or exceed the organization's expected outcomes.

An effective school leader must possess exceptional abilities in data analysis, staff motivation and public communication. An effective school leader must assure that marketing and public relations are effectively accomplished. Above all else, a clear commitment to sharing the Gospel message and maintaining a proper respect of the calling is paramount.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation, but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof, assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but is to be available for the Validation Team to review.

- Job-specific criteria
- Meeting agendas and minutes
- Supervision and evaluation documents
- School-wide professional development plans and schedules
- Representative supervision and evaluation reports
- Minutes of meetings with stakeholders
- Survey responses
- Innovations or changes in methodology that positively impacted student learning
- Innovations or changes in methodology that positively enhanced ministry opportunities
- Copies of auxiliary organizations' budgets, where applicable
- Copy of the three-year financial plan with enrollment projections and associated rationale

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported

with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- The school administrator demonstrates a desire through actions for appropriate professional credentials and continuing professional growth (e.g. membership in professional organizations, books and periodicals read, workshops attended, coaching and/or mentoring relationships).
- The teacher supervision program is aligned with staff development activities and results in enhanced student learning.
- The school administrator is actively engaged in the life of the sponsoring congregation(s).
- The school administrator is actively engaged in preparing and administering the school budget.
- The administrator relates appropriately with students, families and teachers.

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. Describe how the daily activities of the school are administered.

The schedule of the school administrator is created in such a way that allows for consistent office time. This allows for the administrator to be available as much as possible for daily needs/tasks. This also allows time to schedule meetings during the school day. By teaching throughout the week, it allows time for positive interactions with almost every student in the school and an opportunity to get to know each of them.

[Kendra Gilmore's Schedule](#)

2. Describe the qualifications that are required for the school administrator(s).

The school administrator is required to have a masters degree (preferably in administration). If not in administration, to have completed the SLED program.

[Principal's Job Description](#)

3. What are the ways the school administration uses leadership skills in the congregation, community and professional organizations?

The principal is currently active on the Board of Education, Executive Council, All for One Committee, School Growth/Marketing Committee, Church Strategic Planning, and part of the Executive Team. Mrs. Gilmore has helped coordinate Parent Education Nights (community is invited) that have touched on a variety of topics that include Technology, Raising your Children in a Secular World, Managing Challenging Behaviors, and several others.

In church, Mrs Gilmore has served by being a Sunday School Teacher, reading the Bible readings during Church, and giving the Children's Message.

In the community, Mrs. Gilmore helps at the River City Days Booth and coordinates with Auburn Manor to provide service opportunities for our students.

Professionally, Mrs Gilmore has completed SLED in 2018, Van Lunen (Executive Management Training for Christian School Leaders) in 2021, and attended and presented at LEA and MN South District Conferences several times. She is also a member of MISF and LEA.

4. Describe how the administrator is involved with the fiscal management of the school.

The principal works with the Board of Education, Executive Council, and the school and church financial administrator to set the budget and staffing.

5. List and describe ways the administrator is engaged in the church and involved in the educational activities of the whole congregation.

The principal supports congregational educational activities through assisting with Sunday School, is active in worship, supports Rally Day events, and participates in the St. John's ministry Fair. The principal helps create special events for the school in which all church families are invited to participate, and partners with the church staff in giving Bibles to the 3 year olds and 3rd graders.

6. Describe the ways the administrator publicly demonstrates his or her saving faith in Jesus Christ.

Mrs. Gilmore helps give Children's messages in church, lead Sunday School when needed, read the Bible readings during worship services, and lead Chapel either by leading the service and giving the message or by playing the piano.

7. Share examples of collaboration and shared leadership modeled by the administrator.

Mrs Gilmore attends principal meetings on a regular basis. She has been invited by Sean Martens to district level meetings. She reaches out to fellow principals not only in Minnesota, but throughout the country as specific needs arise. She leans heavily on her Professional Learning Community.

Mrs. Gilmore looks to her staff for collaboration on specific events coming up and allows them to share their voice and opinion.

8. Describe how the administrator leads by example with personal and professional development.

Mrs. Gilmore completed SLED in 2018, Van Lunen (Executive Management Training for Christian School Leaders) in 2021, and attended and presented at LEA and MN South District Conferences several times. She is a member of MISF and LEA.

9. Describe the process of instructional supervision in place at the school as it relates to professional development and student learning.

The principal tries to walk through each classroom at least once a week. If she sees something that needs to be addressed, she schedules a meeting with the teacher to discuss. She does frequent check-ins (verbal and written) to see how they are doing, what areas they need extra support in, etc. Each year, teachers create goals. The principal does one longer formal observation each year.

In the 2021-2022 school year, teachers did peer observations and reported back on something they learned and an idea that they could incorporate into their classroom.

In 2021, every staff member took the Strengthsfinder assessment. As new staff is hired, St. John's requires them to take the assessment as well. This helps build a better understanding of how we can rely on each other and encourage collaboration.

The principal is working towards creating a more consistent form of meaningful observations. It is the goal that observations will be conducted 2-3 times per year. It will include a self-analysis of personal strengths/weaknesses, goal setting based on conferences that have been attended by staff and weaknesses identified, and follow-up discussions. The staff is encouraged to attend conferences to continuously evaluate their teaching techniques in order to apply those skills to improve student learning and educational experiences.

10. Describe the ways that the administrator is present and relates appropriately with students, families and staff.

Each morning, Mrs. Gilmore greets students and families as they enter the building. By teaching throughout the week, it allows time for positive interactions with almost every student in the school and an opportunity to get to know each of them. Each afternoon, she helps dismiss students in the walkers/car line. Mrs. Gilmore works hard to develop relationships with the students and their families to partner with them in the educational process. St. John's has family nights, open houses, special events, conferences, and other activities in which the parents attend and the administration/staff are visible and accessible.

11. How is the school's administrator(s) engaged in the district with required conferences and workshops?

Mrs. Gilmore has attended and presented at LEA and MN South District Conferences several times. She is a member of MISF and LEA.

St. John's receives notices and updates from the district and attends required conferences and workshops as needed. Mrs. Gilmore makes it a point to pass along information to the staff and encourage their attendance.

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

Administrator's job description

[Principal's Job Description](#)

Required Indicator of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

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

Identify and list supporting Evidence or Practices:

[Chapel Schedule](#)

[Tribe Event Schedule](#)

[Prayer Requests at Staff Meetings](#)

Mrs. Gilmore attends church at St. John's with her family on a regular basis. She is active on Sunday morning in worship and leading Sunday School when needed. She leads devotions and prayer on a regular basis during staff meetings. She leads chapels either by giving the message or by playing the piano. She helps plan tribe events.

Comments:

Mrs. Gilmore demonstrates her faith in a variety of ways.

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the “Comments” section.

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.

3B:02: The administrator meets qualifications required for the position.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- 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 childhood education, or is actively working toward accomplishing this requirement.)

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

-
- Highly Functional (4)** **Operational (3)** **Emerging (2)** **Not Evident (1)**
-

Identify and list supporting Evidence or Practices:

- Mrs. Gilmore is on the LCMS Roster.
- Mrs. Gilmore is active in the congregation and attends church regularly with my family.
- Mrs. Gilmore has a Master’s Degree in Education Technology and Design. She graduated from SLED in 2018 and from Van Lunen in 2021.

[Van Lunen Certificate](#)

[Masters Degree](#)

[SLED Certificate](#)

Comments:

The Principal has the certificates and degrees to be a Lutheran Principal.

3B:03: The administrator is provided adequate support to complete required tasks.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- 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.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

-
- Highly Functional (4)** **Operational (3)** **Emerging (2)** **Not Evident (1)**
-

Identify and list supporting Evidence or Practices:

- Al Dutcher has been identified as our Director of Student Services / Assistant Principal and release time is shared.
- Gordon Thomas is our Church and School Administrator and helps with many administrative tasks.
- Mary Sears has been hired as our School Event Coordinator - she has taken on many responsibilities that she previously took on.
- Tracy Koepsell serves as our Early Childhood Director
- The hiring of a new technology teacher will help free up the principal next year 2023-2024

[Al Dutcher's Schedule](#)

[Al Dutcher's Job Description](#)

[Gordon Thomas Job Description](#)

[Kendra Gilmore's Job Description](#)

[Kendra Gilmore's Schedule](#)

[Mary Sears Job Description](#)

[Tracy Koepsel's Job Description](#)

[Mindi Baker School Secretary Job Description](#)

Comments:

St. John’s grew very quickly in the past 4 years. In K-8, we went from 130 students to 197 students. It is our goal to reassess the principal’s responsibilities as we go over the 200 student mark. In the 2023-2024 church and school budget there is money designated for a technology teacher that will help the principal have more time for administrative duties. However, because the principal still wants to teach she will continue to be in the classroom in some capacity.

