

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

Revised September 2021

PART 1

The Self-Study Process

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

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

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

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

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

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

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

MISSION, PURPOSE, VISION and VALUES

Mission

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

Purpose

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

Vision

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

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

Values

- Lutheran Culture
- Educational Excellence
- Continuing Improvement
- Innovation

INTRODUCTION

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

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

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

The seven Accreditation Standards for Lutheran Schools are:

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

THE SELF-STUDY PROCESS

Faculty Involvement

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

Self-Study Steering Committee

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

The Self-Study Report Process

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

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

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

A definition for the "operational" rating (3) has been assigned to each General Indicator of Success. The task of the subcommittee is to assemble the evidence and practices to lead the group to an overall rating that agrees with the actual condition that exists in the school. To be compliant with the Standard, there is an expectation that a school will average "operational" (3) for all General Indicators of Success assigned to each Standard. General Indicators of Success ranked as "emerging" (2) or "not evident" (1) must be addressed in a well-developed school improvement plan designed to be implemented over the course of a school's assigned accreditation cycle.

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

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

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

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

The Self-Study Report

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

Potential Evidence

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

Potential Practices

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

currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

Respond to the Following Questions

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

Required Evidence

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

Required Indicators of Success

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

General Indicators of Success

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

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

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

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

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

Summary and Response Actions

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

REQUIREMENTS OF THE SELF-STUDY PROCESS

Indicators and Evidence

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

Required Evidence or Documentation

Standard	Required Evidence or Documentation
1	<ul style="list-style-type: none"> The written purpose/philosophy/mission statement
2A	<i>No evidence or documentation required</i>
2B	<ul style="list-style-type: none"> Nondiscrimination policy
2C	<ul style="list-style-type: none"> School discipline code
3A	<ul style="list-style-type: none"> Governing board handbook or policy manual, including policies relating to roles of board, administrator and pastor
3B	<ul style="list-style-type: none"> The administrator's job description
4	<ul style="list-style-type: none"> Staff development plan Non-discriminatory salary and benefit scale or policy
5	<ul style="list-style-type: none"> Written curriculum for every grade level for religion, mathematics, science, reading, language arts, social studies, art, music, physical education and any other subject taught (Early childhood centers need not segment learner outcomes into specific subject areas) A current schedule for each classroom, indicating clearly which subjects (activities) are taught at which times A chart illustrating the percentage of each school week allocated to each subject (activity) at each level, including a comparison with state guidelines An analysis of the results of standardized tests administered for each grade level for the past three years, including a description on how this information is used to evaluate and improve student learning
6	<ul style="list-style-type: none"> Enrollment/admission policy Crisis emergency plan
7	<ul style="list-style-type: none"> School floor plan

Required Indicators of Success

Standard	Required Indicators of Success
1:01	The school's written purpose embraces a Lutheran identity that is rooted in Holy Scripture and is committed to faith formation, academic excellence and Christian service.
1:02	School leadership and staff members understand and accept the purpose of the school.
2A:01	The school is operated by one or more congregations of The Lutheran Church—Missouri Synod (LCMS) or maintains an active Registered Service Organization (RSO) status with the Synod.
2B:01	A statement of nondiscrimination is evident in school-printed materials and assures that students are admitted without regard to race, color or national origin.
2C:01	The climate of the school flows from and supports the school's purpose.
3A:01	The operating organization designates the governing authority and has written policies clearly defining lines of authority, responsibilities and/or limitations of the governing authority.
3A:02	The operating organization has written policies clearly defining governing authority membership.
3A:03	The governing authority establishes written policies or administrative limitations that empower the administration in operating the school.
3B:01	The administrator demonstrates a personal Christian faith, a commitment to Lutheran education and a dedication to the teaching ministry of the governing authority.
4:01	All school personnel express and demonstrate agreement with the stated school purpose.
5:01	The teaching of the Christian faith is recognized as the major purpose of the school, is allotted appropriate time in the daily schedule and is integrated intentionally throughout the curriculum and instruction.
5:02	The written curriculum is developed and is implemented for religion, mathematics, science, reading, language arts, social studies, art, music, physical education and any other subject taught by the school. (Early childhood centers need not segment learning outcomes into specific subject areas.)
6:01	Services offered by the school meet or exceed federal, state and local requirements.
7:01	Facilities are well maintained and free from hazards, providing a safe and productive learning environment.
7:02	Facilities conform fully to all applicable laws, including health, safety and building codes.

IDENTIFICATION OF POWERFUL PRACTICES

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

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

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

CONSTRUCTING THE SCHOOL ACTION PLAN

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

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

After the school receives the Validation Team Report, the school is required to amend its preliminary School Action Plan to include additional concerns that are identified by the Validation Team. Schools are encouraged to use the format included below to develop the School Action Plan. Additionally, this format is the required documentation for the Cumulative Annual Report. The final School Action Plan and the Validation Team Report must be submitted to the District Commission within two weeks of the Validation Team Visit. A school that links an accreditation process with an intentional School Action Plan and continually uses it to better serve its students is a school on a pathway to success.

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

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

Revised July 2017

PART 2

The Self-Study Document

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GENERAL INFORMATION ABOUT THE SCHOOL

1. School

Name: St. John's Lutheran School

Address: 27 1st St. NW

City, State, Zip Code: Norwood Young America, MN 55397

Phone: (952) 467-3461

Email: office@sjsnya.org

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

Name, Complete Address:

St. John's Lutheran Church

101 SE 2nd St.

Norwood Young America, MN 55397

3. School Administrator(s)

Name: Keith Traska (start date 7/1/2023)

Email: keithtraska@stjohnsnya.org

Phone: (952) 467-3461

4. Pastor(s)

Name: Josh Bernau

Email: joshbernau@stjohnsnya.org

Phone: (952) 529-8755

Josh Hoffman

joshhoffman@stjohnsnya.org

(952) 467-2740

5. List All Agencies Currently Accrediting the School

NLSA

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

Principal Scott Johnson (until 6/15/2023)

Pastor Josh Bernau

School Board Chair Jeremy Stender


Teacher Renee Bartels

PTL Officer Christina Degler

Elder Joel Noennig

Parent Emily Honebrink

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

 schoolstats-undefined-996534.pdf

Community Information

1. Write a brief history of the school.

St. John's Lutheran Church was founded in 1865 with the addition of a school ten years later in 1875. What began in a one-room log cabin is now a 12-classroom single-level school building with a gymnasium on one end and a large playground to the west.

2. Describe the community surrounding the school.

Norwood Young America is a small town 30 minutes west of the Twin Cities metro with a population of approximately 3500. The community is slowly experiencing growth as the population moves west of the Twin Cities. Other people will purchase homes in NYA because it is cheaper than in other communities. There is a mix of blue collar workers/farmers along with those who are white collar workers and make the commute to the Cities for work. The area boasts strong public and private schools. Carver County places a high value in Lutheran education, with the Lutheran high school in Mayer (10 minutes north) being fed by 10 different Lutheran schools. St. John's, being a larger church in our community, pulls members from many of the smaller surrounding communities up to 20 minutes away.

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

St. John's has many members who are leaders in the community, and throughout the year, hold many events that the community is invited to attend. These include Faith and Family Night at Stiftungsfest, Christmas and Lenten dramas, Harvest Party, and Vacation Bible School.

School Enrollment Information

1. What is the total current school enrollment?

PS - 5; PK - 13; K - 10; 1 - 7; 2 - 5; 3 - 7; 4 - 8; 5 - 3; 6 - 12; 7 - 7; 8 - 5

Total: 82

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.

A notable piece of data that should be recognized is the discrepancy between the number of students who are within the congregation and how many are enrolled in the school. It should be noted that the school has a more diverse population than that of the congregation.

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

Age	Number of Children
0	4
1	11
2	14
3	15
4	11
5	12
6	11
7	9
8	13
9	17
10	20
11	15
12	23
13	21
14	17
15	26
16	12
17	21
18	14
Total:	286

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

	2024/25	2025/26	2026/27	2027/28	2028/29
Preschool	14	11	10	10	10
Pre-K	15	14	15	15	15
Kindergarten	11	15	14	15	15
1	12	11	15	14	15
2	11	12	11	15	14
3	9	11	12	11	15
4	6	9	11	12	11
5	8	6	9	11	12
6	8	8	6	9	11
7	4	8	8	6	9
8	13	4	8	8	6

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

The St. John's school facility can comfortably handle 18-20 students in each classroom before they begin to feel crowded. If we had that many students in each, consideration would need to be given to what items could no longer remain in the classroom (Chromebook carts, science equipment cabinets, etc.). If all rooms had 20 students, our daily student population would be 120.

Staff Information – Teachers and Administrators

[4:03](#)

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>
Sharon Jacobson	School Office Manager	30	2
Cherie Smith	Food Service Manager	30	8
Phyllis Neubarth	Preschool Van Driver	10	3
Helen Schrupp	Early Childhood Aide	15	23
Cassandra Grosz	Early Childhood Aide	10	1
Cindy Bosma	Extended Care	20	1.5
Leah Bernau	Librarian/ bell choir	5	5
Zeb Liemer	Facility Manager	10	1
Tracy Stephenson	Custodian	12	1
Anna Mussell	School Nurse	3	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:

TADS is a web-based program that provides a digital means for admissions, enrollment, tuition management, and financial aid determinations.

Educate is a web-based student information system that is used for mass communication, grades, and hot lunch POS system.

NWEA MAP testing is used as our standardized testing that is proctored in the fall, winter, and spring.

Terri Bentz, through **LSEM**, is contracted .3 FTE for student resource services

Guidance Counseling is contracted through Deb Kelzer for 7th & 8th grade students.

School nursing services are contracted through Anna Mussell.

K-8 bussing is provided by Central Public ISD 108 through 4.0 Transportation.

Surveys for School Constituents

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

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

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

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

Summarize the survey information in the space below:

✚ Gr. 1-3 NLSA survey (Responses)

According to the survey, first through third graders unanimously agreed that they learn about Jesus on a daily basis, teachers are helpful, all teachers want kids to learn, teachers are caring, and there are plenty of books to read. The students were mixed on learning retention, learning new things, and teachers telling students and parents when they do good work.

✚ 4-8th NLSA Survey (Responses)

According to the survey of the 4th - 8th graders, our teachers are very willing to help and teach things that will help them in the future. Our students observed that the school is clean most of the time, and they learn about Jesus every day. Our students feel that they are treated fairly and that the teachers care for them on a daily basis.

✚ 2022/23 NLSA Parent Survey (Responses)

It is evident that the school is Christ-centered. Most parents agree that St. John's is student focused. Our plan for improving student learning is not evident to all parents. We need to devise a plan to communicate our plan better. People see the church as very supportive of our school. People are uncertain whether our school is known and respected in the community. Most parents feel teachers are approachable and receptive to parent input. They care about their students and provide a quality education at levels appropriate to individual student needs.

[Teacher Survey](#)

[Teacher Survey Results](#)

STANDARD 1: PURPOSE

The school is purpose-driven.

Overview

The purpose/philosophy/mission statement serves as the basis for forming school goals, learner outcomes, and actions 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 not listed in the potential listing may also be presented. Evidence or lack thereof, assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study, but is to be available for the Validation Team to review.

- School learning objectives align with philosophy/mission.
- School publications and handbooks provide evidence of Lutheran identity.
- Promotional materials give evidence of Lutheran identity.
- School evangelism plan is written.
- Written school policies align with philosophy/mission.
- School website provides evidence of Lutheran identity.
- Appropriate seasonal decorations are displayed.
- Christian symbols are appropriately and prominently displayed 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 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 the 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 the Law and Gospel.
- The school conducts weekly worship (chapel) experiences intentionally designed to consciously and systematically strengthen the Christian faith of all members of the school community.

Required Responses

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

1. How was the school's purpose developed?

In 2017-2018, Pastor Josh Bernau led the Board of Elders, along with the ministry staff, through the book "Simple Church," identifying the "discipleship process." This led to a "4 L" mission of "LEARN God's Word, LOVE like family, LEAD within capacity and LIVE for Jesus." This was then turned into a logo with 4 L's forming a cross (see attached). This has also been integrated into the school's ministry (see question 5 below).



ST. JOHN'S LUTHERAN
Church and School
Learn · Love · Lead · Live

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

The mission of St. John's is unified between the church and the school. The process of developing the mission was collaborative, intentionally using language that could be integrated into both ministry settings.

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

In the summer of 2022, St. John's approved a marketing emphasis. Through this emphasis we read Donald Miller's book Storybrand, therein identifying our school purpose as "making sense of life in Jesus." From a marketing standpoint, our message to parents is: "Navigating your child's educational journey can be difficult. Let us be your trusted guides in making sense of life in Jesus" (see attached guide for staff retreat in August 2022). This aligns with our 4 L purpose, wherein we make sense of life through God's Word and in relationships as we raise up our students to lead within their God-given capacity as they live for Jesus. This Storybrand has been discussed in staff retreats, and integrated into teacher meetings.

