



TRINITY LONE OAK
LUTHERAN SCHOOL

National Lutheran School Accreditation
Evidence-Based Self-Study Report
for Lutheran Schools
2024



PART 2

The Self-Study Document

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GENERAL INFORMATION ABOUT THE SCHOOL

1. School

Name: Trinity Lone Oak Lutheran School
Address: 2950 Highway 55
City, State, Zip Code: Eagan, MN 55121
Phone: 651-454-1139
Email: school@tloschool.org

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

Name, Complete Address:
Trinity Lone Oak Lutheran Church
2950 Highway 55
Eagan, MN 55121
651-454-7235
office@trinityloneoak.org

3. School Administrator(s)

Name: Kathryn Jones
Email: kathryn.jones@tloschool.org
Phone: 651-454-1139:

4. Pastor(s)

Name: Rev. James Kroonblawd
Email: pastork@trinityloneoak.org
Phone: 651-454-7235

5. List All Agencies Currently Accrediting the School

National Lutheran School Accreditation (NLSA)

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

7. Attach a copy of the school's most recent [LCMS Early Childhood Center and School Statistical Report](#).

Community Information

Please attach a recent (within the last three years) copy of an LCEF Demographic Study (this is a free report provided by LCEF. Please contact your LCMS District's LCEF Vice President for the report).

1. Write a brief history of the school.

Trinity Lone Oak Lutheran School began in a room under the balcony of the rear of the church in 1883. TLO Church members founded the school to fulfill the important mission of providing a quality, Christian education, building the first separate school building in 1890 and adding to the building in 1893 and 1908. TLO has constructed three different school buildings over its history.

The "Lone Oak" name comes from a large oak once located near our school. This large tree was originally the only tree in the middle of a vast grassland. Farmers would gather under the shade of that oak tree to barter and trade produce. It was under the shade of this tree that the community of Eagan was first founded. To this day, the city of Eagan utilizes the "Lone Oak" logo on official stationery, city vehicles, and water towers.

Trinity Lone Oak was granted the national Blue Ribbon Award in 2006. This lifetime award distinguished us as a school of excellence in the United States, based upon standardized test scores and curricular programming.

2. Describe the community surrounding the school.

TLO is located in Eagan at the intersection of Highway 55 and Lone Oak Rd, near the 494-35E interchange. There are not many residences near TLO, although new neighborhoods have been built recently a few miles away. TLO's neighbors are primarily business parks, gas stations, and restaurants.

Eagan is the largest city in Dakota County, Minnesota. It is the 8th largest city in the state with just over 67,000 people. Eagan is south and equal distance to both downtown Minneapolis and St. Paul. Just across the Minnesota River is the Minneapolis-St. Paul International Airport.

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

Eagan's makeup has changed greatly since its founding in 1860. Then, we were a community of Irish, German and French Canadian farmers. Now, Eagan residents work for major corporations, technology and healthcare industries, retail and service jobs and come from throughout the country and the world. The community has a wide variety of housing. Two of the three public school districts that encompass Eagan are in the top twenty-five public school districts in the state.

School Enrollment Information

1. What is the total current school enrollment?

137 students in Preschool - 8th grade.

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.

As TLO School reaches out into the community we have a more diverse school student body than that of the church. Our preschool program has become known among the families working in the area who are from India and is one reason we have seen growth in our preschool enrollment. 25 of 64 TLO church member children (ages 6-14) attend the school; they represent 24% of our K-8 students.

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

Age	Number of Children
0	3
1	1
2	0
3	1
4	2
5	7
6	5
7	5
8	7
9	8
10	6
11	7
12	7
13	11
14	8
15	5
16	7
17	13
18	8
Total:	111

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

*Based upon our graduating numbers, an incoming Kindergarten class of 16 for each of the years, 5 new students in grades 1-8, a K-8 retention rate of 90%, and a full Preschool program of 32 students we conservatively project enrollment to be:

School Year	Projected Enrollment	Rationale for projected enrollment
2024-2025	136	*
2025-2026	137	*
2026-2027	135	*
2027-2028	132	*
2028-2029	132	*

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

Within the limitations of our current space our preschool program enrollment is capped at 32 FTE. Our current classroom space would allow grades K-6 to be separate grades of 22 students and grades 7-8 combined with 22, for a K-8 enrollment of 176 students.

Staff Information – Teachers and Administrators

Please see [Staff Information: Teachers and Administrators](#) folder found in Section 4, Professional Personnel.

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>
Katarina Zenda-Johnson	Admin. Assistant	40	8
Jean Peterson	Business Manager	40	
Connie Kohn	School Librarian	15	9
Linda Flannery	PS Aide	10	16
Mary Erdman	PS Aide	17	6
Bonnie Bartz	PS Lead Teacher	30	1
Jennifer Farley	PS Aide	20	1
Sharon Fetterer	PS Aide	20	1
Tracy Ramirez	PS Aide/BTB	20	1
Giovanni Kennedy-Glazer	BTB	10	2
Jillian Sirany	School Counselor	2 - bi-weekly	3
Adyse Benya	School Cook (ISD197)	5	1

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:

Trinity Lone Oak receives funding from the local school district (Independent School District 197- West St. Paul-Mendota Heights-Eagan) for some services. ISD 197 provides per-pupil funding for textbooks, standardized tests, and individual instructional materials for students in Kindergarten through eighth grade. The district also provides funding for a school nurse to be on site at TLO one half-day each week. Additionally, TLO also receives ISD 197 funding for an onsite counselor every other Thursday. ISD 197 does not provide any transportation services for TLO students.

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 – 12](#)
- [Board of Christian Education](#)

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. Scoring and narrative reflection of survey results for each survey are to be prepared and included in the Self-Study.

In the survey analysis:

- For each survey administered, answer whether the minimum response rate goal (Faculty – 80%, Students – 40%, Board – 80%, Parents – 20%) was met for each group; any trends in the comments concerning the administration of the surveys; and any trends that were significant to address.
- Discuss each constituent’s group results. Address noted strengths, areas for improvement, variances between the groups, variations over time (if applicable), and plans to address any scores which are lower than expected.
- Discuss how the results confirm or conflict with other feedback measures the school has collected. These could be focus groups, informal surveys, classroom evaluations, etc.
- Provide evidence of how data from surveys has been analyzed and used to adjust instruction, the school environment, or other aspects of the school program for the past three years (if applicable).
- Discuss how constituent feedback has helped further the mission of the school over the past three years.

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

Summarize the survey information in the space below:

- Response Rates: Faculty - 80%, Students - 100%, Board - 83%, Parents - 68% (46 Responses from 67 families). No observed trends with regards to the administration of the survey.

- **Parent Survey:**

The responses indicate a high percentage of agreement with most questions. Student Services, Question #1 My child has access to support services based on their identified needs, had 32.6% No Opinion. While that doesn’t demonstrate disagreement, we recognize that it was not seen as a strength by those respondents. It is a topic of discussion among the staff.

In the comments section of the survey, there were a number of comments with regards to our building security. Since the survey was taken we have installed an updated security system with multiple cameras and improved remote entry.

A question we included in the survey was: Check the top 5 reasons you enrolled your children at TLO. We were pleased to see 78.2% responded “Faith development for children”, and another 69.6% chose “Integration of faith into daily learning.” While only 2.2% selected “Lutheran education”, it is evident that our parents seek a solid Christian education, which very much aligns with our Mission.

- **BoCE Survey:**

The responses indicate a generally high percentage of agreement with most questions. The biggest area of disagreement was with regards to Finance, Question #4, Salaries and benefits provide adequate compensation, with 60% disagreement. TLO’s current salary base is at 85% of the MN South District guidelines. We are in the process of drafting the budget for the 2024-2025 fiscal year, which has the salary base at 90% of guidelines. The plan is to continue to gradually increase the base to be closer to, if not at 100% of, the district guidelines.

- **Teacher Survey:**

The responses indicate a generally high percentage of agreement with most questions with the exception of: Communication, Question 2: School has effective PR, marketing, and social media. 25% agreed, 25% had no opinion or didn't know, and 50% disagreed. This is an area we have marked for focus. We are making an effort to increase our social media footprint, having recently opened an Instagram account, and also attempting to post on Facebook and Instagram more frequently. There have been discussions regarding a part-time marketing/social media position at TLO. Facilities were another area that stood out. Question #1, School facilities are adequate, clean, and in good condition, garnered a 50% disagreement response with 12.5% having no opinion. Staff has frequently expressed dissatisfaction with the cleanliness of the building. We have communicated this to the Board of Trustees and they are working with the cleaning crew to provide better service. We understand that the condition of our facility is impactful when it comes to families making enrollment decisions.

- **Student Survey gr 1-3**

The responses indicate a high percentage of agreement with most questions. We saw a strength in teachers wanting their students to learn and do their best (#1- 97%) as well as wanting their students to learn about Jesus (#7- 100%). This last one speaks to our mission: “. . . nurturing hearts and minds in Christ.” There was a higher percentage of students who rated teacher fairness as only occurring sometimes (#2- 35%). Due to their developmental stage, we interpret this as students responding to what they see as equal rather than what is fair. Question #5, “My teacher makes me think”, also had a higher number of sometimes (21%) and rarely (14%) responses. This can inform instruction as we work to ensure we are meeting our students where they are at and are providing appropriately challenging learning experiences.

- **Student Survey gr 4-8**

The responses to the questions on the survey indicate a high percentage of agreement with most questions with the exceptions of: “There are quiet places in my school where I can learn.” which has a 9% of rarely and a 15.6% of sometimes. We are limited in our space where our students can go without other

distractions or a dedicated space where students can go to study. We are exploring ways to re-think the space we have in order to provide areas for quiet, independent studying.

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 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.

- Written school policies align with philosophy/mission.
- School social media presence and postings align with the school’s purpose.
- School learning objectives align with the school’s purpose.
- School policies align with the school’s purpose.
- The school’s presence in community marketing pieces highlights the school’s purpose.
- School publications, handbooks, marketing materials provide evidence of Lutheran identity.
- Promotional materials give evidence of Lutheran identity.
- School website provides evidence of Lutheran identity.
- School evangelism plan or written document outlining practices of sharing the Gospel in the school and community.
- Christian symbols are appropriately and prominently displayed throughout 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 Lutheran 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 unchurched 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.
- Co-curricular and extra-curricular activities enhance the school's purpose.
- Part-time employees and volunteer coaches, directors and extra-curricular adult leaders embody and reflect the school's purpose.
- Service projects are informed by the school's purpose.

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?

The Board of Christian Education (BoCE) adopted the present school mission statement:

Equipping children for life-long learning and service by nurturing hearts and minds in Christ.

At Trinity Lone Oak Lutheran, we teach children the word of God, prepare them to be God's witnesses, provide a quality education, and work to develop the whole child by fostering the intellectual, spiritual, emotional, physical and social skills that will serve our students throughout their lives. At the heart of our mission is helping children to know the love of Jesus and deepen their relationship with Him as their Lord and Savior. At TLO, we gladly hear and cling to God's Word, glorify God the Father and boldly make known Jesus' love and forgiveness. This is a place to grow in faith and Christian discipleship through the Holy Spirit.

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

TLO church purpose statements: Faithful in Word, Joyful in Fellowship, Gifted to Serve

We feel the mission, vision and core values of TLO School are closely aligned to the church's vision statements. *Faith formation is grounded in the Word* which points us to Christ. While as a school we choose to focus on academics, creating a positive learning environment and opportunities to express *joy in fellowship* is a high priority as seen through our Chapel Buddy and Family Group program. Our purpose of "equipping children for life-long learning and service" specifically connects to the congregation's vision statement, *Gifted to Serve*.

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

Our current review of our Mission, Vision, and Core Values statements included gathering input from our stakeholders through a parent survey conducted in the Fall of 2017 and a joint BoCE and Faculty get-together in January of 2018. We started with the current mission statement, looking for ways in which to connect it to the mission of TLO Church as a whole. After attending the MN South District Marketing Summit in November of 2018, we saw a need to shorten the wording in order for it to be more impactful. We are excited to communicate our school's purpose using these new statements.

