

# National Lutheran School Accreditation

## Validation Team Report

*Revised September 2023*

### **St. James Lutheran School**

Howard Lake, MN

April 3-5, 2024

Hannah Incitti - Team Captain

Emily Anderson

Sean Martens

Dan Maser



## FOREWORD

Becoming accredited is a strenuous process. The school and its administration are highly commended for their efforts in this ongoing accreditation process. The preparation and the arrangements for the Validation Team were well done. It is the hope and prayer of the members of the Validation Team that the enclosed document is accurate and helpful for the continued improvement of **St. James Lutheran School**.

The members of the Validation Team express sincere gratitude to the administration, staff and community of **St. James Lutheran School**. for the opportunity to serve on the Validation Team and for the kindness shown during the visit.

**St. James Lutheran School** is a good program. This was reflected not only in the Self-Study Report but also in the comments and observations of the Validation Team. The school effectively represents the Christian faith and values not only to its children and families, but also to the surrounding community.

The Self-Study Report is carefully written and includes specific recommendations to be considered seriously by the school and all constituents of **St. James Lutheran School** and its sponsoring congregation, **St. James Lutheran Church**. Not every suggestion must be followed, however, each is to be considered and addressed in follow-up reports, specifically the annual ongoing cumulative report submitted to the school's district office.

The report was written collaboratively and edited by the Validation Team with minor editing completed by the Team Captain. The report reflects the talents and expertise of all team members. Wherever possible, specific and practical recommendations were made to help address concerns.

The Team Captain, Team Members and the Consultant pledge their continued support and assistance in the implementation process and look forward to hearing about and/or seeing the progress of the School Action Plan.

May the Lord richly bless the staff and constituents of **St. James Lutheran** so that with the power of the Holy Spirit they might continue to proclaim His Gospel ever more effectively to the children and families they serve.

In His Service,

**Hannah Incitti**  
Validation Team Captain

## **DISCLAIMER**

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

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

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

The primary purpose of the Validation Team was to examine the educational ministry of the school, including curriculum, learning materials, student needs and interests, staffing and facilities. The Validation Team assessed the effectiveness of the total school program in meeting the educational objectives and National Lutheran School Accreditation Standards.

It is not the purpose of the Validation Team to evaluate individual teacher performance. The use of this report as an official assessment of any staff member's professional competency is a violation of the process and is not the intent of the school evaluation. Such use is inherently invalid since at no time during the Validation Team Visit was the team concerned with the evaluation of individual teacher performance.

The Validation Team and the Validation Team Report assist the school in its own process as a guideline for continuous growth. Neither the team nor the report is presumed to be the authority for validating any claims regarding health, safety or personnel issues. Such matters are the sole responsibility of the school.

## Validation Team Member Biographic Information

**Emily Anderson** serves as a teacher at Immanuel Lutheran School – Silo in Lewiston, MN. Other school responsibilities include being the athletic director and an administrative assistant. Emily has a Master’s Degree in Education, with an emphasis in administration, from Concordia University – Nebraska. She is proud to have taught in a variety of different single and multi-grade classrooms ranging from first grade through eighth grade including five years as a school principal as well. Her experience with NLSA began in 2013 as a team member and has expanded to serving as both a captain and consultant for numerous schools. Emily is the Commissioner for Accreditation for the Minnesota South District and enjoys the privilege of visiting many Lutheran Schools.

**Hannah Incitti** is currently a middle school teacher and an instructional coach at King of Kings Lutheran School in Roseville, MN. She has taught there for the past eleven years. She received her Bachelor’s Degree in Elementary Education from Concordia University - Wisconsin, as well as her Master’s Degree in Administration. She is also a 2021 graduate of the School Leadership Development program. Her experience with National Lutheran School Accreditation is serving as a team member on accreditation teams.

**Sean Martens** serves as the Assistant to the President, Education and Commissioned Ministers for the Minnesota South District of the Lutheran Church—Missouri Synod. He has been a Lutheran school principal, instructor, and coach in Minnesota, Nebraska, and Nevada at the elementary, high school and college levels. He earned Bachelor’s degrees in Chemistry, Biology, and Secondary Education and Education Masters Degrees (2) in Curriculum and Instruction and Administration from Concordia University, Seward, Nebraska. Martens is a certified AoR Reconciler, a 2003 graduate of the School Leadership Development (SLED) program, and has been a SLED program mentor. Martens has served as a Consultant, Team Captain or team member on more than 25 accreditation teams and serves on the Minnesota South District Accreditation Commission. Martens also serves on COGNIA (AdvancED) accreditation teams and is ELEOT certified.

**Dan Maser** currently serves as the School Administrator at Trinity Waconia. His educational leadership experiences include over 30 years of serving as a coach, teacher, and administrator at the elementary, high school, and collegiate levels in both public and Lutheran schools. He graduated from Concordia University – St. Paul with a Bachelor of Arts Degree in Physical Education and Coaching. Later, he attended the University of St. Thomas where he received his Community Education Certification, a Master of Arts Degree in Athletic Administration, and an Education Specialist Degree in Educational Administration. He is also a NIAAA Certified Athletic Administrator and has completed the Principal 360 program. He has served as a consultant, team captain or team member on accreditation teams and currently serves on the Minnesota South District School and Commissioned Ministers Committee.

# REPORT SUMMARY

## Overall School Performance Level

Standard	Rating Total	Possible Score
Standard 1	11	16
Standard 2	30	40
Standard 3	24	40
Standard 4	9	16
Standard 5	17	24
Standard 6	10	16
Standard 7	9	12
Total	110	164
Average (total ÷ 41, rounded to hundredths decimal)	<b>2.68</b>	<b>4.00</b>

## The Validation Team’s Overall Impression of the School

St. James is a strong unified Lutheran school community that equips and empowers families and students through Christ. St. James school is supported greatly by families and the congregation. St. James has a strong growth-mindset, and continues to build on their Lutheran heritage. Teachers and staff maximize unique gifts and talents in classroom instruction and curricular programs.

## Outstanding Strengths

- Unity in embracing their Lutheran identity as a church and school.
  - Majority of teachers are synodically trained.
  - Scripture integration throughout the curriculum.
- Pastor Loder is passionate about the success and mission of the school.
- Teachers and staff are the foundation of a strong school community.
- School wide music appreciation and skill development.