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

As Lutherans, we are rooted in the Scriptures (LEARN God's Word) and focused on Christ (where the cross is at the center of all we do, as identified in our 4 L logo). Luther's Morning prayer is spoken every day during school-wide morning announcements. Our religion curriculum is provided by CPH, as well as regular use of the catechism in our classrooms and integrated into memory work. Also, we

use All God's People Sing in many of our chapel services. Additionally, as we have put together staff values, this is also demonstrated as our first value is to "make it all about Jesus" (see attached).

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

After developing the 4 Ls of our mission, we took time with the teaching staff to break this down into "promise statements" of how this is integrated into our classrooms and the type of students that we are seeking to form as they are educated at St. John's School (see attached guide that was used with the teaching staff in the fall of 2019).

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

As new employees are onboarded, they receive a job description in which it lays out the following verbiage under qualifications: "Is a Christian, committed to the mission of the church and school, and aligned with the team values of St. John's." Attached to their job description is also then a copy of the mission and values we identify here at St. John's. These are also posted in classrooms, discussed in staff meetings, and integrated into chapel as well as other elements of the life of the school.

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 the required documentation.

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:

 St. John's School handbook pages 2 & 3

Comments:

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


YES


NO

Identify and list supporting Evidence or Practices:


Chapel Services


Service Activity

 Screen Shot 2023-03-29 at 1.27.00 PM.png

 Screen Shot 2023-03-29 at 1.27.10 PM.png

 [4 L's of Mission - Staff Discussion Guide.docx](#)

 20230404_105446.jpg

 SKM_C360i23032915300.pdf

Comments: Our staff has spent a lot of time learning how to connect with our church and share our mission of our 4 L's. We talk about this at almost every staff meeting in some way shape and form.

General Indicators of Success

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

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

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

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

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

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

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


- The school’s purpose was developed in accordance with governance policy.
- The school’s purpose is engaged, aligned, and enacted with its vision, values, school goals, learner outcomes, and student activities.
- The school’s mission statement supports and aligns with the congregational mission statement.

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

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

Identify and list supporting Evidence or Practices:

[Elder’s minutes](#)

 SJSBOE4.18.2023 Note that the 4 L’s are listed at the top of the agenda

Comments:

Having the 4 L’s printed at the top of the agenda helps the board to keep its focus on the purpose of the meeting.

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:

 Back-to-School night 2022.pptx

 Screen Shot 2023-03-29 at 1.29.40 PM.png

<https://stjohnsnva.org/school/about-us/>

Comments:

The Board of Elders and the Board of Christian Education meet in a joint session each year to discuss the purpose of the school and its mission in regards to how the congregation can support the education of its children.

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

<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:

-  classroom devotion example.HEIC
-  Copy of St. John's School handbook 2022 copy
- <https://stjohnsnya.org/school/>
-  Screen Shot 2023-03-29 at 1.27.10 PM.png
-  Screen Shot 2023-03-29 at 1.27.00 PM.png
- <https://stjohnsnya.org/school/about-us/>

Comments: All of our classrooms display our school theme or school mission statement in some way. Everything we do is tied to our mission statement as the process to develop it was founded upon our desire to teach the Word in all aspects of our lives and education.

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

<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:

-  St John's Personnel Manual 2020
-  Job Title: CLASSROOM TEACHER
-  New Worker Orientation Sheet.pdf

Comments: We are working on updating our personnel manual as the state has just updated many of the requirements. Both our principal and office manager at church have attended sessions on the new employment laws. We meet with all of our new teachers at least once a week to help mentor and guide them through their first year.

Summary and Response Actions

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

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

YES

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

The church and school have a common mission/ vision that is stated in the 4 L's. These are referred to often.

C. Based on the 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

STANDARD 2: RELATIONSHIPS

The school demonstrates its purpose through relationships.

Note: Standard 2 is divided into three categories: school and congregation, school and community, and school climate. Introductory comments and necessary responses are required for each of the three sections. Standard 2A, School, and Congregation, does not apply when a Lutheran school is operating outside of a highly developed relationship with a single congregation or group of congregations.

STANDARD 2A: SCHOOL AND CONGREGATION

Overview

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

Potential Evidence

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

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

Potential Practices

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

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

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

Required Responses

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

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

The school is a ministry of the church. They are financially intermingled. Connected together spiritually and financially even though they are physically separated by a block. There is cross support between the congregation and the school. School fundraisers are supported by the congregation. Congregational events, such as Faith and Family Night and Lenten suppers, are supported by the school. Congregational members volunteer regularly in the school.

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

Each Pastor attends weekly staff devotions, Bible study, and staff meetings. Each Pastor also regularly leads the chapel at the school. The DCE leads upper students in the choir. The Pastors and DCE are involved in confirmation. The Administrative Pastor joins the students for lunch weekly to chat and interact. The pastor meets with the Principal on a regular basis. The administrative Pastor and DCE attend monthly Board of Education meetings on occasion and are part of Call committees seeking new educational staff.

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

Students sing regularly at worship services, present a Christmas service, and 8th-grade students serve as acolytes. Students serve supper between Lenten and Advent services. Christmas gift bags are prepared for shut-ins by students and hand-delivered. Upper-grade students volunteer in the VBS program. Opportunities are made to sing and share Jesus at the local care center. Volunteers are honored in a special recognition event. They participate in Youth activities, Sunday School, Christmas programs, worship, and children's messages.

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

There is an Open House where parents of new students are encouraged to participate in church and school life. Opportunities for worship, Bible studies, and volunteering are shared. Parents are notified when students will be singing in church and are encouraged to join us. Church and school functions are shared in a weekly newsletter to parents and are posted in the bulletin. Special attention is spent to promote interaction during the Sunday before and after National Lutheran Schools Week. New member classes are offered on a regular basis. Family Connect events are offered to promote fellowship.

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

The school utilizes resources to know and share Jesus. Students sing for worship services, present a Christmas service, and serve as acolytes. Called workers volunteer in outreach opportunities, volunteer in supportive roles within the church, and model Jesus in their actions. Religion is taught at school and devotions are held daily.

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

The school and its staff are supportive of the LCMS. Requests made by the LCMS district and national offices are fulfilled. The LCMS offices at both the district and national levels are used as a resource for both the school and staff.

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

Called workers attend all regularly scheduled district conferences and workshops. The principal and two called workers serve on district committees. Efforts are made to volunteer in support of the district as opportunities arise.

8. How does the school support synodical missions?

The principal and teachers work together to stay apprised of current mission outreach. At the beginning of the school year's meetings, they discuss plans for quarterly mission topics. Many of those are through the synod, such as World Vision, Garuna Ministries, and Global Mission Fund.

Required Indicator of Success

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


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

YES

NO

Identify and list supporting Evidence or Practices:

Church History

 IRS EIN number.pdf

Comments:

Faith development is essential to our mission. Christian, Called, and trained workers share God's Word and a Christian perspective in all subject areas. Confirmation classes, memory work, daily devotions, and Bible study all advance the objective of faith development.

General Indicators of Success

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

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

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

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

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

2A:02: The school is an extension of the ministry of its sponsoring congregation(s). Church and school work together effectively to accomplish goals related to a well-defined purpose.

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

- The 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:

<https://drive.google.com/drive/folders/15M-edudX5N42tIZnK-nYAI0ClqsUPRQE?usp=sharing>

Comments:

Members of the congregation show spiritual support by prayer during our worship services, comments to students and faculty after singing at church, and participation in annually scheduled events that happen at school.

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 homes or who do not attend church regularly.
 - School Evangelism Plan St. John's
- [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

<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:

https://drive.google.com/drive/folders/1Ux6e4W7bcgns_-BBXlfmOafwhm5BO-7G?usp=sharing

St John's Personnel Manual 2023.docx

SKM_C360i23060113040.pdf LEA registration

Comments:

St. John's is blessed to add to its church family each year through outreach to school families. Church and school staff informally communicate regarding these families and a strong welcoming presence is evident at church or school functions such as students singing at church, chapel, open houses, parent visit days, parent/family connect.

Practices:

- School groups sing at worship services.
- 8th graders acolyte at church services.
- The pastors and DCE are involved in confirmation class.
- Chapel offerings are gathered to support district and synodical missions.
- Upper grade students are involved in mission outreach through Feed My Starving Children.

- Many of our faculty, as well as our 6-8th grade students, volunteer their services to St. John's VBS program each summer.
- School groups sing at worship services.

Summary and Response Actions

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

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

YES

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

The called workers at both the church and school work together to support our mission to Learn, Love, Lead, Live. Students utilize a variety of opportunities available to serve and support the congregation.

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.

An area of challenge would be involving new students and their families in our church family.

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

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

STANDARD 2B: SCHOOL AND COMMUNITY

Overview

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

Potential Evidence

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

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

Potential Practices

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

- The school is known and respected in its community.
- Parents are active participants, volunteering and supporting the school in a variety of ways.
- Faculty members are actively engaged in community-service activities.
- Students are recognized for their community involvement.

Required Responses

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

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

The majority of our school is Caucasian and the majority of our community is also Caucasian. Our school has approximately 14% racial diversity while the local community has a 5% diversity level.

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

Our school regularly communicates with our community through the local newspaper, our school website, facebook and information shared in our church bulletins and newsletter. We invite the community to participate in our school events through performing at the Yellow Ribbon, Harvest Party, Chili Feed, Vendor Sale, and other public events, Grandparent's Day, and other opportunities throughout the year.

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

The teachers and students volunteer and serve the community through the Harvest Party and at National Night Out. They also volunteer at the community festival weekend, Stiftungsfest. Confirmation students choose a service project to support and serve the community. The students visit the local senior center, Peace Villa. At the annual Harvest Party, hosted by our school, collections are made for the local food shelf. Students deliver the items directly to the food shelf.

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

There is a supportive and inclusive relationship between the local public schools and our school. Services such as Title 1, Special Education, Speech, bus service, Health screenings, funding for a Guidance counselor and textbook support are shared.

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

Faculty members are involved in the community through volunteer efforts at our Harvest party, the local community night out, area Lions events, the town festival Stiftungsfest and by attending local student sporting events and community sponsored events.

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:

<https://drive.google.com/drive/folders/1iP2LkX7bqZIOT3QMCMUQfBSaAclDrHHq?usp=sharing>

Comments: This is in our school handbook and in our church's documentation. We are working on getting this on the webpage, and on any future brochures handed out.

General Indicators of Success

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

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

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

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

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

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

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

- The school studies the community demographics and compares the information to the demographics of the student body.
- The school embraces and celebrates the demographic diversity of the students it serves and the surrounding community.
- The school has developed ways to enroll students from the community who do not have the economic resources to support tuition-driven enrollment.

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

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

Identify and list supporting Evidence or Practices:

[NYA Demographics](#)

[TADs Aid 23-24](#)

[SJS Tuition Fact Sheet](#)

Comments:

As our non-discrimination policy states, we welcome all students. Our school has approximately 14% of racial diversity.

Approximately \$12,000 is available annually for student financial aid distribution to families based on assistance needs using TADS. Efforts are made by the pastors, principal, and teachers to welcome families desiring a Christian education. Exposure and experience with ethnic, racial and economic diversity occurs with presentations, speakers and outreach missions within our chapel setting.

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:

-  yellow ribbon singing.jpg
-  Grandparent's Day schedule.JPG
-  flags for veterans day.jpg
-  older kids singing at harbor.jpg
-  vendor fair.jpg
-  harvest party.jpg
-  Float picture.jpg
-  Faith and Family Night.jpg
-  Living Rock.JPG
-  dance watch party.jpeg

Comments:

The students and staff are active in the community through the Yellow Ribbon banquet, and the Stiftungsfest float and parade. A Harvest Party for the community is hosted by the PTL, students and the staff. National Night Out and Faith and Family Night are other areas the staff is active.

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:

Birds and Bees Talk
Mental Health Talk
Internet Safety Talk
Committees from PTL Constitution and By laws (updated)
Fine Arts Fair- Mayer Lutheran
School Calendar
PTL Budget Funding-including Big Project Fund
<https://drive.google.com/drive/folders/1gACtRhn8wwOMyCZDdPDbSmWv3qRGQxby?usp=sharing>

Comments:

Our relationship building begins with home visits, continues at Parent Teacher Conferences, is reinforced on Parent Day in the classroom and with fundraising volunteer opportunities at the Walkathon, Harvest Party, Chili Feed and Gerten’s Flower Sales. Other educational opportunities include library, hearing and vision testing, kitchen help and chaperoning field trips.

At this point in time, parental resources come mainly through the individual classroom and teacher or from the Parent Teacher League (PTL).

Our PTL group has been working hard to update our Constitution and By laws. This process has encouraged parents and staff to connect, educate and support to a fuller capacity.

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

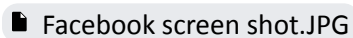
Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

- 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:

 Facebook screen shot.JPG

Living Rock Church : They regularly utilize our facilities for weekly worship.

West Carver Lions Group: The Lions regularly utilize our facilities for their meetings.

Comments:

We have a very good working relationship with the public school system. Over the course of a year, we have a number of IEP meetings hosted by St. John's Lutheran School. Luke, the bus director works closely with us with field trip buses or when informing us of last minute changes to a daily schedule that need to take place. Terri Bentz, our Title I and LSEM teacher, helps our teachers by conferencing alongside our teachers when needed.