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

Faith formation and devotions are unique to all Lutheran schools, and TLO is no different. Fundamental to this is daily being in the word of the Lord. TLO is blessed to begin every day with faculty devotions and prayer.

5. How does the school's purpose inform its strategic plan?

Our school's mission guides our strategic planning process, guiding our choices regarding the continuation of events, programs, and practices, as well as the introduction of new initiatives. We evaluate each aspect of our

plans through the lens of fostering scholarly and lifelong learning, promoting opportunities for service, and nurturing spiritual growth.

6. Describe how the school's purpose is reflected in the teaching/learning environment in classrooms.

Our teachers and staff fulfill the school's purpose:

Equipping children for life-long learning - equipping our students with not only academic knowledge, but also the Habits of Scholarship that prepare them to be successful in life.

and service - providing opportunities to serve, and to lead, as we help those in need.

by nurturing hearts and minds in Christ. - as we teach the Lutheran, Bible-based doctrine of Law and Gospel, providing a solid foundation for the sharing of their faith.

Our teachers and staff share Christ's love with their students on a daily basis through prayer, devotions, memorizing God's Word, singing, and witnessing about the saving grace of Jesus, and encouraging our students to do likewise.

7. Describe how the school's purpose is evident within informal teaching/learning environments and co-curricular and extra-curricular events.

Whether within formal classroom settings or during extracurricular and co-curricular engagements, our school's mission shines through as students exemplify qualities such as sportsmanship, cooperation, and teamwork, while also embodying the principles of our Tiger Code.

8. How does the school's purpose inform daily operational processes and procedures?

Our school's mission is reinforced through various daily processes and procedures, notably our emphasis on the Habits of Scholarship. Students actively participate in leadership and service roles during Morning Announcements, Chapel Ushering and Acolyting, and in tasks such as Lunchroom setup and cleanup. Additionally, meaningful connections are fostered through interactions between Chapel Buddies and Family Groups. Faith is nurtured daily through prayer and the study of the Word.

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

TLO has a defined Mission, Vision and Core Values to which all employees are to ascribe. New employees receive a packet that includes these statements, as well as materials that draw upon them such as Building Behavior Expectations, the Tiger Code, classroom curriculum, and other pertinent information. Our school's purpose is referenced during discussions and decision-making at TLO Faculty meetings. Family and Teacher Handbooks further lay out expectations regarding communicating our school's purpose to its constituents through word and actions.

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.

- Final School Action Plan from the previous accreditation (if applicable)
- Strategic Plan (if applicable and currently utilized by the school)
- Written purpose/philosophy/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:

[TLO Purpose Statements](#)

[Examples of Student Service projects](#)

Comments:

TLO School's Mission statement specifically includes all of the elements essential to the Lutheran identity as stated above.

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

YES

NO

Identify and list supporting Evidence or Practices:

[Faculty Meeting Agendas](#)

[Principal's Reports to Church Council and Voters](#)

[BoCE Survey](#)

[Teacher Survey](#)

Comments:

School purpose statements are regularly reviewed and referred to in Board of Christian Education and Faculty meetings and decision-making.

Teacher survey indicates the school's purpose is understood and embraced by the staff.

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.

See Page 8 of the Self-Study for Rating Rubric.

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

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

Identify and list supporting Evidence or Practices:

- [Teacher Survey](#)
- [Principal Reports: BoCE, Council, Voters](#)
- [TLOLC Mission & Vision](#)
- [TLOLC Vision Posters](#)

Comments:

- The school’s purpose was developed by and approved by the Board of Christian Education.

- The school’s mission, vision and core values are integral to student development.

- Teacher survey response indicates teachers strive to see that their practices and procedures reflect TLO’s stated purpose.

- The school’s purpose is stated monthly in the Principal’s reports to the BoCE and Church Council.

- The congregational Vision statements each include a reference to the school ministry.

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:

[TLO School Mission Statement](#)

[TLO School Purpose Statements: Mission, Vision, Core Values](#)

Comments:

The Mission statement is posted throughout the school, on the TLO website, and included in the Principal’s reports for BoCE, Council, and Voter’s meetings.

The Purpose statements are reviewed by the Faculty at our fall teacher workshop and are a guide to our discussions and decisions.

All school activities, goals, and learner outcomes are reviewed in light of our Purpose statements. If they do not reflect our Core Values then we need to ask ourselves why we are doing the activity. As lessons are planned we seek to align our teaching with our Mission and Vision.

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:

[TLO School Mission Statement](#)

The school’s purpose is found on the website [‘Who We Are’](#)

[Family Handbook](#)

Comments:

The school’s mission (purpose) statement is displayed in each classroom, the school office, and the principal’s office.

The school’s purpose is included in the Family Handbook, and referenced in promotional materials and correspondence.

The school’s purpose is a driving force behind planning of school events, curriculum decisions, and behavior expectations.

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:

- [Onboarding Procedures](#)
- [Mentor Handbook LESA](#)
- [TLO Teacher Job Description](#)
- [PS Lead Teacher Job Description](#)

Comments:

- New employees complete an onboarding packet provided by the business manager.
- New employees meet with the administrator and are provided with school orientation materials.
- Employees working in our preschool program are provided additional orientation, training, and mentoring by the Preschool Director.
- New staff are assigned a mentor. The LESA Mentor is used as a guideline for.

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

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

The school's mission statement strongly reflects its Lutheran identity and is embraced by the staff. TLO's school ministry is an integral part of the congregation's purpose as shown through its vision statements and overall support of the school. The school's mission statement informs planning and decision-making.

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.

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)	3.00

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 educators' participation in the 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 or written document outlining practices of sharing the Gospel in the school and community
- Attendance at District conferences and events

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
- Student involvement in activities of the sponsoring congregation(s)
- Pastoral involvement
- Pastor relates well, offering services to school families who do not belong to the sponsoring congregation(s)
- Teachers regularly worship and actively participate in activities of the sponsoring congregation
- Teachers participate in school-required conferences and events
- Teachers participate in district-sponsored conferences and events.
- CMIFs (Commissioned Minister Information Forms) are completed and regularly updated by commissioned teachers.
- 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).

The connection between the congregation and the school is notably positive. The congregation actively shows its support by participating in school fundraising events like the gala and engaging in prayer partnerships. It's common to observe congregation members attending various school programs and sporting activities. The primary focus of the church revolves around its mission, which is centered on the school. The school was established three years after the founding of the church. Students actively cultivate relationships with congregation members by becoming prayer partners, meeting on a monthly basis.

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

Pastor Kroonblawd is actively engaged in our school community, teaching Confirmation classes, leading chapel sessions throughout the school year, and participating in daily devotions with the staff. Additionally, he takes the time to warmly greet school children and families in the morning as they enter the building. Pastor K consistently attends various school events, including music events, sporting activities, and learning fairs.

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

Students are paired with prayer partners from the congregation. They showcase their musical talents by singing and playing handbells, delivering performances during two concerts a year. The students actively take part in National Lutheran Schools Week, and the school offers additional opportunities for involvement through a Praise Band, VBS and clean-up day for both school and church. Mini course day – congregation members will volunteer for different courses. Information about these activities is regularly featured in the church bulletin, Tiger Times, and on the school website.

4. What are the ways the school connects families to association churches and their ministries?

The school choir showcases its talents at various churches and students actively take part in events like "Trunk or Treat" organized by partner churches. Furthermore, students contribute to community service by volunteering at "Feed My Starving Children" during field trips. Additionally, they participate in enriching field days at Concordia Academy for added experiences.

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

We collaborate with the district on staffing requirements and seek appropriate support in overseeing the overall operations of the school.

6. Describe how all teachers are engaged in in-service, workshops and volunteer efforts.

Teachers participate in diverse activities, leading courses on "mini course" days, volunteering as Sunday School teachers, attending multiple workshops annually, and actively contributing to the Trail of Life organization.

7. Describe the involvement of called workers in required district conferences, workshops and volunteer efforts.

Faculty actively engage in various conferences, including the district Lutheran Educators Conference, Early Childhood Conference, LEA, and others. The administrator attends Region I Administrator meetings, district admin meetings, and relevant training sessions. Additionally, our faculty members have contributed to NLSA accreditation teams.

8. How does the school support the work of the Lutheran Church – Missouri Synod?

Chapel offerings extend their impact both locally and globally, supporting initiatives such as Lutheran World Relief and Gospel Adventures projects. Throughout the year, multiple food drives contribute to local food shelves, and students actively volunteer at Feed My Starving Children. Our teaching aligns with LCMS principles, reinforcing the values upheld by the LCMS.

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 Recognized Service Organization (RSO) status with the Synod (if an RSO, provide the latest RSO renewal).

YES

NO

Identify and list supporting Evidence or Practices:

[Trinity Lone Oak Lutheran Church website](#)

Comments:

Trinity Lone Oak Lutheran Church is an active member of the LCMS.

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.

See Page 8 of the Self-Study for Rating Rubric.

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 pastor is acknowledged as the spiritual leader of the whole congregation, including the school.
- The pastor demonstrates that he is the spiritual leader of the school and congregation.
- The congregation provides spiritual support for the school and its students.
- Pastor(s) and school staff regularly demonstrate support for each other's ministry.

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:

- [Trinity Lone Oak Lutheran Church website](#)
- [TLOLC Mission & Vision](#)
- [TLOLC Vision Posters](#)
- [TLO Organizational Chart](#)

Comments:

Pastor Kroonblawd is involved with the school in the following ways: leads chapel - including the opening and closing worship services, greets students at the door most mornings, teaches Confirmation class, attends all major school events and activities, is an ex-officio member of the Board of Christian Education and attends all meetings, participates in daily Staff devotions, is a prayer partners with students.

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:

- [TLOLS Choir Singing Schedule](#)
- [Board of Christian Outreach to unchurched TLOLS families](#)
- [Hawaii Wildfire Offerings - Thank You](#)
- [MN South District Hearts for Jesus: Garuna Mission](#)
- [Quarter Wars - Global Kids Fund](#)

Comments:

Staff members are involved in congregational life in the following ways: serving as an Elder, Sunday School teachers/subs, serving as SS superintendent, help with Vacation Bible School, sign up to serve Lenten Soup Supper, and participate in various other congregational events.

School offerings have supported District Hearts for Jesus projects; our NLSW Quarter Wars support Lutheran Hour Ministry's - Global Kids Fund (Gospel Adventures)

Teachers and staff attend Educators Conferences and training sponsored by MN South District.

TLO School - Pastor, Church Administrative Assistant and Principal partner with TLO's Board of Christian Outreach through various activities to reach out to TLO School families that do not have a church home.

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

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

The strong involvement of the pastor signifies a cohesive partnership between the church and school, fostering a unified vision and mission. Additionally, the commitment of staff to serving both church and school functions underscores a culture of dedication and shared values. Moreover, the high level of participation at school events and joint school/church activities suggests a vibrant and engaged community, where members actively contribute to the enrichment of educational and spiritual experiences.

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.

Diversity of involvement and types of activities in which the school and church interact.

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)	3.0

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
- Parent Education Resources
- Written guidance for volunteers serving in the school
- Student involvement in community activities
- 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?

<u>Surrounding Community</u>	<u>TLO</u>
Asian - 8.9%	Asian - 7.5%
Black/African American - 10.4%	Black/African American - 5.2%
White - 74.3%	White - 82%
Hispanic or Latino - 5.1%	Hispanic or Latino - 0%
Two or More Races/Other - 4.5 %	Two or More Races/Pac Is/Other - 5.9%

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

Open Houses: The school hosted Open Houses for both preschool and grade school, providing an opportunity for members of the community to visit the campus, meet faculty and staff, and learn about the educational programs and facilities available.

Soup Suppers: Organizing soup suppers served as a community-building event, bringing together students, parents, faculty, and neighbors in a casual and welcoming atmosphere. These gatherings likely facilitated informal interactions and discussions about the school's activities and achievements.