## Major Deficiencies

None

## School Shepherd Nomination:

YES

NO

If, yes, please list the Name and contact information for the pastor:

**Accreditation Recommendation**

We the members of the Validation Team recommend:

Accreditation in Good Standing	x
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Provisional Accreditation	
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Denying Accreditation	
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for **St. James Lutheran School of Howard Lake, MN**

**Signature of the Team Captain**

*Hannah Incitti*

## TEAM FINDINGS

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

### Accreditation Standards and Indicators

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

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

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

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

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

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

## Survey Responses

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
- Teacher and Staff
- Students in Grades 1 – 3
- Students in Grades 4 – 12
- Board of Education (or similar body if governed or named differently)

Parent Survey administered with a minimum 20% response rate, and analyzed per Self-Study Part II Page 10:

YES

NO

Comment: Parents seem in agreement that things are going well. An area of improvement highlighted are in curriculum and academic expectations. A number of surveys expressed concerns about cleanliness, but a change in cleaning services has addressed this as of April of '23. St. James is receptive to feedback from families and willing to consider all perspectives.

Teacher and Staff Survey administered with a minimum 80% response rate, and analyzed per Self-Study Part II Page 10:

YES

NO

Comment: Teachers and staff seem to be in agreement that things are going well. The main concern was cleanliness, but has been addressed with a new cleaning staff. (Completed in March '23.)

Students Grade 1-3 Survey administered with a minimum 40% response rate, and analyzed per Self-Study Part II Page 10:

YES

NO



Comment: Area of concern in the Self-Study is about students being unsure of what is expected of them. The validation team encourages St. James to discuss the communication of clear expectations. Overall, things seem to be going well. (100% responses)

Students Grades 4-12 Survey administered with a minimum 40% response rate, and analyzed per Self-Study Part II Page 10:

YES

NO

Comment: Students expressed concern in an overall lack of kindness and respect amongst the students and towards teachers, which was already acknowledged by the teachers. Students acknowledged faith integration within the classrooms.

Board of Education (or similar body) Survey administered with a minimum 80% response rate, and analyzed per Self-Study Part II Page 10:

YES

NO

Comment: Majority of the responses were in agreement or strong agreement. Areas for improvement would be in communication, PR, and marketing.

## Standard 1: Purpose

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

Standard 1 Required Evidence\*:

Final School Action Plan from previous accreditation

YES

NO

N/A if it is the first accreditation

Strategic Plan if applicable and currently utilized by the school

YES

NO

Written purpose/philosophy/mission statement

YES

NO

N/A

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

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

YES

NO

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

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
<p><b>1:03</b> School leadership (administration and governing board) uses the mission statement as the foundation and reference for all planning.</p>	<ul style="list-style-type: none"> <li>● The school's purpose was developed in accordance with governance policy.</li> <li>● The school's purpose is engaged, aligned and enacted with its vision, values, school goals, learner outcomes and student activities.</li> <li>● The school's mission statement supports and aligns with the congregational mission statement.</li> </ul>	<ul style="list-style-type: none"> <li>● Self-Study Narrative</li> <li>● Exegetical Study</li> <li>● Teacher &amp; Staff Handbook</li> <li>● Family Handbook</li> <li>● Church By-Laws</li> <li>● Church Bulletin</li> </ul>	3	3
<p><b>1:04</b> 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.</p>	<ul style="list-style-type: none"> <li>● The school's purpose is communicated effectively to staff, students and stakeholders.</li> <li>● The school regularly evaluates and reviews the alignment of purpose, vision, values, school goals, learner outcomes and student activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher/ Staff Covenant</li> <li>● Family Handbook</li> <li>● Inservice Agenda</li> <li>● Facility Tour (Observation)</li> <li>● Board Agenda</li> </ul>	3	3
<p><b>1:05</b> The school's purpose is displayed and reflected in school activities and in the</p>	<ul style="list-style-type: none"> <li>● The school's purpose is</li> </ul>	<ul style="list-style-type: none"> <li>● Facility Tour</li> <li>● School Website</li> <li>● Family Handbook</li> </ul>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
teaching/learning environment in classrooms.	<p>displayed in each classroom and in the hallways.</p> <ul style="list-style-type: none"> <li>● The school's purpose is readily seen on the school's website.</li> <li>● 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.</li> <li>● School events, curriculum and discipline are aligned with the school's mission statement and purpose and promote a positive teaching/learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>● School Newsletter</li> <li>● School/Church Letterhead</li> <li>● Curriculum Documents</li> </ul>		
<b>1:06</b> New employees are informed about the school's purpose and its appropriate engagement.	<ul style="list-style-type: none"> <li>● New employees are given an orientation packet and have an orientation meeting with the school administrator.</li> </ul>	<ul style="list-style-type: none"> <li>● Self-Study Narrative</li> <li>● Teacher/Staff Handbook</li> <li>● Mentoring Handbook</li> <li>● New Teacher Induction Program</li> <li>● Teacher/Staff Covenant</li> </ul>	3	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> <li>● New employees utilize mentors to assist them in learning about the school's purpose and how to carry it out.</li> <li>● The school's purpose is outlined in the job description for each employee.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Servant Description</li> </ul>		
<b>Total</b>			12	11
<b>Standard One Overall Rating (Total ÷ 4, Rounded to the Nearest Tenth)</b>			3	2.8

**What is the overall Validation Team rating for Standard 1? 2.8**

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

YES

NO

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

- 1:06 St. James does not currently intentionally partner new teachers with a mentor or carry out a mentor program.

**What strengths have been validated by the team in this area?**

- St. James has a strong foundation in scripture. They also have strong intentionality in their mission and vision.

**What concerns have been validated by the team in this area?**

- 1:06 Lack of official implementation of new teacher mentor program

**What recommendations does the team make for concerns that were not addressed by the school in its Self-Study process?**

- Standard 1 Revisit and carry out a Strategic Plan. Consider utilizing an outside consultant.
- 1:06 St. James should ensure new employees are partnered with a mentor and intentionally carry out a mentor program.

**Please list all Validation Team concerns that the school must add to their Final School Action Plan for Standard 1:**

- Standard 1 Revisit and carry out a Strategic Plan.
- 1:06 St. James should ensure new employees are partnered with a mentor and intentionally carry out a mentor program.