3B:04: The administrator is an effective communicator.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- The administrator communicates frequently and regularly with 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.
- 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.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

-
- Highly Functional (4)** **Operational (3)** **Emerging (2)** **Not Evident (1)**
-

Identify and list supporting Evidence or Practices:

- Mrs. Gilmore communicates with all staff in the building on a weekly basis in what she calls a Weekly Staff Update. She shares important information about the upcoming week and/or things we have been discussing and need to make decisions on.

- Mrs. Gilmore attends church staff meetings on a weekly basis. She also meets on a regular basis with our Church/School Administrator and Senior Pastor to discuss things that are happening in both the church and the school.
- Mrs. Gilmore works very closely with our secretary on our weekly News and Notes that goes out on Fridays.
- Mrs. Gilmore helps maintain our Primary Pages website that shares important information with our K-4 students. She also is a part of the 5th-8th grade Google Classroom pages so she can communicate with them as necessary about important information that is happening at St. John's.
- Mrs. Gilmore has an open door policy. While she would prefer parents to make an appointment, they are welcome to come visit at any time with questions or concerns that they may have.
- Mrs. Gilmore meets on a regular basis with public school officials to help ensure that the services that we are receiving from the public school (counseling, lunch, IEP services, nursing services, curriculum/textbook reimbursement, and Title Funding) are meeting our needs.
- St. John's reviews our parent/teacher handbook on a yearly basis and makes edits and updates as needed. Significant changes get communicated specifically to families at the beginning of each year.

Weekly Meeting Schedule

[Weekly Staff Update](#)

[Staff Meeting Minutes](#)

[Teacher Evaluation](#)

[News and Notes](#)

[Principal Report to Brd of Ed](#)

[District 112 Communication](#)

[Parent Student Handbook](#)

Comments:

Mrs. Gilmore does a good job of communicating with parents and staff. As you can see she has to communicate with a lot of people and still teaches while doing administrative duties. St. John's is working on giving her more time in the office.

3B:05: The administrator is engaged in the process of developing and managing the budget.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- 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.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)
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Identify and list supporting Evidence or Practices:

[Voters Annual Report](#)
[All For One Funds](#)

Comments:

Generational Funds: Undesignated gifts (or gifts designated to generational funds) are invested for a decade to be used in the following decade. Three funds are available. Financial Aid, Ministry Expansion, and Facility Improvements.

3B:06: The administrator is committed to personal development and the development of staff members.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- 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 current educational technology, including necessary staff development and training.
- The administrator engages in an ongoing program of professional staff supervision.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4) **Operational (3)** **Emerging (2)** **Not Evident (1)**

Identify and list supporting Evidence or Practices:

[Staff Evaluations](#)
[SLED Certificate](#)
[Van Lunen Certificate](#)
[Teacher Evaluation Material](#)
[Staff Teams](#)
[Staff Flow Chart](#)

Comments:

- Mrs. Gilmore leads prayer and devotions for staff on a regular basis. She helps lead chapel by either speaking or by playing piano. She give announcements after every chapel service.
- Mrs. Gilmore has recently completed Van Lunen. She is a part of LEA, and she regularly attends the Region 2 principals meetings.

- St. John’s has staff development days where we are trained on various pieces of our curriculum or philosophies.
- Mrs. Gilmore is on all curriculum review teams, and reviews student test data to see where improvements can be made

Summary and Response Actions

Summary and response actions, related to the school’s strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school’s compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of “1” or “2”, the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as “3”.

A. Are the Required Indicators of Success met for Standard 3B? YES

B. Based on evidence, what are the strengths of the school related to Standard 3B?

The administrator is an effective communicator and a strong spiritual leader of the school.

C. Based on evidence, what are the challenges of the school related to Standard 3B? All areas identified as “emerging” [2] or “not evident” [1] must be addressed in the School Action Plan.

The administrator does not meet all qualifications required for the position.

D. What is the school’s average rating for all General Indicators of Success for Standard 3B, rounded to the nearest tenth?

STANDARD	RATING
3B:02	2
3B:03	3
3B:04	3
3B:05	3
3B:06	3
Total:	14
Average: (Total ÷ 5)	2.8

E. What is the school’s overall rating for all General Indicators of Success for Standard 3, rounded to the nearest tenth?

Section Totals (NOT Averages)

STANDARD	RATING
3A	15
3B	14
Total:	29
Average: (Total ÷ 10)	2.9

STANDARD 4: PROFESSIONAL PERSONNEL

A qualified and competent staff serves the school.

Overview

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.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation, but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof, assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but is to be available for the Validation Team to review.

- Faculty handbook
- Job descriptions for all non-administrative school positions
- Teacher portfolios
- Professional personnel files related to teacher qualifications and competency
- List of teachers' professional organization memberships
- Policy and procedures for preparing volunteers
- Policies related to support staff
- Current salary and benefit scale
- Qualification and training of school volunteers
- New teacher induction guidelines
- Survey results

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- Peer-to-peer observations

- Teacher visits and observations in other schools
- Participation in accreditation work
- Effective vetting, preparation and support for new teachers
- Teacher home visits

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. State the educational requirements and/or credentials for professional personnel.

St. John's requires their teachers to have a 4 year degree in teaching. We require a MN teaching License. We encourage anyone interested to receive their Masters in education. We also have funds set aside to help with advancing their education. We recommend that they receive their colloquy if they are not synodically trained.

2. What is the current student-teacher ratio?

K-8th grade there is a 22:1 ratio. In K-1st grade there are full-time aides.

3. Describe the staff development process in place to help teachers learn and grow professionally.

Teachers attend all MN South conferences. We attend conferences from Mayer Lutheran in the fall when available. We send 4-5 teachers to the National Conference. Teachers attend technology conferences and we host our own workshops with guest speakers. As stated in question 1 there is a line item in the budget for anyone that wants to take a class or go to a conference in the area.

4. Describe the content and frequency of staff meetings and evaluate their effectiveness.

Our staff meets 1 time a week on Tuesday from 8:15 am until 9:00 am. Friday mornings are set aside as optional meetings when there is more to discuss. We have a devotion led by Pastor Barry and prayers led by teachers to begin the meeting. Every staff meeting has an agenda that is shared with staff through Google Docs.

The content is usually what is going on in the week and looking ahead to what needs to be done in the future. Assigning jobs and making sure all staff are clear on what needs to be done. We also meet in June after school is out for about 3 days. In these meetings we look at the past year and evaluate and look to the next year and make plans for a better year. We also meet in August when we come back to school for 3 days. These meetings include inservice, scheduling, curriculum and planning.

As a whole our staff is effective in our meetings. We try not to get off on tangents and stick to the agenda. The best part about our staff meetings is the prayer and the care we have for each other.

5. Describe ways in which teachers demonstrate their personal relationship with Jesus Christ and their dedication to the Lutheran teaching profession.

Our teachers demonstrate their relationship to Jesus Christ in staff devotions, daily devotions with their students, praying with their students throughout the day, and living their relationship by showing students how to act in a Christian manner. Our teachers are involved in the community and give their students opportunities to be involved in the community. Our teachers show their dedication by working long and many days of the week. All of our teachers are active members of St. John's church or the church they belong to.

6. Describe the entire induction process, including background checks for staff members.

We advertise the position, get names from the district office and collect names from the synodical schools. We have a committee oversee the hiring. We do phone interviews or in person interviews when possible. When we have 2 or 3 qualified candidates we have personal interviews. Once the committee selects a candidate to hire background checks are administered.

