



SITE VISITING TEAM REPORT



Winona, MN

March 4-6, 2018

Cletus Pfeiffer, Captain

Joel Landskroener

Fred Limmel

Dan Maser

Kevin Meyer

Rex Mindach

FOREWORD

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

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

Hope Lutheran High School is a very good school. This was reflected in your self-study but also by the observations made by the members of the visiting team. We were delighted with Hope Lutheran High School. The school speaks out for the Christian faith to the students and to the community very effectively.

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

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

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

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

DISCLAIMER

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

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

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

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

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

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

Visiting Team Member Biographic Information

Cletus Pfeiffer: Captain

LCMS teacher/principal, Retired

Rochester, MN

Accreditation Experience: NLSA Commissioner for Minnesota South District

Principal at three schools becoming accredited

Served as consultant for 16 schools preparing for accreditation

Served as captain or member on 42 visiting teams

Joel Landskroener

Executive Director, Mayer Lutheran High School

Mayer, MN

Accreditation Experience:

Successfully led a new high school through NLSA Accreditation

Served as consultant for 2 schools preparing for accreditation

Served as a team member on 5 visiting teams

Fred Limmel

Acting Director, Our Savior School

Excelsior, MN

Accreditation Experience:

Successfully led his school through three cycles of NLSA and one NAEYC

Served on 1 visiting team

Dan Maser

Principal, King of Kings Lutheran School

Roseville, MN

Accreditation Experience:

Served at two schools becoming accredited

Served as consultant for 1 school preparing for accreditation

Served as member on 3 visiting teams

Kevin Meyer

Principal/Teacher, St. John Lutheran School
Wykoff, MN

Accreditation Experience:

Principal at three schools becoming accredited

Rex Mindach

Classroom Teacher, Zion Lutheran School
Alexandria, MN

Report Summary

Overall School Performance Level **2.98**

The Visiting Team's Overall Impression of the School

The collective opinion of the NLSA site visiting team is one of admiration at the robust, faith-integrated curriculum that is being offered to Hope students with a very limited staff size. Through interview and observation we concluded that clearly it is through the total dedication of staff and board of directors that Hope Lutheran High School has, and continues to succeed. We concur with all involved that the facility has been a blessing that has allowed Hope LHS to begin and continue to today, and also that it is critical to Hope's continued success that an updated facility needs to remain on the table for discussion, planning, and implementation.

Strengths

- The mission statement is clear and memorable.
- Faith is integrated throughout the curriculum.
- Staff and board are very supportive and encouraging to each other.
- Hope LHS maintains a strong relationship within the school community and within the community at large.
- Unquestioned dedication of principal and staff to the success of Hope LHS.

Concerns

- Survey member congregations to clarify the mutual relationships to Hope.
- Conduct an annual financial review.
- Schedule and conduct required number of emergency drills.
- The building is secure, except for the door by St. Martin's office being left open all day.

Major Deficiencies

- NONE

Accreditation Recommendation

We the members of the visiting team recommend **Accreditation**
for Hope Lutheran High School, Winona, MN.

Signature of the Team Captain



Team Findings

The Findings section presents the visitation team's evaluation of the NLSA Standards and Indicators. It also identifies Strengths, Concerns and related Recommendations that were identified by the visitation team through review of the schools prepared documentation and observations and interview that were conducted during the visit.

Accreditation Standards and Indicators

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

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

Standard 1: Purpose

The school's purpose/philosophy/mission statement serves as the basis for forming goals, learner outcomes and actions plans, as well as determining a direction for all activities for the school. Throughout the self-study process, every phase of the school program is evaluated in order to determine if they are being carried out in accordance with the school's stated purpose.

1) Does the school comply with Required Indicators for Standard 1? **YES**

1.1 The school's written purpose statement is rooted in Holy Scripture, agrees with the Lutheran Confessions and reflects sound educational and psychological principles.