## Standard 2: Relationships

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

Standard 2 Required Evidence\*: Written nondiscrimination statement

YES

NO

Standard 2 Required Evidence\*: School discipline code

YES

NO

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

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

YES

NO

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

YES

NO

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

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
<p><b>2A:02</b> The school is an extension of the ministry of its sponsoring congregation(s). Church and school work together effectively to accomplish goals related to a well-defined purpose.</p>	<ul style="list-style-type: none"> <li>● The pastor is acknowledged as the spiritual leader of the whole congregation, including the school.</li> <li>● The pastor demonstrates that he is the spiritual leader of the school and congregation.</li> <li>● The congregation provides spiritual support for the school and its students.</li> <li>● Pastor(s) and school staff regularly demonstrate support for each other's ministry.</li> </ul>	<ul style="list-style-type: none"> <li>● Website</li> <li>● Church By-Laws</li> <li>● Chapel Schedule</li> <li>● Staff Session Agenda</li> <li>● Elder's Session Agenda</li> <li>● Congregation Meeting Minutes</li> <li>● Prayers</li> <li>● Interviews</li> </ul>	3	3
<p><b>2A:03</b> The school concerns itself with the ministry of the whole church and seeks opportunities to support and enhance relationships with its congregation, its district and the national church body.</p>	<ul style="list-style-type: none"> <li>● Students participate regularly in congregational life through planned activities available and coordinated with the congregation.</li> <li>● School staff members are actively involved in worship and</li> </ul>	<ul style="list-style-type: none"> <li>● School sings/ performs during services (Photos, Bulletin &amp; Newsletter)</li> <li>● Students help with church jobs</li> <li>● Pictures of students provide offering to LCMS missions</li> <li>● Teacher/ Staff Handbook</li> <li>● Family Handbook</li> <li>● Doc of teacher/staff responsibilities within the congregation</li> <li>● Chapel schedule</li> </ul>	3	3



General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>congregational life in their parish.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● The school supports LCMS missions.</li> <li>● Called teachers participate in required district conferences and events.</li> </ul>	<ul style="list-style-type: none"> <li>● Discussions with Pr. Loder</li> </ul>		
<p><b>2B:02</b> The school's student population reflects the ethnic, racial and economic diversity of the community in which it is located.</p>	<ul style="list-style-type: none"> <li>● The school studies the community demographics and compares the information to the demographics of the student body.</li> <li>● The school embraces and celebrates the demographic diversity of the students it serves and the surrounding community.</li> </ul>	<ul style="list-style-type: none"> <li>● Demographic Study</li> <li>● Photo of student body</li> <li>● Tuition Assistance and Payment Agreement Documents</li> <li>● Family Handbook</li> </ul>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> <li>The school has developed ways to enroll students from the community who do not have the economic resources to support tuition-driven enrollment.</li> </ul>			
<p><b>2B:03</b> The school promotes and encourages the involvement of its teachers and students in community activities.</p>	<ul style="list-style-type: none"> <li>The school seeks ways to involve its students and teachers in service to the community.</li> <li>Staff members are encouraged and provided with opportunities, planned by the school and its congregation, to participate in community activities and service organizations.</li> <li>Staff members are engaged in community service.</li> </ul>	<ul style="list-style-type: none"> <li>Photos of students at nursing home- singing and crafts</li> <li>Photos of offerings to food shelf</li> <li>Photos of gala class projects</li> <li>Chapel Projects</li> <li>Narrative</li> </ul>	3	3
<p><b>2B:04</b> The school has an active Parent-Teacher Organization and/or other parent support groups.</p>	<ul style="list-style-type: none"> <li>The school sponsors educational opportunities for parents and provides a wide</li> </ul>	<ul style="list-style-type: none"> <li>PTL Servant Description</li> <li>PTL Meeting Notes</li> <li>Parent Connection Workshop Information</li> </ul>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>variety of parenting resources.</p> <ul style="list-style-type: none"> <li>Support groups (i.e., Parent Teacher League, Booster Club, prayer support groups) contribute to the overall good of the school and congregation to support and maintain the school's mission and goals.</li> </ul>	<ul style="list-style-type: none"> <li>"Connected Families" Teacher/Staff Study Information</li> <li>Family Handbook</li> <li>Interviews</li> </ul>		
<p><b>2B:05</b> The school is known, respected and maintains a positive perception in its community.</p>	<ul style="list-style-type: none"> <li>The school is known and respected in its community.</li> <li>The school regularly and frequently shares information with its constituents.</li> <li>Good relationships exist with the local public schools.</li> <li>School facilities are available, when practical, for use by appropriate community groups and activities.</li> </ul>	<ul style="list-style-type: none"> <li>Newspaper listing with school information and events</li> <li>Photos of students at nursing home</li> <li>Photos of police chief visit</li> <li>Social media (facebook) posts</li> <li>Gala photos</li> <li>"Faith in Blue" Community Event Brochure with HLPD and surrounding churches</li> <li>Photo of Fire department visit</li> <li>Facility Use Rental Form</li> <li>Website with school calendar</li> <li>Interview with staff</li> </ul>	3	3
<p><b>2C:02</b> The school's Christ-centered ethos is visible and evident to visitors.</p>	<ul style="list-style-type: none"> <li>Students demonstrate love for others in</li> </ul>	<ul style="list-style-type: none"> <li>Family &amp; Faculty Handbooks</li> <li>Parent Survey Results</li> </ul>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>response to Christ's love for them.</p> <ul style="list-style-type: none"> <li>● Teachers' care for student needs is prominently enacted throughout the school.</li> <li>● Students worship together daily, either in each classroom or in a school-wide appropriate worship experience with other students.</li> <li>● Classroom environment, hallway decorations and posted classroom projects demonstrate respect for teachers and peers.</li> <li>● Student behavior is appropriate to encourage growth and to maintain the school's chosen teaching/learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher &amp; Student Survey Results</li> <li>● Class Project Photo</li> <li>● Fruit of the Spirit Award (on Website)</li> <li>● Facility Tour &amp; Observations</li> <li>● Interviews</li> </ul>		