Summary and Response Actions

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

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

YES

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

Our Parent Teacher League, (PTL), has made great strides in connecting, educating and supporting our St. John's school and local community. A strong relationship with the local public schools benefits both our school and community awareness.

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.

We strive to continually make a good name for our school within our community. There are always more opportunities to make ourselves known.

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

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

STANDARD 2C: SCHOOL CLIMATE

Overview

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

Potential Evidence

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

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

Potential Practices

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

- All types of school relationships emanate from the example of the teachings of Jesus Christ and demonstrate the proper understanding of Law and Gospel.
- Teachers' decision-making is centered on what is best for students.

- Weekly school chapel services are intentionally designed to consciously and systematically strengthen the Christian faith of students and members of the school community.
- Pastoral and school staff work cooperatively to meet the spiritual needs of school families during times of celebration, times of crisis and day-to-day life events.
- Home visits
- Student-led conferences

Required Responses

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

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

Christ is shared and integrated throughout our day and curriculum. We strive to build a loving relationship with our students and families. Our faith is shared with our students and families. Students eagerly arrive and are receptive to learning and growing as they share their faith with one another through their caring actions. These caring actions extend into the church and our community.

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

Teachers lift students up regularly in prayer and lead students in prayers for their families, others and the community. Teachers strive to build personal relationships with students and their families through home visits, conferences and direct communications.

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

Teachers interact with students prior to school, coach sports, converse over daily events, participate in church activities, and know that their teachers care for them.

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

Written policies defining lines of authority, responsibilities and/or limitations of school governance are described and explained in the Faculty/Staff Manual and in the Student/Parent Handbook.

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

Pastoral and school staff meet weekly for devotions and pray for school students and families in need. Pastoral staff come to teach faith enrichment classes through music and theology. Members of the church volunteer in the school and build personal relationships with the students. The church body gives financial and prayerful support to the school and its ministries.

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

Teachers have beginning of the year home visits. Positive Facebook posts share weekly events. Multiple communication tools are utilized such as paper send homes, emails, texts, phone messages, Remind, Facebook, Class Dojo and Educate to build strong relationships with parents. Teachers are open to sharing their own faith and try to be a resource for parental concerns. The school hosts parents connect evenings to gather families together to connect and encourage positive relationships.

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

Teachers have lunch together. We meet together for regular Bible study and devotions. There is a shared staff retreat to begin the school year. Quarterly social gatherings allow for fun, sharing and group bonding. We celebrate milestones together and share in the joy of staff members as they retire from full-time ministry.

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

The Discipline Policy, Consequences of Misconduct and Procedures for Dealing with Misconduct are defined in the Parent/Student Handbook. Students understand that teachers are here to help them learn, grow and be cared for and forgiven. Teachers and administrators will share concerns with parents if needed and continue to monitor and encourage positive behavior. We work toward students who exemplify Christ-like behavior.

Required Evidence

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

School discipline code

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:

 St. John's School handbook 2022 copy

 Chapel Family Activities.docx

Comments:

The St. John's School handbook guides and informs parents and students about acceptable or suggested behaviors and practice. Students gather in chapel family groups to regularly eat a meal together and also to worship as a family unit to support and care for one another. Other scheduled activities occur quarterly to strengthen interpersonal bonds and caring links to one another.

General Indicators of Success

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

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

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

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

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

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

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

- Students demonstrate love for others in response to Christ’s love for them.
- Teachers’ care for student needs is prominently enacted throughout the school.
- Students worship together daily, either in each classroom or in a school-wide appropriate worship experience with other students.
- Classroom environment, hallway decorations and posted classroom projects demonstrate respect for teachers and peers.
- Student behavior is appropriate to encourage growth and to maintain the school’s chosen teaching/learning environment.

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

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

Identify and list supporting Evidence or Practices:

<https://drive.google.com/drive/folders/15CPPVi6J7nw36K3AsGyKVDOrn0siFtZB?usp=sharing>

Friendzy is a Bible-base SEL curriculum that was implemented during the 2022/23 school year.

Comments:

Our school theme, ***Activate your faith***, based on James 2:17 encourages student behavior to show Christ’s love for others. Weekly chapel topics guide us through supportive Bible texts as related to our theme. Cross grade family groups participate in outreach projects. Our school integrates a social- emotional curriculum, Friendzy, that teaches from a Christian perspective.

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:

[School discipline code](#)

<https://drive.google.com/drive/folders/12igVGcfllWvBc2PVoLFArHyrR6s0CqeZ?usp=sharing>

Comments:

Our school t-shirt design acts as a reminder of our school’s annual theme. This also works to encourage spiritual development. A great activity is acting out Bible stories to help incorporate activating their faith. God’s word is shared and faith principles are incorporated throughout the day. Students have the opportunity to help plan National Lutheran School Weeks as well as lead their chapel families in different activities.

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

<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:

https://drive.google.com/drive/folders/1cRuLf_b-nep63b-tU2nJjSPfaqJcYJkG?usp=sharing

 2022/23 NLSA Parent Survey (Responses)

Comments:

Communication is key to good parent/teacher relationships. We have stressed this by utilizing many avenues for communicating, such as Educate, along with other platforms. Faculty and staff work to form relationships with parents and guardians to encourage their involvement in school. They are provided with opportunities to be involved in classroom activities, such as field trips and other classroom events. This year at our annual Walk-a-thon, our teachers led stationed faith activities that involved teaching students and parents to show them how to Activate your faith.

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

<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:

- [W Activate Your Faith - Staff Retreat Overview.docx](#)
- [W Mid-Year Staff Retreat - Reflection Questions.docx](#)
- [SKM_C360i23060709120.pdf](#)
- [SKM_C360i23060709121.pdf](#)
- [☰ 2C:05 Picture Evidence](#)
 - Faculty awards
 - Staff Retreat Picture
 - Staff Prayer Cards in morning devotions
 - Retirement Party

Comments:

Our staff and faculty have regular devotions and prayer together. Our staff gets together before school begins for an all staff retreat. Other activities throughout the year show support to one another such as having a secret santa at Christmas time, and March Madness brackets in March. Staff are always willing to jump in and help each other as needs arise.

Summary and Response Actions

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

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

YES

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

Teachers and parents work together for the benefit of the students' physical, emotional, spiritual and academic development. Christ's love is evident and shared throughout the school and its activities.

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.

One area that we are looking to improve would be to increase our student's voice in decision making in the school. One step we are taking to improve that is through the creation of a student council.

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

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

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

Section Totals (NOT Averages)	
STANDARD	RATING
2A	6
2B	12
2C	12
Total:	30

Average: (Total ÷ 10)	3
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STANDARD 3: LEADERSHIP

The school is governed and administered effectively following written policy.

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

Note: Leadership of the school is a major factor in the successful development, implementation and evaluation of the school. Leadership is provided by a variety of groups and people. Two primary leadership components are the board or governing authority and the appointed administrator(s), although some schools may function effectively without a school board. Introductory comments and necessary responses are required for both sections.

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

STANDARD 3A: GOVERNANCE

Overview

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

Potential Evidence

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

- Governing authority policy, procedures and practices
- Agendas and minutes from meetings
- NLSA School Improvement Plan

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

Potential Practices

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

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

Required Responses

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

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

St. John's Lutheran Church's Board of Christian Education is responsible for both church and school educational programs (Sunday School, VBS, day school). Regular meetings are scheduled the second Monday of each month at 6:30 P.M. in the school. On a quarterly basis, because our church council also meets on this night, our board meetings are moved ahead to 5:30 P.M. at church, allowing us to meet until 7:00, and then head to the council meeting.

Our church council is composed of members of all elected boards, as recorded in the church constitution. The council meets quarterly (March, June, September, and December) at 7:00 P.M. in the church basement. Membership responsibilities are detailed in the church constitution.

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

Nominations for the board of education and all other boards are gathered during the months of November and December. Typically, the incoming member of each board is designated as that board's representative on the nominations committee. The congregational president chairs this committee. Letters, phone calls, or personal contacts with those nominees are made as part of the process, with the voting assembly approving the nominated member occurring at the church quarterly voter's meeting (January).

A full Board of Christian Education is made up of five congregational members who are elected for a five-year term. Our pastors, Director of Christian Education, and principal are ex-officio members of the board.

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

Policies are kept in a 3-ring binder and placed in the school office for review. In addition, there is a digital version of this book that is available to all board members. Official agendas, minutes, and other items pertaining to the church governing authorities are digitally stored in a shared Board of Education Google folder.

Agendas, minutes, financial reports, and other items pertaining to monthly business of the school are included both in electronic form. Each board member also obtains a copy of this binder. The binders are available to congregational members and community families whose children attend school. Electronic copies are stored on a hard drive located in the principal's office and on google drive.

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

Policies pertaining to school are kept in a 3-ring binder and in electronic format. The school community is informed of changes or additions in policies at our back-to-school night, if this is timely.

Policies pertaining to students and parents are included in the Parent/Student handbook, which is available digitally or in paper format, if requested by a parent/guardian.

Depending on the content and timeliness of the policy, changes or additions may be shared with those immediately affected by the change. Another avenue of communication is a weekly newsletter emailed out to parents/guardians every Thursday.

Policies and plans are also shared at church council and quarterly voter's meetings, covered during either the principal's or Board of Ed's report. Items that need congregational approval are voted on at the next quarterly meeting.

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

The School Board and the St. John's Elders have joint efforts in forming, developing and equipping a Marketing Committee over the past three years. This Marketing Committee has been tasked with increasing awareness of St. John's School, this included a full website upgrade. Additionally, for the wellbeing of the student and their families, the leadership teams maintain proper student staff ratios, adequate hiring and training of support staff as needs of the community change.

Over the past three years, St. John's has been executing a 5-year tuition adjustment plan. This adjustment plan incrementally increased tuition for all students, while closing a gap between tuition rates differences for members and non-members of the St. John's Church. Furthermore, these increases brought tuition to a comparable market value. The enrollment management system also changed to be fully electronic, now utilizing TADS.

A focus on facilities upgrades benefits the students and their families. This includes a new gym floor, locker room and bathroom upgrades. An upgraded security system, with electronic access management has been installed for increased safety. The parking lot was also renovated to allow for smoother and safer access.

The leadership at St. John's have plans underway focused on adding value to students and families. The first is a licensing process allowing St. John's to provide before and after school care for Preschool and PreKindergarten age students. Thereafter, the St. John's School programs will be applicable for all age students we serve. The second is a new learning experience for the 6th - 8th grade students with a trip to Washington D.C. Plans are also underway to develop a STEM lab.

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

The systematic planning is completed in the months leading up to October each year. October is when the annual budget review and approval process begins. Every year the School Board looks to plan yearly goals that establish and execute the longer three- to five-year plan. This includes staffing, curriculum changes, building maintenance and projects. Also, St. John's PTL strategizes on how to support our school by funding building improvements such as playground or gym equipment upgrades and improvements.

Presently a holistic systematic planning is underway for the church and school. An independent party has been hired to provide consulting on creating and establishing a strategic plan that will plot the course for the next five- to ten-years at St. John's.

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

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:

[Serving on the School Board 2023 PT](#)

[General Function of the Board of Education](#)

[BOE Job Description](#)

Comments:

The governing authority is the church voting assembly. Through a nomination process, this is how board of education members are voted on and approved to serve.

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

YES

NO

Identify and list supporting Evidence or Practices:

[St. John's Church/School Constitution, pg. 12-14](#)

[General Function of the Board of Education](#)

[Serving on the School Board 2023 PT](#)

Comments:

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:

[SJS Administrator Job Description](#)

[St. John's Church/School Constitution, pg. 12-14](#)

[General Function of the Board of Education](#)

Comments:

Policies are consistently updated as needed. The administrator oversees the daily functions and operations of the school while the school board looks out for overall vision and mission of the school while working in concert with the administrator and 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.

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

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

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

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

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

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

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

- The governing authority provides for grievance and due process resolution procedures.
- The governing authority meets regularly and has clearly defined policies regarding open attendance at meetings and executive sessions.
- The governing authority has established process policies that set forth the style and rules by which the governing authority will complete its tasks and processes.
- Governance policies are determined at official meetings and recorded in the minutes, including appropriate updates and changes to policy.
- Minutes are recorded for each meeting and circulated to all members.
- Governing authority policies are collected into a policy manual, separate from the minutes.
- The governing authority makes appropriate reports to the operating organization(s).
- Neither the governing authority nor its individual members involve themselves in the day-to-day operations of the school.

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

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

Identify and list supporting Evidence or Practices:

- [St. John’s Church/School Constitution, pg. 12-14](#)
- [03062023 BOE Meeting Minutes](#)
- [PTL Notes 4_11_23](#)
- [General Function of the Board of Education](#)
- [08092021 BOE Meeting Agenda](#)
- [Principal's Report- 4_23](#)
- [Appeals Process \(Matt 18\)](#)

Comments:

In reference to a governing authority, currently a Board of Education (BOE) member is serving as a PT custodian after school hours.