Anniversary Celebration: Commemorating the school's 140th anniversary celebration in the community served as a significant milestone to highlight the institution's longstanding presence and contributions. Such celebrations often involve various festivities, such as special events, historical exhibits, or alumni gatherings, which not only honor the school's heritage but also reinforce its ties to the community.

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

Chapel Offerings Supporting Local Programs: By dedicating chapel offerings to support local programs, the school demonstrates a commitment to addressing community needs directly. These offerings likely provide financial assistance to organizations or initiatives within the community, thereby contributing to local welfare and development.

Volunteering at Feed My Starving Children: Volunteering at organizations like Feed My Starving Children indicates a dedication to serving those in need beyond the school's immediate community. By

participating in meal-packing events or other activities organized by such organizations, students and staff contribute to global humanitarian efforts and foster a sense of empathy and social responsibility.

Singing at Various Churches: Through singing performances at various churches, the school not only showcases the talents of its students but also strengthens ties with religious institutions within the community. These performances likely serve to uplift congregations and enhance community spirit through music and cultural exchange.

Participating in Trunk or Treat Events: Involvement in Trunk or Treat events provides an opportunity for the school to engage with families and children in a fun and festive setting. By decorating trunks and distributing treats, the school creates memorable experiences for community members while promoting a sense of camaraderie and inclusion.

Contributing to Samaritan's Purse Donations: Contributions to organizations like Samaritan's Purse demonstrate the school's commitment to global humanitarian causes. By collecting donations for initiatives such as Operation Christmas Child or disaster relief efforts, the school encourages students to think beyond their immediate surroundings and actively participate in making a positive impact on a larger scale.

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

As found on page 20 of the Family Handbook:

"Every effort is made to meet and exceed the standards of instruction of the Minnesota Department of Education. Through District #197, we receive special education services, part-time nursing services, our Hot Lunch program and other opportunities to participate in Federal and State assistance programs."

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

Faculty members are actively involved in community events through various means, including: volunteering at Feed My Starving Children, organizing singing engagements at various churches, assisting with Vacation Bible School, serving in leadership roles in the Trail of Life Group and participating in Finnegan's Toy and Book Drive.

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

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:

[Notice of non-discriminatory Policy](#)

[Family Handbook](#)

Comments:

The statement of non-discrimination is prominently placed in the Family 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.

See Page 8 of the Self-Study for Rating Rubric.

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:

- [Acorn Fund](#)
- [TLO Need-based Financial Aid](#)
- [Guidelines for Administration of Need-Based Financial Aid](#)
- [TLO Zip Code Heath Map](#)

Comments:

While the school values the demographic diversity of its students and the surrounding community, TLO acknowledges that more can be done to celebrate and embrace the diversity of its student population.

Trinity Lone Oak has made a commitment to provide tuition scholarships to families with a demonstrated need. This commitment to supporting the mission of our school is shown through TLO budget allocations and generous donations to our tuition assistance Acorn Fund.

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

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

Identify and list supporting Evidence or Practices:

[TLO Student Service Projects](#) including:

- Feed My Starving Children
- Making blankets for community
- Cards for first responders
- Food drives
- Sending pictures to homebound people
- Trail of Life
- Singing at other churches

Comments:

TLO students and educators actively participate in community engagement through diverse avenues. In addition to the above-mentioned service projects, we facilitate the Prayer Partner initiative, fostering connections between students and members of the TLO community. Participants in Trail Life have the opportunity to contribute to community projects. Several TLO staff members generously volunteer their time for external community service initiatives with organizations of their preference.

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:

[Moms in Prayer](#) group

[PTCO Manual](#)

[Joining Jesus as a Family](#)

Comments:

TLO families are invited to be involved in our Parent Teacher Congregation Organization (PTCO), Women of the Word (WOW) Bible Study, Moms in Prayer group, and other workshops and Bible Studies through the congregation.

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:

- [Hot lunch program menu](#)
- [Special Ed Services](#)
- [Counseling Services](#)
- [Basketball Skills Sessions](#)
- [Trail Life program & events](#)
- Vacation Bible School
- Peniel Evangelical Church

Comments:

TLO partners with ISD 197 for its Breakfast and Lunch program, Special Education and Speech services, our School Nurse, and funding for our school counselor.

TLO Church provides space for Peniel Evangelical Church.

We also reach out into the community through our Sunday Night men's Hoops, Coach Streich's Basketball Skill Sessions, Trail Life, and our Vacation Bible School program.

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

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

Firstly, there is commendable staff involvement across various events, showcasing a culture of collaboration and dedication within the faculty. Additionally, the school maintains positive relationships with families and parents, indicating effective communication channels, mutual respect, and shared goals in supporting student development. Furthermore, its strong relationship with public schools underscores a collaborative approach to education, fostering opportunities for resource sharing and seamless transitions for students.

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.

" While the school demonstrates strengths in staff involvement in events, positive relationships with families and parents, and collaborations with public schools, there's a recognized need to enhance its celebration of diversity within the community. To address this, the School Action Plan should prioritize initiatives aimed at fostering a more inclusive and culturally diverse environment.

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	2
2B:03	3
2B:04	3
2B: 05	3
Total:	11
Average: (Total ÷ 4)	2.8

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
- Bell Schedule (daily, weekly, monthly schedules and/or calendars)
- Evidence of the spiritual nurturing of students such as chapel, large and small group activities
- 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.
- Regular school chapel services are intentionally designed to consciously and systematically strengthen the Christian faith of students and members of the school community.
- The school staff work cooperatively with area pastors and church workers to meet the spiritual needs of school families during times of celebration, times of crisis and day-to-day life events.
- Pastoral and school staff work cooperatively to meet the spiritual needs of school families.
- Home visits
- Parent/Teacher Conferences
- 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 mission of Trinity Lone Oak Lutheran School is “Equipping children for life-long learning and service by nurturing hearts and minds in Christ.”

The school's climate is characterized by a commitment to nurturing a holistic and spiritually enriching environment for students. From the Chapel Buddies to service events, the primary goal is to consistently guide students back to Christ, fostering a sense of purpose and moral grounding. The teachers play a pivotal role in shaping this atmosphere by embodying their faith, seamlessly incorporating it into their teachings, and serving as positive role models. Beyond academics, the school emphasizes faith development as teachers actively engage students in prayer for both themselves and others, encourage scripture memory, and impart essential life skills. This holistic approach not only fosters a strong sense of community but also has a profound impact on the lives of students, shaping their character and instilling values that extend beyond the classroom into their broader lives.

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

Teachers at our school actively support students and their families through various means. Staff prayer times create a foundation of spiritual support, fostering a sense of unity and well-being within the school community. One-on-one conversations provide personalized attention, allowing teachers to address individual needs and concerns. Regular communication via email, weekly classroom newsletters, and parent-teacher conferences keeps families informed about their child's progress and any upcoming events. The introduction of student-led conferences empowers students to take ownership of their learning journey and share their achievements with their families. Additionally, teachers warmly welcome parents into the classroom, creating an inclusive environment that encourages family involvement in the educational experience.

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

The belief that positive relationships are fundamental to effective learning is at the heart of the student-teacher dynamic in our school. These relationships are thoughtfully cultivated and strengthened through various channels, creating a supportive and engaging learning environment. The Tiger Times, a platform for school news and events, fosters a sense of connection. Class newsletters provide regular updates, keeping students informed about classroom happenings. The integration of prayer and Devotions/Jesus Time allows for spiritual bonding and reflection. Beyond the academic setting, participation in athletics, choir/band, and the Musical not only builds teamwork but also deepens the connection between students and teachers.

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

NOTICE OF NON-DISCRIMINATORY POLICY

“Trinity Lone Oak Lutheran School admits students of any race, color, or national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, or national or ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic or other school administered programs.”

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

The collaborative effort between the school and the church is integral to meeting the spiritual needs of students and their families. Pastor Kroonblawd actively engages with the school making a concerted effort to be present as time allows. His involvement extends to participation in staff devotions, where his insights contribute to the spiritual growth of the entire staff. Additionally, Pastor Kroonblawd teaches the Confirmation class, providing students with a solid foundation in their faith journey.

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

The Tiger Times serves as a platform for school-wide communication, keeping parents informed about events and updates. Weekly newsletters from individual classrooms provide specific insights into the academic and social aspects of their child's education. Parent volunteers actively participate in classrooms, fostering a sense of community involvement. Special events such as Grandparent Day provide opportunities for families to come together, creating lasting memories. Through one-on-one conversations, teachers establish personalized connections with parents, addressing individual concerns and celebrating achievements. Attending athletic events and open houses further strengthens the bond between educators and parents, showcasing a shared commitment to the well-being and success of each student.

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

TLO staff focus

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

Our discipline policy is found in the Behavior Expectations document and is guided by the following understanding (found in the Family Handbook):

“At TLO, we believe that each student and teacher is entitled to have a learning environment free from disruptive and distracting behavior. As partners in education it is important we walk together in oneness of spirit and purpose. As a Christian school we are dedicated to the honor and glory of our Lord. Our conduct should always seek to follow God's command to *“love Him above all and our neighbors and ourselves.”* We view education as a team effort. When things happen that hurt or offend others we all play a role in making things right.

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 policy and procedures

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:

[Tiger Code](#)

[Family Handbook: STUDENT BEHAVIOR GUIDELINES and DISCIPLINE POLICY](#)

[Behavior Expectations](#)

Comments:

A positive, nurturing school climate creates a learning environment conducive to academic success.

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.

See Page 8 of the Self-Study for Rating Rubric.

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

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

Identify and list supporting Evidence or Practices:

- [Tiger Code](#)
- [Chapel Schedule](#)
- [Family Groups](#)
- [Cross and Crown chapel band & Musicpalooza](#)
- Daily Classroom Devotions & Prayer

Comments:

Fostering caring relationships is a vital part of TLOLS’s Mission. Each week begins with a K-8 ‘Tiger Time’, as we begin our week together in Word and Prayer, focusing on what it means to live out our Christian faith. Our Tiger Code encourages students to treat one another as God would have us do. Daily our teachers and staff, through kind and caring interaction with the students, share the Gospel news that “Jesus Loves Them”. Throughout the school day, students are reminded of that fact through the messages of faith that decorate our classroom and halls, and as they gather for devotion and prayer or weekly chapel.

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:

[Tiger Code](#)

[Behavior Expectations PBIS](#)

[Habits of Scholarship](#)

[Grade 1-3 Student Surveys](#)

[Grade 4-8 Student Surveys](#)

Student input for National Lutheran Schools Week and National Day of Prayer activities; their work on the School Yearbook committee

Comments:

We work to balance the pursuit of academic excellence with the desire to grow in faith and live a life of service to our Lord. Our students demonstrate this through their positive interactions with their peers and with the teachers, principal and other adults at TLO.

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:

[Sign-up Genius](#) - volunteer sign-up site (note: past events drop off the site)

["Today is..."](#)

[Parent Survey](#)

Comments:

Parents are greeted as they come into the school. The weekly newsletter, Tiger Times, communicates opportunities for parents to get involved and provides the link to Sign-up Genius. There is good parent interaction and involvement at school events.

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:

- Daily morning devotions
- Birthday Buddies
- Faculty meeting discussions
- Professional development opportunities

Comments:

TLO staff strives to support one another through various channels, including daily devotions and prayer for both TLO students and colleagues, the Birthday Buddies program, open discussions on pertinent issues and opportunities, and a shared commitment to continuous learning and growth as demonstrated in our professional development endeavors.

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**
- B. Based on evidence, what are the strengths of the school related to Standard 2C?**
- 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	11
2C	12
Total:	29
Average: (Total ÷ 10)	2.9

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 most recent external audit or financial 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.

- Examples of decisions aligned with the school's statement of purpose (purpose/mission/vision italicized below)
- 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.

