

# National Lutheran School Accreditation

## Validation Team Report

*Revised September 2023*

### **St. Paul Lutheran School**

Fairmont, MN

April 24-26, 2024

Emily Anderson, Team Captain

Barbra Kozisek

Sean Martens

Dan Maser



## FOREWARD

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

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

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

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

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

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

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

In His Service,

*Emily Anderson*  
Validation Team Captain

## **DISCLAIMER**

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

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

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

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

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

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

## Validation Team Member Biographic Information

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

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

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

**Barbra Kozisek** currently serves as the Headmaster at Concordia Classical Academy in Mankato. Her experience includes teaching, 12 years as a public school counselor and Christian counselor. Five years as assistant principal in the public school system, five years as a Lutheran school administrator and one year as an administrative consultant at a classical school. Barbra holds a Masters of Science degree in Counseling, a certificate in school leadership and completed her colloquy through Concordia Chicago. She is licensed in the state of Iowa as a teacher, school counselor, school administrator, teacher evaluator and special education administrator. She serves as an executive board member of LEA. She also teaches online at Concordia Nebraska in their Masters of School Counseling program. She has served as a team captain and team member for NLSA and team member for CCLE accreditation.

# REPORT SUMMARY

## Overall School Performance Level

Standard	Rating Total	Possible Score
Standard 1	12	16
Standard 2	27	40
Standard 3	23	40
Standard 4	10	16
Standard 5	15	24
Standard 6	10	16
Standard 7	9	12
Total	106	164
Average (total ÷ 41, rounded to hundredths decimal)	<b>2.59</b>	<b>4.00</b>

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

St. Paul Lutheran School is blessed with a long-standing history and positive reputation in the Fairmont community. St. Paul is faithful to Lutheran doctrine and works to incorporate instruction grounded in its mission. Faithful support from the congregation enables the school to serve children and help them grow. The caring teachers are one of the most notable strengths of St. Paul Lutheran School. Teachers work together well and seek to meet individual needs of students as evidenced through interviews. The validation team sees that parents are passionate about supporting St. Paul’s continued success.

## Outstanding Strengths

- There is a strong commitment to be intentional about maintaining the Lutheran identity through faithful instruction of the Bible and Luther’s Small Catechism.
- School faculty are approachable, relatable, and demonstrate genuine support for one another.
- The school provides a safe and secure learning environment.
- There is a hopeful spirit and shared vision for the future growth and success of the school.

## Major Deficiencies

None

## Nomination of Powerful Practices

None

## School Shepherd Nomination:

YES

NO

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

**Accreditation Recommendation**

We the members of the Validation Team recommend:

Accreditation in Good Standing	
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Provisional Accreditation	X
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Denying Accreditation	
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If the recommendation is for Provisional Accreditation, please provide a bulleted list of deficiencies:

for **St. Paul Lutheran School of Fairmont, MN**

*Emily Anderson*

Signature of the Team Captain

## TEAM FINDINGS

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

### Accreditation Standards and Indicators

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

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

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

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

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

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

## Survey Responses

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

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

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

YES

NO

Comment: Forty-three parent survey responses were collected accounting for 59% of parents. 75% of responses showed agreement or strong agreement with the statements. The clear strength is that Christ is the center of what is done at SPL.

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

YES

NO

Comment: Eight of ten teachers responded to the survey with all showing agreement that they understand and embrace the mission of the school. Less agreement was shown that classroom visions reflect the school's mission. Meaningful professional development is desired by the teachers.

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

YES

NO



Comment: All students agreed that the teachers wanted them to learn and to learn about Jesus. Most students (93%) believe their teachers want them to do their best. An area note for growth is communication about how students are doing.

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

YES

NO

Comment: Fourth through eighth grade students took their survey and had all but two students respond due to absences. There are no students in 9th-12th. All students agreed or showed strong agreement that they learn about Jesus daily and that their teachers and principal want them to learn. The survey revealed that not all students believe they are treated fairly and also that they do not necessarily treat one another and adults fairly. Respect and interpersonal relationship concerns were also validated through interviews with various constituents.

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

YES

NO

Comment: It is unclear why only two out of seven board members filled out the survey. The principal reports that the survey was sent twice through Google Forms. The option to have a print survey was also made available. One board member just joined the board recently and the survey was likely distributed before this member started. Board members agree with the Christ-centered mission of the school and that there is strong pastoral support. Board surveys indicate that there is room for growth in school leadership. Surveys also indicate that there is a need for more intentional strategic planning for improvement.