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

<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:

[SJS Administrator Job Description](#)

[Principal Evaluation and Performance Review, 2022](#)

Administrator reports for Mo Board Meeting, Staff Mtg

[St. John’s Lutheran Church Constitution, pgs. 12-14](#)

[General Function of the Board of Education](#)

[Board meeting sample packet \(Agenda SJSBOE12.5.2022, 12-5-2022 Meeting Minutes, December 2022 DCE Report, SJS.2023-2024 Calendar template - 12 Months- Aug-Jul, and](#)

Financial Statements:

[Profit and Loss Budget Performance,](#)

[Statement of Financial Income and Expense,](#)

[Statement of Financial Position](#)

Comments:

The church constitution along with our school hand book and job descriptions clearly lays out the power and governance structure of both our church and school. Ultimately, much of the power is held by the voter's assembly.

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:

- [Serving on the School Board 2023 PT](#)
- [St. John’s Church/School Constitution, pg. 12-14](#)
- [Best Practices Conference 2019](#)

Comments:

Qualifications for board members center around being a member of St. John’s, and being active in the life of the church and the school.

The Board of Education participates in an orientation session at its February meeting, which is the first meeting in which new members attend. This provides useful information for new members, as well as an opportunity for current members to review the role of the Board of Education. In the past, we have sent Board of Education members to the “Best Practices For Ministry” Conference in Phoenix, Arizona. This has included both school and church staff. After Covid, we have yet to begin doing this once again, but plan to in the future.

Board members are required to attend quarterly church council meetings. The board chair will report on events, future plans, and other items that pertain specifically to church/school relationships and issues. The most recent item dealt with expanding our childcare staff to add a DHS qualified teacher so that we can offer after-school care for Pre-K students.

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:

[SJSBOE4.18.2023, Trustees Walkthrough: Building needs are determined by a joint effort between the board and trustees.](#)

[SJSBOE10.4.22 Joint Mtg, Long Range Planning](#)

[Parent/Guardian Survey - Jeremy: As the board and the faculty study the surveys and discuss successes and areas to develop, goals are set and shared with our families.](#)

Comments:

The faculty studies test results after each test-taking session determine general trends in students’ progress and areas that we need to place additional means to achieve to an acceptable level.

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

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

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

- The board or governing authority establishes policies that provide for sound budget planning and fiscal operations.
- The board or governing authority approves the budget (including annual tuition and fees) for the school or has developed policies to empower individuals with that responsibility.
- The board or governing authority accepts, reviews and devises strategies to react to concerns expressed in the annual financial audit.

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

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

Identify and list supporting Evidence or Practices:

- [2023 Proposed/Accepted Budget](#)
- [TADS Financial Aid Application Worksheet 2023-2024 School Year](#)
- [SJS BOE Calendar and Tasks](#)
- [St. John’s School Tuition 5-Year Plan](#)

Comments:

The Board of Education looks at budget needs for the upcoming January – December year as an agenda item of our July and August board meetings. This is in preparation for our congregational budget meetings held in September.

The board agenda includes a review of the school and the hot lunch finances on a monthly basis. St. John’s is in the fourth year of a five year plan, which impacts both members and non-members tuition rates.

The school has a checking account for the purpose of dispersing money from classroom fundraisers, gifts given specifically to the school for specific educational areas, athletics, and other all-school fundraisers.

The church’s office administers both the church and the school budget. Currently, St. John’s business manager is reconciling both the church and school accounts.

Summary and Response Actions

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

A. Are the Required Indicators of Success met for Standard 3A? (YES / NO)

Yes.

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

We have a church governance system that allows for our Board of Education to do its job, as well as to be an instrumental part of the leadership of the church through the council and voter's meetings. St. John's leadership has documented policies, procedures and responsibilities allowing reliable action and progressive growth.

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.

An area of challenge St. John's faces is improvement on long-range planning. These practices are being established. The leadership sees it necessary to continue, allowing a cohesive and evolving plan to forecast the years ahead. In addition, the church is currently going through a strategic planning program through LCEF that also includes the school. The plan is to establish a 3-5 year plan for ministry, maintenance, building, and governance changes.

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

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

STANDARD 3B: ADMINISTRATION

Overview

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

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

Potential Evidence

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

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

Potential Practices

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

currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

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

Required Responses

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

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

The purpose of the administrator is to provide spiritual and academic leadership in the school, managing the day-to-day operations in coordination with staff and other lay leaders. Some of the responsibilities include overseeing the school, materials, equipment, and financial business dealings. Partnering with the school office manager to maintain accurate student records is a continuous activity. The school calendar along with school staff planning, implementing and evaluating are overseen by administrator. The administrator also works with the BOE and custodian to maintain the school property. Additionally, the administrator provides leadership and assistance to the BOE, Church Council, and Parent Teacher League (PTL) in a variety of ways.

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

St. John's requires that a principal is eligible to receive a call. They are to have a BA or equivalent degree, along with a Master's degree. Additionally, the administrator must demonstrate competency in fulfilling the major duties and responsibilities outlined on the job description.

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

Four times a year at the voting assembly, the administrator reports and engages with the Church Council and congregation. In the community and professional organizations, St. John's administrator is a member of the Chamber of Commerce, regularly attending meetings and community events. The administrator also helps facilitate a yearly staff retreat with both the school and church employees. Leading devotions before school with school staff/teachers is another way the administrator serves as a spiritual leader.

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

Financial management is a large responsibility and the administrator controls expenses through analysis of school materials and equipment usage. Additionally, the administrator evaluates and facilitates decisions regarding business dealings, budget preparation, along with tuition and financial aid.

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

The administrator did scripture readings for the church worship service, helped with Vacation Bible School for one year, and invited the congregation to participate in school functions/activities.

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

Our current administrator demonstrates his faith in Jesus Christ by seeing people as individuals and empathizing with them. Having a higher relational and emotional awareness, he is able to personally

connect with people on an individual or family level. Understanding mistakes occur, he is able to extend grace to others through these personal connections. Hospitality is another demonstration of his faith publicly; he and his wife have opened their home to host events for a variety of groups including teachers, board meetings, elders, etc. The administrator regularly leads daily announcements including leading Luther's prayer.

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

Collaboration and shared leadership has been demonstrated through developing the school theme each year with senior pastor, a staff retreat, and leading different bible studies with the staff. In August when teachers return, collaborates with school and church staff, LEA training for teachers, continued education are other areas these practices have been modeled.

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

Regularly attends different seminars on mental health and is a member of ASCD, specifically geared towards Administrators. Attended the LEA Convocation in Milwaukee and Best Practices Conferences 2023.

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

The following is taken from the administrator's job description:

A) Supervision of Staff

- Conduct regular meetings of teachers (minimum of monthly) that are informative and uplifting
- Conduct regular classroom visits and provide meaningful feedback to teachers
- Assist teachers in their goal-setting process and monitor progress
- Conduct an annual review with each staff member (teaching and non-teaching) to evaluate performance, determine goals for the upcoming year and promote professional growth to the staff
- Conduct orientation sessions for new teachers and prior-to-school year meetings with all staff members
- Provide in-service opportunities for professional and spiritual growth to meet both individual and collective needs of the faculty
- Help to create a cooperative spirit amongst the staff
- Administer teacher corrective action in conjunction with the Board of Christian Education as needed

B) Supervision of Curriculum

- Serve as instructional leader, responsible for the development and improvement of the educational program at St. John's
- Help teachers plan and execute a written curriculum that aligns with the school's mission and meets or exceeds state standards
- Keep abreast of current educational methods, trends and material
- Provide for systemic, constructive study of all areas of curriculum
- Ensure there is regular evaluation of students via achievement testing
- Ensure technology tools (computers, A/V equipment, SMART boards, et al) are up-to-date and in working order to use in classroom instruction
- Coordinate the Accreditation/Re-accreditation process for St. John's School

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

The administrator strives to have a personal connection with families and students. In light of the increased mental health issues, Scott has been trained in QPR for suicide prevention, he also has obtain a youth mental health first aid certificate. Scott has had many parents seek out a safe place to share struggles and receive encouragement.

The administrator attends PTL meetings, school events, and sporting events. He has also organized a school dance, roller skating night for families, a cribbage and chess club.

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

Our administrator has engaged and established a good contact and rapport with the local public school administrator which have included special needs services, bussing, and scheduling. He has helped lead and organize conferences at the district level. Thoughtful engagement went into facilitating all teachers to attend the 2022 LEA conference, while still managing to organize child care for students who needed it.

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:

Leads morning prayer with teachers and students.

Comments:

The administrator attends church on a regular basis, reads scripture during the service, and is regularly involved in church functions. He leads chapels and staff devotions as scheduled.

General Indicators of Success

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

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

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

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

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

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

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

- The principal is a member of The Lutheran Church – Missouri Synod, Rostered or eligible for Roster status.
- The administrator holds active membership in the congregation supporting the school and is regular in Church attendance and Bible study.
- The administrator holds current, appropriate state certification or is actively working toward obtaining required certification.
- The administrator has a master’s degree in education, with no fewer than 12 semester hours in administration or supervision or is actively working toward such a degree. (The administrator of an early childhood center has a bachelor’s degree, with no fewer than 18 semester hours in early childhood education, or is actively working toward accomplishing this requirement.)

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

<input checked="" type="checkbox"/> Highly Functional (4)	<input 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:

[July Voters Meeting Minutes -proof of membership to St. John’s for Keith](#)

[Keith Traska- License Details](#)

[Keith Traska- Mi Teaching Certification](#)

[Keith Traska- FACT Diploma](#)

[Keith Traska- Transcripts as of 2016](#)

Comments:

These qualifications apply to St. John’s incoming administrator Keith Traska and this is the proof that has been provided. The outgoing administrator also maintained similar qualifications.

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

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

- Release time is provided for administrative duties for the school’s primary administrator.
- The school administrator is released from teaching duties for at least one-fourth of each day for every 50 students enrolled. (If administrative duties are shared, then release time may be shared.)
- Secretarial assistance is available for school purposes for at least one-fourth of each school day for every 50 students enrolled.
- In a school with more than 200 students, an individual is designated as assistant administrator with associated administrative duties.

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

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

Identify and list supporting Evidence or Practices:

The incoming administrator will teach approximately 25% of each school day. This provides adequate time at the beginning of each day, as well as the afternoon to work on administrative duties.

Our school secretary works on an average of 28 hours each week. Part of this time is spent in the management of our hot lunch program, weekly newsletter, manages school email, assists on social media, and covers general office tasks and schedules of staff and events.

Comments:

In an effort to encourage enrollment and to provide adequate time for our administrator to handle more administrative tasks, over the past four years we have gradually decreased the amount of in-class teaching time. This however, did not lead to any increased enrollment. Our new administrator has now come on staff and is tasked with teaching upper level math and covering our PE classes. We believe that they are being afforded ample time to complete the administrative tasks that are necessary. We have also ensured office coverage with a part-time secretary and someone who staffs the office on Friday when the regular secretary is not available.

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 portion of time listening, observing and speaking with parents, students and teachers.
- The administrator effectively communicates and works together with local public school officials.
- The administrator compiles such policies, procedures or practices as appropriate for effective communication to the various school communities into student and/or parent handbooks/manuals.

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

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

Identify and list supporting Evidence or Practices:

[Principal Corner in Weekly Newsletter \(Ex. March 23\)](#)

[St. John's School handbook 2022.docx](#)

[Principal Job Review for 2022](#)

Comments:

St. John’s has a good relationship with Central Public Schools, our local public school. If the administrator needs to talk about a situation, a question, or a concern, the door is open to doing so. Representatives from Central are quite often involved in IEP meetings for our younger students. We also can feel free to call them to get needed help regarding Title programs.

The principal has identified in his two previous job reviews that communication has been an area that needed to be improved. This is an area that has been identified by the school board as an area of focus with the new principal coming on board.

The deficiencies in this area that were identified related to the previous administrator. Since this had to be submitted in June, we had yet to have be able to make any assessments of the new administrator.

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:

[2023 Proposed/Accepting Budget](#)
[EANS Non-public Schools](#)
[EANS Budget Request](#)
[EANS Submission Approved](#)
[Endowment Fund Q1 2023](#)
[Expense Report](#)

Comments:

Through COVID our administrator was very creative and intentional in seeking and applying for government funding applicable to St. John’s. His efforts were a tremendous blessing to the school and students through many technology updates.

The Board of Education reviews monthly financial statements at each meeting.

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:

[+ Curriculum Review Schedule](#)

[Teacher Evaluation Form](#)

[Teacher 5-10 Minute Evaluation](#)

[SJS Administrator Job Description](#)

[LEA Membership](#)

Representative for St. John’s Chamber of Commerce membership

Comments:

The staff is regularly in Bible study together. The current administrator has worked already in his four months to make sure our curriculum is well-maintained, even making adjustments to both our science and math curriculum that he felt was most beneficial for our students. He also provides oversight and is regularly checking in with teachers and monitoring classroom behaviors.

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 / NO)

Yes

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

St. John's provides adequate time for administration of the school. The administrator has exceeded fiscal management through the difficult season of a global pandemic. St. John's holds high standards for our administrator and both the incoming and outgoing administrator exceed the qualification.

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.