TLO School is governed by the Board of Christian Education, which is designated in the TLO Church Constitution and Bylaws. The Constitution provides that the Board is composed of 6 TLO church members, though one of those seats is currently vacant. The Board of Christian Education has two non-TLO member positions (parent of a child in the school) on the Board as well. One of those is currently vacant. The board is in the process of seeking applicants for that position. While the non-TLO member roles are not listed in the Bylaws, it was started as a pilot program of the church in 2006 and was incorporated into the BoCE Policy Manual. Ad hoc committees of which anyone can serve, may be formed under the leadership of the Board.

The Board meets the second Thursday of every month (12 months) and as needed. The Chair of the Board (or TLO member serving in the chair's absence) attends scheduled Church Council meetings and Budget meetings to represent the school.

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

The Church Constitution provides for 6 TLO members being nominated and approved by the congregation for two year terms. A member may serve for up to six years at a time and then is required to take a one year sabbatical before serving on any board.

Parents who are not-TLO members are invited to apply to serve on the BoCE. Their applications are reviewed by the Chair and Principal and forwarded to the full BoCE for approval.

3. Describe the process for regular evaluations of the lead administrator.

The lead administrator is evaluated by the BoCE and the BoCE chair meets with the administrator to discuss the evaluation in the spring each year. The board will review the process and format used in further detail this spring, as those involved in the past are no longer on the board.

4. How are governing authority policies and minutes accessed for review?

When minutes are approved by the Board of Christian Education, they are sent to the school administrative assistant and church administrative assistant. They are then included in the weekly Tiger Times School Newsletter.

Policies are kept electronically on the Server and Google Drive folders. Policies that are specific to daily operation of the school (eg. enrollment) may be published in the family handbook.

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

The policies, decisions, and plans of the Board of Christian Education are communicated in various methods. For policies and decisions, the best resource would be the school newsletter, the Tiger Times. Significant items like school calendars, financial aid information, and registration are usually included as stand-alone items in the Tiger Times. Other items can be found in the Minutes, which are linked in the Tiger Times.

If there are policies, decisions, or plans that impact the church congregation, the church secretary is informed and an appropriate announcement is included in both the weekly church bulletin and email newsletter. Items not yet impacting the church, but potentially having an impact, are brought up and discussed at Church Council and potentially Voters' Meetings.

6. 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.

Facilities/Equipment

Mostly undertaken by the Board of Trustees (TLO Church Board). See Part 7, Item 6 for further detail on some items.

- Resurfaced school parking lot
- Installed new security system
- Installed new carpeting on first floor and in music room
- Installed new interactive flat panels
- Installed wall to divide the preschool room into two rooms
- Installed AC in preschool rooms and principal's office
- Purchased powered floor scrubber, especially for gym floor (which is also where lunch is served)
- Continued work on the school forest trail and planting improvements (DNR School Forest)
- Replaced roof on school
- Replaced preschool windows
- Lower level HVAC unit was improved and HEPA air purifiers were added to each classroom to improve air exchange
- Purchased new stage for productions
- Cleaned carpets and vinyl flooring
- New projector for use in gym

Development

- Started a summer program for preschool and K-8
- Preschool was divided into two sections

Finances

- The board annually sets the tuition for the school, working to get teachers' pay in line with LCMS recommendation and yet still affordable for families
- Applied for and received EANS I and EANS III funding and continue to receive Early Childhood Grant

Curriculum

(see also the NLSA Section on Curriculum)

- Mr. Orr (currently), Mrs. Vallin, Mrs. Zenda-Johnson, Mrs. Brewer, and Mrs. Seeman have attended the TEC21 training and brought that training back to the other teachers
- Reviewed and adopted new math curriculum (K-2 Bridges in Mathematics; 3-5 Big Ideas: Math & You)
- Participated in Incubate to Innovate training

Personnel

- Personnel Manual was updated
- Part-time P.E. and Science instructor position was increased to full-time
- Changed grades 1-2 from combined to individual classrooms

7. Describe the process that is used for systematic and strategic planning.

The Board of Christian Education, along with the principal, has primarily focused on the goals set in the [2019 NLSA School Action Plan](#). "Developing a strategic plan with the updated mission and vision at hand" was an item included in the 2019 plan. Last year the BoCE and faculty participated in SWOT analysis and discussions. Those results, along with survey data from the past few years, will be used to continue the process of creating a comprehensive strategic plan, keeping the mission and vision in mind. After this NLSA Self-Study is complete, the current board will continue discussions regarding the best approach to take in completing the strategic plan.

8. Describe the process for financial oversight of the school practiced by the governing authority.

The church treasurer's monthly YTD report of expenses against the budget is shared with the lead administrator, preschool director, and board chair. Treasurer reports are also shared at Council meetings. The Board of Christian Education is responsible for setting tuition rates.

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
- Board Training Schedule/Agenda

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:

[Board of Christian Education Policy Manual](#)
[Bylaws of the Church Constitution - Articles 5 and 6 \(section B in both\)](#)
[Principal Job Description](#)
[Pastor Job Description](#)

Comments:

Over the past five years, TLO School has had consistency in much of their personnel. The principal was there for that entire time as well as a majority of the teachers. During this time Covid was a notable factor that required a significant amount of planning and decision-making. It also presented opportunities as enrollment increased 29% in 2020 (125 students) over 2019 (97 students). Growth has continued with 138 students in 2023 resulting in a 42% increase over 2019.

The Board of Christian Education (BoCE) operates by direction of the TLO Church Constitution, its Bylaws, and a Church Board Manual that applies to all church boards. In addition the BoCE has its own Policy Manual. New policies are included in meeting minutes, incorporated into handbooks as applicable, and saved on the administrator's computer and Google Drive. Minutes are distributed via a continuous link in the school newsletter, The Tiger Times, and are retained on the school server.

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

YES

NO

Identify and list supporting Evidence or Practices:

[TLO Church Constitution](#)

[Board of Christian Education Policy Manual](#)

Comments:

TLO School is governed by the Board of Christian Education, which is designated in the TLO Church Constitution and Bylaws. The Constitution provides that the Board is composed of 6 TLO Church Members, though one of those seats is currently vacant. The Board of Christian Education has appointed two non-TLO members (parent of a child in the school) to serve on the Board as well. One of those positions is also currently vacant. While those roles are not listed in the Bylaws, it was started as a pilot program of the church in 2006 and was incorporated into the BoCE Policy Manual.

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

YES

NO

Identify and list supporting Evidence or Practices:

[TLO Constitution and Bylaws](#)

[Principal Job Description](#)

Comments:

The Church Constitution provides a description of the principal/administrator's areas of responsibility, and is supplemented by a job description. The administrator is given wide authority to operate the school in terms of policy.

Since the Church Congregation approves any divine calls, the administrator's ability to hire a called worker is limited to the congregation's approval. The same approval is not required for non-call positions, giving her latitude in this area so far as it is within budget.

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.

See Page 8 of the Self-Study for Rating Rubric.

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:

[TLO Church Constitution & Bylaws](#)

[BoCE Policy Manual](#)

[Family Handbook](#)

“Operations Manual” created by Principal Jones with all pertinent TLO governing documents and policies. (In Principal’s Office)

Comments:

The Constitution and BoCE Policy Manual dictate that Robert’s Rules of Order are utilized for official business. The grievance process for families is located in the Family Handbook.

The Principal and BoCE Chair (or other designated BoCE member) attend Church Council meetings and submit a written report to the Council Secretary or give a verbal report, of which contents are included in the Church Council minutes.

The Principal and BoCE Chair also attend Voters' Meetings and submit a written report, which is included in Voters' Meeting minutes.

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:

- [Board of Christian Education Policy Manual](#)
- [TLO Church Constitution and Bylaws](#)
- [Principal Job Description](#)
- [Pastor Job Description](#)
- [TLO Employee Manual](#)
- [Principal Performance Review Form](#)

Comments:

The Principal prepares a report to the BoCE each month for their meeting and also a separate report for the Church Council (meeting held about two weeks later) each month.

The administrator is evaluated by the BoCE and the BoCE chair meets with the administrator to discuss the evaluation in the spring each year. The board plans to review the process and format used in further detail this spring, as those involved in the past are no longer on the board.

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

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

Identify and list supporting Evidence or Practices:

- [TLO Church Constitution](#)
- [BoCE Policy Manual](#)
- [BoCE Annual Planning Calendar](#)
- [Governing Board Resource for Lutheran Schools](#)

Comments:

A BoCE folder exists on Google Drive and contains the annual calendar, policy manual, as well as a few other documents from LCMS and LEAP related to school boards and best practices. Minutes are being added to the folder as well so they are readily available to all members for future reference. Minutes are emailed to members after each meeting.

The majority of members on the current board are new this school year and were given access to the board’s folder on Google Drive early on so they could read documents addressing roles and responsibilities of board members. A basic demo in maneuvering folders in Google Drive was given at a meeting. In addition, training and discussion will be included at board meetings over the next few months regarding roles and responsibilities. All board members were required to take the Child Abuse Awareness Training from Ministry Safe in October 2023.

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

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

Identify and list supporting Evidence or Practices:

[SWOT Analysis - Joint BoCE and Faculty exercise](#)
[NLSA School Action Plan 2019](#)

Comments:

The Board of Christian Education, along with the principal, has primarily focused on the goals set in the 2019 NLSA School Action Plan. “Developing a strategic plan with the updated mission and vision at hand” was an item included in the 2019 plan. The Mission, Vision, and Core Values for the school were reviewed and updated and last year the BoCE and faculty participated in SWOT analysis and discussions. Those results, along with survey data from the past couple of years, will be used to continue the process of creating a comprehensive strategic plan, keeping the mission and vision in mind.

After this NLSA Self-Study is complete, the current board will continue discussions regarding the best approach to take in completing the strategic long-range plan - where we want to be in 5 years. As a part of that, our pastor has indicated he would like to see a needs assessment completed with regards to facility use and needs, with a potential possible goal of facility expansion.

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 an annual external financial review or 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:

[TLO Church Constitution/Bylaws](#)

Approved Budget

Comments:

The BoCE sets the annual tuition during the January Board Meeting. No approval from the Church Council is needed.

The TLO Church Council and Church Congregation have authority over the budget as a whole. Bylaws to the Constitution provide that each board is required to submit an “annual budget, including salaries of its personnel under their jurisdiction, and shall maintain an awareness of its fiscal responsibility, authorizing expenditures only within their approved budgets and as specified by the Bylaws of the Constitution.” Any expenditure that exceeds the budgeted amount by more than \$5,000 must be approved by the voters.

While an audit has not been conducted in recent memory, the bylaws provide that “Audit Ability in Officer and Board Manual: The financial records of the congregation may be audited at the discretion of the Church Council. A committee of three including the Vice President and two voting members appointed by the President of the Congregation will constitute the Audit Committee. In addition, professional auditors may be engaged at the discretion of the Voters’ Assembly.”

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

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

Our strength is having stability in the leadership of the school. Ms Jones is a dedicated, long-term Lutheran educator and administrator, who has a willing and able teaching staff and BoCE. The school has benefited greatly from her strong leadership, as reflected in the growth the school has experienced.

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.

The largest challenges that the school faces are:

1. Developing a strategic plan with the mission/vision at hand.
2. Provide more comprehensive training to BoCE regarding their roles and responsibilities.
3. A professional audit has not taken place in recent years, but discussion has taken place concerning this issue. The cost is prohibitive at this time.

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	2
3A:08	2
Total:	13
Average: (Total ÷ 5)	2.6

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.

Mrs. Jones prepares a school calendar that is discussed by the faculty and voted on by the BoCE. She then develops, in conjunction with the teaching staff, the teaching assignments and subject areas that align with the curriculum. Classroom schedules are then created by each teacher, in conjunction with their peers and Mrs. Jones, as there are various combinations throughout the day (grades, subjects, etc). Mrs. Jones programs faculty devotions for each morning, monthly staff meetings, and curriculum meetings as needed. In addition, she coordinates leaders of school chapel services (TLO Pastor, special guests, class-led, teacher-led, or principal-led). Weekly Tiger Time gatherings take place on Monday mornings and serve as a community building devotion event. Lastly, she coordinates coverage for Beyond The Bell which is the K-8 before and after school programs.