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
<p><b>2C:03</b> Teachers and staff members recognize, value and respect the needs of students.</p>	<ul style="list-style-type: none"> <li>● Teachers demonstrate love for all students in Christ.</li> <li>● Teachers attend to the individual needs of students.</li> <li>● Teachers integrate faith principles throughout the day and pray with their students.</li> <li>● Students are challenged to do their best.</li> <li>● Students’ spiritual needs are given appropriate support by church and school.</li> <li>● Law and Gospel are properly divided when discipline is administered.</li> <li>● Staff demonstrates positive school spirit.</li> <li>● Through the school’s discipline code, students are assisted to grow in self-control out of love for Christ.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Handbook</li> <li>● Chapel Schedule</li> <li>● Office Referral Form</li> <li>● Grace Fridays (in Family Handbook)</li> <li>● Spirit wear photo</li> <li>● Student &amp; Parent Surveys</li> <li>● Curriculum Documents</li> </ul>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> <li>When desirable and practical, students are given the opportunity to participate in making school decisions.</li> </ul>			
<p><b>2C:04</b> School personnel model Christ's love in their relationships with parents and guardians.</p>	<ul style="list-style-type: none"> <li>School personnel are approachable and receptive to parental questions or concerns.</li> <li>Parents are viewed by teachers as school partners in the education process.</li> <li>Staff members understand and relate appropriately with school families.</li> <li>Parents and guardians are made to feel welcome at the school.</li> <li>The school provides opportunities for parents to be involved at the school.</li> <li>The legal rights of parents and legal</li> </ul>	<ul style="list-style-type: none"> <li>Parent Survey Results</li> <li>PTL Meeting Calendar</li> <li>PTL Facebook Page</li> <li>Email Correspondences b/w Pr Loder &amp; Families</li> <li>Volunteer Description in Family Handbook</li> <li>Picture Release Form</li> </ul>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	guardians are protected.  <ul style="list-style-type: none"> <li>● Parents are encouraged to be positive and supportive of the school.</li> </ul>			
<b>2C:05</b> Faculty and administration respect and support one another as individual, fellow members of the body of Christ.	<ul style="list-style-type: none"> <li>● Faculty and administration gather for devotions regularly.</li> <li>● Faculty and administration speak positively about their co-workers at the school.</li> <li>● Faculty and administration demonstrate support of one another in tangible ways.</li> </ul>	<ul style="list-style-type: none"> <li>● Devotions &amp; Prayers Calendar</li> <li>● Teacher Handbook</li> <li>● Interview with Pr. Loder</li> <li>● Observation</li> </ul>	3	3
<b>Total</b>			30	30
<b>Standard Two Overall Rating (Total ÷ 10, Rounded to the Nearest Tenth)</b>			3	3

**What is the overall Validation Team rating for Standard 2? 3.0**

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

YES

NO

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

N/A

**What strengths have been validated by the team in this area?**

- St. James does a great job displaying their Lutheran identity throughout the building in a variety of ways.
- St. James is intentional in serving families through a Christ-centered approach, above and beyond the basic academic needs (i.e. Parent Connection Workshop - “Connected Families”)

**What concerns have been validated by the team in this area?**

N/A

**What recommendations does the team make for concerns that were not addressed by the school in its Self-Study process?**

2C:03 Continue to grow and expand the utilization of “Connected Families” or a similar program throughout all grade levels of the school.

**Please list all Validation Team concerns that the school must add to their Final School Action Plan for Standard 2:**

2C:03 Continue to grow and expand the utilization of “Connected Families” or a similar program throughout all grade levels of the school.



## Standard 3: Leadership

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

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

YES

NO

Standard 3 Required Evidence\*: Administrator's job description

YES

NO

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

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

YES

NO

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

YES

NO

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

YES

NO

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

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
<b>3A:04</b> The governing authority is organized around written policy and understands and operates within its role and function.	<ul style="list-style-type: none"><li>● The governing authority provides for grievance and due process resolution procedures.</li><li>● The governing authority meets regularly and has clearly defined policies regarding open attendance at meetings and executive sessions.</li><li>● 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.</li><li>● Governance policies are determined at official meetings and recorded in the minutes, including appropriate updates and changes to policy.</li></ul>	<ul style="list-style-type: none"><li>● Family Handbook</li><li>● Teacher/Staff Handbook</li><li>● Board of Elementary Education Policy Manual</li></ul>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> <li>● Minutes are recorded for each meeting and circulated to all members.</li> <li>● Governing authority policies are collected into a policy manual, separate from the minutes.</li> <li>● The governing authority makes appropriate reports to the operating organization(s).</li> <li>● Neither the governing authority nor its individual members involve themselves in the day-to-day operations of the school.</li> </ul>			
<p><b>3A:05</b> Governing authority policy supports effective personnel.</p>	<ul style="list-style-type: none"> <li>● Written policy delineates roles and responsibilities of the board or governing authority.</li> <li>● Comprehensive job responsibilities and/or limitations are in place for the administrator.</li> <li>● The governing authority evaluates the head administrator</li> </ul>	<ul style="list-style-type: none"> <li>● Board of Elementary Education Policy Manual</li> <li>● Board of Christian Education Servant Description</li> <li>● The By-laws of St. James Lutheran Church and School</li> </ul>	3	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>annually based on the job description.</p> <ul style="list-style-type: none"> <li>● The governing authority receives reports from the administrator at each meeting.</li> <li>● The governing authority has written policies or position descriptions clearly delineating relationships between the head administrator and pastor(s).</li> </ul>	<ul style="list-style-type: none"> <li>● Principal/Lead Administrator Servant Description</li> <li>● Board of Elementary Education Lead Administrator Review</li> <li>● Principal/Lead Administrator Report</li> <li>● Teacher/Staff Handbook</li> </ul>		
<p><b>3A:06</b> Governing authority members meet prescribed qualifications and are trained regarding roles and responsibilities.</p>	<ul style="list-style-type: none"> <li>● Written policies define qualifications for board or governing authority members.</li> <li>● Governing authority members are required to participate in professional development regarding roles and responsibilities of the governing body and its individual members.</li> </ul>	<ul style="list-style-type: none"> <li>● The By-laws of St. James Lutheran Church and School</li> <li>● Board of Elementary Education Policy Manual</li> <li>● Board of Christian Education Duties and Responsibilities Document</li> <li>● Board of Elementary Education Policy Manual - Title: 3.8 Board Education</li> </ul>	3	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
		<ul style="list-style-type: none"> <li>● Pastor Loder: SLED Certificate</li> <li>● Leadership Development Handbook</li> </ul>		
<p><b>3A:07</b> The governing authority establishes and employs systematic planning for school improvement.</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Long-range goals or desired outcomes are developed from the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>● School Action Plan</li> <li>● Strategic Planning Template</li> <li>● Vision Casting</li> </ul>	3	2
<p><b>3A:08</b> The governing authority provides strong financial leadership for the school.</p>	<ul style="list-style-type: none"> <li>● The board or governing authority establishes policies that provide for sound budget planning and fiscal operations.</li> <li>● 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.</li> </ul>	<ul style="list-style-type: none"> <li>● School Board of Elementary Education Policy Manual</li> <li>● Reports to the Leadership Council</li> <li>● Board of Christian Education Duties and Responsibilities Document</li> </ul>	2	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> <li>The board or governing authority accepts, reviews and devises strategies to react to concerns expressed in the annual financial audit.</li> </ul>			
<p><b>3B:02</b> The administrator meets qualifications required for the position.</p>	<ul style="list-style-type: none"> <li>The principal is a member of The Lutheran Church – Missouri Synod, Rostered or eligible for Roster status.</li> <li>The administrator holds active membership in the congregation supporting the school and is regular in Church attendance and Bible study.</li> <li>The administrator holds current, appropriate state certification or is actively working toward obtaining required certification.</li> <li>The administrator has a master’s degree in education, with no fewer than 12 semester hours in administration or supervision or is</li> </ul>	<ul style="list-style-type: none"> <li>Ordination Certificate, Certificate of Vocation</li> <li>SLED Training</li> </ul>	2	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	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.)			
<b>3B:03</b> The administrator is provided adequate support to complete required tasks.	<ul style="list-style-type: none"> <li>● Release time is provided for administrative duties for the school’s primary administrator.</li> <li>● 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.)</li> <li>● Secretarial assistance is available for school purposes for at least one-fourth of each school day for every</li> </ul>	<ul style="list-style-type: none"> <li>● Lead Administrator Schedule 2023-2024</li> <li>● Secretary Schedule 2023-2024</li> <li>● Interviews</li> </ul>	3	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>50 students enrolled.</p> <ul style="list-style-type: none"> <li>In a school with more than 200 students, an individual is designated as assistant administrator with associated administrative duties.</li> </ul>			
<p><b>3B:04</b> The administrator is an effective communicator.</p>	<ul style="list-style-type: none"> <li>The administrator communicates frequently and regularly with pastor(s) and teachers individually and collectively.</li> <li>The administrator communicates effectively and frequently with families and students of all ages.</li> <li>A wide variety of venues both personal (one-to-one) and public are regularly used to facilitate effective communication.</li> <li>The administrator regularly spends a significant percentage of time listening, observing</li> </ul>	<ul style="list-style-type: none"> <li>Monthly Staff Sessions</li> <li>Peek at Next Week Emails</li> <li>Periodical Messages to School Families</li> <li>School Newsletter</li> <li>Family Handbook</li> <li>Interview</li> <li>Observed faculty devotion/meeting</li> <li>Observations of interactions b/w students and Pr. Loder</li> <li>Parent Surveys</li> </ul>	<p>3</p>	<p>3</p>