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	4
3B:03	3
3B:04	2
3B:05	4
3B:06	3
Total:	16
Average: (Total ÷ 5)	3.2

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

Section Totals (NOT Averages)	
STANDARD	RATING
3A	15
3B	16
Total:	31

Average: (Total ÷ 10)	3.1
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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.

All teachers have at minimum a BA or Master's degree. All teachers are to be rosterable through the LCMS or become colloquized through one of the Concordia universities. A current MN State teaching certificate is also required. Evidence of these certificates is on file in the office.

2. What is the current student-teacher ratio?

The average teacher-to-student ratio is 10: 1.

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

Include Mae Koerschen scholarship, Title II, etc...

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

Our school faculty meets daily at 7:20 AM for a stand-up meeting. Items pertaining to the day and upcoming week or major upcoming events are also shared at these meetings. We end our meeting with prayer which includes a special prayer for a student or staff member. Pastor Josh has made it a point to be in attendance once a week on Thursday morning. We also meet once each month at the end of the school day for our official faculty meeting. The format for these meetings includes a Bible study or devotion usually based on our schoolyear theme, which is led by one of our pastors. Following our Bible study, we take time to discuss business items that are listed on the agenda. Our faculty meetings include our pastoral and DCE staff, allowing for a tighter bond between all school and church staff at St. John's. Staff meetings provide an opportunity for everyone in attendance to be on the same page regarding important decisions and events that are vital to a smoothly operating organization. Our staff meetings meet that need.

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

Teachers demonstrate this philosophy in their relationship with Christ through their interaction with the children and families of St. John's. They demonstrate the joy of being a part of God's plan at this school. Teachers are visible at church and at functions, including Bible study, playing bells, singing in the choir, attending worship, serving refreshments between services, etc. The faculty serves the school by their presence at PTL meetings and other school events, and by being willing participants in special days that promote our school such as grandparent's day, parent day, singing for our community's Beyond the Yellow Ribbon banquet, and volunteering to be at community events like National Night Out.

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

Depending on the need, St. John's will utilize methods of posting a job through our church bulletin, our website, St. Cloud State's EdPost, LuthEdJobs on Facebook, online platforms like Indeed, or

newspaper ads. Once a new worker is secured, items on the New Worker Orientation sheet are reviewed, checked, and signed once all items that pertain to the position are met.

Protect My Ministry is used to run background checks on all new faculty and staff members. Teachers and aids working in our preschool and prekindergarten classes have their background check run through the State of Minnesota.

New teachers and staff members are provided with a St. John's School Personnel manual, which includes a wide variety of information regarding employment.

Orientation of the building and its programs is provided to new faculty and staff members. Also, a current faculty member is assigned to be a mentor to any new faculty that begins working at St. John's.

Additionally, hands-on training, written job descriptions, mentors, and orientation are part of the process.

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

Like many schools, technology continues to grow in its amount, as well as the need for training. Teachers attend conferences, seminars, and workshops, along with personal training, as well as in-house workshops. Our faculty members work to help each other with questions regarding the technology that is available at our school. It's fun and exciting to be able to share what you have learned with someone who wants to learn it! All teachers are using Mac/PC laptops and interactive flat panels, while students use Chromebooks and iPads.

We have sent faculty reps to the Tec21 program in order to take advantage of other technologies that are available. That teacher then shares what they had learned with the rest of the teachers.

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

We strive to find workers that are LCMS trained. If this is not possible, we look for teachers that are members of LCMS congregations, ensuring that LCMS teachings and doctrine is already understood.

Non-LCMS teachers are required to go through the colloquy courses that are offered through Concordia University. If a teacher is contracted, but not LCMS then they would be required to go through CUEnet Seminar: Seminar is a program of theological study designed to enhance a non-Lutheran teacher's understanding of the distinct teachings, practices, and identity of the Lutheran school in which they are teaching. The program surveys the major doctrines of the Lutheran Church and compares and contrasts these teachings with those of other Christian denominations as well as other religions. In comparison to Colloquy, Seminar is a significantly shorter, less rigorous introduction to Lutheranism. It does not lead to becoming rostered. Neither scholarships nor college credit are available.

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

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:

 1-9-2023 Meeting Minutes

 Staff development 2023

[CSP compensation tool link](#)

Comments: Our congregation sets the payscale at 90% of the Concordia Plan services. There is a link attached showing how to get to the CSP portal. Our teachers are put in individually to determine pay. Please chat with Joy Cook or Keith Traska to see the print out for the proposed salaries for next year, starting in January.

General Indicators of Success

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

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

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

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

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

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

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


- All teachers demonstrate a personal relationship with Jesus Christ and a dedication to teaching in the Lutheran school.
- Full-time faculty members are on the Roster of the LCMS, eligible to be on the Roster of the LCMS or are actively enrolled in the colloquy program.
- Teachers have been prepared and vetted following prescribed federal and state mandates for background checks and training.
- Full-time professional staff members have appropriate teaching certificate(s) from the state and meet requirements for their specific assignments.

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

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

Identify and list supporting Evidence or Practices:

Personnel files in the principal’s office

 License (6).pdf

Comments:

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:

<https://drive.google.com/drive/folders/1D4ks7h-mu6FAaRlr6k3rPM7JR-9vHV6I?usp=sharing> Teacher information forms
TEC21

Comments:

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:

- Copy of SJSBOE1.9.2023
- 1-9-2023 Meeting Minutes
- Copy of Copy of St John's Personnel Manual 2020

Comments:

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:

<https://forms.gle/eZYpcymgmqTvDU3g7> NLSA Parent Survey

 Volunteer Policy.docx

 New Worker Orientation Sheet.pdf

Comments:

Summary and Response Actions

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

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

YES

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

All teachers are members of an LCMS congregation, Called or completing colloquy and hold a MN teaching license.

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.

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

STANDARD 5: TEACHING AND LEARNING

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

Overview

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

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

Potential Evidence

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

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

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

Potential Practices

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

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

Required Responses

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

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

Our mission statement at St. John's School is Learn, Love, Lead, Live. This mission guides the academic choices we make in our curriculum. St. John's Lutheran school's construction of curriculum is centered around the beliefs and values of the Christian faith. The Minnesota State K-8 Academic Standards provide St. John's with the expectations for the standards in each content area that must be taught at each grade level. As a result, St. John's School aligns their current curriculum and supplemental material to the Minnesota State Standards while incorporating the Christian faith into their daily instruction. Staff study the instructional learning goals at each grade level to ensure that all Minnesota State Standards are integrated into the values of their Christian faith. Then staff plan a pacing guide that aligns with the school calendar schedule to ensure that all Minnesota Standards are taught and exceeded by the end of the academic year.

The local public school, Central, partners with St. John's Lutheran regarding curriculum and student performance. St. John's Lutheran is dedicated to their students and wants them prepared for the next level of education. As a result, St. John's Lutheran wants their curriculum to be consistent with Central because students often continue their education at Central for high school. The important difference between St. John's Lutheran and Central is that students at St. John's are taught the Christian faith within their core subjects. St. John's also collaborates with Mayer Lutheran High School, MLHS, to ensure students are prepared for their curriculum for students that will continue their education in a Christian focused setting.

St. John's uses standardized testing to evaluate student academic performance. Results of MAP, STAR Reading, and FAST are used to evaluate the curriculum and drive instructional changes. These testing tools are also used to differentiate instruction to meet the academic needs of all learners.

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

Curriculum Changes Implemented for Reading

A) Since the last accreditation cycle, St. John's has adopted a new reading curriculum, Pearson Savvas. This program provides academic rigor in the rules of phonics, reading comprehension, and reading fluency. As a result of our new reading curriculum, we have noticed that students interact with text more often through highlighting important information, making anecdotal notes, and analyzing text and text structures through class discussions and answering deeper comprehension questions.

However, we have noticed inadequacies in the area of writing. Since we have found that our new reading curriculum does not explicitly and sequentially teach writing, each teacher supplements the writing curriculum with various resources to improve the understanding of the mechanics of writing and the ability for students to write for a variety of purposes. In the past 3 years, we have implemented the use of leveled readers that support our whole group instruction. These leveled readers have challenged students to be successful at each of their instructional levels.

B) We have implemented a phonemic awareness curriculum called Heggerty in grades K-1. This is an explicit phonemic awareness program that teachers incorporate into their reading instruction to support the phonetic rules taught in Pearson Savvas. Through the Heggerty curriculum students work on rhyming, sounds they hear at the beginning, middle and end of words, practicing short and long vowel sounds as well as the number of syllables words have. The use of hand motions help to engage students as well as help them develop a deeper understanding of phonics in a systematic, explicit, and fun way. Students have shown better decoding skills since we have implemented the Heggerty curriculum. Students have a better understanding of how to decode because of the explicit phonemic awareness instruction which has improved their reading fluency skills. Daily writing has improved because students are using their phonemic awareness to express themselves through writing.

Curriculum Changes Implemented for Technology

C) We have implemented the daily use of ChromeBooks for grades 2-8 for research, composing writing pieces, creating presentations, collaborating on Google Docs, Google Classroom, Bitmoji Classroom, Flipgrid, IXL, and for the use of online programs, especially in grammar and reading. This has had a great impact on the engagement that we see in our students. Students also retain more information through the use of online tools, and it also allows our students expanded tools for sharing their subject matter knowledge and ideas.

D) We have also utilized online programs for spelling, history, keyboarding, and grammar. We use Kids A-Z in K-4th grade for Spelling. Due to the use of online programs, teachers are able to individualize instruction while students are able to work on skills that they need to continue their own individual learning at their own pace. Online activities have kept students engaged and accountable and allows teachers to work with students in small groups to differentiate small group instruction.

E) We now have a 3D printer that is being used for STEM projects in our 7th-8th grade. The younger grades participate in coding projects. Through coding, students are able to use problem solving skills and integrate what they have learned in all areas of the curriculum.

Curriculum Changes Implemented for Science and Social Studies

F) We have implemented a new Science and Social Studies curriculum, *TCI*, in grades K-4. This program is very interactive for our students with many options for hands-on learning, as well as having a great online platform. Students find this program highly engaging and their interest and knowledge base reflect the challenges that are presented.

Curriculum Changes Implemented for Religion

G) We have a new Religion curriculum, *Enduring Faith*. Our students continue to have a strong Christian foundation through this curriculum and as we look to the future, we know this program will continue to help our students grow and develop in their faith.

Curriculum Changes Implemented for Math

H) In order to supplement our math curriculum, we have added IXL for K-8th grade and Prodigy for 3rd-4th grade. These supplemental programs have allowed our students more independent practice opportunities on the skills supported by our math curriculum and our Minnesota State Standards. As educators we are able to differentiate independent practice based on student progress during our whole group instruction.

Curriculum Changes Implemented for SEL

I) We have implemented social emotional learning into the curriculum. In the 2021-2022 school year we implemented a Social Emotional Learning Curriculum: Harmony. Then, in the 2022-2023 school year, we integrated a faith-based curriculum called Friendly. As a result of our Social Emotional instruction, we have seen that students are able to name their emotions and problem solve more efficiently. They understand each other's emotions better and have more empathy towards one another. When disagreements occur, students solve them through the problem solving skills they have been taught through Harmony & Friendly. The common language taught within the classroom and across grade levels is helpful in working together to build community, social connections, understanding and working through strong emotions, and problem solving.

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

St. John's teachers use a variety of teaching methods in their classrooms.

We use the following best practices methods:

- Teacher-centered instruction including lecture, modeling, and demonstration.
- Student-centered instruction: turn and talk, KWL charts- what students Know, what do they Want to Learn, what have they Learned
- Class discussions
- Interactive Technology, including smart board lessons with student input
- Manipulatives: such as tiles, pattern blocks, pegs, beads, and puzzles.
- Field trips, including all school and small group outings.
- Guest speakers and presentations, such as the Raptor Center and The Science Museum
- Drama experiences, including role playing, skits, and plays
- Science experiments and hands-on activities
- Multi-grade collaborative learning activities
- Public speaking opportunities, including demonstrative and persuasive speeches, book talks, and project presentations.
- Formative and Summative assessments such as oral and written assessments, quizzes, tests, project based assessments, writing, and portfolios
- Use of Kahoot and other online tools
- Computer based instruction including A.R. Reading quizzes, Duo Lingo, Kids A-Z, math practice sites (Prodigy, IXL), and current event sites (Scholastic News), and Mystery Doug.

- Small group and partner work within grade level and across grade levels
- Reading aloud by students and teachers
- Art projects, 3D projects, diagrams, and scale models
- Graphic organizers and notes provided to support understanding of text
- Problem solving through Breakout EDU

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

To begin each new day, teachers and administration meet for a morning meeting. At these meetings, announcements are made, and important information is shared for the upcoming day/week. St. John's teachers meet with each other before school, after school or during prep periods to discuss and collaborate about instruction and individual student needs. When teachers have decided that a more formal meeting is needed to discuss a student's needs then a meeting is scheduled with the appropriate staff. Teachers collaborate with administration, support staff, and other professionals both internally and within our public school system to develop a plan to support the student's needs. Teachers also meet formally at monthly faculty meetings. It is at these formal/informal meeting times that teachers share information about behavior and academic success and concerns. IEPs are written and implemented for students that qualify for special education services. Permanent files are kept up-to-date on all enrolled students so teachers have an accurate resource to use to ensure student success.