7. Describe the ways teachers and staff members are equipped in current instructional technology.

Every teacher has their own computer. All staff members are equipped with current instructional technology. Teachers are using Google Classroom for assignments and for recording their classes. When a new curriculum is set the staff learns how to use the technology inside the curriculum.

The staff and students have access to the computer lab and to the Chromebook carts in each classroom.

8. How are non-Rostered teachers informed of the teachings and doctrine of the Lutheran Church -Missouri Synod?

Non Rostered teachers usually will enroll in the colloquy. When they are first hired they would meet with the pastor and the principal to further discuss the teachings and beliefs of the LCMS.

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

School's staff development plan

[Staffing Plan](#)

Non-discriminatory salary and benefit scale or policy

Salary Guidelines

Required Indicator of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

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

YES

NO

Identify and list supporting Evidence or Practices:

[Parent and Teacher Survey Results](#)

[Mission Statement](#)

Comments:

All teachers know and agree with the Mission Statement

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the “Comments” section.

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.

4:02: Christ-centered teachers have qualities and qualifications necessary for success in their defined areas of service.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- 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 the Roster of the LCMS or are actively enrolled in the colloquy program.
- 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.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

- Highly Functional (4)** **Operational (3)** **Emerging (2)** **Not Evident (1)**
-

Identify and list supporting Evidence or Practices:

- [Survey Results](#)
- [Personnel Manual](#)
- [Background Check Form](#)

Comments:

Full time teachers are either on the roster or they have the opportunity to receive their colloquy. All teachers demonstrate their personal relationship with Jesus Christ by the way they act and by what they teach in the classroom. All full time teachers have a Mn teaching license. They can be found in the Church and School Administrators office.

4:03: Teachers are informed of, and subsequently evaluated and supported in the continuing pursuit of professional growth and development.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- 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.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

- Highly Functional (4)** **Operational (3)** **Emerging (2)** **Not Evident (1)**
-

Identify and list supporting Evidence or Practices:

- [Teacher Observation File](#)
- [Staff Devotion Schedule](#)
- [Teacher Workshop and Conferences](#)

Comments:

All teachers are given the opportunity to grow spiritually and academically. The school budget allows teachers to go and attend workshops and LCMS events. All teachers have been trained in Smartboard technology and chromebook usage.

4:04: Teachers and support staff are empowered and equipped to effectively accomplish their assigned task.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- 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.
- 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.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

- Highly Functional (4)** **Operational (3)** **Emerging (2)** **Not Evident (1)**
-

Identify and list supporting Evidence or Practices:

Salary Guidelines

[Personnel Manual](#)

[Teachers Manual](#)

[Teacher Workshops and Conferences](#)

[Teacher Mentor List](#)

[Staff Prayer Schedule](#)

Comments:

Student teacher ratio is 22:1.

All new teachers go through an orientation with personnel and appropriate staff using the teacher mentor list. We have not assigned a teacher to a new staff member. We all try to mentor and help new staff during their first year.

4:05: Employees and volunteers serving in support roles have the qualifications and training necessary for success in their defined area of service.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- 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.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

- Highly Functional (4) Operational (3) Emerging (2) Not Evident (1)
-

Identify and list supporting Evidence or Practices:

[Survey Results](#)

[Volunteer Guidelines](#)

Comments:

In the past years we have had less volunteers in the classroom and playground due to COVID. Most of our volunteers are parents of the students and usually have a staff member with them while volunteering.

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. Are the Required Indicators of Success met for Standard 4? (YES / NO)

B. Based on evidence, what are the strengths of the school related to Standard 4?

St. John's has very good teachers who profess their faith everyday to each other and their students.

C. Based on evidence, what are the challenges of the school related to Standard 4? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.

We are working at getting full-time faculty members on the LCMS roster. In the past 2 years we have had 2 of our full time teachers earn their colloquy. We have been working on assigned mentors. This past year our principal went through orientation with all new staff at the beginning of the year. We have not assigned one teacher to a new staff member. It has been up to the teachers to join a membership in a professional organization. As of now not many are members except for the LCMS roster when applicable.

D. What is the school's average rating for all General Indicators of Success for Standard 4, rounded to the nearest tenth?

STANDARD	RATING
4:02	2
4:03	2
4:04	2
4:05	3
Total:	9
Average: (Total ÷ 4)	2.3

STANDARD 5: TEACHING AND LEARNING

The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.

Overview

Learning expectations for schools are profoundly different today than even a decade ago. Schools must be institutions of creativity, imagination and innovation. Key to success is the investment of time, thought, energy and resources toward desired educational outcomes.

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.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation, but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof, assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but is to be available for the Validation Team to review.

- Descriptions and schedules of mentoring, coaching, and induction programs
- Examples of classroom learning expectations and standards of performance
- Examples of assessments that promoted modification of instruction
- Examples of cross-curricular projects and interdisciplinary instruction
- Peer coaching guidelines and procedures
- Supervision and evaluation procedures
- Curriculum maps
- Curriculum scope and sequence
- Administrative classroom observation protocols and logs
- Examples of improvements to instructional practices resulting from the evaluation process
- Teacher evaluation criteria
- Student work demonstrating the application of knowledge
- Interdisciplinary projects
- Authentic assessments

- Agenda items addressing strategies
- Report cards
- Curriculum writing process
- Lesson plans aligned to curriculum
- Graduate follow-up surveys
- Ethical-use policy for use of technology, equipment, and software
- Inventory list of instructional hardware and equipment used by both teachers and students
- List of classroom and library reference materials
- The school's short-range and long-range technology plans, including the review schedule and procedures for review of the plans

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- Examples of teachers using technology as an instructional resource
- Examples of student use of technology as a learning tool
- Peer or mentoring opportunities and interactions
- Recognition of teachers regarding instructional practice
- Examples of improvement to content and instructional practice resulting from collaboration
- Student-led conferences
- Analysis of test score data

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

- 1. Indicate resources used in the construction of the curriculum (e.g. state mandates, Common Core curriculum, local public school curriculum, "Integrating the Faith," standardized test objectives and results analysis, etc.).**

At St. John's we use a multitude of resources. We analyze MAP tests to help staff focus on students' strengths and weaknesses. We set goals by subject area, look at state mandates to make sure we are in alignment with them. We look at the local public school curriculum to make sure we are preparing our students for the next level. We use Acadience learning a diagnostic assessment to provide progress monitoring for the students.

- 2. Describe the curriculum changes implemented in the school during the past three years and the impact of these changes related to student learning.**

We have incorporated a new math curriculum. Big Ideas provides more hands-on learning for the lower grades and online resources for all grades, It provides video with QR codes built into the lessons. It is a step ahead of what we had before. We have updated FOSS science kits and added new units. We have added Friendzy which is a social emotional curriculum. Lexia is made available to all students which is an online literacy learning program that provides opportunities for acceleration as well interventions for students on an individual basis. We have a new Spanish curriculum. DuoLingo for 3rd-5th grade and Language Learning network for 6th-8th. Coding that provides students the opportunity to use higher level thinking skills in the area of technology. A web based typing program for individualized / independent learning. [Friendzy](#) - SEL (Social Emotional Learning).

- 3. Describe the predominant teaching methods most often used by teachers in the classrooms.**

St. Johns uses small group and large group activities and lessons. Small groups for understanding the material presented and large groups with activities that help with lessons. We use our technology (Chromebooks and lab) to help enhance the lessons and sometimes teach our students, in the case of 8th grade Geometry. Sometimes we bring in demonstrations for individual classrooms and for the whole school. We incorporate project based learning sometimes with guided lessons to gradually move to independent learning. We also use differentiated instruction to make sure we are meeting the student at their level.

- 4. Describe how teachers communicate and collaborate to ensure continuity and student success.**

Teachers use informal and small group discussions. They meet with special services teachers as needed with parents often included, a few times a year. We have before and after school meetings as a staff. The staff uses the GroupMe app to communicate with one another. The teachers use different ways to communicate with parents and students that include email, shared Google classroom and documents and the Remind app.

5. How does the school accommodate students with unique differences and learning potential?

St. John's provides opportunities for students in their areas of interest. We offer support and extra assistance before and after school. We provide special services (Tree House Room) which helps support students at a variety of levels and gives extra support as well as enrichment. This year we provided an afterschool art class called "Sweet Treats". Teachers have had the opportunity for training in differentiated learning to gain ideas in which to enhance student learning. We use modifications for students with special needs. Our math is multi leveled throughout 5th-8th grade. This allows our students to move forward at an appropriate level to ensure mastery and success.