Each teacher is required to produce a weekly classroom newsletter. Tiger Times, an all-school newsletter, is published every Thursday online. Mrs. Jones sends a weekly update to the faculty.

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

(See Evidence Folder for School Principal Job Description)

Minimum Qualifications

1. Be a commissioned minister of religion in the Lutheran Church Missouri Synod or be eligible for commissioning as a Minister of Religion and be listed on Synod's roster.
2. Be a member of, or willing to become a member of, Trinity Lone Oak Lutheran Church.
3. Have been a successful classroom teacher.
4. Be licensed to teach by the state of Minnesota or willing to work toward Minnesota certification within the time frame established by the Board of Christian Education.
5. Have a Master's Degree in education with an emphasis in supervision and administration or working toward such a degree.

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

Mrs. Jones regularly attends worship at TLO and church/school events. She is also a member of LEA and Minnesota Independent School Forum (MISF).

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

Mrs. Jones meets regularly with the Treasurer and the Church Finance Secretary. She works within a unified budget and strongly advocates for the school.

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

Mrs. Jones is a regular attendee at church and adult Sunday School. She is present at all Voters' Meetings, Church Council meetings, and Executive Board meetings.

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

Mrs. Jones regularly attends worship services at TLO.

She shares her faith while leading Chapel and Tiger Time gatherings. Mrs. Jones also attends morning faculty devotions and takes a turn leading devotions several times throughout the year.

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

Regularly attends worship, Board of Education meetings, Voters' Meetings, Church Council meetings, and Executive Board meetings. She also communicates with our Parent Organization.

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

Mrs. Jones seeks opportunities to attend professional development including:

- active member of the Minnesota Independent School Forum (MISF) attending their workshops and conferences.
- attends MN South District Administrator workshops and meetings.
- participates in Region I Administrator's meetings.

She leads by example and expects all staff to seek opportunities for continuing education for the betterment of themselves and the school.

Mrs. Jones also provides continuing education opportunities for the faculty.

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

Mrs. Jones provides the opportunity for teacher self-evaluation and goal setting. Mrs. Jones does not observe teachers or visit classrooms.

When asked, Mrs. Jones will assist teachers in identifying professional development opportunities. It is expected that teachers regularly update their License.

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

Mrs. Jones makes herself available to parents, students, and staff. She leads Tiger Time on Mondays. She also teaches Middle School classes and has established a Student Council.

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

Mrs. Jones attends MN South District Administrator workshops and meetings. She participates in Region I Administrator's meetings. She attends the annual Lutheran Educators Conference.

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

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:

Job Performance Evaluation

LCMS education

past service to LCMS schools

participation in staff devotions

leads chapel

attendance at LEA convocation and MN South District meetings

Comments:

Mrs. Jones has spent her career ministering within several Lutheran School settings. Her faith has been demonstrated in her regular worship, in advocating for the school, and in her desire to nurture the faith of the students.

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.

See Page 8 of the Self-Study for Rating Rubric.

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:

[Staff Information sheet](#)

Comments:

Mrs. Jones meets all requirements for this section. In addition, she has many years of experience working within Lutheran schools.

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.

- N**
 A 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:

[Principal Teaching Schedule](#)

[Administrative Assistant Job Description](#)

Comments:

Over the past few years, the BoCE has increased Mrs. Jones’ release time allowing for more time to complete administrative tasks. This amount of time is adequate.

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 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:

- [Principal Office Schedule](#)
- [Family Handbook](#)
- [Teacher Handbook](#)

Comments:

Mrs. Jones is seen meeting regularly with the Pastor and with the Preschool Director. She also meets with the faculty monthly and communicates weekly with teachers.

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

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

Identify and list supporting Evidence or Practices:

[TLO Church Constitution and Bylaws](#)

[PTCO Operations Manual](#)

[Principal’s Job Description](#)

Monthly Fiscal Year to Date expenditure reports are shared with Principal and Preschool Director for review

Comments:

Each board of Trinity Lone Oak Lutheran Church and School proposes a budget to the TLO Church Council. The TLO Church Council assembles and finalizes the proposals and is required to present a balanced budget to the May congregational voters’ assembly.

Mrs. Jones is not responsible for any bookkeeping, since the Church Financial Secretary and Treasurer manage all bookkeeping responsibilities. All expenditures by Principal Jones (or any school staff) must be approved by the chair of the Board of Christian Education as only church officers have spending authority. The Board of Christian Education does expect that Principal Jones will only request funds that are allocated in the budget.

Any auxiliary funds are given to the Church Financial Secretary for deposit and accounting.

A professional audit has not taken place in recent years, but discussion has taken place concerning this issue. The cost is prohibitive at this time. Internal audits take place.

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:

[Principal Performance Review](#)

[TLO Organizational Chart](#)

[Professional Development and Training](#)

Comments:

Principal Jones belongs to LEA, MINNDEPENDENT (formerly MISF), and is the Chair of the Region I Administrators group.

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?

Mrs. Jones provides a variety of professional development opportunities to the faculty.

In recent years, a greater amount of Release Time for Mrs. Jones has provided her with a more realistic administrative schedule.

She fosters a team environment between the BoCE and the faculty. This unity has served the school well.

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.

In place of a typical observation-based assessment, Mrs. Jones has expressed an interest in further improvement of her faculty development plan.

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	3
3B:03	3
3B:04	3
3B:05	2
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	13
3B	14
Total:	27
Average: (Total ÷ 10)	2.7

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.

Each teacher has the personal responsibility of maintaining and improving his/her professional status. Teachers are encouraged to enroll in college classes and workshops that benefit the teacher in his/her teaching area. To this end, funds are available to help defray all or part of the tuition costs.

Teachers are also required to maintain certification by the State of Minnesota to meet Board of Education requirements. Filed under Clock Hours are forms which are to be completed and submitted at least once each year to the Lutheran Continuing Education Committee (LCEC) for approval.

These renewal units should be sent to the current chairman of the committee (listed on the committee page of the Educators' Conference program).

If a current teacher does not have a Lutheran teaching degree, they are encouraged to move toward receiving one through the colloquy program provided by our synod. TLO Lutheran School covers the cost associated with these pursuits.

2. What is the current student-teacher ratio?

K-8 = 1:12

Entire School: 1:13

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

Staff attend the Annual District Lutheran Educators Conference, the Tri-annual National Lutheran Educators Conference, and engage in other various opportunities (See Professional Development Plan)

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

Staff meetings are held once a month. The content consists of discussion of daily/weekly evaluation and future planning. Occasional larger-picture items are discussed (i.e. curriculum tracking process, accreditation process, etc.).

The monthly meetings serve the teachers well as a check-in with other staff members and principal. (See Teacher Handbook pg. 8).

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

The teachers demonstrate their relationship with Jesus Christ on a regular basis by attending church services, participating in staff devotions, having personal Bible study time, and volunteering within their congregation. They follow Christ's example by serving others, and working with parents and students. The teachers work diligently to integrate the Lutheran faith into the school curriculum. They show their dedication to the Lutheran teaching profession by accepting compensation at a lesser rate than their public school professional peers. Teachers also do this by engaging students in personal and classroom prayers, teaching Lutheran Faith, and promoting the Lutheran school and church within their communities.

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

Background checks are conducted on all staff and driver volunteers through Ministry Safe. Additionally, preschool staff and teachers engaged in teaching any preschool classes are subject to MN Stat. [SS245C.03](#) which requires background checks through the Dept of Human Services.

All staff and lead lay leaders are required to take Youth Safety and Abuse Protection Training through Ministry Safe.

When new staff are hired, they enter a mentorship program, following the [LSEA Mentor Handbook](#).

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

Six of our K-8 teachers have participated in the TEC21 program, integrating technology into the classroom. (Grades 1, 3, 4, 5, 6, 7-8)

Sessions in current technology are also presented at the annual MN District Educators Conferences and tri-annual Lutheran Educators Conferences. Staff received training for use of the Interactive Flat Panels when they were installed.

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

Our non-Rostered teachers are Lutheran. When that is not the case we have encouraged participation in the *God Connects* classes which are offered by Trinity Lone Oak Church.

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
- Non-discriminatory salary and benefit scale or policy
- MinistrySafe Training for all school employees, coaches, sponsors (encouraged to have all volunteers also trained)

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:

[Professional Development Plan](#)

[MN South Commissioned Workers Salary Guidelines](#)

[Ministry Safe Training](#)

[TLO Child Safety Policy](#)

Comments:

Workers indicate agreement with the stated school purpose when they sign their Call papers/Contracts (hourly workers) when first hired. This was further evidenced by their responses to the Teacher Survey. The Mission statement is at the top of every Faculty meeting agenda and guides our discussions and planning.

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.

See Page 8 for Scoring Rubric.

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 have completed or are actively enrolled in the Colloquy or Seminar Program through the Concordia University Education Network (CUEnet).
- 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:

- [Ministry Safe Training](#)
- [TLO Child Safety Policy](#)
- [Teacher Handbook](#)

Comments:

All but one of our K-8 full-time teachers are on the LCMS roster; our Kindergarten teacher has begun the Colloquy program. Six of our full-time teachers have a current Minnesota teaching license. Mr. Boll, a first-year teacher and graduate from Concordia University-Nebraska, holds a Nebraska teaching license and is in the process of procuring a Minnesota License. Mr. Orr has held a Minnesota license since 2006 which has lapsed. He is in the process of renewing it.

Our staff regularly attends church, participates in Bible Study and on church committees as time and interest allow. Many are involved in teaching Vacation Bible School. Daily they participate in devotions and prayer, with the staff and within their classrooms.

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:

[Professional Development Plan](#)

[Staff Information](#)

Comments:

Teachers attend the MN South District Fall Educators Conference, the District’s Early Childhood Conference and the triennial LEA Convocations. All full-time teachers hold membership in the Lutheran Educators Association.

Teachers receive training when new technology is implemented or curriculum is adopted. We also participated in training with Incubate to Innovate - a Design Thinking approach to instructional design.

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:

- [LESA Mentor Handbook](#)
- [Teacher Handbook](#)
- [MN South Commissioned Workers Compensation Guidelines](#)

Comments:

Teacher compensation is set by Church Council as a percentage of district guidelines. For example, the pay rate may be determined to be 93% of the district guidelines, so the personnel expense spreadsheet is formulated to include the District Guidelines plus years of service, along with the percentage TLO is going to meet of the District Guidelines.

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:

[TLO Child Safety Policy](#)

[Onboarding Procedures](#)

[Volunteer Driver Form](#)

Preschool Compliance Report

Comments:

The only support staff that have state requirements are related to our preschool program. All staff meet the appropriate hours of education/experience needed for their appropriate positions (teacher aide, assistant teacher). They are also required to undergo specific training as required by licensure. Volunteers understand their roles by the definitions included in the Sign-Up-Genius forms. If needed, training is provided to Volunteers on-site.

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

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

This school's Teachers are well-qualified with Lutheran education, State licensing, continuing education, conferences, etc. We believe this school is unique in the Synodically Rostered status of teachers K-8.

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.

The Administrator intends to further formalize in-classroom teacher observation/evaluation.

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	3
4:03	3
4:04	3
4:05	3
Total:	12
Average: (Total ÷ 4)	3.0

STANDARD 5: TEACHING AND LEARNING

The school's curriculum documentation guides and ensures teacher effectiveness and student learning.

Overview

Curriculum is the central guide for Lutheran educators as to what is essential for teaching and learning. A Lutheran school of excellence prioritizes the continuous development of its instructional program and the documentation that guides that program. In each grade level and each course, curriculum documentation should reflect the sequence of steps that provides a plan for instruction.

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.

We use the most current state standards, Integrating the Faith standards, Incubate to Innovate, TLO selected religion standards, Christian Schools International standards, Building Thinking Classrooms, and NWEA test objectives and results analysis. In addition, the administrator and teachers also look for outside resources such as writing resource books, essay contests, and the Presidential Academic Fitness standards.