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

St. John's Lutheran uses FAST, MAP, STAR Reader, teacher observation (particularly in the primary grades), and student work to assess student abilities and needs. Students are grouped according to academic levels so that all can achieve success. In cases of special needs, Lutheran Special Education Ministry (LSEM) meets with students to give additional support, IEPs are prepared and carried out, and Title 1 resources are also utilized. Our LSEM teacher will also collaborate with teachers to create individualized plans for students to help them achieve success in the classroom. Qualified special education students receive their needed services from Central, our public school system.

For students who are achieving at higher levels, we provide opportunities for growth within the classrooms. These activities require students to apply what they have learned to be the four kinds of thinkers: creative, divergent, abstract and analytical as well as problem solvers. Some of these activities include:

- STEM challenges
- Coding
- Differentiated instruction
- Lesson extensions
- Spelling Bee experience for students that need an extra challenge with spelling. Students participate in after school practice sessions and participate in the Spelling Bee contest.

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

Formal learner progress is reported to parents/caregivers of students in grades 1st-8th via an online grading program, TADS Educate. 3rd-8th grade parents can view progress, and check grades through this program. Pre-K and Kindergarten report cards are sent home quarterly while grades 1-8 report cards are posted quarterly in TADS Educate. Parent/teacher conferences are offered two times a year for all grades. At parent teacher conferences, teachers share MAP test scores along with a graph showing growth over time. Communication with parents/caregivers is made through the newsletter, the website, phone calls, emails, notes sent home, Remind, Class Dojo, and direct contact. Results of standardized testing are made available to parents/caregivers. Student permanent files are also maintained.

Informal learner progress is reported through work that has been completed as a class for guided practice or completed by the student for independent practice. Work that comes home informs families of their child's understanding of topics currently being taught in the classroom. Homework also informs families of concepts that are currently being taught in the classroom.

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

Global Awareness – Classroom discussions give students a chance to respond to this information in the light of their Christian faith. The students also support a variety of projects that are influenced by global issues – chapel project that sent their offerings to 363 Ministries which provides food for the homeless in Minneapolis, donate to Coats for Kids, support mission projects overseas through Lutheran Hour Ministries (students participate in online mission trips), help contribute to and pack Christmas shoe boxes, making blankets to support the Mayer Mission trip to Mexico, and students have helped pack food for Feed My Starving Children. All of these teach about cultures close to home and around the world and give a broader awareness of the diversity of peoples. Students learn that they can make a difference in our world through volunteering their time, donations of items, and money.

St. John's also uses Scholastic News to help students discover what is going on in the world and to help them acquire an understanding of the cultures of the world.

Financial Literacy – Students learn about finances through many different classroom/school activities. Some examples of these would be:

- The setting of and discussion around chapel offering goals. Students help to count money and they see graphs showing visuals of how close they are to their goal.
- Social Studies students are given the opportunity to learn aspects of the bazaar.
- Upper grade classrooms fundraise to reach a goal in order to go on a class trip.
- Primary students play school; they have shopping carts, items, etc.

Civic Literacy - Pledges are said daily to both the American flag and the Christian flag. Respect for the ideals of our country are taught and practiced. In election years, projects also focus students on the election process. K/2nd grade classes have a presentation each year on the flag and its

history as well as how to show respect for our flag. We sing for the Yellow Ribbon Program each year to honor our local veterans. It is through song and classroom lessons that students develop an understanding and respect for the duties of the armed forces as well as the freedoms we have received because of the services from our veterans.

Health Literacy – It is the goal of the staff at St. John’s to help students develop healthy habits in multiple ways: social and emotional skills, nutrition, exercise, and personal hygiene. These are life long skills that we teach our students through a nutritious lunch program, the daily physical activity at school, and involvement in the school athletic programs. Our school nurse also does a monthly health lesson on a variety of topics pertinent to each grade level

Students participate in a variety of school wide physical activities such as a structured physical education class, a healthy walking activity for the school’s annual Walkathon, roller skating unit, a field day experience in which students participate in running, jumping, jump rope, tug of war and ball throwing challenges. Students may choose to participate in an extra curricular sport that St. John’s offers. These sports include cross country, volleyball, and basketball, and occasionally flag football.

Students are able to participate in activities that support their social and emotional needs such as joining Chess Club, Cribbage Club, Band, and Breakout Edu.

Staff have noticed that students who participate in these activities feel more connected to their school, peers, and staff members. As a result, staff are seeing positive academic growth with these students and strongly encourage students to participate in an activity that suits them to have a better sense of belonging within their school community.

Environmental Literacy – Students are taught to take care of the environment that God has created for us. We recycle at the school and students show respect for the school by keeping our indoor and outdoor school property clean. There is also a community focus on the environment in the spring when each class does a cleanup of a specific area – some close to the school and some off-campus at community parks. During Covid, when classes were unable to go on field trips, one of our classrooms explored the National Parks through digital field trips. These students had the opportunity to explore over 20 National parks. They developed an appreciation and a sense of responsibility for taking care of the earth that God has created for us.

Social Emotional Learning - Through the integration of our new social emotional curriculum, Friendly, students are better able to express their feelings and regulate their emotions. They are also able to express themselves using a common language. We also see that students are more aware of the feelings of their classmates and are better able to show empathy.

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

St. John's teachers use a variety of instructional materials to teach.

These include:

- Smart Boards
- A Computer lab
- ChromeBooks
- Manipulative resources, such as student wipe boards and base ten blocks
- Science equipment, such as microscopes
- 3D Printer
- Art materials, such as clay, paint, oil pastels, etc.
- Athletic equipment, such as balls, jump ropes, and badminton rackets
- Musical instruments, such as recorders and bells
- White boards
- Bulletin boards
- Current event magazines
- I-pads
- Websites and additional online materials, such as AR, IXL, and supplemental curriculum resources
- Education Videos such as Mystery Doug
- Audio Books
- Puppets and role playing items
- Classroom and school libraries, including novels, chapter books, and research materials
- Maps and diagrams

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

St. John's students have access to a wide variety of resources to complete their learning activities. Online work is completed through the use of Chromebooks , I-pads, and classroom computers. Students also have access to classroom libraries which house nonfiction books, globes, atlases, and thesauruses, and dictionaries. Students are also allowed to use our interactive panels in their presentations.

St. John's also has a well-stocked gym closet which affords students access to a wide variety of materials/activities and therefore helps them to learn skills, to learn how to work together to accomplish a goal, and to understand the value of sportsmanship. While this is not available to students at any time of the day, the scheduled times in the gym do enhance their learning.

St. John's also has access to a wide variety of musical instruments such as recorders, bells, rhythm sticks, hand chimes, and xylophones that are used during class time learning/teaching.

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

St. John's has a religion curriculum that is used with all of the grades culminating with Confirmation instruction. Teachers supplement the curriculum through the use of online resources such as videos, games, and songs. Bible verses and Biblical characters are also integrated into our everyday Language, Science, and Social Studies lessons. For example, in science when we study plants and animals. We teach that God created the plants and the animals and created us to take care of God's creation. Reading novels and topics found in them are studied in the light of our Christian faith. Themes that are found in literature are discussed using the Christian faith perspective. 7th & 8th graders use advanced writing skills to share their faith journey with their classmates, families and congregation.

St. John's also has chapel services where Christian songs are sung and students hear God's Word. Each class has the opportunity to lead a chapel service once throughout the year. Memory work is also assigned to students so that the Word becomes a part of their daily lives. Chapel families are formed across grade levels for students to share and grow in their Christian faith. Our Christian faith is at the forefront of everything that is taught at SJS.

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

Staff and students have wireless access to the Internet while using the computer lab, Chrome Books, I-pads, or classroom computers. Connection to the Internet is made through Jaguar. We have 3 separate networks for the internet: (staff, students, and guest) to maintain digital citizenship safety and security for everyone. We also use Go Guardian as a website filtering and monitoring system. This helps keep our Internet users safe while online and helps us monitor any users while accessing the Internet on our school devices.

Required Evidence

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

- [Written curriculum](#) is developed for every grade level for religion, mathematics, science, reading, language arts, social studies, art, music, physical education and any other subject taught. (Early childhood centers need not segment learner outcomes into specific subject areas.)
- A current [schedule](#) is prepared for each classroom, indicating clearly when subjects (activities) are taught and during what periods.
- A [chart](#) is prepared illustrating the percentage of each school week allocated to each subject (activity), at each level, including a comparison with state guidelines.
- [Analysis](#) of the results of standardized tests administered for each grade level for the past three years, including a description of how this information is used to evaluate and improve student learning, is provided.

Required Indicators of Success

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

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

YES

NO

Identify and list supporting Evidence or Practices:

- [Flipgrid Memory work](#)
- [Chapel Schedule](#)
- [Chapel Powerpoints](#)
- [Class Chapel Skit](#)
- [Holy Week Chapel](#)
- [Black Light Song in Chapel](#)
- [Chapel family Activities](#)

- [Meal prayers](#)
- [Art Projects Integrating the Faith](#)
- [Confirmation Faith Paper](#)
- [Confirmation Information](#)
- [Confirmation Scope and Sequence](#)
- [Student Easter Books/ Class Books](#)
- [Joy/Junk/Jesus Journals](#)
- **Pen Pals-** [Example of pen pal letter from teacher](#) and [Pen Pal Get Together pictures](#)

Comments:

Teaching the Christian faith is of paramount importance at St. John's Lutheran. Teachers/pastors give religion/Confirmation classes an appropriate length of time. Teaching the faith is also intentionally brought into the other curricular subjects as appropriate.

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

YES

NO

Identify and list supporting Evidence or Practices:

- [Written Curriculum for all subjects](#)
- [Preschool/Pre-K Weekly Units](#)
- [Textbooks/Publishers for each grade level](#) ****Still need to have teachers do this.**
- [Schedule for Reviewing Curriculum](#)

Comments:

Written curriculum materials have been developed and implemented for math, science, reading, language arts, social studies, religion, art, music, and PE. Teachers use the state standards to make sure that all of the standards are being addressed within our curriculum.

General Indicators of Success

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

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

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

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

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

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

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

- The school prepares students for the next level of education and life.
- The school aligns its goals, curriculum and measures to those of the next level so that students transition successfully.
- The school quantifies, tracks and publicly celebrates student success.
- School leaders monitor and support the improvement of instructional practices used by teachers to ensure student success.

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

<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:

- [Newsletters](#)
- [Honor Roll pics](#)
- [Alumni in the News Bulletin Board](#)
- [Spelling Bee](#)
- **Mark Award:** [Example 1](#) & [Example 2](#)
- [Parent/Teacher Conferences Sign Up](#)
- [Goal setting for students](#)
- [AR Goals](#)
- [Staff Meeting Agenda](#)
- [Tads Educate](#)
- [Promotional Video of SJS Alumni](#)
- **Promotional Postcard showing student success-** [side 1](#) & [side 2](#)

Comments:

St. John’s prepares students for continued education in public or parochial schools. The curriculum is designed to acquaint students with the skills needed to succeed in higher education. Students learn researching skills and how to present information. They learn public speaking skills, global citizenship, and additional life skills. Each quarter/year student academic success is recognized. The principal and teachers continue to find ways to improve instruction and our school climate. Past students have returned to share that they have been well prepared and successful in their continued education following graduation from St. John’s.

5:04: The school’s Christ-centered, written curriculum provides challenging learning experiences and ensures that students have sufficient opportunities to develop life skills, critical thinking skills and applied learning.

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

- The curriculum is aligned with delineated standards.
- The curriculum is documented, assessed, monitored and challenges all students.
- The curriculum reflects research, best practices and high standards in education and it is designed to ensure that every student receives Christ-centered, rigorous and sequential academic preparation.
- The curriculum is aligned with LCMS teachings.
- The curriculum ensures that students can pursue their God-given talents and passions.
- The curriculum is used as an opportunity to proclaim the Gospel.

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

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

Identify and list supporting Evidence or Practices:

- [Student-led chapel examples](#)
- [Chapel families](#)
- [Breakout Edu](#)
- Integrating the Faith curriculum: [Example 1](#) and [Example 2](#)
- [Christmas Programs](#)
- [Singing in Church-schedule](#)
- [Fine Arts Fair](#)
- [Singing at Harbor/Haven](#)
- [Yellow Ribbon Program](#)
- [Curriculum Review Schedule](#)
- [Textbooks/Publishers for each grade level](#)

Comments:

There is documentation showing how each curriculum aligns to the state standards. Every 5 years, the curriculum is reviewed by the administration and teaching staff. It is updated as needed to meet the educational needs of our students and the current Minnesota state standards. St. John's intentionally seeks to select curriculum that supports the mission to teach the Christian faith. Student activities such as planning and preparing chapel, performing in the Christmas drama, and singing at community events allow students the opportunity to use their God given talents to share the Gospel.

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

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

- Teachers implement classroom instructional strategies that provide students with the knowledge, creativity, skills and understanding to become problem solvers, decision makers and socially responsible global citizens.
- Classroom instruction involves a variety of strategies and settings that address diverse student needs and accommodates individual learning styles as fully as possible.
- Evidence of active student engagement exists in every classroom.
- Service learning is a component of the school’s required program.