6. Describe the process of recording and reporting learner progress to parents and/or caregivers.

St. John's uses Gradelink, which is an online grading system to record daily grades, communicate assignment information and have printed and online trimester report cards. We use emails and phone calls to parents to discuss student progress. We have Parent/Teacher conferences twice a year. We also use Remind and Homeroom apps. On some occasions we meet with parents in between conferences to discuss the students progress.

7. Describe the 21st century methodology in place at the school and elaborate on how it impacts student learning (e.g. global awareness, financial and entrepreneurial literacy, civic literacy, health literacy, environmental literacy, etc.).

Students in 5th and 6th grade use a Student Economy program for discipline and behavior. Each student has a job that they apply for and earn a salary. Students earn or lose phantom money by how they do their assignments, behavior, serving others etc. Students learn how to balance a checkbook and keep track of transactions. St. John's has a 6th-8th grade Student Council that helps organize events for the middle school, fundraisers and service projects, for the school community. The Student Council also has cravings day that is a snack counter to raise money for special events and service projects.

We integrate technology into the classroom. We have chromebooks in 1st -8th grade classrooms and also have a lab with 28 Chromebases in which to integrate technology into all curriculum areas. We incorporate flex learning, which is a specified time during the school week to allow

for personalized learning opportunities. It can be remedial, accelerated, or special individualized projects in areas of interest.

8. Describe the instructional materials, other than textbooks, that are used regularly by teachers and students.

Teachers use various types of instructional materials. Textbooks, Chromebooks, Duolingo, which is our Spanish program for 3rd-5th grade, games, puzzles, Google Workspace, Language Learning Network Spanish, which is our Spanish program for the 6th-8th grade, all teachers have SmartBoards in their rooms, and we use YouTube channels.

Some grades use Mystery Doug, which are short weekly videos, approximately five minutes long. It inspires students to ask questions, investigate, and sometimes provide activity extensions. Students are also encouraged to submit their own questions about something in the world they are curious about and each week Doug picks a question submitted to answer.

Some teachers use Teachers Pay Teachers which is a resource that is used to find curriculum that meets the needs of the students as well as the goals and objectives for various classes. Upper grades use Nitro typing, which is a game that has the student type as they race. Most teachers use Lexia which is an online reading program along with IXL which is an online math, science, history practicing program.

The lower grade teachers use GoNoodle which is an online moving, exercise / dance program. They also use Brainpop and Brainpop Jr which are curriculum based videos that cover topics in math, language arts, science, social studies, health, music, and art. There are also interactive activities, games, and quizzes to help the students learn and be assessed.

Brainpop and BrainPopJr are curriculum based videos that cover topics in math, language arts, science, social studies, health, music, and art. There are also interactive activities, games, and quizzes to help the students learn and be assessed.

9. How are students provided with access to resource materials that enhance learning?

Students use online resource material that is accessible through student's Google Workspace accounts in their classrooms, computer lab, or at home. Students in the upper grades access their information through Google Classroom. Written resources (biographies, encyclopedias, etc...) are available in most classrooms and the school library. Textbooks and resource materials for the younger grades are also available on the primary website and maintained by the teachers and Mrs. Gilmore. The online accounts provide students with learning resources at a variety of levels - IXL, Lexia, and Brainpop.

10. How do teachers use instructional materials to communicate the Christian faith?

Teachers have religion class everyday. They integrate religion in every class when it is appropriate. Teachers do daily devotions with their class and we have daily prayer over the intercom during the first period of the day. The students and teachers do service projects throughout the year such as Auburn Manor, Feed My Starving Children, Monday night community meal etc.. Every teacher with their class does a chapel for the entire school. The teachers do bulletin boards with Christian themes and Bible verses in the classrooms and throughout the hallways.

11. Describe how the school provides for access to the Internet.

St. John's has various channels of wifi available for students, staff and guests. Every chromebook cart has its own wifi for the room. The students use their school provided chromebooks and the student lab. Primary students use their personal Google Workspace accounts to access their classroom resources on the primary site. 5th-8th grade students use Google Classroom to access their resources / materials.

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

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

Required Indicators of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

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

Identify and list supporting Evidence or Practices:

- [Classroom Schedule 1st-4th grade](#)
- [Classroom Schedule 5th-8th grade](#)
- [MAP Test results](#)
- [Tree House Schedule](#)

- [Math Splits Letter](#)

Comments:

The teaching of the Christian faith is of utmost importance and is made a priority throughout all curriculum areas as well as throughout the school environment. Each class has a time during the day as religion class or Jesus Time as you will see on the classroom schedules. While this time is specifically designed for full class activities strictly focused on God's Word, our teachers also naturally integrate sharing their Christian faith throughout the day in other curriculum areas as well. Our school and each classroom environment also have symbols, Bible verses, and other items posted that reference God's Word and remind us of his amazing love for us.

MAP Testing Data is used in a variety of ways at St. John's. MAP Testing Data is used to help determine which students receive additional support and/or enrichment in the TreeHouse. Overtime, we are able to see how individual students are progressing and when they no longer need to be seen in the TreeHouse. MAP testing data is also used to help determine gaps in curriculum, which classes (in general) tend to be lower and need extra support, and which teachers may require additional support in delivering a high level of instruction in the classroom. Finally, MAP data helps determine which level our 5th-8th grade math students are placed in. For students to advance to an advanced level in math, they must consistently test in the 85% or higher and be recommended by their teacher. All of the details of how students are selected can be found in the Math Splits Letter above.

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

Identify and list supporting Evidence or Practices:

- [Curriculum Guide](#)
- [Curriculum Rationale](#)
- [Time Allocation Charts for K-8](#)
- [MN Required Academic Standards](#)
- [Curriculum Review Cycle](#)

Comments:

The curriculum guide is updated when we receive and/or implement new curriculum materials. Materials for the major curriculum areas are reviewed on a cyclical basis to ensure they are up to date and accurate. Teachers strive to provide a variety of learning experiences in which students learn and master the goals in each curricular area. St. John's works diligently to keep curriculum up to date and in line with our Christian faith, current events, and applicable to the lives of our students. Our classroom teachers thoughtfully allocate time towards each area of the curriculum. The MN required academic standards are goal based and require a significant amount of time to be allocated towards the core subject areas in order for students to show mastery of the required content.

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the “Comments” section.

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.

5:03: The school community builds and maintains a vision, direction and focus for student learning.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- 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.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

- Highly Functional (4)** **Operational (3)** **Emerging (2)** **Not Evident (1)**
-

Identify and list supporting Evidence or Practices:

- We work with the high schools that the students are going to and make sure our 8th graders are in the right classes as they go on to high school.
- [SWCHS Recommendation](#) - online from high school. This link is expired but is an example.
- [SWCHS Recommendation Email](#)
- [Map Testing](#)
- [Acadience Testing](#)
- [Gradelink](#)
- [Staff Mid-Year Meeting Form](#)
- [Staff Observation Form](#)
- [Licensure Certificate - Technology Training](#)
- [Licensure Certificate - Gradelink Training](#)
- [Licensure Certificate - Math Curriculum Training](#)
- [Mentor New Staff Checklist](#)
- [Spelling Bee Participants & Awards](#)
- [Presidential award winners](#)
- Honor & Merit Rolls - posted each trimester in News & Notes
- Artwork/projects created by students are highlighted in frames outside of the school office

Comments:

St. John's, like many other schools, strives to prepare each student for the next level. We have made significant progress in this area since our last accreditation. By implementing MAP testing we have been able to more effectively compare the progress of our students to a broader population nationwide. These tests also help us to know that our students are prepared for the next level OR if they need extra help. We continue to use Acadience testing as another way to evaluate overall student progress in K-8. Our middle school has added multi-level math classes in order to accelerate, provide on-level or intervention strategies as needed for students to succeed at their own level. We have had the privilege of adding to our educational support staff that work with our classroom teachers to identify and support our students that might need additional help; we have also added a part-time enrichment teacher to support our students that would thrive with additional challenges. We continue to work together with the parents of our students to ensure that each students' needs are being met on an ongoing basis. Gradelink provides an online platform for students and parents to access their students daily progress on assignments/class work and teachers email and communicate with parents on an as needed basis.