General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>and speaking with parents, students and teachers.</p> <ul style="list-style-type: none"> <li>● The administrator effectively communicates and works together with local public school officials.</li> <li>● 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.</li> </ul>			
<p><b>3B:05</b> The administrator is engaged in the process of developing and managing the budget.</p>	<ul style="list-style-type: none"> <li>● The administrator is involved in developing and managing the budget, including expenditures.</li> <li>● The administrator has overall responsibility to assure that the budget is managed responsibly, using generally accepted bookkeeping procedures and safeguards.</li> </ul>	<ul style="list-style-type: none"> <li>● Board of Elementary Education Policy Manual - Title: 2.14 Third Source Funding</li> <li>● Reports to the Leadership Council</li> <li>● Board of Christian Education Duties and Responsibilities Document</li> </ul>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> <li>● The administrator provides leadership in securing funds and resources, which may include individual, private, corporate, and/or governmental sources.</li> <li>● Funds provided by auxiliary organizations are allocated per governing board policy, in consultation with the school administrator and regularly audited.</li> </ul>			
<p><b>3B:06</b> The administrator is committed to personal development and the development of staff members.</p>	<ul style="list-style-type: none"> <li>● The administrator provides spiritual leadership for the school community and in the congregation(s) through word and example.</li> <li>● The administrator is a member of professional organizations.</li> <li>● The administrator provides leadership in curriculum development, staff development, congregational service, public</li> </ul>	<ul style="list-style-type: none"> <li>● The By-laws of St. James Lutheran Church and School</li> <li>● School Board of Elementary Education Policy Manual</li> <li>● Board of Christian Education Duties and Responsibilities Document</li> <li>● Board of Elders - Senior Pastor - Duties and Responsibilities Document</li> </ul>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>relations, student evaluation and other school-related activities.</p> <ul style="list-style-type: none"> <li>● Levels of responsibility and accountability are clearly defined. The administrator provides leadership for implementation of current educational technology, including necessary staff development and training.</li> <li>● The administrator engages in an ongoing program of professional staff supervision.</li> </ul>	<ul style="list-style-type: none"> <li>● Staff meeting agenda</li> <li>● In-service agenda</li> <li>● Professional Development Self-Assessment</li> <li>● Classroom/ Teacher Observation Documentation</li> <li>● Peer Observation Documentation</li> <li>● Survey responses</li> <li>● Self-contained classrooms - Kindergarten through Grade 4</li> <li>● New Math &amp; Science Curriculum Training</li> <li>● Strategic Planning</li> <li>● Administrator Interview</li> </ul>		
<b>Total</b>			28	24
<b>Standard Three Overall Rating (Total ÷ 10, Rounded to the Nearest Tenth)</b>			2.8	2.4

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

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

YES

NO

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

- 3A:06 St. James' Board of Education lacks professional development.
- 3B:03 Having an administrator that is also a full time Pastor is not a long-term sustainable model.

**What strengths have been validated by the team in this area?**

- St. James has a very dedicated and passionate administrator.
- St. James has a variety of perspectives among board members.

**What concerns have been validated by the team in this area?**

3A:08 An annual external financial review or financial audit is not being conducted.

3B:02 The administrator does not currently meet the qualifications required for the position.

**What recommendations does the team make for concerns that were not addressed by the school in its Self-Study process?**

- 3A:05 Policy defining relationships between administrative and pastoral roles should be clearly defined.
- 3A:06 The Board of Education should engage in training and intentional professional development.
- 3A:07 St. James needs to carry out a financial review or audit.
- 3A:07; 3B:03 As part of the strategic plan review (see Standard 1), consider the long term finance, staffing and curriculum needs of the school.

**Please list all Validation Team concerns that the school must add to their Final School Action Plan for Standard 3:**

- 3A:05 Policy defining relationships between administrative and pastoral roles should be clearly defined.
- 3A:06 The Board of Education should engage in training and intentional professional development.
- 3A:07 St. James needs to carry out a financial review or audit.
- 3A:07; 3B:03 As part of the strategic plan review (see Standard 1), consider the long term finance, staffing and curriculum needs of the school.
- 3A:08 An annual external financial review or financial audit is not being conducted.
- 3B:02 The administrator does not currently meet the qualifications required for the position.