1.2 School leadership and staff members understand and accept the purpose of the school.

2) Are required evidentiary pieces for Standard 1 prepared and in good order? **YES**

General Indicator		Sources of Evidence	School Performance Level Rating	Team Performance Level Rating
1.03	School Leadership (Administration and Board) use the mission statement as the foundation and reference for all planning.	<ul style="list-style-type: none"> • Mission statement • Board Policy Manual • Constitution & By-Laws • Student/Parent Handbook • Employee/Personnel Policy Manual 	3	3
1.04	School Leadership (Administration and Board) regularly assemble school constituencies (including but not limited to faculty, staff, parents, students, congregational stakeholders) to review, clarify and renew the school's stated purpose.	<ul style="list-style-type: none"> • Advisory team agenda • Website • Print matter • Board minutes • Narrative • Board Manual 	3	3
1.05	The school's purpose is displayed and reflected in school activities and in the teaching/learning environment in classrooms.	<ul style="list-style-type: none"> • Observation • Website • E-news • Student Handbook • Board Manual 	4	3
1.06	New employees are informed about the school's purpose and its appropriate engagement.	<ul style="list-style-type: none"> • Agenda for new employee orientation • Employee Handbook • Narrative • Interview 	3	3

General Indicator Average

3.3

What is the overall team rating for Standard 1? (*Round to the nearest tenth*)

3.0

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

1. The school’s purpose and mission are very visible in a variety of venues.
2. The mission statement is clear and memorable.

Based on the team findings the following additional concerns and recommendations not addressed by the school in the self-study process must be included in the **School Action Plan**.

#	General Indicator	Team Concern	Team Recommendation
1:04	School Leadership (Administration and Board) regularly assemble school constituencies (including but not limited to faculty, staff, parents, students, congregational stakeholders) to review, clarify and renew the school’s stated purpose.	All stakeholders should be engaged in evaluating mission.	Regularly evaluate mission statement.
1:06	New employees are informed about the school’s purpose and its appropriate engagement.	Self-study concern: The orientation and mentoring program at Hope LHS is lacking substance.	Formalize the orientation/mentoring process.

Standard 2: Relationships

Standard 2 is divided into three categories: school and congregation, school and community and climate. Establishing and maintain healthy, positive relationships within all three areas contributes to the overall effectiveness of the school's ability to accomplish its purpose.

Some Lutheran schools operate outside of a highly developed relationship with a single congregation or group of congregations. In that case, the school and congregation section may be omitted.

- 1) Does the school comply with Required Indicators for Standard 2? **YES**

2A:01 The school is operated by one or more congregations of The Lutheran Church – Missouri Synod or maintains an active RSO status with the Synod.

2B:04 A statement of nondiscrimination is evident in school printed material and assures that students are admitted without regard to race, color or national origin.

2C:09 The climate of the school flows from and supports the school's purpose.

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

General Indicator		Sources of Evidence	School Performance Level Rating	Team Performance Level Rating
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.	<ul style="list-style-type: none"> • Observation • Interview • Website 	3	3
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.	<ul style="list-style-type: none"> • Prayer chain • Conference attendance • Choir schedule • Staff resumes • Chapel offering recipients 	3	3
2B:05	The school's student population reflects the ethnic, racial and economic diversity of the community in which it is located.	<ul style="list-style-type: none"> • Demographic study • Enrollment statistics • Financial policies • Auction business letter • Guardian Angel program 	3	3
2B:06	The school promotes and encourages the involvement of its teachers and students in community activities.	<ul style="list-style-type: none"> • Restore Blessings • Brighter Tomorrows • Shut-in visits 	3	3
2B:07	The school has an active parent teacher organization and/or other parent	<ul style="list-style-type: none"> • Advisory Team 	3	3

	support groups.	<ul style="list-style-type: none"> Handbook Advisory Team expectations and agenda 		
2B:08	The school is known, respected and maintains a positive perception through its community	<ul style="list-style-type: none"> Newspaper articles Hard copy newsletter Weekly e-News Patriot Press Newspaper advertising TV Radio Churches & Schools Co-operative/collaborative arrangements with colleges, etc. for space usage 	3	3
2C:10	The school's Christ-centered ethos is visible and evident to visitors.	<ul style="list-style-type: none"> Observation Photos 	3	3
2C:11	Teachers and staff members recognize, value and respect the needs of students related to acceptance, love, correction, approval and attention.	<ul style="list-style-type: none"> Photos of students Student council Surveys Documents of student council 	3	3
2C:12	School personnel model Christ's love in their relationships with parents and guardians.	<ul style="list-style-type: none"> Testimonials Surveys Advisory team Auction Craft Fair Chaperons for field trip Interview 	3	3
2C:13	Teachers and administrators respect and support one another as individual, fellow members of the body of Christ.	<ul style="list-style-type: none"> Devotion schedule Letter of encouragement Interview 	3	3

General Indicator Average

3.0

What is the overall team rating for Standard 2? (*Round to the nearest tenth*)

3.0

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

1. Hope LHS maintains a strong relationship with the community.
2. Faculty and students serve the community together.

3. Survey results demonstrate a healthy, supportive school climate.
4. Staff is very supportive and encouraging to each other.
5. The board of directors is very supportive of the staff.