St. John's has had feedback from the area high schools regarding the preparation of their students as they move on after 8th grade. Area high schools - such as Mayer Lutheran - have placement tests in which our students typically prove that they are prepared for the next level of instruction. Staff also complete recommendations for students moving on to private schools that help the students get placed in appropriate levels of instruction.

In addition to the many new and ongoing ways in which support and help prepare our students for success, we strive to celebrate student success through posting honor & merit roll, share our 8th grade Presidential honor awards at graduation, have students participate in chapel services using the gifts and talents God has given them, award participants of our summer reading and STEM challenges, hold pepfests to show support of significant athletic events, display chosen artwork outside of the office, and acknowledge our student successes (i.e. Spelling Bee, Lutherans for Life essay/poster winners, etc...) during announcements at the end of chapel services.

St. John's school administration strives to monitor and support its teachers to ensure their success in meeting the needs of their students. The teachers fill out self-evaluation forms, our principal does formal evaluation/observations, and together the teacher and principal have a follow-up meeting to discuss the lesson and ways in which administration and staff can work together to support each other to ensure student and staff success.

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.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- 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.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)
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Identify and list supporting Evidence or Practices:

- [Curriculum Guide](#)
- [Classroom Schedule K-4](#)
- [Classroom Schedule 5-8](#)
- [MN Standards for Education](#)
- [Chapel Picture](#)
- We incorporate the Gospel every day in Religion classes, throughout the day in other areas of the curriculum, and chapels

Comments:

When curriculum materials go through evaluation at St. John’s, there is a process which includes: making sure it aligns with state standards, is sequential in preparation, fits best practices, and has high standards. We also ensure that it includes materials that meet the needs of students at a variety of levels and also allows for creativity, higher level thinking, and decision making. Our staff is strong in the area of

supplementing with activities and resources that enhance the curriculum in order to make it meaningful and allow students to relate it to real world experiences and find a purpose.

Prior to selecting our materials, staff members, parents, and administrators evaluate the curriculum materials and research what other schools in our area and LCMS schools are using for curriculum materials. The evaluation of our curriculum also includes how well the curriculum materials align with LCMS teachings, specifically, topics or beliefs shared that do not reflect who we are as an LCMS school. Evaluation is a very detail oriented process but it is so important to choose materials that reflect who we are as a school.

Our students are encouraged regularly to pursue their talents, passions, and also share the Gospel with others. Our goal as a staff is to teach students how to use the gifts that God has given them and use them to His glory!

5:05: Teachers use a wide variety of instructional strategies that engage students and ensure mastery of learning expectations.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- 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 accommodates 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.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)
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Identify and list supporting Evidence or Practices:

We create ways inside of our curriculum to serve the church, the community and the missions of the church.

- [Survey results K-3](#)
- [Survey Results 4-8](#)
- [Extras for Students](#)
- [Out of Classroom Extras](#)
- [Enrichment Opportunities](#)
- [Math Class Splits](#)
- [Water Experiments](#)
- [Escape Room](#)
- [STEM Project](#)
- [8th graders laying wreath on Korean War Memorial in DC](#)
- [Laying a Wreath on Tomb of the Unknown in DC](#)
- [Feed My Starving Children](#)
- [8th Grade Veterans Breakfast](#)
- [8th grade Veterans Day Chapel](#)
- [Reading Buddies with upper grades](#)
- [Dissection in Science](#)

- [Faith in Blue](#)
- [National Day of Prayer](#)
- [LSW Mission Video](#)
- [Tribe Events](#)

Comments:

St. John's provides a Christian environment in which learning experiences, resources, and the application of life skills provide different ways to support students reaching their potential and taking the next step in their academic and non-academic lives. Teachers provide students with a variety of ways to learn; full class instruction, games, hands-on activities, small groups, research, projects, group work, etc...in which students engage in the learning and show their understanding through tests, presentations, projects, writing, and other measurable ways. Our students quickly learn to become responsible for themselves and each other along with taking ownership of their learning. The teachers strive to have the students be active participants in their learning and to also show mastery of the material in a variety of ways.

St. John's is privileged to have a resource room (aka Tree House) which is staffed to assist with meeting the various needs of our students. We have staff that provides for students that need extra assistance as well as those that need an extra challenge. A few of these staff members are specially trained to assist with Orton Gillingham as well as Acadience testing.

Students also participate in service learning projects which allows them to help others outside of St. John's in a variety of ways: helping with meals for community members, Feed My Starving Children (where students prepare meal packets to be sent abroad), playing games with or making decorations for residents at Auburn Manor, writing letters to senior pen pals, and more. These service opportunities as well as other experiences that connect with our community (i.e. Veteran's breakfast, National Day of Prayer, Faith & Blue) allow our students to learn how to make a difference in the lives of others and are an extension of their learning in the classroom.

5:06: Teachers intentionally communicate and collaborate to improve instruction and student learning.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- Teachers regularly participate in staff development activities designed to provide professional growth, improve instruction and enhance student learning.
- 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.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

- Highly Functional (4)** **Operational (3)** **Emerging (2)** **Not Evident (1)**
-

Identify and list supporting Evidence or Practices:

- [Licensure Certificate - Technology Training](#)
- [Licensure Certificate - Gradelink Training](#)
- [Licensure Certificate - Math Curriculum Training](#)
- [2022-2023 Job Responsibilities](#)
- [Staff Meeting Agenda '23](#)
- [LEA Convocation](#)
- [Kendra Gilmore - Van Lunen](#)
- [Colloquy - Hendrickson & Siegle \(not pictured\)](#)
- [Mrs. Herrmann - Outstanding Teacher of the Year](#)

Comments:

St. John's teachers are provided with staff development opportunities at St. John's as well as off site and online. These opportunities are largely focused on how to best meet the needs of our students, new curriculum or instructional development/strategies, ways to help create a feeling of community in the school/classroom, and other school related topics. We are pleased that funding has been more available for these opportunities in the past few years as they are an essential part of keeping our staff up-to-date and current in their training.

Staff is encouraged to collaborate with each other frequently at staff meetings, before and after school, and as needed. The staff meetings provide opportunities to share techniques and resources as well as time to brainstorm with all staff ways to overall improve/maintain St. John's as a church and school. Staff use other times to work together in more focused groups for discussions that are specific to individual student learning and developing strategies for individual/small group student success. Our teachers and support staff work closely together to brainstorm ways to ensure our students maximize their learning. Last year the teachers did peer observations as a way to provide feedback, give insight into teaching practices, allow for reflection, and continue to work towards personal growth and development in the classroom. School leaders provide opportunities for staff development and collaboration/training. This time is often before the school year begins as staff reports approximately 8 work days prior to students arriving. There are also designated meeting times during the school year set aside for collaboration on specific topics.

For teachers, finding time to meet and collaborate can be challenging. One major improvement since our last accreditation is the hiring of a part-time School Events Coordinator. One of the goals of this position is to take some of the large event planning responsibilities off of the classroom teachers and support staff members. As our school has grown, the responsibilities for the teachers have increased due to the larger number of students. This new School Events Coordinator position will hopefully allow teachers to focus more on their classroom responsibilities and also give staff more time for collaboration.

5:07: Technology enhances and enriches the students' learning environment.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

- 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.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)
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Identify and list supporting Evidence or Practices:

- [Curriculum Guide Including Method Materials and Assessments](#)
- [Technology Curriculum](#)
- [Technology Use Form](#)
- [Technology Policy](#)
- [IXL](#)
- [Lexia](#)
- [MAP testing](#)
- [Students in Computer Lab](#)

Comments:

Teachers have had the opportunity to be trained in the use of technology in the classroom along with student technology instruction. Many staff have been specifically trained in SmartBoard technology, Google Workspace, and chromebooks. While Covid changed the way teachers had to teach

and students accessed materials while remote, it also required that staff and students be up to date on the technology skills needed. Our staff and students became quite adept at using Google Classroom as a way to share assignments, communicate, access resources, and share learning experiences with each other. This was especially effective in the middle to upper grade levels. While staff can choose to attend technology classes or take them online, we also have some very technologically capable staff members that are willing to share with others what they have learned.