2. Describe the integration of the Lutheran faith in the curriculum.

The Lutheran faith is integrated into every subject. Students are given Bibles and catechisms, with memory work assignments out of both. Creation is taught in Science. Math includes a focus on God being a God of order. Bible reading occurs daily. Spelling includes biblical words. Art frequently focuses on biblical themes. Physical education teaches proper care of the body, the temple of the Holy Spirit. Social studies is taught with a Lutheran perspective on being a good steward of the resources at our disposal, with Lutheran Citizenship awards given to students who actively live out these principles. Baptismal birthdays are celebrated, and the significance of Reformation Day is taught and celebrated. Our pastor is involved in bi-weekly confirmation instruction for all 7th/8th graders, and he leads chapel once a month.

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

Math: the Bridges curriculum makes math more hands-on; the Big Ideas curriculum requires more rigorous organizational skills in place; **Spelling:** Words Their Way teaches students to memorize *how* to spell utilizing phonemes and grouping students at specific levels. **Religion:** Enduring Faith provides simplified Biblical instruction for primary grades and expanded Bible stories with increased Biblical knowledge in the intermediate grades. **Handwriting:** adopted uniform technique and terminology between grades.

4. Describe the predominant teaching methods most often used by teachers in the classrooms.

The teaching methods most used by teachers are teacher-directed, demonstration, delegator, small groups, whole-brain based learning, peer-instruction, technology based learning, inquiry based learning, kinesthetic learning, game based learning, and self-directed (project based) learning in certain subjects.

5. Describe how teachers communicate and collaborate to ensure continuity and student success.

We communicate and collaborate through daily devotions, monthly faculty meetings, bi-monthly curriculum meetings, NWEA result analysis meetings, and LEA and LEC conventions. The teachers collaborate with other educators at MINNDEPENDENT workshops, DNR School Forest training, curriculum Trak, Tech 21, NWEA training sessions, and Incubate to Innovate. The teachers then share what they have learned.

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

We offer individual-leveled math classes for grades 2-8.

Our music program (band, choir, dramas, handbells, musicals) offer opportunities for those gifted in areas besides academics.

Words Their Way Spelling offers multiple levels of difficulty so students can progress at a rate suited to their individual learning capacity.

Classroom strategies include small group instruction, center-based instruction, and student-chosen learning activities building skills in creativity, team work, problem solving, and critical thinking. Lexile-leveled books in the lower elementary grades help students make informed choices.

7. Describe the process of recording and reporting learner progress to parents or guardians.

Thinkwave is used for online reporting in grades 3-8 to document scores and grades. Parents can log on at any point to see their child's progress. Parents are invited to email or speak with teachers at any time about student progress. Every teacher sends home a weekly newsletter. We hold parent/teacher conferences twice a year where we also share NWEA test results. Grades 3-8 also receive mid-trimester reports and student-led conferences give students the opportunity to report their progress in their own words.

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

Instructional materials used frequently by teachers include Chromebooks, iPads, and interactive flat panels. Hands-on materials include science labs and investigations and math manipulatives. Media use includes educational DVDs, YouTube, Google classroom, and music. Experiential learning is done in the school forest, at Mini-course day, Small Business Day, on field trips, through in-house speakers and groups, and through the K-4 musical and the 5-8 musical/drama. Teachers access online material regularly for use in lesson planning and student activities.

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

Students have daily access to technology through Chromebooks and/or iPads. The middle schoolers regularly use their Chromebooks to turn in homework or communicate with teachers.

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

Bibles and catechisms are the primary instructional materials used to teach the Christian faith. They are used in memory work and religion classes, with occasional use in science (what does the Bible say about life's origin?). Art materials are used to promote creative presentation of Christian symbols and imagery. Sunday Anthems and hymns are used to teach Christian Faith, syllables, poetry, and rhyme.

11. Describe how students who struggle academically are supported.

Students with more significant needs may have an IEP or a 504 plan wherein accommodations are followed. We also work through the public school district to provide on-site services for speech therapy, counseling therapy, and special education services.

Teachers, parents, and students work together and agree on additional accommodations including flexible seating, brain breaks, fidget devices, extended time for tests, altered assignments, text to speech, audio books, and re-teaching using tactile methods.

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.

- Curriculum documentation is developed and implemented for every grade level for religion, mathematics, science, reading, language arts, social studies, world languages, 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 or teacher, indicating clearly when subjects (activities) or classes are taught and during what periods.
- Provide a chart illustrating the semester/yearly instructional minutes of all content offered, percentage of each school week allocated to each subject (activity), at each level, including a comparison with state guidelines (If your state does not have minute requirements, provide all other information and note there are no state requirements).
- Analysis of the results of standardized tests administered for each grade level (required for grades 3 and above) 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:

[Mission Statement](#)

[Class Schedules](#)

[TLO School Website](#)

Comments:

- Biblical creation is taught as truth in science, and evolutionary theory is also taught so that students are aware and prepared for high school.
- Students discuss and respond to current world events as Christians.
- Reading lists, classroom libraries, and the school library include Christian material.
- Objectives featuring a Christian focus are woven into the subject area curriculum.
- Exploring an updated Peacemakers (Conflict Resolution) curriculum

5:02* Curriculum documentation is developed and provided for religion, mathematics, science, reading, language arts, social studies, world languages, 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 Documents](#)

CurriculumTrak: Math, Social Studies, Science, English Language Arts, Religion

Comments:

World Languages is not an official part of the curriculum. However, the primary grades learn some Spanish and American Sign Language, and 5th-8th grades use Duolingo to learn other languages on an individual 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.

See Page 8 for Scoring Rubric.

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:

- [Trimester Honor Roll](#)
- [Awards Ceremony](#)
- [Christian Citizenship Award](#)
- [Christian Leadership Award](#)

Comments:

The Board of Ed, principal, and teachers have a healthy working relationship to monitor and support improvement of instructional practices. Our school culture reflects high standards academically, and TLO is known throughout the community as being an academically rigorous school. Our students are praised for their academic and musical strengths by our local high schools. Our 8th grade teachers are in contact with the local high schools regarding recommendations and registration. We encourage 8th graders to shadow at different high schools during our school day and have also had our 8th graders shadow at Concordia Academy, Roseville.

5:04: The school’s Christ-centered, 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

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

Identify and list supporting Evidence or Practices:

[Curriculum Documents](#)

CurriculumTrak: Math, Social Studies, Science, English Language Arts, Religion
Science Fair, Social Studies Fair, Fine Art Fair rotation

Comments:

Our focus on individualized student attention includes cross-grade leveled math classes, independent study for advanced students, accommodations for lower level learners, and using God-given talents as a whole group in school concerts, musicals, dramas, and academic fairs.

Students proclaim the gospel through song at Christmas and Spring concerts, in choir anthems at worship services at TLO, and through our school musicals.

We have chosen to use secular textbooks, but teachers integrate the faith into each subject daily (following LCMS perspectives and teachings). Creation science is taught throughout the school, and middle schoolers are also taught the theory of evolution to be prepared for this secular world view.

5:05: Teachers use 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 responsible Christian citizens.
- Classroom instruction involves teaching strategies and settings that address diverse student needs and accommodate individual learning styles as fully as possible.
- Evidence of active student engagement exists in every classroom.
- Service learning is a component of the school’s required program.

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:

- Instructional strategies include an intentional focus on student choice and collaboration.
- Flexible seating options to accommodate students
- Student field trips have included the Ordway Center, Stages Theatre, Northrop Auditorium, Apple Orchard, MN Orchestra, MN Institute of Art, and the Walker Art Museum.
- Student service opportunities have included Feed My Starving Children and singing at the MN Veterans Home.
- Student chapel offerings have been given to organizations including all listed in Google Docs Spreadsheet in Evidence folder
- Students gain a global perspective through online mission trips during National Lutheran Schools’ Week.
- Small Business Day (students learn about the economics and the operation side of business from both a business and consumer perspective). Older grades are encouraged to create their own small business.
- Mini-Course Day (students are provided a wide variety of educational experiences in different fields, offered by parents and volunteers familiar with each field). Examples include blacksmithing, baking, tenting, sewing, and welding.
- School Forest in collaboration with The MN Department of Natural Resources

Comments:

Educators from other nearby schools have expressed interest in learning more about our Small Business Day and Mini-Course Day offerings.

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:

[Staff Meetings Schedule SY24](#)

[Staff Meeting Agendas/Notes SY24](#)

[Classroom Schedules](#) (to show common times for collaboration)

[Family Groups](#)

Comments:

We value and attend the LEC conferences and the LEA conferences. One advantage of a smaller school is that our students are well-known by all the teachers. This is due in part to departmentalization in middle school and younger grade-shared subjects. Departmentalization in middle school grades allows teachers to teach to their strengths ensuring enthusiasm and expertise in each subject.

Teachers engage other grades in family groups, which are groupings of children across all grades, allowing children to develop friendships with other grades. One teacher is designated per family group.

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 enhances curriculum, instruction, assessment and is used by teachers to personalize, enhance and improve instruction.
- Student technology is monitored and filtered to promote appropriate integration of technology into the learning process.

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:

[TEC21 program information](#)

[Chromebook Care & Usage - General](#)

[Chromebook Care & Usage - Middle School](#)

[TLO Technology Plan w/Benchmarks & Standards](#)

Chromebooks are managed through TLO School Google Admin and student activity can be monitored using GoGuardian.

Comments:

K-1 students have access to iPads and grades 2-8 have access to Chromebooks. Every K-8 classroom has a Newline Interactive Flat Panel. Mystery Science, Go Noodle, Padlet, and Digital Breakout Box are a few examples of technology tools that are woven into instruction. Web-based instruction is used for religion, typing, and language-learning. Middle school grades regularly use Google Classroom and other Google tools.

Six of our K-8 teachers have participated in the TEC21 program, integrating technology into the classroom. (Grades 1, 3, 4, 5, 6, 7-8)

5:08: Curriculum, instruction and assessment are regularly monitored and adjusted through the collection and analysis of data-driven information.

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 personalize 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:

- MAP Growth Test Results
- Progress and Report cards
- Curriculum documents
- Cumulative files (found in the school office)
- Thinkwave Online Portal

Comments:

We use NWEA Map Growth tests. We schedule early release days for teachers to review, discuss, and evaluate the results.

We use weekly written assessment in Spelling and we use weekly oral/written assessment in Memory Work.

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

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

TLO has strengths in the following areas: high academic standards, communication/collaboration amongst staff, accommodating individual student needs, and use of technology and MAP test results to drive instruction.

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.

COVID interrupted our commitment to a regular curriculum rotation review and revision and are now getting back on track. Expense and time frame of getting a new curriculum are challenges as well.

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	4
5:06	3
5:07	3
5:08	3
Total:	19
Average: (Total ÷ 6)	3.17

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 to whom the school refers students and families
- Evidence of background checks and MinistrySafe training for staff and volunteers
- List of first-aid materials
- Wellness plan
- Volunteer handbook
- Admissions counselor position
- Enrollment Handbook
- Registration Handbook

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
- Procedures surrounding student involvement in co-curricular and extracurricular activities and service.

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.

See "Admission/Enrollment" Policy

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

TLO utilizes the counseling services of Jillian Sirany. She is a mental health practitioner from David Hoy & Associates. Upon staff referral and parental consent, Ms. Sirany works with students twice a month. Those services may include emotional management, social and friendship skills, conflict resolution and communication skills, self-soothing and coping skills, friend or loss and anxiety reduction. She engages students through the use of books, art, role-play, games, worksheets or workbooks.. Also, TLO's pastor is available to counsel students and parents.

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

Before the school year begins, all teachers in K-8th Grade arrange home/school visits to meet individually with each student and family in order to discuss the upcoming year. In August, all students and families are invited to a Back to School event. Students bring their supplies and get familiar with their new classroom, while parents learn important information about the procedures of our school. It provides families an opportunity to socialize with one another. Communication from the school in the form of weekly classroom newsletters and school newsletters provide parents with continual information.