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

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

- [Science Fair/Social Studies Fair](#)
- [Group work photos](#)
- [Technology integration photos](#)
- [Science Experiments](#)
- [Coding Projects](#)
- [3-D Printing](#)
- [Community Superheroes](#)
- [Roller Skating in Gym](#)
- [Cleaning the grounds and area parks on Earth Day](#)
- [Field Trip Photos](#)
- [Student-Led Conferences](#)
- [Middle School Colosseum project](#)
- [Quarterly chapel offering missions](#)

Comments:

Teachers at St. John’s provide the students with activities for them to learn to work together while still maintaining their individual creativity. They also provide activities that address the different learning styles of students. Work of the students is often displayed in the classrooms or shared more broadly in activities like

the Science Fair, Invention Fair, and the Fine Arts Fair. Students are also given many opportunities to participate in service projects that affect the school/church, the community, the greater area, and worldwide impact.

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 Meeting Schedule](#)
- [Staff Meeting Agenda](#)
- [Staff Development Plan 2022-2023](#)
- [K-4 activities for 100th day](#)
- [Leap Day activities](#)
- [Explorers activities](#)
- [August Inservice Schedule](#)
- [Picture of LEA conference](#)
- [Tec 21- document stating ideas that were shared with the staff](#)

Comments:

St. John’s teachers regularly meet to discuss ways to improve instruction to enhance student learning. They also have opportunities to grow professionally through conferences, meetings, and collaboration. St. John’s Lutheran Church provides funding for conferences and encourages teachers to keep current with curricular innovations.

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

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

- Faculty members are users, instructors and participants in the process of engaging technology with the learning process in schools.
- Faculty members acquire the necessary technology skills to use personally and integrate and guide student learning.
- Clear and intentional planning and protocols for technology are in place.
- Technology is integral to curriculum, instruction, assessment and a tool for teachers to personalize, enhance and improve instruction.
- Student technology skills are sharpened and advanced through the integration of technology into the learning process.

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

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

Identify and list supporting Evidence or Practices:

- [Acceptable Use policy for the Internet](#)
- [Google Classroom 3/4](#) & [Google Classroom 5-8](#)
- [Bitmoji Classroom](#)
- [IXL](#)
- [Flipgrid](#)
- [Kahoot](#)
- [AR](#)
- [Kids A-Z Example 1](#) & [Example 2](#)
- [3D Printing](#)
- [Duo Lingo](#)
- [Tec 21 Celebration Day Presentation](#)
- Samples of student work using technology: [Example 1](#) & [Example 2](#)

Comments:

Technology has become very important as an educational tool at St. John's. Teachers make use of the available technology in their teaching for direct instruction, differentiated instruction, student collaboration, and assessment. They collaborate and share new ways to incorporate technology into the classroom. Each classroom is equipped with an interactive flat panel. Students in 2nd-8th grade are equipped with personal chromebooks. Kindergarten and 1st grade students utilize ipads. The skills that our students gain through the use of technology enhance their current learning, and also help to prepare them for their continued education and future careers.

5:08: Curriculum, instruction and assessment are regularly monitored and adjusted systematically in response to multiple assessments of student learning and examination of professional practice.

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

- The school monitors, reviews, evaluates and modifies its curriculum based on the use of school-wide student data that is generated by multiple tools and surveys.
- Multiple forms of student assessment drive instructional strategies.
- Student learning is monitored, tracked, recorded and reported regularly and continuously during the time the student is enrolled at the school.
- A comprehensive program that examines student achievement with frequent progress monitoring is used to individualize instruction for student success.

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

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

Identify and list supporting Evidence or Practices:

- [Fast testing Example 1 & Example 2](#)
- [Star testing](#)
- [ESGI](#)
- [Speech Intervention notes](#)
- [Sample CClass Report from MAP Testing](#)
- [IXL Assessment](#)
- [Kindergarten Report Card](#)
- [1st-8th Report Card](#)
- [Google Forms Quiz](#)

Comments:

St. John’s uses the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) tests to evaluate students 2-3 times a year using a standardized test. These results are used by teachers to improve instruction. These results are also shared with parents at parent/teacher conferences. Teachers use additional forms of assessment throughout the year to monitor student progress and adapt their teaching methods to ensure student success. When additional support is needed, resource staff is available to work with students.

Summary and Response Actions

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

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

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

- Teaching the Faith is at the core of our school.
- Collaboration between administration, teachers, staff, and parents is a strength.
- We have a wide variety of technology available to our students.
- Our curriculum is regularly updated and aligns to the state standards.
- Students have opportunities to explore a wide variety of electives outside of the core subjects.

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.

- Ensuring that the newly adopted curriculum aligns with the changing state standards is a challenge for our teachers and needs to be done annually.

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

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

STANDARD 6: STUDENT SERVICES

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

Overview

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

Potential Evidence

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

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

Potential Practices

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

currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

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

Required Responses

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

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

An educational experience at St. John's Lutheran School is open to any family that desires for their child to have a Christian education.

Prospective families begin the process by contacting the school via phone, website, or by visiting. Once contacted, families are encouraged to come and visit in order to discuss their child, his/her needs, interests, etc.

Step 1 is online submission via TADS or meeting with the school principal, teacher, or EC director. This meeting includes:

- Laying out for the prospective student and guardians the school's mission.
- Highlighting some of the programs available in addition to the general studies.
- Discussion of any special needs or accommodations needed for the prospective student.
- A tour of the campus
- Opportunity for the prospective family to ask any questions.

Step 2: enrollment forms completed through TADS. (Step 1 and 2 are interchangeable in starting the process.) The principal, at this point, accepts or rejects the application.

Step 3: Once all paperwork is turned in and registration fees are paid, students are sent a letter notifying them of acceptance into our program. TADS information is also given to the families as soon as the school office has been notified by TADS. Assistance is given per board policy.

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

A school counselor is provided by Central ISD108 for 7th & 8th grade students. Referrals are made to families and students. Pastoral counseling is available to students and families.

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

St. John's connects new families with existing families for their first year, each homeroom teacher reaches out to families to set up either home visits or classroom visits to take place prior to the start of school, and we have a back-to-school night the Tuesday prior to the start of the new school year. This is an opportunity for all parents and students to acquaint or re-acquaint themselves with each other.

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

When teaching materials are adopted to meet the needs of the curriculum, it is important to choose a cohesive K-8 set of teaching materials.

The principal checks with the high school administration periodically to find out how our students make the transition to high school.

Cumulative files are locked in the principal's office.

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

Here is a listing of extracurricular sporting activities offered at St. John's:

Volleyball

5-6 grade girls

7-8 grade girls

Cross Country

3-8 grade girls and boys

Flag Football

5-8 grade boys

Basketball

5-6 grade girls

5-6 grade boys

7-8 grade girls

7-8 grade boys

St. John's offers a variety of extracurricular sports activities. Our students also have community opportunities in track and field, baseball, softball, football, and theater to partner with area high schools. In these activities, the students are given the necessary training to promote success. These activities make the students use their minds and bodies to become the best they can be. In these activities, they are taught to show humility in all they do.

Breakout EDU

Breakout EDU is an activity that provides the students with a problem that they need to work on together in order to "break out" of a room or to unlock the secret hidden in a box. This activity is done in groups of grades 3-4, 5-6, and 7-8.

Band

St. John's also offers band to students in grades 4-8 as an extracurricular program currently through Mayer Lutheran High School. Students that choose to participate may pick their own instrument to play and receive a 20-30 minute lesson each week throughout the course of the entire year.

Clubs

St. John's offers four different clubs during the school year: chess, cribbage, knowledge bowl, and yearbook. Chess and cribbage club are for all grade levels. These clubs are run by a volunteer(s) who is familiar with the game and usually lasts around an hour for one day a week over the course of 1-2 months. Knowledge Bowl is for grades 7-8 and run by a teacher volunteer and has one practice a week and participates in 5 different competitions, including one state level competition. Yearbook is

for grades 7-8 and run by a teacher volunteer that meets once a week after school for 2 months to format the yearbook for that school year.

Choir, Chimes, and General Music Class

While these may not be extracurricular activities, we have added junior high choir, chimes and general music class to our weekly schedule. St. John's has a junior high choir, which is grades 5-8, that practices once a week to be able to do performances at church every few months. St. John's also has chimes once a week for our middle school students who do performances at church in groups of grades 5-6 and 7-8. General music class is also offered during school hours and this is offered once a week to all grade levels. General music covers a wide variety of subjects surrounding music. Students will learn the basics of reading music; cover time, rhythm, and the effects they have on music; explore the history of modern music and how we can appreciate music we may not like.

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

St. John's theme for the 2022-2023 school year is "ACTIVATE YOUR FAITH" based on James 2:17, "Faith, if it is not accompanied by action, is dead." We have focused on a variety of ways that we can show our faith through our words and actions.

Our students also demonstrate good, polite behavior when they are on field trips. From the teacher perspective, the highlight of many trips is hearing the guide's comments on how well behaved and polite our kids were. This is a great way to demonstrate their faith.

Our chapel families offer students of all ages, but especially the older students, the opportunity to be a witness to the younger students who look with admiration at their older friends.

Students have made cards for shut-ins and soldiers. They also have been a part of Christmas caroling and delivering treat bags to residents of the Haven and the Harbor, a local assisted living home, as well as seniors who live alone at home, and have been a part of the "Beyond the Yellow Ribbon" banquet which honors veterans and brings awareness to the challenges soldiers face as they come home.

Students in the upper grades enjoy helping younger students with various projects such as valentine boxes, reading stories, singing with the kids, etc. Again, the younger students enjoy this so much!

Finally, our extracurricular activities provide a fantastic arena for students and coaches to practice showing their faith through their words and actions. There are many emotions that a game experience can bring, and students are taught the importance of good sportsmanship, caring and concern for all players, and a contentment at doing their best.

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

Most activities are supervised by teachers who have been trained in safety measures and First Aid. If the activity is supervised by a coach or parent, that person meets with the administrator or athletic director. The AD and coaches are responsible for online concussion training.

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

St. John's offers before and after school care for students in grades kindergarten through sixth grade on school days only. Students must be registered to use the program.

Our program opens at 6:00am. Students are excused to their rooms at 7:30am. After school, (2:55pm) the program is open as needed until 6:00pm.

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

St. John's does not have any childcare services that are a part of, or are affiliated with, the school. We, however, have built positive relationships with local in-home daycare providers.

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

Job description is developed and then approved by the board. Any opening is then posted on church and school social media pages, and other job seeking boards, as well as, spread by word of mouth. Resumes are collected and then the principal and interview team conduct interviews of the candidates.

Interview includes sharing strengths and weaknesses, and responding to various proposed scenarios regarding interactions with children. Orientation reviews risk reduction policies, emergency procedures, mandated reporting procedures, and handling of blood – borne pathogens. From there, the individual is hired. They are provided a scope of what the expectations are as to homework time, free play, reading time as options to fill this time. No special licenses or special training is needed. School staff are in the building to ask for assistance from. Sign in/out sheet for parents to complete.

All current staff and new hires do have a background check performed.

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

Five fire drills are performed each year, as required by the State of Minnesota. So far this year, dates of fire drills have been September 14, October 24, and November 2. Two more drills will take place this spring.

One severe weather drill is done during the school year. This was done along with the Severe Weather Awareness drill on April 5.

Five lockdown drills are also performed each year. So far dates for lockdown drills have been on February 1, and March 28th. Three more lockdown drills will be done this spring.

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

These are listed in the **emergency operations plan** (see required evidence).

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

One of our priorities at St. John's is the safety of our students and staff. In 2022, with guidance from the Parent-Teacher League (PTL), a Big Project was undertaken to update and upgrade some important safety infrastructures including fire safety systems, surveillance systems, and door access

systems. With these updates, we will be able to better respond to emergencies and keep our students and staff safe.

Teachers are trained in CPR and First Aid every 2 years. We also review how to use the AED device during this training. Participation cards are handed out to participants. Copies are kept in a file in the office.

The teachers are updated annually on blood borne pathogens, diabetic, and epi-pen administration.

14. How are student health records maintained and used?

Student health records are obtained from all students entering St. John's. The health records contain information on immunization, physicals, hearing and vision screening, allergies, along with any other information on a student's health and wellness. The school nurse has a locked file box in her office that contains all paper copies of PreK - 8th grade immunization records, health care summary (note of major health problems and restrictions), and allergy plans (that are updated yearly by the parents and family doctor). The nurse also does the AISR (Annual Immunization Status Report) which includes class size and how many students have or have not received their immunizations and proper paperwork.

15. Describe the food services provided.

Policies for St. John's school lunch program can be found on pages 16 and 17 of our Student/Parent Handbook.

We have a licensed food service kitchen that is inspected by the health department. Our cook also has a Food Manager's certificate per state and local ordinances. Ongoing in-service training is provided for the cook. We participate in the state hot lunch program and get inspected by them on their schedule. Renewal for our hot lunch nutritional license was due during COVID, as such, our renewal date has been extended until next year when a representative will conduct a visit.