Teachers integrate technology use into their students' learning experiences regularly. Students in the upper grades at St. John's use Google Classroom as a place to help them stay organized with their class work. This is especially helpful as students move from teacher to teacher. Students have designated technology class time in which they learn how to use Google Workspace products, learn about Digital Citizenship, as well as use programs that teach coding through play and experimentation, and typing. The younger classes are taught the basic tools of Google Workspace and then gradually step up in difficulty as they progress throughout their school experiences. Regular classroom teachers integrate technology into their classrooms as students do projects, research, and assignments. By using Google Workspace students are able to collaborate together on group projects whether in person or online. Teachers also use technology in the classroom as a way to assess student learning through the use of Lexia, IXL, MAP testing, and other programs. These programs allow student learning to be assessed and individualized and provide another opportunity for teachers to differentiate their learning.

Teachers use technology to enhance student learning through more interactive tools as well. GoNoodle encourages student active engagement and social emotional skills. BrainPOP teaches concepts using short, educational and fun video clips in Math, Reading, Science, Social Studies, and Health. Teachers also access materials from teacher sites (i.e. Teachers Pay Teachers, blogs, etc...), create surveys/forms, Scholastic News, games (i.e. Kahoot!), and many other engaging activities that make learning meaningful and fun.

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.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- 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.
- A comprehensive program that examines student achievement with frequent progress monitoring is used to individualize instruction for student success.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

- Highly Functional (4)** **Operational (3)** **Emerging (2)** **Not Evident (1)**
-

Identify and list supporting Evidence or Practices:

- [Curriculum Update Schedule](#)
- [Gradelink](#)
- [MAP Testing](#)
- [MAP Test Results](#)
- [Acadience](#)
- [Student Permanent Records #1](#)
- [Student Permanent Records #2](#)
- [Sample Kindergarten Report Card](#)
- [Sample 2nd Grade Report Card](#)

Comments:

St. John's strives to provide the best learning experience possible for all of our students. As part of this goal, teachers naturally monitor and modify the curriculum for their own classrooms, but as a whole school we have a curriculum update schedule that ensures we evaluate each curricular area on a rotating and regular basis. When the curriculum is being evaluated, teachers from various grade levels along with administration and parents, look over the current curriculum as well as new curriculum options. When evaluating the curriculum many things are taken into consideration - how well our students perform in that curriculum area in testing, does the curriculum meet state standards, are there materials available or suggestions in meeting the needs of students at various levels, is there a technology component for both staff and students, etc...

Our staff works diligently to provide students with a variety of learning experiences and ways to show their mastery of the learning objectives. Our teachers use written tests, reports, presentations, projects, and other ways to assess student learning. Teachers use their evaluations from student progress to guide their lessons and instruction moving forward if there is a lack of understanding the material.

Throughout the school year teachers monitor student progress and provide a variety of feedback to students and parents. Daily assignments are assessed and recorded using Gradelink which parents and students are able to access online as often as needed (grades 3-8). Other ways of monitoring progress and communicating include graded assignments with handwritten evaluation, notes home, emails, or phone calls. Gradelink is used by all teachers as a report card system which parents access at the end of each trimester (all K-8). These reports also get printed and saved as part of each student's permanent file.

As a whole school, we use 2 main comprehensive forms of assessment that help us guide our students on an individual and overall basis - MAP testing and Acadience testing. We began using MAP testing since our last accreditation in 2018. These tests help us evaluate subject areas and identify areas that are strengths or weaknesses in our teaching, our curriculum, or in individual student understanding. The MAP tests are given in K-8 grade at a minimum of 2 times a year. Acadience testing is done 3 times a year and shows reading and math skills and development. Both of these tests provide very individualized results as well as an overall view as a school. The teachers and support staff review these results and strive to enhance our students' learning through a variety of methods to meet their needs. The results of each assessment are sent home to parents and also become part of each student's permanent record.

Besides what our school does to assess and individualize instruction, we have also had students attend Mayer Lutheran High School and take a placement test. Based on those results we have received feedback of our students being well prepared moving forward into high school. While many of our students go on to other area high schools besides Mayer, some of the other schools use our student MAP scores along with a teacher recommendation survey to help them find the best class placement for our SJS graduates moving forward.

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. Are the Required Indicators of Success met for Standard 5? (YES / NO)

B. Based on evidence, what are the strengths of the school related to Standard 5?

- The staff shares their Christian faith throughout all areas of curriculum and throughout the school day
- Teachers provide a large variety of learning experiences to engage students and ensure success
- Technology is integrated throughout curriculum areas in meaningful ways
- Staff work diligently to prepare students to move on successfully; this is achieved through ongoing evaluation and collaboration with other staff members

C. Based on evidence, what are the challenges of the school related to Standard 5? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.

While we did not identify areas as a 1 or 2, there is always room for improvement. Based on potential evidence and our responses, we identified a few areas in which we would like to challenge ourselves to improve. They are as follows:

- Collaboration time - While there is significant time prior to the start of the school year and also scheduled weekly meeting times for full staff, additional time for collaboration, planning, and brainstorming for student success throughout the school year is something that continues to be a challenge.
- Staff Support - As the world is changing and our school is growing we would like to consider ways to continue to maintain morale and the social/emotional needs of our staff members.
- Post SJS graduation survey - While we get great verbal feedback regarding our former students being prepared for high school from the schools they attend, it would be helpful to get feedback from both the former students and their parents.
- Curriculum Mapping - A tentative plan has been developed to move forward with curriculum mapping in the near future.

D. What is the school's average rating for all General Indicators of Success for Standard 5, rounded to the nearest tenth?

STANDARD	RATING
5:03	3
5:04	3
5:05	3
5:06	3
5:07	3
5:08	3
Total:	18
Average: (Total ÷ 6)	3

STANDARD 6: STUDENT SERVICES

Student services and activities are offered to meet the needs and foster the growth of each student in a safe and healthy environment.

Overview

Lutheran schools provide student services that support and enrich the educational experience of each student. Some of these services in this Standard 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.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation, but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof, assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but is to be available for the Validation Team to review.

- Policies related to student admissions
- Admissions counselor position
- Policies related to student matriculation
- Policy for preparing volunteers
- Athletic handbook
- Samples of student cumulative records
- List of counselors referred by the school
- Evidence of background checks for staff and volunteers
- List of first-aid materials
- Wellness plan
- Volunteer handbook
- Admissions counselor position

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are

to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- Student admission process
- Procedures for administering medication
- Policies or procedures related to student matriculation
- Teachers or supervisory personnel's active involvement in recess supervision
- Annual training for coaches and school volunteers
- Daily cleaning and sanitizing schedules for areas where food is served or consumed
- Safety precautions when working with special materials, tools and equipment

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. Describe the school's admission procedures for students.

Look at link Parent Student Handbook pg 6-9: [Parent Student Handbook](#)

- Open enrollment begins in January
- Parents are to register on TADS
- [Admissions Process Page](#)
- [Admissions Checklist](#)
- [New Student Application](#)

2. Describe the counseling services available to students and their parents.

- District #112 provides a counselor for 3 hours a week. She sees kids mostly in middle school but will work with any student upon teacher request. [Month at a Glance: SJ](#).
- Jenni Streed is our Social Emotional Coach for grade K-5. She meets weekly with those grades and uses [Friendzy](#) as her SEL curriculum. She also meets with students upon teacher request.

3. What orientation strategies are used to ensure a satisfactory bridge between home and school at the entrance of each new student?

- Look at parent student handbook pg 17-18: [Parent Student Handbook](#)
- School secretary handles communication via letters, phone calls and emails, new family meet staff at dinner at open house night.
- A [summer mailing](#) is sent out each summer sharing school information that is helpful for new parents.
- Each teacher shares information specific to their classroom that helps them get to know the school, the teacher, and the expectations of the classroom. [2nd Grade Parent Information](#)
- At the beginning of each school year, we host class gatherings to help students and families get to know each other. [Back to School Bash](#) [Popsicles in the Park](#)

4. What strategies are in place to ensure a satisfactory transition to the next level of education for students?

- We communicate with the various high schools in the area to ensure that we are meeting the expectations of the schools that they are attending. We often fill out recommendations for students to share helpful information that will consistently place them in the correct high school classes.