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

Several Kindergarten classroom visits and open houses are planned. Teachers strive to make sure students know required material before transitioning to the next grade level. The school has established procedures for evaluating students for promotion and/or graduation including NWEA (MAP) testing and Trimester report cards and evaluations.

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

-TLO provides extracurricular activities including cross country, Soccer, basketball, volleyball, and track and field. If students have a desire to participate in a sport which TLO does not offer, they are able to join another Lutheran school's team for the season.

-Students in 5th-8th grade have the opportunity to participate in band as an extracurricular activity. Band students have weekly private lessons and a whole band rehearsal.

-All students in 7th-8th grade participate in Student Council which is facilitated by the principal.

-The students in K-8th grade have the opportunity to participate in Mini-Course Day each year. During this special event, students attend several classes throughout the day including baking, dancing, outdoor cooking, karate, woodworking, blacksmithing, painting, etc.

-TLO students have the chance to participate in Small Business Day every other year. Students have the opportunity to plan for, run, and make a profit from a small business of their choosing. This is a chance for students to learn the basics of economics: supply and demand, advertising, preparation, display, making change, and cleaning. Students in 2nd-8th grades may choose to run a business offering either a product or service. Kindergarten and 1st grade students have the opportunity to be consumers at this event.

-Students in K-8th grade have an option to participate in Game/Card Club after school several times throughout the school year. Students learn how to play different types of games each session and have an opportunity to practice those skills with other students.

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

-Every Kindergarten through 8th grade student is matched with an older or young chapel buddy and is part of a chapel family. The older students assist the younger ones during chapel. They participate in activities together throughout the year including weekly “family” lunches, reading events, and games.

-Each class has the opportunity to lead chapel during the school year.

-Students are paired with a senior member of the congregation and become their prayer partners. The pairs exchange letters throughout the year and pray for each other regularly.

-TLO students participate in various service projects including Operation Christmas Child, Feed My Starving Children, creating care packages for active-duty servicemen and women.

-Each year a choir from TLO travels to another local LCMS church to perform songs for the congregation during a worship service.

-Chapel offerings are collected each week. It provides students the opportunity to support four different organizations throughout each school year.

-TLO students are given many chances to engage in prayer during each school day. Classes begin and end their days with prayer/devotions, and prayers are said at meal times.

-Before music and sporting events, prayers are offered with those who gather.

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

Staff is prepared for supervising students during activities through orientation, experience, and on the job training. All staff members complete first aid and CPR/AED training and certification. Staff members and long-term volunteers (such as coaches and library volunteers) complete MinistrySafe training and certification.

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

TLO provides before and after-school care for students in preschool-8th grade. The before-school care program runs from 6:30-7:45 am. The after-school care program runs from 3:30-5:30 pm.

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

TLO provides Summer Child Care opportunities for current TLO students entering Preschool & Grades K-6 called Summer Adventures. TLO’s Summer Adventure program runs from early June through mid August.

Care is available Monday through Friday from 6:30 am-5:30 pm. Parents can choose full-time summer care or hourly care.

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

The before-school care, after-school care, and summer care programs are staffed by teachers, the principal, preschool aides and/or other personnel. The school principal selects and trains the individuals for these positions. Background checks and MinistrySafe training for individuals involved in these positions are filed in the church office.

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

11-8-23	All School Fire Drill
10-3-23	All School Fire Drill
9-19-23	All School Fire Drill
5-24-23	All School Fire Drill
4-20-23	All School Tornado Drill
4-13-23	All School Fire Drill
4-6-23	K-8 Lockdown Drill
11-12-22	All School Fire Drill
10-10-22	All School Fire Drill

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

See the Classroom Emergency Protocols Plan

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

All members of staff are trained in CPR, first aid, and AED-use and hold certification in these areas. Staff undergoes recertification every two years. Teaching staff are trained on the administration of epinephrine pens. TLO has a crisis plan in place in case of an emergency. The Classroom Emergency Protocol details the plan for a fire, an active shooter, violent student/adult, lock-down, bomb threat, and severe weather. Each classroom is equipped with the “crisis handbook” and staff review the procedures each year.

14. How are student health records maintained and used?

Student health records are kept confidentially in the school office. The health records are maintained by a registered nurse assigned to assist our school from District 197. Any pertinent information is shared with staff members with parents’ knowledge.

15. Describe the food services provided.

Breakfast and hot lunch service is provided through the local public school district. Students are given the options of a hot lunch or sandwich lunch each day. The District 197 Child Nutrition staff is committed to providing nutritious, high-quality meals that appeal to children, help them stay healthy and give them the energy they need to be successful in the classroom. All District 197 schools participate in the National School Lunch Program.

16. How does the school provide for the mental health of its faculty, staff and students?

The faculty and staff had a continuing education opportunity to participate in “Catching Your Breath” Covid comeback and teacher wellness events sponsored through Minnesota South District-LCMS.

TLO teachers are credited with two personal days to use throughout the school year which can be beneficial to their mental wellness.

The TLO faculty and staff develop personal relationships with the school families and students. This allows the teachers and other staff to support families during difficult times in their lives. If a student's mental health could use the support of a counselor, TLO utilizes the counseling services of Jillian Sirany. She is a mental health practitioner from David Hoy & Associates. Upon staff referral and parental consent, Ms. Sirany works with students twice a month. Those services may include emotional management, social and friendship skills, conflict resolution and communication skills, self-soothing and coping skills, friend or loss and anxiety reduction. She engages students through the use of books, art, role-play, games, worksheets or workbooks. Also, TLO's pastor is available to counsel students and parents.

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
- Crisis emergency plan
- MinistrySafe training certificates for all staff, coaches, activity sponsors, and volunteers working directly with students

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:

[Admission and Enrollment Policy](#)

[Classroom Emergency Protocols](#)

[Standard Response Protocol Poster](#)

[Notice of Non-Discriminatory Policy](#)

Comments:

TLO strives to be in compliance with any federal, state or local requirements providing a learning environment that is conducive to excellence in all areas.

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.

See Page 8 for Scoring Rubric.

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 and Enrollment Policy](#)

Permanent Cumulative Records (in school office)

See “Student Records” in the [TLO Family Handbook](#)

[Counselor Permission Form](#)

See “Bullying Policy” in the [TLO Family Handbook](#)

[Promotion and Retention Procedures](#)

Comments:

TLO uses TADS Student Information System for Applications, Enrollment, Billing, and Financial Aid. TLO students’ cumulative files are kept in the school office and are maintained by Teachers and the Administrative Assistant on an annual basis. Student files include general student information, attendance records, quarterly/trimester grades, and standardized test scores. Records for students receiving special services through ISD197 are kept in a green folder with the student’s cumulative file.

Procedures for handling students’ emotional, social, and psychological needs are in place. Daily devotional/meeting and monthly staff meetings are an opportunity for teachers to discuss students’ needs in those areas. Students who need extra support may be recommended to meet with our school counselor. If

students are receiving additional support for outside community resources, teachers strive to work in conjunction with the care providers whenever possible.

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](#)

See “Sports Program” section in the [TLO Family Handbook](#)

[Athlete’s Code of Conduct](#)

[Background Check Procedures](#)

[Ministry Safe Training SY24](#)

Comments:

TLO offers programs of interscholastic athletics coordinated by the Twin Cities Lutheran Athletic Conference and the Catholic Athletic Association. Interscholastic athletics may include cross country, soccer, basketball, and volleyball.

Background checks and MinistrySafe training for volunteers involved in extracurricular activities are filed in the church office.

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 pathogens, 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

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

Identify and list supporting Evidence or Practices:

- [Background Check Procedures](#)
- [Ministry Safe Training SY24](#)
- [TLO Child Safety Policy](#)
- [MN Dept of Human Services: Child Care Emergency Plan](#)
- [TLO Child Safety Policy](#)
- [Acceptable Use Policy](#)
- [Medication Form](#)
- See “Technology” in the [TLO Family Handbook](#)
- See “Medication” in the [TLO Family Handbook](#)

Comments:

Our school nurse, who comes from ISD 197, comes in weekly. She maintains our student health records according to State mandates, provides routine vision and hearing screenings, and is a resource for parents and staff who have student health questions.

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

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

Identify and list supporting Evidence or Practices:

[TLO School Breakfast Menu](#)

[TLO School Lunch Menu](#)

[Food and Beverage Inspection Report](#)

[MN Dept of Health Kitchen Operating License](#)

Comments:

Breakfast and hot lunch service is provided through the local public school district. Students are given the options of a hot lunch or sandwich lunch each day.

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

B. Based on evidence, what are the strengths of the school related to Standard 6?

TLO has policies and procedures in place to ensure the provision of necessary student services. Many of these services are relational in focus and provide students with opportunities to use their God-given talents. A good working relationship with our public school district ensures that students receive special services as needed. Our long-standing use of the public school district's food services has served TLO well.

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.

It would be beneficial to complete a yearly review of the crisis handbook as a staff. Each staff member could have access to the plan in every classroom.

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. As a place for learning, the facilities help children grow spiritually, physically, mentally, socially and emotionally. School facilities demonstrate principles of 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, elevator, fire extinguishers, etc.)
- Regularly scheduled maintenance
- Daily cleaning and sanitizing
- Safety inspections as required by local agencies
- Annual review of emergency management procedures and response
- Custodial care and/or Cleaning Service
- Service of students with specialized learning needs

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).

The school is built of brick exterior with cinder block and plaster interior, with grades preschool-4 on the main floor and upper grades on the lower floor. The roof structure is a rubber membrane over insulation over deep corrugated steel, resting on bar joists. The entire building uses a drop-ceiling design. The lower level floor is slab on grade. The upper level floor is reinforced concrete planks resting on a structural steel support system. All floors are either tiled or carpeted. The building is not fitted with an automatic sprinkler system, but an elaborate smoke detection system is installed on the whole campus which sounds the building fire alarm and also automatically summons the local fire department while closing several fire doors within the building to help control the spread of smoke and fire. Several exits are available on all floors and located around the building in compliance with our approved building and fire codes. Age appropriate playgrounds are located east of the school building, with a separate playground for our preschool program students. The playground is flanked by a soccer field and surrounded by natural wooded areas. There is one storage pole barn located on the property. There is one school entrance for vehicle access, a front and back parking lot to mainly service the church, and a lower parking lot and overflow lot that mainly services the school. AEDs are inspected monthly (self checking- green light).

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

Any problems are reported to the principal and the principal works with the church trustee to resolve the issues. General maintenance is provided by volunteers of the Church Board of Trustees but repairs required beyond the expertise of the volunteers are contracted through qualified vendors. The school heating boiler is licensed with the State of Minnesota, receives annual inspections, and is operated by a licensed boiler operator. The church elevator is licensed by the State of Minnesota, receives quarterly service by an elevator company, and receives annual inspections by the State inspector.

3. Describe how the school ensures that it complies with laws, health and safety requirements and building codes and American with Disabilities Act (ADA).

Any building enhancements have been performed by a qualified vendor who is knowledgeable of all building codes. Electrical work is performed by a licensed electrician. Health codes are enforced by an annual visit by the State of Minnesota inspector. Fire alarms are inspected annually. Federal notifications are posted in a common staff area. Ingress and egress are at grade to allow wheelchair access in the sanctuary and main level. The lower level of the church is attached to the upper level of the school and there is an elevator between the upper and lower level of the church to facilitate access at each level. The elevator is inspected annually by the state and serviced quarterly by a contractor. The lower level classrooms are periodically checked for Radon exposure. Fire extinguishers are checked weekly, receive an annual inspection by a local fire extinguisher company, and are exchanged as they fail compliance.

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

Cleaning is provided nightly by a contracted vendor who specializes in janitorial services and tasks are executed per a cleaning schedule (see attached). If maintenance issues are identified, a repair order is completed and submitted to the Board of Trustees for repair. Gym floor cleaning with a powered floor scrubber is accomplished by volunteers each day after school lunch has ended.