Based on the team findings the following additional concerns and recommendations not addressed by the school in the self-study process must be included in the **School Action Plan**.

#	General Indicator	Team Concern	Team Recommendation
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.	Hope has not formally surveyed the churches of the association to understand their relationship with the member congregations.	Conduct surveys of sponsoring congregations to understand the relationship and levels of support.

Standard 3: Leadership

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

1) Does the school comply with Required Indicators for Standard 3? **YES**

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

2) Are required evidentiary pieces for Standard 3 prepared and in good order? **YES**

General Indicator		Sources of Evidence	School Performance Level Rating	Team Performance Level Rating
3A:04	The governing board is organized around written policy and understands and operates within its role and function.	<ul style="list-style-type: none"> • Personnel Handbook • Policy Manual • Constitution & By-Laws • Minutes • Narrative • Congregational communication for bulletins 	3	3
3A:05	Board policy supports effective personnel.	<ul style="list-style-type: none"> • Policy Manual • Constitution & By-Laws • Admin job description • Board agendas • Board minutes • Administrator evaluation form • Salary scale is in line with district 	3	3
3A:06	Board members meet prescribed qualifications and are trained regarding roles as responsibilities.	<ul style="list-style-type: none"> • Constitution & By-Laws • Policy Manual • Board training in-service 	3	3
3A:07	The Board establishes and employs systematic planning for school	<ul style="list-style-type: none"> • Strategic Plan 2013-18 • Report to Hope Power Point • Report to Board of Directors 	3	3

	improvement.	<ul style="list-style-type: none"> from consultant • Business Plan • Financial Plan • Construction Plans • Surveys 		
3A:08	The board provides strong financial leadership for the school.	<ul style="list-style-type: none"> • Business Plan • Financial Plan • Policy Handbook • Current budget • Budget worksheet • Advertising budget 	3	3
3B:10	The administrator meets qualifications required for the position.	<ul style="list-style-type: none"> • LCMS Directory • Master’s Degree in Administration • SLeD participant and graduate 	3	3
3B:11	The administrator is empowered with support.	<ul style="list-style-type: none"> • Administrator schedule • Administrative assistant schedule 	3	3
3B:12	The administrator is an effective communicator.	<ul style="list-style-type: none"> • Facebook • You Tube • Twitter • Website • Samples of print matter • Surveys • Interview 	3	3
3B:13	The administrator is engaged with the financial management of the school.	<ul style="list-style-type: none"> • Budget • Budget worksheet • Financial plan • “Grant Writing” for Title programs 	3	3
3B:14	The administrator is committed to personal development and the development of the staff members.	<ul style="list-style-type: none"> • Chapel schedule • Morning faculty devotions • Administrative job description • LEA Membership • MISF Membership • Master’s Degree • Interview • SLeD • Professional Growth plan • Staff observations 	3	3

General Indicator Average

3.0

What is the overall team rating for Standard 3? (*Round to the nearest tenth*)

3.0

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

1. Hope LHS has a well-defined Board Policy Manual.
2. The dedication of principal to the success of Hope LHS is unquestioned.
3. Hope LHS' commitment to LCMS values is very apparent.

Based on the team findings the following additional concerns and recommendations not addressed by the school in the self-study process must be included in the **School Action Plan**.

#	General Indicator	Team Concern	Team Recommendation
3A:05	Board members meet prescribed qualifications and are trained regarding roles as responsibilities.	The budget for continuing education is extremely limited.	Consider real needs for continuing education.
3A:06	Board members meet prescribed qualifications and are trained regarding roles as responsibilities.	Self-study: Recruitment of board members to fill specified niches.	As board positions need to be filled, recruit board members with specific skill sets that will benefit Hope.
3A:08	The board provides strong financial leadership for the school.	An annual, independent financial review is lacking.	Have a regular, independent review of financials.
3B:11	The administrator is empowered with support.	The administrator seems to be stretched extremely thin.	Review the principal's job description and teaching responsibilities.

Standard 4: Professional Personnel

A dedicated professional and support staff is an essential quality related to an accredited Lutheran school. Qualified and competent staff members should align their activities with the stated purpose and work together to create a safe and productive learning environment for students.