Most students participate in the hot lunch program. The proper choices are offered to the students daily. The students are required to wash their hands before entering the lunch area. The lunch area itself is cleaned and disinfected daily. Hand sanitizer dispensers can be found in the lunchroom. It is not allowed for this to be a substitute for hand washing.

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 (Emergency Operations Plan)

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:

[Food Service Documents](#)

[Emergency Operations Plan](#)

[Drill Schedule Log](#)

Comments:

Our kitchen is inspected and licensed by the state.

General Indicators of Success

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

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

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

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

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

6:02: Admission policies, guidance services, behavior-management programs and ancillary services provide a protective framework of necessary support for students to successfully complete the school program.

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

- Student applicants are admitted per established written admission criteria.
- Permanent cumulative records for each student are maintained, stored and shared in compliance with state and federal law.
- The school administers and practices written procedures for addressing students' emotional, social and psychological needs.
- Procedures are established for evaluating students for promotion and/or graduation.

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

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

Identify and list supporting Evidence or Practices:

[W sjs.AdmissionsPolicy.docx](#)

Cumulative Records are stored in the principal's office.

Friendly is a SEL curriculum that is utilized to meet the needs of students.

[W St. John's School handbook.docx](#)

Comments:

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:

-  Background Checks.pdf
-  SJS Athletic Handbook.pdf
-  2022-2023 Athletic Schedule.pdf
-  Breakout EDU 2022-2023 Permission.pdf

[Background Screening Policy](#)

Comments:

Background checks are done every five years. For early childhood programs, background checks are done through Net Study 2.0 to follow state guidelines. All other staff and volunteer background checks are done through Protect My Ministry.

6:04: The school enacts a wide variety of policies and procedures that ensure the safety of each student and allow the school to comply with national, state and local mandates.




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

- Immunization documentation, health tests and screenings conducted at the school conform with local and state laws.
- First-aid supplies are available and readily accessible to authorized personnel.
- Requirements for safety are conducted and recorded (e.g., fire, tornado, intruder and other drills).
- Plans are developed and implemented for blood-borne pathogen, asbestos, CPR, first-aid training and the distribution of medication.
- Background checks are conducted for all who have contact with students on a regular basis.
- Training for the recognition of child abuse and the protection of children is required for all who have contact with students on a regular basis.
- The school ensures the safety and security of its students when online.

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

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

Identify and list supporting Evidence or Practices:

-  CPR Cards.pdf
-  Nurse Training Log.pdf
-  Background Checks.pdf

Comments:

An AED is located in the gymnasium. Faculty members have been instructed on its use. Teachers have a supply of basic first aid items in their desk. Additional items are in a locked cabinet, located in the nurse’s office.

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:

<https://drive.google.com/drive/folders/1HJO-ycxfs4Q3X-FKHWPnkIcF1X4fd4H?usp=sharing>

Comments:

Our kitchen and staff follows the guidelines of sanitation and food safety very closely.

Summary and Response Actions

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

A. Are the Required Indicators of Success met for Standard 6? (YES / NO)

YES

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

St. John's students are in a safe place. The building has undergone many security upgrades (fire system, interior and exterior cameras, key card locks, and intercom system).

All faculty members are trained in CPR and First Aid.

Our hot lunch program offers healthy meals that are made on-site, and sanitation practices are stressed in an effort to keep the student body, faculty, and staff healthy.

We have also had great success with our new extracurricular activities (chess club, cribbage club, knowledge bowl, yearbook, and cross country)

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.

While we have an Athletic Handbook, we are working on improving and implementing the information and expectations.

D. What is the school's average rating for all General Indicators of Success for Standard 6, rounded to the nearest tenth?

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

STANDARD 7: FACILITIES

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

Overview

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

Potential Evidence

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

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

Potential Practices

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

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

Required Responses

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

1. Describe the property (building and grounds).

St. John's is located on a 4.3 acre lot on the north side of Norwood Young America. (See legal description and map in the evidence folder.)

The original school at this location was constructed in 1951. Since then, additional building projects took place to make St. John's what it is today.

Our parking area runs along the east side of our school building. Parking is limited to approximately 20 cars in our lot. We utilize on-street parking during large events such as the Harvest Party and fundraisers.

St. John's is blessed with a very spacious area for our kids to play. Our grounds have two softball diamonds and a separate area for a football or soccer field. Our playground, purchased through PTL funds, was put in place by volunteer parents and friends during two different installations.

In addition to the grassy area of our fields, we also have a huge cemented area with basketball goals on each end for our kids to play when it is too wet for the kids to be on the grass. The most recent update to the playground is a raised garden area which provides another activity in which kids can participate.

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

St. John's Trustees walk the building each spring with a board of education representative, the principal, and the custodian in order to compile a list of projects to be addressed through the summer months prior to the next school year.

Larger projects are planned and carried out by the trustees.

The staff reports to the principal any repairs that are needed throughout the school year.

The custodian addresses daily cleaning, and assists with scheduling repairs and a summer cleaning schedule, ensuring that the building is ready in August for the teachers' return and prep work prior to the beginning of school.

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

The school adheres to all laws pertaining to health and safety requirements and building codes.

As permits for projects and renovations are obtained, it becomes necessary to update areas adjoining the improvement in order to bring things up to the present code. When the early childhood addition was built in 2013, St. John's was required to install a sprinkler system in the part of our building that houses our extended day room, the 1st and 2nd grade classrooms, and library. We were also required to install fire doors to partition that portion from the original school structure. In 2018, a bathroom and locker room renovation was completed. It was necessary to renovate the bathrooms in this part of the building to make them ADA approved. During that same time, new classroom doors and handles were installed to improve classroom security. In 2020, with financial support from the PTL and the Hoffman Endowment, a new rubberized gym floor was installed along with new bleachers. At this time all asbestos tile was removed. In 2022- 2023, our school fire alarm system was updated and brought into code compliance. At the same time, new gym and outside kitchen doors were replaced, door access card readers were installed, and a surveillance system was installed.

Fire extinguishers are checked and recharged on an annual basis.

Currently, our kitchen is licensed by the State of Minnesota and is inspected twice each year to assure health requirements are met.

Our preschool is also licensed by the state so insure that it meets requirements for early childhood.

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

The school is dust mopped and spot mopped on a daily basis, along with bathroom cleaning, and trash being taken out. During the winter months, the sidewalks are cleared and maintained as ice-free as possible prior to the start and end of the school day. Routine maintenance is performed as needed. Floors are generally stripped and waxed in the summer months in time for the new school year.

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

We have two custodians who share the jobs at both the church and school. St. John's also has a facility manager who oversees the ordering of supplies, facility maintenance, and contacting repair professionals.

The school administrator is the liaison between the faculty and the custodian. As minor needs arise, the faculty may leave notes for the custodian. Cleaning is usually done between 4:00 PM and 7:15 AM weekdays and during the weekend when needed.

If a pressing need arises (freezer or refrigerator not cooling, furnace not working, etc.), the principal will be in touch with the custodian or facility manager by phone or text.

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

New exterior doors have been installed for the gym. An entry door from outside into kitchen with key card access has been installed. The parking lot was redone in 2021.

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

It is the desire to add more age appropriate playground equipment for out early childhood students. Ideally, we'd like to solve the issue with the lack of parking.

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

The main and the north entrance doors are unlocked in the morning until school begins.

All entry doors are locked between the hours of 8:05 – 2:50. An electric lock with camera system has been installed on the doors on the main entrance by the office. This allows the principal or secretary the opportunity to screen visitors prior to their entrance. All outside entry doors have new key card readers and new locks. There are cameras on the outside of building that the principal can monitor during the day.

As parents begin coming to the school to pick up their child(ren) prior to the end of the day, the main door is unlocked (2:50). Parents and teachers are in the hallways at this time. School dismisses at 2:55 P.M. Once team members, parents, and students are where they need to be, doors are re-locked.

Upon entering and leaving, all visitors sign a register, which is kept in the school office.

All classes and teachers have discussions about safety in our building. Lockdown procedures are in place.

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

Required Indicators of Success

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

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

YES

NO

Identify and list supporting Evidence or Practices:

Our custodian cleans the classrooms and bathrooms on a daily basis. Hallways are dust mopped every day. Carpets and rugs are vacuumed every day. Items such as cleaning chemicals are stored in locations that are inaccessible to our students and behind locked doors. Our kitchen and lunch are cleaned/disinfected everyday according to MN guidelines. There is an updated list of all chemicals used in school.

Comments:

We contract with a local company to plow the school and church parking lots after a snowfall. Our custodian does a super job making sure that the sidewalks are cleared of snow, and will salt areas that need it. We are always looking for the best practices of cleaning and maintenance to provide a safe learning environment.

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


YES

NO

Identify and list supporting Evidence or Practices:

[Kitchen License](#)

[Inspection of new smoke/CO2 and warning system](#)

 SKM_C360i23060511490.jpg

Comments:

This past year we had new smoke/CO2 detectors put in with an audio warning system for inside and outside of the building. New cameras were installed in hallways, entryways and on the outside of the building. New key card readers, new locks on all outside entry doors, and new exit doors in the gym. The card readers and

new locks were done to help upgrade the security of our school. The new system allows us to send messages to the whole school in case of an emergency. It also allows for daily announcements and all drills that need to be performed.

General Indicators of Success

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

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

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

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

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

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

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

- The size and design of the buildings and teaching/learning areas are appropriate for the school’s programs and achievement of learner outcomes (objectives), meet state and local code requirements and provide for special needs.
- All teaching/learning areas are properly ventilated, lighted and have adequate space for the number and size of the students.
- The buildings are cleaned daily and the restrooms are sanitary.
- School furniture is sufficient in quantity and age appropriate.
- The school administrator(s) participates in the supervision of those who maintain the physical facilities.
- Adequate provisions exist for offices, area for students needing care, recreation, library/media center and space for small-group instruction.
- The school facility supports and provides for the integration of technology and learning.

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

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

Identify and list supporting Evidence or Practices:

[W Custodian Job Description.docx](#)

Comments:

St. John’s has upgraded to MetroNet fiber optic internet which has greatly improved the connectivity for all the devices that have been added over the years. In addition to that, wireless AP devices have been installed throughout the school to allow for seamless connectivity.

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

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

The Christian flag flies alongside the American flag at the same entrance.

Christian banners, pictures and posters are displayed in the hallway, entryway, gymnasium and classrooms.

A cross is hung in a prominent place.

An outdoor sign is a witness to the community.

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

Highly Functional (4)

Operational (3)

Emerging (2)

Not Evident (1)

Identify and list supporting Evidence or Practices:

[Crosses, pictures](#)

Comments:

We do not currently have an outside sign that has the potential for a changeable message. Some of our signs indicate that we are a Lutheran school, while the main stationary signs also states what grade levels we offer at our school.

The Christian flag and American flag are put up every morning and taken down before the end of the school day. All classrooms have a Christian flag displayed. The pledge to the Christian faith is said every day, along with the pledge to the American flag.

A large wooden cross is hung in the gymnasium. Morning prayers and pledges are said together as a school to start each day. There are also several painted crosses in the hallways throughout the school.

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

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

- Policies and procedures are in place to maintain a safe school environment.
- The playground and athletic field have fences or other restraints to prevent students from entering streets or adjoining property and to prevent vehicular traffic during school hours.
- The school limits access to the facility, has locked entrances and is secure during normal school hours.
- Crossing guards, lanes and school speed zones are provided where needed.
- A safe, carefully supervised procedure for loading and unloading students in cars, buses and other vehicles are in effect.

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

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

Identify and list supporting Evidence or Practices:

[Buzzer at main entrance](#)
[Emergency system box in office](#)

Comments:

Fire and lockdown drills are practiced throughout the school year for students and staff. An Emergency Operations Plan Binder is located in the school office with all the Emergency plans for the school. Our new fire system has automated messages for different drills and emergencies.

A sign in and out log is kept in the school office where students sign in to the building if arriving after the start time and also sign out if they are leaving before the dismissal for the day.

School doors are locked during school hours for everyone’s safety. There is a door bell with a camera at the main entrance for anyone wanting to enter the building when doors are locked.

Cars and busses drop off kids at our entrance sidewalks, greatly minimizing the need for students to have to walk in the parking lot.

All students that are arriving at school by the bus are dropped off at the main entrance of the school.

Students are dismissed to the bus using our main entrance door. Parent pick up is located at the Early Childhood entrance or at the Main Entrance and both are supervised by teachers.

Summary and Response Actions

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

A. Are the Required Indicators of Success met for Standard 7? (YES / NO)

YES

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

The upgraded and updated security system, fire alarm system, and door access have really impacted how safe and secure the school is.

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.

When students are not feeling well and need to lay down, the space that houses the cot is unsupervised on a consistent basis.

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

IDENTIFICATION OF POWERFUL PRACTICES

Identify and provide an explanation of any practices (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*.

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

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

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

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

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 School Action Plan must be included with the final submission of the school’s Self-Study to the District Accreditation Commission.

NLSA School Action Plan												
School Name:												
School Address:												
LCMS District:												
Administrator:												
Date of Most Recent NLSA Validation Team Visit:												
Accreditation Year	□	Initial	□	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				