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

The custodial staff works late evenings, so staff has little contact with them. One of the church trustees is assigned to be the primary contact between the school and the contractor lead person to provide for fast and accurate communication. The school principal is also able to contact the contractor lead person should the trustee not be available. The cleaning contractor normally responds within two hours. This communication system is used both for emergency needs and also for regular scheduling changes as needed by the school programs.

6. What part of the physical plant and property has been changed in the past three years?

- a. The preschool room was divided into two separate rooms to accommodate two different age levels of preschool students. New windows and doors were installed to meet code for the update. The building was originally designed for the preschool area to be either one or two rooms. There are two preschool toilets - one for each room. There are also individual temperature control, lighting, and telephones for each of the two rooms. Each of the two rooms has an outside emergency exit.
- b. Airconditioning was installed into the principal's office and both preschool rooms to allow for seasonally appropriate workspace temperatures during summer preschool.
- c. Lower-level HVAC unit was improved to help with circulation and air quality. Air flows were measured in 2020 to ensure they met CDC guidelines for air changes in classrooms. Portable HEPA air purifiers were added to each classroom.
- d. A Building Access Control System (BAC) with four automatic surveillance cameras and digital door access controls was installed.
- e. A sandbox, new climber, bench, and shade awning were added to the preschool playground area.
- f. New countertops and toilets were installed in locker rooms.
- g. New toilets were installed in the school's lower level bathrooms.
- h. A powered floor scrubber was purchased and is used on the gym floor after each school lunch so that the floor is clean for afternoon and evening physical education classes and other events.
- i. The gym HVAC unit was replaced with a new high efficiency model which includes automatic control of fresh air into the gym.
- h. The school parking lot lighting system has been updated to LED technology and now lights the entire parking lot.
- j. The school parking lot has been completely rebuilt with new grading such that there is no standing water to freeze and become a hazard in winter months. The grades of the handicapped parking slots were adjusted to meet current codes.

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

- a. Consideration of additional air conditioning to further enhance student and staff comfort.
- b. Expand the building to include an elevator so that our lower level is better accessible as needed.

c. Adding two emergency light fixtures in the lower-level Middle School hallway.

8. How are students protected from external threats on campus before, during and after school?

The main door is locked during school hours as well as all other doors, including church level doors.

There is a Building Access Control System camera at the main entrance that records the access of all persons to the premises, allows for permitted persons access via FOB, and can remotely access door lock controls to accommodate door access from off-site by elected staff. During the school day, visitors are required to sign in at the office. In the after-school care program, students are signed out by the approved person picking them up from school.

9. Describe how the school property is used by the community and outside groups and any procedures/policies that govern the use.

Church facilities used by our partners, the Peniel Evangelical church , are governed by a Memorandum Of Understanding (Attached). Other external TLO school and church activities include: charter Trail Life, men's basketball, and weddings.

10. Describe athletic facilities and training facilities and proper monitoring, sanitation, and safety procedures in place.

The school has one gymnasium that also serves as the school cafeteria, church fellowship hall, adult bible study room, and stage for school performances. The gymnasium is outfitted with four basketball hoops, two of which are capable of being lowered for use by younger grades. The floor is outfitted for installation of a volleyball net. A scoreboard is mounted in the upper part of the North East corner. There is a walk-in closet located in the south west corner of the gym to store gym and athletic supplies.

There are two locker rooms, one for each gender, located down the hall from the gym. Students are assigned a locker for storage of their belongings during Physical Education class and sporting events. Locker rooms each contain toilets and a shower and are cleaned regularly per the attached cleaning schedule.

Training to recognize and prevent child abuse is required for for all coaches and a background check is completed for all individuals working with children.

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 Crisis Management Plan (including evacuation and reunification plans)

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 for all students.

YES

NO

Identify and list supporting Evidence or Practices:

Facilities are well maintained, providing a safe and productive learning environment. When an immediate repair is required, an email is sent to the Chairperson of the Board of Trustees for response and action. Any problems are immediately addressed and rectified via a Green Sheet.

Comments:

The new powered floor scrubber has improved maintenance of the shared cafeteria and gym floor. New carpet was installed in upper level classrooms and is cleaned with machines once a year.

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

YES

NO

Identify and list supporting Evidence or Practices:

[Fire Extinguisher Inspection](#)

[MN Dept of Health Kitchen Inspection](#)

[Exit Light/AED Monthly Inspection](#)

[Elevator Annual Operating Permit](#)

Comments:

Facilities comply fully with all applicable laws and health, safety and building codes.

The property is maintained with the appropriate kitchen, elevator, and boiler licenses as well as regular inspection and maintenance of our local AEDs and HEPA filters.

Scheduled maintenance and inspections are completed for the boiler, elevator, emergency exits, emergency lighting systems, and fire extinguishers. Licenses are reviewed on an annual basis to ensure compliance.

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.

See Page 8 for Scoring Rubric.

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 has appropriate technology infrastructure.

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:

[Cleaning Schedule](#)

[Maintenance Request form](#)

[Air Flow Report School Building Classrooms](#)

[Air Flow Report Church Wing](#)

Comments:

The size and design of the classrooms and learning areas are appropriate for the school’s programs. All teaching and learning areas are properly ventilated and lighted. The building is cleaned and sanitized daily.

The principal and the Board of Trustees work together to provide support in the safety and maintenance of the building. The building facilities provide that all instructional needs are met.

In the past, classroom space has been altered to accommodate students that were unable to access the downstairs classrooms. Future planning to include adding an elevator for improved access downstairs, will provide access to all individuals.

Chromebooks are provided to students in grades 3-8 and students K-2 are given tablets. 50 MG fiber optic internet service was installed to run the machines and support BAC devices.

All classrooms have new flat panel Newline boards to aid in instruction and media interface during the school day.

The gym has a scoreboard for keeping runtime and score of basketball and volleyball games.

7:04: Physical facilities provide specific (crosses, signs, etc.) and non-specific (attractive, adequate, etc.) Lutheran 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 buildings contain evidence that the school is a Lutheran Christian school.

- 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 provides evidence of a Lutheran Christian School 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:

[Trinity Lone Oak Sign on Hwy 55](#)

[School Name on Building with Cross](#)

[Cross inside School Entrance](#)

See additional photographs in the Section 7 evidence folder

Comments:

The Christian flag and the American flag are hung in each classroom. Christian pictures and posters are located throughout the school. There are crosses located throughout the building. A flag pole with the Christian flag and American flag are prominently displayed in our parking lot. The sign in front of the church along the freeway is changed weekly. A cellular tower constructed onsite has a large cross affixed to the top.

The school shows and demonstrates many examples of Christian and Lutheran witness. Including Luther’s Morning Prayer, crosses, and Lutheran school theme.

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, athletic field(s), and school grounds are properly supervised, safe and fenced when appropriate and needed.

- 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 when and where needed.

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

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:

- [Classroom Emergency Protocols](#)
- [Standard Response Protocol Poster](#)
- [Locked School Door](#)
- [Security Camera and Access Control](#)
- [Fenced in Preschool Playground](#)

Comments:

Each room in the school has a crisis manual. Practice drills are performed and logged by both the principal and the preschool director. Extensions and emergency numbers are located next to each phone in each classroom. See evidence: parent handbook, preschool handbook, crisis manual, extension and room number list, and emergency numbers.

Although the elementary playground and ball field are not fenced, the preschool playground is fenced in according to licensing. Students are always supervised when on the field or playground and natural barriers (ie. forest, trees, graveyard, building) provide adequate containment of students and exclusion of outsiders.

The main entrance has a Building Access Control System with a video monitor and connection to inhouse access controls as well as regulated devices held by the principal, the church secretary, the school administrative assistant, and the Before the Bell student monitoring staff are able to let people in when the doors are locked during the day.

There is a procedure for morning drop off and afternoon pick up. We do not use bussing. There are arrows in the parking lot that direct parents to drive in one way. Parents park and walk their children to school in the morning. Parents park and walk their children out each day.

The school only has fencing around the preschool playground. The playground is isolated from the highway and surrounding properties by natural barriers such as topography, trees, and gravestones. During our 2019 re-accreditation visit, the validation team deemed that additional fencing was not necessary.

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

B. Based on evidence, what are the strengths of the school related to Standard 7?

The working relationship between the church and school is good. Immediate adjustments are made when anything with facilities needs to be done.

Our school has a lot of green space for the students to play and learn. We have a DNR-sponsored school forest for the students to explore.

The new Building Access Control System has improved security measures for the facility and allows better secure access for after hour events.

The new equipment on the preschool playground provides age-appropriate activities and a sunshade during spring, summer, and fall.

Air conditioning has been installed in the principal's office and preschool classrooms to improve summer working conditions and enable summer preschool programs.

New carpeting and lockers have been installed throughout the upstairs and a new trophy case was acquired to showcase the students' participation in athletics.

The property allows for building expansion if needed.

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.

Although a perimeter fence has not been installed, the natural barriers and supervision by staff during school hours has been adequate to keep students on school grounds and outsiders off grounds during the school day. Other facility improvements that would improve access and comfort have been identified and we aim to develop a strategic plan with all necessary stakeholders within the church and school to identify mechanisms to achieve those goals.

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)	3.0
--------------------------------	-----

IDENTIFICATION OF POWERFUL PRACTICES

Identify and provide an explanation of any practices (please limit to no more than three) that may be *Powerful Practices*. It should be noted that schools may meet all accreditation standards without identifying any *Powerful Practices*.

NLSA seeks to identify and share powerful practices that 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.

Identify any potential Powerful Practices in the space below:

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: Trinity Lone Oak Lutheran School

School Address: 2950 Hwy 55, Eagan, MN 55121

LCMS District: Minnesota South District

Administrator: Kathryn Jones

Date of Most Recent NLSA Validation Team Visit: April 8-10, 2024

Accreditation Year	X	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				
1:04	Research document management software; implement and consistently use a document management system.				2024-25	BOCE						
1:04	Devise a process for regular gathering of school constituencies to review, clarify and renew the school’s stated purpose.				2024-25	BOCE						
2B:02	Explore opportunities to celebrate and embrace the diversity of our student body.				2024-25	Admin Teachers						
2B:02	In partnership with TLOLC, develop a plan for the study of facility needs and upgrades.				2025-26	TLO Council BOCE						
2B:04	Work with PTCO to establish a schedule of regular meetings; recruit/inform parents about PTCO.				2024-25	Admin PTCO						

3A:07	Establish a systematic planning process for school improvements.	2025-26	Trustees Council BOCE		
3A:08	Request/encourage TLO to perform an external audit of church and school finances.	2025-26	Council BOCE		
3B:05	Conduct an audit of PTCO financials.	2025-26	BOCE PTCO		
5:08	NWEA MAP training/review of goal setting; using scores to inform instruction.	2024-25	Admin Teachers		

SCHOOL ACTION PLAN

NOTE: DO NOT Complete Prior to Validation Team Visit

The School Action Plan is developed from the Preliminary School Action Plan originally submitted with the school’s Self-Study and updated with the input from the Validation Team. 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 School Action Plan. This Plan will guide the school through the next five years in a process of continuous improvement prior to the next Self-Study process and Validation Team visit.

The completed NLSA Final School Action Plan must be included along with a separate copy of the NLSA Preliminary School Action Plan and the school’s Strategic Plan in the final submission of the school’s Self-Study to the District Accreditation Commission.

NLSA Final School Action Plan												
School Name:												
School Address:												
LCMS District:												
Administrator:												
Date of Most Recent NLSA Validation Team Visit:												
Accreditation Year	<input type="text"/>	Initial	<input type="text"/>	Year 1	<input type="text"/>	Year 2	<input type="text"/>	Year 3	<input type="text"/>	Year 4	<input type="text"/>	Year 5
Standard & Indicator Number	Self-Study Concerns & Strategies				Target School Year	Responsible Party	Action Taken	School Year Addressed				