## Standard 4: Professional Personnel

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

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

YES

NO

Standard 4 Required Evidence\*: Non-discriminatory salary and benefit scale or policy

YES

NO

Standard 4 Required Evidence\*: MinistrySafe Training for all school employees, coaches, sponsors  
(encouraged to have all volunteers also trained)

YES

NO

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

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

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
<p><b>4:02</b> Christ-centered teachers have qualities and qualifications necessary for success in their defined areas of service.</p>	<ul style="list-style-type: none"> <li>● All teachers demonstrate a personal relationship with Jesus Christ and a dedication to teaching in the Lutheran school.</li> <li>● Full-time faculty members are on the Roster of the LCMS, eligible to be on the Roster of the LCMS or are actively enrolled in the colloquy or Seminar Program through the Concordia University Education Network (CUEnet).</li> <li>● Teachers have been prepared and vetted following prescribed federal and state mandates for background checks and training.</li> <li>● Full-time professional staff members have appropriate teaching certificate(s) from the state and meet requirements for their specific assignments.</li> </ul>	<ul style="list-style-type: none"> <li>● Student &amp; Parent Surveys</li> <li>● Roster Status</li> <li>● Background Checks</li> <li>● Teaching Licenses</li> <li>● Childcare License &amp; Training Record</li> </ul>	2	2
<p><b>4:03</b> Teachers are informed of, and subsequently evaluated and supported in the continuing pursuit of professional growth and development.</p>	<ul style="list-style-type: none"> <li>● Programs for teacher supervision/evaluation/growth have been adopted and are implemented by the administrator.</li> <li>● Teachers engage in professional development, including spiritual development and are accountable for</li> </ul>	<ul style="list-style-type: none"> <li>● Personal Professional Development Doc</li> <li>● Formal Observation Form</li> <li>● Peer Observations</li> <li>● Teacher/Staff Handbook</li> </ul>	2	2

	<p>implementation that supports student learning.</p> <ul style="list-style-type: none"> <li>• Teachers attend workshops, conferences, seminars and training appropriate to their position and discipline.</li> <li>• LCMS Rostered teachers are provided opportunities to attend LCMS events.</li> <li>• Teachers hold membership in professional organizations.</li> <li>• The school provides opportunity, training and support so that teachers may effectively and appropriately engage technology in classroom instruction.</li> </ul>			
<p><b>4:04</b> Teachers and support staff are empowered and equipped to effectively accomplish their assigned task.</p>	<ul style="list-style-type: none"> <li>• New teachers receive thorough orientation and are supported with experienced, assigned teaching mentors.</li> <li>• Teachers demonstrate and continuously improve knowledge and skills necessary for effective instruction and modeling of Christ-centered values.</li> <li>• Policies related to teachers and support staff are established and practiced.</li> <li>• The average student-professional personnel ratio is appropriate for the age and level of the students and ensures optimal student growth.</li> <li>• The number of staff members is adequate to provide effective instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher/Staff Handbook</li> <li>• Salary Guideline &amp; Spreadsheet</li> <li>• Observations</li> </ul>	<p>3</p>	<p>2</p>

	<p>and supervision for students at all school activities.</p> <ul style="list-style-type: none"> <li>• The nondiscriminatory salary and benefit scale is adopted and implemented for all personnel.</li> </ul>			
<p><b>4:05</b> Employees and volunteers serving in support roles have the qualifications and training necessary for success in their defined area of service.</p>	<ul style="list-style-type: none"> <li>• Support staff (e.g., teacher assistants, student teachers, nurse) meets state requirements for their specific assignments.</li> <li>• Appropriate policies related to support staff are established and practiced.</li> <li>• Adequate training for support staff is provided.</li> <li>• Appropriate policies and training for volunteers are in place.</li> <li>• Staff members understand and relate appropriately with students and their families.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher/Staff Handbook</li> <li>• Volunteer Handbook</li> </ul>	3	3
<b>Total</b>			10	9
<b>Standard Four Overall Rating (Total ÷ 4, Rounded to the Nearest Tenth)</b>			2.5	2.3



**What is the overall Validation Team rating for Standard 4? 2.3**

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

YES

NO

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

- 4:04 St. James does not formally implement new teacher mentoring.

**What strengths have been validated by the team in this area?**

- Most of St. James' teachers are synodically trained.
- Teachers are encouraged to do peer observations.

**What concerns have been validated by the team in this area?**

- 4:02 Not all teachers have state licensure
- 4:03 Teachers lack memberships in professional organizations

**What recommendations does the team make for concerns that were not addressed by the school in its Self-Study process?**

- 4:02 Support teachers in obtaining state licensure
- 4:03 Encourage and consider supporting teachers by obtaining memberships in professional organizations
- 4:04 Formally implement a feasible new teacher mentor program.

**Please list all Validation Team concerns that the school must add to their Final School Action Plan for Standard 4:**

- 4:02 Not all teachers have state licensure.
- 4:03 Teachers lack memberships in professional organizations.

## Standard 5: Teaching and Learning

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

Standard 5 Required Evidence\*: 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.)

YES

NO

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

YES

NO

Standard 5 Required Evidence\*: 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).