- We follow the guidelines of our curriculum and state standards to ensure that they are prepared academically.
- We have active youth groups that allow consistent communication with our students. We are able to stay in touch with them and support them through the transition.

5. List and describe all extracurricular activities sponsored by the school.

- [Arts](#)
- [Athletics](#)
- 1st-4th grade afterschool Art Program - The last one was called "Sweet Treats."

6. Describe ways students demonstrate their faith through student activities.

- Volunteering at Feed My Starving Children, (pre-COVID) monthly visits to Auburn Manor to play games with seniors, chapel offering and fund raising for different missions e.i. Hurricane relief, Orphanages, food shelf, and Global Health Initiative. Students are also encouraged to demonstrate their faith when out in the world through their actions and interactions e.i. 8th grade trip to Washington D.C., sports, praying before games.

7. How are staff and volunteers prepared for supervising students during activities?

- All staff are currently trained in First-aid and CPR. They renew this training yearly. They have been trained in bloodborne pathogens and AED as well. Parents are not allowed to supervise children without a staff person present. All staff have had background checks.
- We are currently working on a Volunteer Policy/Handbook at the Board of Education level.

8. Describe any school-sponsored before or after school care programs.

- [Cub Care](#) - Each school day, before school care is available from 7:00-9:00 and after school care is available from 3:50-6:00. This is staffed by a trained person.
- [Summer Blast](#) - In the summer we offer a summer program from 7:00-5:00 Monday-Friday.

9. Describe any child care services that are part of, or affiliated with, the school.

- St. John's offers a licensed preschool and childcare program called Time to Grow for 3-5 year olds. There is one 3-4 year old and two 4-5 year old classrooms. Time to Grow offers a variety of options for a child to attend all day or half day on whichever days of the week a parent would register for. Our school also offers before and after school childcare for students in grades K-8th. Hours of operation for this program are M-F 7:00-9am and 4-6pm.
- [TTG Website](#)

10. Describe the procedures for selecting, training and equipping child care personnel.

- Childcare personnel for our early learning classrooms are selected based on application, interview process, and personal/professional references. Background checks are performed through the MN Department of Human Services and fingerprints are taken as part of this approval process. As part of new staff orientation, all personnel are trained in the staff handbook, including policies regarding allergies, behavior guidance, emergency preparedness, bodily fluids, health policies, mandated reporting, and risk reduction, as well as CPR, First Aid, and Abusive Head Trauma. All personnel are retrained annually and semi annually in categories, as required to maintain licensure with DHS.
- Personnel for our out of school time program and summer program are selected based on application, interview and referral. Currently our before and after school care program is staffed only by the director. When staffing for summer programming background checks are performed on all potential staff age 18 and older. The director takes staff through the parent and staff handbooks containing our policies on behavior, attendance, mandated reporting and emergency procedures. Allergy information is posted for staff. We train in first aid, bodily fluids, epi pens, concussion, and CPR.

11. Describe and list the dates and times of emergency drills conducted in the past year.

- [Emergency Drills](#)

12. What are the procedures for crisis intervention and addressing medical emergencies?

- All staff are currently trained in First-aid and CPR. They renew this training yearly. They have been trained in bloodborne pathogens and AED as well.
- [Emergency Handbook](#)

13. How are teachers trained to ensure the safety and protection of students?

- All staff are currently trained in First-aid and CPR. They renew this training yearly. They have been trained in bloodborne pathogens and AED as well. Parents are not allowed to supervise children without a staff person present. All staff have had background checks.
- Refer to the Emergency Handbook above.

14. How are student health records maintained and used?

- Dist 112 provides our nursing service. The nurse is the one who maintains the health records. We maintain a list of those with allergies and the correct response if there should be a reaction. Each staff member has this list. Each student with special medical needs has a health directive in a binder in the nurse's file cabinet, available to all staff.

15. Describe the food services provided.

- Dist 112 provides the food service. Breakfast is offered as an option for students in the before school program, preschool and kindergarten classes. Assistance for free and reduced lunches is provided by the state.

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

Enrollment / admission policy Look at question #1 above [Admissions Folder](#)

Crisis emergency plan [Emergency Handbook](#)

Required Indicator of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

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

YES

NO

Identify and list supporting Evidence or Practices

[Pre-School License](#)

[Kitchen License](#)

[Kitchen Annual Inspection](#)

Comments:

Food Services, school counselor, school nurse, special education services are all provided by the school district and must meet federal, state and local requirements. The preschool child care program is Licensed.

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards.

The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the “Comments” section.

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.

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.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- 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.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4) **Operational (3)** **Emerging (2)** **Not Evident (1)**

Identify and list supporting Evidence or Practices:

- [Admissions](#)
- [Permanent Records Cabinet #1](#) [Permanent Records Cabinet #2](#)
- [Parent Student Handbook pgs 6-9](#)
- [Report card](#)
- [Counselor Monthly Schedule](#)

Comments:

St. John’s uses proper procedures to admit students and see them through the process of graduation.

6:03: Extracurricular activities provide opportunities for students to further enhance God-given talents and abilities.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- 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.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4) **Operational (3)** **Emerging (2)** **Not Evident (1)**

Identify and list supporting Evidence or Practices:

[Athletic Handbook](#)

Look at question #5 above

[Background Check Form](#)

Comments:

Athletic handbook is updated on an annual basis by the athletic director and administrator.
All of our coaches are members of St. John’s Church and most are teachers at the school or former students.

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.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- 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 (e.g., fire, tornado, intruder and other drills).
- Plans are developed and implemented for blood-borne pathogen, asbestos, CPR, first-aid training and the distribution of medication.
- 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.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)
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Identify and list supporting Evidence or Practices:

- [Technology Acceptable Use Policy](#)
- [Technology Permission Form](#)
- [Suicide Prevention / Behavior problem](#)
- [Fire Drills 21-22](#)
- [Fire Drills 22-23](#)
- [AED Machine](#)
- [Emergency Handbook](#)
- [First Aid Kit for Recess](#)
- [Immunization Policy and Accident Report](#)
- [Immunization Requirements](#)

[Immunization Form](#)

[Kindergarten Immunization](#)

[CPR and First Aid Certificate](#)

Comments:

St. John's does provide a safe environment for our students. We could practice more of our procedures on a regular basis.

6:05: School food services meet or exceed national and state guidelines.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- 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.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)
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Identify and list supporting Evidence or Practices:

[Dist 112 Kitchen License](#)
[Kitchen Inspection Document](#)
[District Monthly Lunch Menu](#)

Comments:

District 112 provides all of our food services. They are in compliance with State rules and regulations.

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any General Indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

- A. Are the Required Indicators of Success met for Standard 6? (YES / NO)**
- B. Based on evidence, what are the strengths of the school related to Standard 6?**
St. John's meets or exceeds expectations in regards to Student Services. The food service offers variety and health options twice a day. The staff is well trained for emergencies and daily safety procedures. The St. John's community practices safety drills on a regular basis There is a counselor who visits weekly to help care for the student's mental health.
- C. Based on evidence, what are the challenges of the school related to Standard 6? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.**
- D. What is the school's average rating for all General Indicators of Success for Standard 6, rounded to the nearest tenth?**

STANDARD	RATING
6:02	3
6:03	3
6:04	3
6:05	3
Total:	12
Average: (Total ÷ 4)	3

STANDARD 7: FACILITIES

Buildings, grounds and equipment provide a safe and healthy environment that serves to enhance student learning.

Overview

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.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation, but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof, assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but is to be available for the Validation Team to review.

- Job descriptions for maintenance and cleaning staff, including reporting responsibilities and lines of accountability
- Long-range plan for facility improvements, additions or expansion
- Budget line items committing financial support of ongoing maintenance and immediate facility improvements
- Inventory of instructional hardware and equipment, including technology infrastructure
- Certificates of compliance related to health and safety practices
- Cleaning schedules and custodial duties
- School lockdown plan

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it

is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- Buildings and grounds reflect the institution's commitment to maintaining a safe and productive learning environment for students
- Regular and routine inspections (e.g. fire marshal, health inspector, lunch room audit, emergency light log, facility walkthrough, etc.)
- Regularly scheduled maintenance
- Daily cleaning and sanitizing
- Safety inspections as required by local mandates

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. Describe the property (building and grounds).