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

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

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

General Indicator		Sources of Evidence	School Performance Level Rating	Team Performance Level Rating
4:02	Christ - centered teachers have qualities and qualifications necessary for success in their defined areas of service.	<ul style="list-style-type: none"> • Observation • Classroom décor • Interview 	3	3
4:03	Employees and volunteers serving in support roles have the qualifications and training necessary for success in their defined area of service.	<ul style="list-style-type: none"> • Observation • Interview • Staff development plan • Registration forms • Teacher resume 	3	3
4:04	Teachers and workers are inducted, evaluated, encouraged and supported in their continuing pursuit of professional growth and development.	<ul style="list-style-type: none"> • Interview • Observation • Employee Handbook • Board Manual • Member MISF • Salary scale 	3	3
4:05	Teachers and workers are empowered and equipped to effectively accomplish their assigned task.	<ul style="list-style-type: none"> • Employee Handbook • Volunteer Handbook • Surveys 	3	3

General Indicator Average

3.0

What is the overall team rating for Standard 4? (*Round to the nearest tenth*)

3.0

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

1. The school adequately orients, supports, and provides guidelines for all teachers and staff.
2. The teachers and staff express and demonstrate a faith in Jesus Christ that adheres to and follows the mission statement of the school.

Based on the team findings the following additional concerns and recommendations not addressed by the school in the self-study process must be included in the **School Action Plan**.

#	General Indicator	Team Concern	Team Recommendation

Standard 5: Teaching and Learning

Student learning requires the integration of 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.

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

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.

5:02 The written curriculum has been developed and is being implemented for religion, mathematics, science, reading, language arts, social studies, art, music and physical education. (Written curriculum need not be attached to this document but must be present for review by the visiting team at the time of their visit.)

2) Are required evidentiary pieces for Standard 5 prepared and in good order? **YES**

General Indicator		Sources of Evidence	School Performance Level Rating	Team Performance Level Rating
5.03	The school community builds and maintains a vision, direction, and focus for student learning.	<ul style="list-style-type: none"> • Testimonials • Alumni notes • Website • Parent/student Handbooks • Faculty Handbook • News articles 	3	3
5.04	The school's Christ-centered, written curriculum provides challenging learning experiences and ensure that students have sufficient opportunities to develop life skills, critical thinking skills and applied learning.	<ul style="list-style-type: none"> • Class schedule • Curriculum documents • Website • Observation • Interview • Teaching the Faith curriculum • Faith integration across curriculum 	3	3
5.05	Teachers use a wide variety of instructional strategies that engage students and ensure mastery of learning expectations.	<ul style="list-style-type: none"> • Service learning • Flipped classroom (economics) • Observe multiple teaching methods • Interview • Differentiated instruction 	3	3

5.06	Teachers intentionally communicate and collaborate to improve instruction and student learning.	<ul style="list-style-type: none"> • Interview • Collaboration • Faculty minutes • Parent contact 	3	3
5.07	Technology enhances and enriches the student's learning environment.	<ul style="list-style-type: none"> • Technology plan • Curriculum supports technology • Staff development/training • Observation • Interview 	3	3
5.08	Curriculum, instruction and assessment are regularly monitored and adjusted systematically in response to multiple assessments of student learning and examination of professional practice.	<ul style="list-style-type: none"> • ACT test scores • MAP testing • Sample report cards • Meeting minutes • FastDirect • Interviews 	3	3

General Indicator Average

3.0

What is the overall team rating for Standard 5? (*Round to the nearest tenth*)

3.0

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

1. Faith is integrated throughout the curriculum.
2. The use of technology is prevalent through all classrooms.
3. Service-learning is highlighted as an important part of student experience.
4. The number of courses offered for a small population and the opportunity for cross curricular teaching and learning is very robust.
5. Hope has an intentional approach to differentiated instruction.

Based on the team findings the following additional concerns and recommendations not addressed by the school in the self-study process must be included in the **School Action Plan**.

#	General Indicator	Team Concern	Team Recommendation
5:02	The written curriculum has been developed and is being implemented for religion, mathematics, science, reading, language arts, social studies, art, music and physical education. (Written curriculum	Benchmarks are not complete for all curricular areas.	Complete benchmarks for all curricular areas.

	need not be attached to this document but must be present for review by the visiting team at the time of their visit.)		
5:04	The school's Christ-centered, written curriculum provides challenging learning experiences and ensure that students have sufficient opportunities to develop life skills, critical thinking skills and applied learning.	Curriculum connecting standards to daily instruction is lacking a map.	Complete curriculum map.
5:07	Technology enhances and enriches the student's learning environment.	The written curriculum for technology does not reflect current usage.	Update the technology plan to reflect what you are currently using.