YES

NO

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

YES

NO

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

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

YES

NO

5:02\* 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

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
<p><b>5:03</b> The school community builds and maintains a vision, direction and focus for student learning.</p>	<ul style="list-style-type: none"> <li>● The school prepares students for the next level of education and life.</li> <li>● The school aligns its goals, curriculum and measures to those of the next level so that students transition successfully.</li> <li>● The school quantifies, tracks and publicly celebrates student success.</li> <li>● School leaders monitor and support the improvement of instructional practices used by teachers to ensure student success.</li> </ul>	<ul style="list-style-type: none"> <li>● Family Handbook</li> <li>● Staff In-service agenda</li> <li>● STAR Testing</li> <li>● Curriculum Documents</li> <li>● Fruit of the Spirit Award</li> <li>● Honor Roll Lists</li> <li>● Professional Development Forms</li> <li>● Observation Forms</li> </ul>	3	3
<p><b>5:04</b> The school's Christ-centered, written curriculum provides challenging learning experiences and ensures that students have sufficient opportunities to develop life skills, critical thinking skills and applied learning.</p>	<ul style="list-style-type: none"> <li>● The curriculum is aligned with delineated standards.</li> <li>● The curriculum is documented, assessed, monitored and challenges all students.</li> <li>● The curriculum reflects research,</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum Trak</li> <li>● MN State Standards</li> <li>● LCMS Lutheran Standards</li> <li>● Band Instruction</li> <li>● Curriculum is linked to Scripture passages</li> <li>● Observations</li> </ul>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>best practices and high standards in education and it is designed to ensure that every student receives Christ-centered, rigorous and sequential academic preparation.</p> <ul style="list-style-type: none"> <li>● The curriculum is aligned with LCMS teachings.</li> <li>● The curriculum ensures that students can pursue their God-given talents and passions.</li> <li>● The curriculum is used as an opportunity to proclaim the Gospel.</li> </ul>			
<p><b>5:05</b> Teachers use a wide variety of instructional strategies that engage students and ensure mastery of learning expectations.</p>	<ul style="list-style-type: none"> <li>● Teachers implement classroom instructional strategies that provide students with the knowledge, creativity, skills and understanding to become problem solvers, decision makers and socially</li> </ul>	<ul style="list-style-type: none"> <li>● Connected Families Framework</li> <li>● Classroom Observations</li> <li>● Interview with paraprofessional</li> <li>● Interviews with teachers</li> </ul>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>responsible global citizens.</p> <ul style="list-style-type: none"> <li>● Classroom instruction involves a variety of strategies and settings that address diverse student needs and accommodate individual learning styles as fully as possible.</li> <li>● Evidence of active student engagement exists in every classroom.</li> <li>● Service learning is a component of the school's required program.</li> </ul>			
<p><b>5:06</b> Teachers intentionally communicate and collaborate to improve instruction and student learning.</p>	<ul style="list-style-type: none"> <li>● Teachers regularly participate in staff development activities designed to provide professional growth, improve instruction and enhance student learning.</li> <li>● Teachers pursue opportunities to interact with colleagues seeking ways to improve.</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Self-Assessment Forms</li> <li>● Formal Observation by administrator</li> <li>● Staff Meeting agendas</li> <li>● Professional development topics listed in Self-Study Narrative</li> </ul>	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> <li>● Teachers work together to share responsibility for student learning.</li> <li>● Teachers regularly share content, resources, instructional techniques and management skills.</li> <li>● School leaders empower teachers with time and resources that facilitate opportunities for communication and collaboration.</li> </ul>			
<p><b>5:07</b> Technology enhances and enriches the students' learning environment.</p>	<ul style="list-style-type: none"> <li>● Faculty members are users, instructors and participants in the process of engaging technology with the learning process in schools.</li> <li>● Faculty members acquire the necessary technology skills to use personally and integrate and guide student learning.</li> <li>● Clear and intentional planning and protocols for</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom observations</li> <li>● Family Handbook - Technology Policy</li> <li>● List of Contest Driven Websites used</li> <li>● Go Guardian Usage Report</li> <li>● Interview with Pr. Loder</li> </ul>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>technology are in place.</p> <ul style="list-style-type: none"> <li>● Technology enhances curriculum, instruction, assessment and is used by teachers to personalize, enhance and improve instruction.</li> <li>● Student technology is monitored and filtered to promote appropriate integration of technology into the learning process.</li> </ul>			
<p><b>5:08</b> Curriculum, instruction and assessment are regularly monitored and adjusted through the collection and analysis of data-driven information.</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Multiple forms of student assessment drive instructional strategies.</li> <li>● Student learning is monitored, tracked, recorded and</li> </ul>	<ul style="list-style-type: none"> <li>● STAR Testing</li> <li>● Student Surveys</li> <li>● Cumulative Files</li> <li>● Report Cards</li> </ul>	<p>2</p>	<p>2</p>



General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>reported regularly and continuously during the time the student is enrolled at the school.</p> <ul style="list-style-type: none"> <li>• A comprehensive program that examines student achievement with frequent progress monitoring is used to individualize instruction for student success.</li> </ul>			
<b>Total</b>			17	17
<b>Standard Five Overall Rating (Total ÷ 6, Rounded to the Nearest Tenth)</b>			2.8	2.8

**What is the overall Validation Team rating for Standard 5? 2.8**

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

YES

NO

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

N/A

**What strengths have been validated by the team in this area?**

- St. James utilizes Curriculum Trak to document curriculum and mapping.
- There is strong faith integration in the written curriculum.

**What concerns have been validated by the team in this area?**

- 5:08 There is not a clear protocol for using progress monitoring to individualize instruction for student success.
- 5:08 St. James is lacking a school wide approach of evaluating student data generated by multiple tools and surveys to improve curriculum and instruction.

**What recommendations does the team make for concerns that were not addressed by the school in its Self-Study process?**

- 5:02 - 7/8 technology and 5/6 physical education do not have units listed in Curriculum Trak.

**Please list all Validation Team concerns that the school must add to their Final School Action Plan for Standard 5:**

- 5:02 - 7/8 technology and 5/6 physical education do not have units listed in Curriculum Trak.
- 5:08 There is not a clear protocol for using progress monitoring to individualize instruction for student success.
- 5:08 St. James is lacking a school wide approach of evaluating student data generated by multiple tools and surveys to improve curriculum and instruction.

## Standard 6: Student Services

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

Standard 6 Required Evidence\*: Enrollment / admission policy

YES

NO

Standard 6 Required Evidence\*: Crisis emergency plan

YES

NO

Standard 6 Required Evidence\*: MinistrySafe training certificates for all staff, coaches, activity sponsors, and volunteers working directly with students

YES

NO

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

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

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
<p><b>6:02</b> Admission policies, guidance services, behavior-management programs and ancillary services provide a protective framework of necessary support for students to successfully complete the school program.</p>	<ul style="list-style-type: none"> <li>● Student applicants are admitted per established written admission criteria.</li> <li>● Permanent cumulative records for each student are maintained, stored and shared in compliance with state and federal law.</li> <li>● The school administers and practices written procedures for addressing students' emotional, social and psychological needs.</li> <li>● Procedures are established for evaluating students for promotion and/or graduation.</li> </ul>	<ul style="list-style-type: none"> <li>● Family Handbook</li> <li>● Permanent Record</li> <li>● Report Cards</li> <li>● Connected Families</li> </ul>	3	2
<p><b>6:03</b> Extracurricular activities provide opportunities for students to further enhance God-given talents and abilities.</p>	<ul style="list-style-type: none"> <li>● The school provides a variety of extracurricular activities that meet the needs and interests of the students and reflect the purpose of the school.</li> <li>● Extracurricular activities are carefully</li> </ul>	<ul style="list-style-type: none"> <li>● Athletic Handbook</li> <li>● Family Handbook</li> <li>● Background Check</li> </ul>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>supervised by trained personnel.</p> <ul style="list-style-type: none"> <li>● Those who supervise extracurricular activities accept the purpose of the school.</li> <li>● Background checks are completed and on file for those who supervise extracurricular activities.</li> </ul>			
<p><b>6:04</b> The school enacts a wide variety of policies and procedures that ensure the safety of each student and allow the school to comply with national, state and local mandates.</p>	<ul style="list-style-type: none"> <li>● Immunization documentation, health tests and screenings conducted at the school conform with local and state laws.</li> <li>● First-aid supplies are available and readily accessible to authorized personnel.</li> <li>● Requirements for safety are conducted and recorded (i.e., fire, tornado, intruder and other drills).</li> <li>● Plans are developed and implemented for blood-borne</li> </ul>	<ul style="list-style-type: none"> <li>● Immunization Form</li> <li>● Drill Schedule</li> <li>● Teacher/Staff Handbook</li> <li>● Blood-born Pathogens Training</li> <li>● CPR training</li> <li>● Mandated Reporter Training</li> <li>● Go Guardian</li> <li>● Observations</li> </ul>	3	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>pathogen, asbestos, CPR, first-aid training and the distribution of medication.</p> <ul style="list-style-type: none"> <li>● Background checks are conducted for all who have contact with students on a regular basis.</li> <li>● 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.</li> <li>● The school ensures the safety and security of its students when online.</li> </ul>			
<p><b>6:05</b> School food services meet or exceed national and state guidelines.</p>	<ul style="list-style-type: none"> <li>● Care is taken to ensure cleanliness where meals or snacks are consumed.</li> <li>● Where food service is provided, adequate and qualified personnel are available to plan and serve a variety of</li> </ul>	<ul style="list-style-type: none"> <li>● Good Service Guidelines</li> <li>● Food Service Agreements</li> <li>● Food Service License</li> <li>● Inspection Certificate</li> </ul>	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	well-balanced, wholesome meals in full accordance with federal guidelines.			
<b>Total</b>			12	10
<b>Standard Six Overall Rating (Total ÷ 4, Rounded to the Nearest Tenth)</b>			3	2.5