Property Size : 4.1 Acres. Building finished square footage = 50,700 school only.
Church = 12,150

2. Describe how general maintenance and repair of the physical facilities is ensured.

Maintenance and repairs procedure : In-house maintenance and repairs are done by the Building Manager and the Board of Trustees. Outside service vendors are scheduled and supervised by the Building Manager and the Board of Trustees.

3. Describe how the school ensures that it complies with laws, health and safety requirements and building codes.

Code and Safety Compliance : Periodic inspections occur as required by law on the boilers/heating plant, fire alarm/prevention systems, elevator, school kitchen health inspection, City Fire Marshall as well as annual inspections by the Building Manager and the Board of Trustees.

4. Describe the maintenance and cleaning schedule of the facility.

Maintenance/Cleaning Schedule : In-house maintenance occurs as needed by the Building Manager on items such as lighting bulbs and ballasts, HVAC filters, refrigeration coil cleaning, door adjustment and hardware replacement and many other maintenance and repair items too numerous to mention. Cleaning is performed by the Building Manager, a full time 2nd shift custodian and an evening contracted cleaning service.

5. What is the relationship of the school administrator and faculty with the custodial staff?

Administration to Maintenance/Custodial Staff Relationship : The Building Manager is under the supervision of the Administrator and the Board of Trustees and works alongside school officials. The Full Time Custodian and the Contracted Cleaning Service are under the supervision of the Building Manager.

6. What part of the physical plant has been changed in the last three years?

Physical Changes in the Last Three Years : New Preschool playground installed with a perimeter fence. Eight new outside cameras installed with 12 new inside cameras all hooked up to a new server. New camera in the “A” entry door to buzz people in. New entry door latches installed to interface with calendar and phones. New gym divider curtain. Made the church nursery into a Pre Kindergarten room.

7. What long-range plans are in place for ground and site development?

Long Range Plans : Church and older school room refurbishment. New lighting in various parts of the facility. Sprinkling the whole school so that 1st grade can move upstairs and have more room for the Pre-K program. Acquiring the last property on the east end of the playground, whenever the owner wants to sell, to develop the rest of the block.

8. How are students protected from outsiders before, during and after school?

Student Protection from Outsiders : All doors are locked during occupation of the school except during bus arrival and departure times when staff monitors are stationed at the entries used. During time when all doors are locked, non-key holders must enter through the main entry “A” and then have the Church Office Manager “buzz” them in.

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

School floor plan

[School Floor Plan](#)

Required Indicators of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

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

YES

NO

Identify and list supporting Evidence or Practices:

[Entryway Camera and keypad](#)

[Cleaning Schedule](#)

[Playground Inspection](#)

Comments:

Our custodial staff and trustees do a great job of keeping the facility clean and safe. We have added 8 new cameras outside and 12 new cameras inside in the past 2 years. We will be adding a new preschool playground in the spring.

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

YES

NO

Identify and list supporting Evidence or Practices:

[Boiler Inspection](#)

[Boiler License](#)

[Kitchen Fire Inspection](#)

[Black Box for Fire Alarm](#)

[Fire Alarm Zone Map](#)

[Annual Fire Alarm Inspection](#)

[Annual Fire Extinguisher Inspection](#)

[Kitchen License](#)

[Kitchen Inspection](#)

Comments:

All inspections are scheduled and run accordingly on time. The custodial staff are up to date on their licenses and do a good job guiding all inspections. Our kitchen is run by District 112 which makes sure all guidelines are met.

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards.

The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each General Indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the “Comments” section.

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.

7:03: Buildings, grounds and equipment are well maintained, clean and appropriate for the age and number of students.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- 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.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

- Highly Functional (4)** **Operational (3)** **Emerging (2)** **Not Evident (1)**
-

Identify and list supporting Evidence or Practices:

[Cleaning Schedule](#)

[Floor Plan](#) Rooms 11-20 are all office space

[Tech Room](#)

[Library](#)

[Computer Lab](#)

[Chromebook Cabinet](#)

Comments:

We have been blessed with the room that we need by building the addition in 2000. It has given us ample room to grow and be comfortable doing it. We have our All for One live and silent auction every year that generates around \$70,000 per year for everything that is needed to furnish the rooms and pay for most of the technology.

7:04: Physical facilities provide specific (crosses, signs, etc.) and non-specific (attractive, adequate, etc.) Christian witness to the community.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- 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 a witness to the community.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

- Highly Functional (4)** **Operational (3)** **Emerging (2)** **Not Evident (1)**
-

Identify and list supporting Evidence or Practices:

[Cross](#)

[Outdoor Sign](#)

[Church outdoor Sign](#)

[Entrance Banners](#)

[Gym](#)

Comments:

Our halls are decorated all year. Our teachers do a great job of putting our faith on display. When you walk into St. John, you know you are in a christian environment.

7:05: The building and grounds provide a safe school environment.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- Policies and procedures are in place to maintain a safe school environment.
- 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 are in effect.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

<input type="checkbox"/> Highly Functional (4)	<input checked="" type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)
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Identify and list supporting Evidence or Practices:

- [Playground Fence #1](#)
- [Playground Fence #2](#)
- [Playground Fence #3](#)
- [Door Locks #1](#)
- [Door Locks #2](#)
- [Hallway Cameras](#)
- [Front Entrance Camera and Key Pad](#)
- [Emergency Handbook](#)

Comments:

All entrances are locked during the day. Visitors who wish to enter have to go to the main entrance and are buzzed in by the church secretary or the school secretary.

The playground has a fence to keep students from running out into the street. The city has been very helpful as they have closed off the alley access from the street.

We have the students who are picked up in cars at the end of the day, exit out the opposite door of the buses. We walk them to the street and we have teachers with stop signs as crossing guards. 3 teachers have this duty all year.

All Staff wear 2- way radios to communicate when outside at recess, bus duty and when there are no phones present.

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned standard through a thoughtful and purposeful evaluation of each of the general indicators of success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. Are the Required Indicators of Success met for Standard 7? (YES / NO)

B. Based on evidence, what are the strengths of the school related to Standard 7?

The building itself and all of the new equipment we have installed.

New locking system on all doors that can integrate with calendar

Eight new cameras outside and 12 new cameras inside, all hooked up to a new server.

New 6 ft fence around the playground installed in 2019.

Our custodial crew keeps everything up to date and clean.

C. Based on evidence, what are the challenges of the school related to Standard 7? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.

D. What is the school's average rating for all General Indicators of Success for Standard 7, rounded to the nearest tenth?

STANDARD	RATING
7:03	3
7:04	3
7:05	3
Total:	9
Average: (Total ÷ 3)	3

PRELIMINARY SCHOOL ACTION PLAN

A preliminary School Action Plan is developed as the concluding process of the school’s Self-Study. The plan must address every area of concern (“emerging” [2] and “not evident” [1]). Each concern must be noted and addressed. “Operational” [3] indicators may also be addressed in the preliminary School Action Plan. The preliminary School Action Plan must be attached to the Self-Study document.

NLSA Preliminary School Action Plan												
School Name: St. John’s Lutheran School												
School Address: 300 4th St East Chaska Mn 55318												
LCMS District: Mn South												
Administrator: Kendra Gilmore												
Date of Most Recent NLSA Validation Team Visit: 2018												
Accreditation Year		Preliminary		Year 1		Year 2		Year 3		Year 4		Year 5
Standard & Indicator Number	Self-Study Concerns & Strategies				Target School Year	Responsible Party	Action Taken	School Year Addressed				
2A	Create a plan to tie young parents of the congregation to the school				2024-2025	Pastors toral staff, administrators , teachers						
2A	Create a long term plan from baptism through the elementary years of our congregational Families				2025-2026	Pastoral staff, administrators , teachers						
2A	Create a plan to determine church attendance				2025-2026	Pastoral staff, administrator,t eachers						
4:02-03	Help all full time faculty join a membership in a professional organization and become rostered				2024 - ongoing	Administrator Board of Ed and Pastors						
4:04	Assign new teachers a mentor				2023-2024	Administrator						