Standard 6: Student Services

Accredited Lutheran schools support students and their families with a wide variety of services that enrich the education experience of students. Section 6: Student Services is divided into four categories: Guidance and Counseling, Extracurricular Activities, Health and Safety, Food Services.

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

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

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

General Indicator		Sources of Evidence	School Performance Level Rating	Team Performance Level Rating
6A: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.	<ul style="list-style-type: none"> Enrollment and admission policy Student/parent handbook Website Home visits Interview with principal 	3	3
6B:03	Co-curricular and extracurricular activities provide opportunities for students to further enhance their God-given talents and abilities.	<ul style="list-style-type: none"> Extra-curricular website Minnesota State High School League website Competitive teams Theater Interview Cooperative agreements 	3	3
6C: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.	<ul style="list-style-type: none"> Crisis management plan Child protection policy Immunization form School nurse on site 2 hours/week First aid/CPR/AED training for faculty Google Chrome safety features 	3	3
6C:05	School food services meet or exceed national and state guidelines. Care is taken to ensure cleanliness wherever food and drink is consumed.	<ul style="list-style-type: none"> Steak Shop Catering State lunch reports School nutrition letter Regular inspections from 	3	3

		state		
--	--	-------	--	--

General Indicator Average

3.0

What is the overall team rating for Standard 6? (*Round to the nearest tenth*)

3.0

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

1. Excellent attention is given to the admission process.
2. Home visits are made to all students.
3. Hope offers a wide variety of co-curricular activities.
4. Crisis emergency plan is comprehensive.

Based on the team findings the following additional concerns and recommendations not addressed by the school in the self-study process must be included in the **School Action Plan**.

#	General Indicator	Team Concern	Team Recommendation
6C: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.	There is a lack of scheduling and implementing emergency drills.	Schedule and conduct the drills according to state guidelines.

Standard 7: Facilities

The Lutheran school's physical facilities include the building, land, equipment, maintenance of the property, and provisions for health, safety, and sanitation. The school is both a place for learning and an instrument of learning. As a place for learning, it should help children grow spiritually, physically, mentally, socially, emotionally, and aesthetically. As an instrument used in the learning process, it should demonstrate principles of beauty, harmony, order, and utility. Its decor should point people to the God they love and serve.

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

7:01 Facilities are well maintained, free from hazards, provide for a safe and productive learning environment.

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

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

General Indicator		Sources of Evidence	School Performance Level Rating	Team Performance Level Rating
7:03	Buildings, grounds and equipment are well maintained, clean and appropriate for the age and number of students.	<ul style="list-style-type: none"> Tour/observation Pictures 	3	2
7:04	Physical facilities give specific (crosses, signs, etc.) and non-specific (attractive, adequate, etc.) Christian witness to the community.	<ul style="list-style-type: none"> Observation 	3	3
7:05	The facility, building and grounds provide a safe environment for children and policies and procedures established by the school reinforce the school's emphasis on keeping students safe.	<ul style="list-style-type: none"> Crisis Management Plan Observation Interview Video security system demonstration 	3	3

General Indicator Average

3.0

What is the overall team rating for Standard 7? (*Round to the nearest tenth*)

2.7

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

1. Despite the classic condition of the building, the cleanliness is apparent.
2. Despite the lack of natural light, the rooms are bright and airy.
3. Classroom space is appropriate for enrollment.
4. Classrooms are well supplied with supplies and equipment.
5. St. Martin’s is pursuing a new facility to be shared with Hope LHS.

Based on the team findings the following additional concerns and recommendations not addressed by the school in the self-study process must be included in the **School Action Plan**.

#	General Indicator	Team Concern	Team Recommendation
7:02	Facilities conform fully with all applicable laws and health, safety, and building codes.	The Garden Level is not handicapped accessible.	The proposed new building will address this concern.
7:05	The facility, building and grounds provide a safe environment for children and policies and procedures established by the school reinforce the school’s emphasis on keeping students safe.	The daytime access door is unlocked during the school day.	Lock the door.

- **Review of the School Action Plan**

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

- What is the team’s evaluation of the realistic attainability of the plan (as a whole).

With the possible exception of two items, the Action Plan is very attainable. Those two areas are not controlled by Hope LHS:

1. Hope LHS does not own its facility, but rents space from St. Martin’s Lutheran Church/School and is at the mercy of St. Martin’s for a new facility.
2. Access to the total building is controlled by St. Martin’s Lutheran School. Thus the open door access must be worked through with them. We feel confident that this item can and will be addressed since it benefits both entities.