**What is the overall Validation Team rating for Standard 6? 2.5**

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

YES

NO

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

- 6:02 St. James lacks written procedures for addressing students' emotional, social and psychological needs.
- 6:04 St. James has a rudimentary crisis plan but needs to address multiple emergency situations.

**What strengths have been validated by the team in this area?**

- Faith integration is seen throughout all of St. James' handbooks.

**What concerns have been validated by the team in this area?**

N/A

**What recommendations does the team make for concerns that were not addressed by the school in its Self-Study process?**

- 6:02 Consider expanding extracurricular or co-curricular activities.
- 6:02 Consider creating written procedures for addressing students' emotional, social and psychological needs.
- 6:04 Develop a more comprehensive Crisis Intervention Plan.

**Please list all Validation Team concerns that the school must add to their Final School Action Plan for Standard 6:**

- 6:02 Consider expanding extracurricular or co-curricular activities.
- 6:02 Consider creating written procedures for addressing students' emotional, social and psychological needs.
- 6:04 Develop a more comprehensive Crisis Intervention Plan.



## Standard 7: Facilities

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

Standard 7 Required Evidence\*: School floor plan

YES

NO

Standard 7 Required Evidence\*: School Crisis Management Plan (including evacuation and reunification plans)

YES

NO

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

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

YES

NO

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

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence (Please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
<p><b>7:03</b> Buildings, grounds and equipment are well maintained, clean and appropriate for the age and number of students.</p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● All teaching/ learning areas are properly ventilated, lighted and have adequate space for the number and size of the students.</li> <li>● The buildings are cleaned daily and the restrooms are sanitary.</li> <li>● School furniture is sufficient in quantity and age appropriate.</li> <li>● The school administrator(s) participates in the supervision of those who maintain the physical facilities.</li> </ul>	<ul style="list-style-type: none"> <li>● Class Limit</li> <li>● Updates in lighting</li> <li>● Weekly Building Inspection Doc</li> <li>● Observations</li> <li>● Parent &amp; Staff Surveys</li> </ul>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (Please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> <li>● Adequate provisions exist for offices, area for students needing care, recreation, library/media center and space for small-group instruction.</li> <li>● The school facility has appropriate technology infrastructure.</li> </ul>			
<p><b>7:04</b> Physical facilities provide specific (crosses, signs, etc.) and non-specific (attractive, adequate, etc.) Christian witness to the community.</p>	<ul style="list-style-type: none"> <li>● The buildings contain evidence that the school is a Lutheran Christian school.</li> <li>● Christian banners, pictures and posters are displayed in the hallway, entryway, gymnasium and classrooms.</li> <li>● A cross is hung in a prominent place.</li> <li>● An outdoor sign provides evidence of a Lutheran Christian School to the community.</li> </ul>	<ul style="list-style-type: none"> <li>● Banners</li> <li>● Photos</li> <li>● Posters</li> <li>● Crosses</li> <li>● Signage</li> <li>● Observations</li> </ul>	3	3
<p><b>7:05</b> The building and grounds provide a safe school environment.</p>	<ul style="list-style-type: none"> <li>● Policies and procedures are in place to maintain a</li> </ul>	<ul style="list-style-type: none"> <li>● Family Handbook</li> <li>● Teacher/Staff Handbook</li> <li>● Observations</li> <li>● Secure Entrances</li> <li>● Dismissal Procedures</li> </ul>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (Please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>safe school environment.</p> <ul style="list-style-type: none"> <li>● The playground, athletic field(s), and school grounds are properly supervised, safe and fenced when appropriate and needed.</li> <li>● Access to the facility, has locked entrances and is secure during normal school hours.</li> <li>● Crossing guards, lanes and school speed zones are provided where needed.</li> <li>● A safe, carefully supervised procedure for loading and unloading students in cars, buses and other vehicles is in effect.</li> </ul>			
<b>Total</b>			9	9
<b>Standard Seven Overall Rating (Total ÷ 3, Rounded to the Nearest Tenth)</b>			3	3

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

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

YES

NO

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

N/A

**What strengths have been validated by the team in this area?**

- St. James' facility is clean and well maintained.
- St. James has an accessible friendly building.

**What concerns have been validated by the team in this area?**

N/A

**What recommendations does the team make for concerns that were not addressed by the school in its Self-Study process?**

- 7:03 Complete fencing around the playground.
- 7:03 Maintain the edging around the playground.

**Please list all Validation Team concerns that the school must add to their Final School Action Plan for Standard 7:**

- 7:03 Complete fencing around the playground.
- 7:03 Maintain the edging around the playground.

## Review of the School Action Plan

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

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

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

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

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

The Validation Team feels the Preliminary School Action Plan is attainable for St. James.

An item not addressed in the School Action Plan is a Strategic Plan, which should be started immediately and will require ongoing development over the next five years of the accreditation cycle. They should consider seeking the assistance of the district for consultation. Other items should be prioritized for completion, such as:

- Intentionally implementing a mentor program.
- Continue to grow and expand the utilization of "Connected Families" or a similar program throughout all grade levels of the school.
- A policy defining relationships between administrative and pastoral roles.
- Training and professional development for the Board of Education.
- Continue the completion of technology and physical education in Curriculum Trak.
- Expand extracurricular and co-curricular activities.
- Create written procedures for addressing students' emotional, social and psychological needs.
- Develop a comprehensive Crisis Intervention Plan.
- Complete fencing around the playground and maintain edging.

The Validation Team feels like these items are also attainable or should become part of a regular ongoing process and routine.