## Standard 1: Purpose

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

Standard 1 Required Evidence\*:

Final School Action Plan from previous accreditation

YES

NO

N/A if it is the first accreditation

Strategic Plan if applicable and currently utilized by the school

YES

NO

Written purpose/philosophy/mission statement

YES

NO

N/A

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

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

YES

NO

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

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
<p><b>1:03</b> School leadership (administration and governing board) uses the mission statement as the foundation and reference for all planning.</p>	<ul style="list-style-type: none"> <li>● The school's purpose was developed in accordance with governance policy.</li> <li>● The school's purpose is engaged, aligned and enacted with its vision, values, school goals, learner outcomes and student activities.</li> <li>● The school's mission statement supports and aligns with the congregational mission statement.</li> </ul>	<ul style="list-style-type: none"> <li>● Self-study Narrative</li> <li>● School Website</li> <li>● Parent Handbook</li> <li>● Faculty Handbook</li> <li>● School Board Policy Book</li> <li>● Mission Statements</li> </ul>	3	3
<p><b>1:04</b> School leadership (administration and board) regularly assembles school constituencies (including but not limited to faculty, staff, parents, students and congregational stakeholders) to review, clarify and renew the school's stated purpose.</p>	<ul style="list-style-type: none"> <li>● The school's purpose is communicated effectively to staff, students and stakeholders.</li> <li>● The school regularly evaluates and reviews the alignment of purpose, vision, values, school goals, learner outcomes and student activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Meeting minutes and agendas</li> <li>● Observations</li> <li>● Self-Study Narrative</li> </ul>	3	3
<p><b>1:05</b> The school's purpose is displayed and reflected in school activities and in the</p>	<ul style="list-style-type: none"> <li>● The school's purpose is</li> </ul>	<ul style="list-style-type: none"> <li>● Mission Statement</li> <li>● School Website</li> <li>● Observations</li> </ul>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
teaching/learning environment in classrooms.	<p>displayed in each classroom and in the hallways.</p> <ul style="list-style-type: none"> <li>● The school's purpose is readily seen on the school's website.</li> <li>● The school's purpose is included in written communications distributed to families, such as the PTL handbook and promotional materials that are supplied to prospective families.</li> <li>● School events, curriculum and discipline are aligned with the school's mission statement and purpose and promote a positive teaching/learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>● School Brochure</li> </ul>		
<b>1:06</b> New employees are informed about the school's purpose and its appropriate engagement.	<ul style="list-style-type: none"> <li>● New employees are given an orientation packet and have an orientation meeting with the school administrator.</li> </ul>	<ul style="list-style-type: none"> <li>● New Teacher Survival Handbook</li> <li>● Self-Study Narrative</li> <li>● Faculty Handbook</li> <li>● Principal Interview</li> </ul>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> <li>• New employees utilize mentors to assist them in learning about the school's purpose and how to carry it out.</li> <li>• The school's purpose is outlined in the job description for each employee.</li> </ul>			
<b>Total</b>			12	12
<b>Standard One Overall Rating (Total ÷ 4, Rounded to the Nearest Tenth)</b>			3.0	3.0

**What is the overall Validation Team rating for Standard 1?** 3.0

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

YES

NO

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

N/A

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

- There is a strong commitment to maintaining a Lutheran identity.
- St. Paul teachers and the principal demonstrate Christ's love for their students.

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

N/A

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

- 1:06 Ensure that the school's mission statement is included on each job description.

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

- Standard 1 Develop and implement a strategic plan aside from the school's action plan.
- 1:06 Ensure that the school's mission statement is included on each job description.

## Standard 2: Relationships

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

Standard 2 Required Evidence\*: Written nondiscrimination statement

YES

NO

Standard 2 Required Evidence\*: School discipline code

YES

NO

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

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

YES

NO

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

YES

NO

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

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
<p><b>2A:02</b> The school is an extension of the ministry of its sponsoring congregation(s). Church and school work together effectively to accomplish goals related to a well-defined purpose.</p>	<ul style="list-style-type: none"> <li>● The pastor is acknowledged as the spiritual leader of the whole congregation, including the school.</li> <li>● The pastor demonstrates that he is the spiritual leader of the school and congregation.</li> <li>● The congregation provides spiritual support for the school and its students.</li> <li>● Pastor(s) and school staff regularly demonstrate support for each other's ministry.</li> </ul>	<ul style="list-style-type: none"> <li>● Self-Study Narrative</li> <li>● Chapel Lectionary Notes</li> <li>● Pastors lead chapel and teach religion</li> <li>● Vision Committee Minutes</li> <li>● Pastor Interviews</li> </ul>	3	3
<p><b>2A:03</b> The school concerns itself with the ministry of the whole church and seeks opportunities to support and enhance relationships with its congregation, its district and the national church body.</p>	<ul style="list-style-type: none"> <li>● Students participate regularly in congregational life through planned activities available and coordinated with the congregation.</li> <li>● School staff members are actively involved in worship and</li> </ul>	<ul style="list-style-type: none"> <li>● Church &amp; Sunday School Attendance Records</li> <li>● List of teachers' involvement in congregation life</li> <li>● Chapel Offering Designations</li> <li>● LEA Memberships</li> <li>● Log of Conference Participation</li> <li>● Photos of Chapel</li> </ul>	2	2



General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>congregational life in their parish.</p> <ul style="list-style-type: none"> <li>● The school and congregation plan and work together on behalf of families who do not have an identified church home or who do not attend church regularly.</li> <li>● The school supports LCMS missions.</li> <li>● Called teachers participate in required district conferences and events.</li> </ul>			
<p><b>2B:02</b> The school’s student population reflects the ethnic, racial and economic diversity of the community in which it is located.</p>	<ul style="list-style-type: none"> <li>● The school studies the community demographics and compares the information to the demographics of the student body.</li> <li>● The school embraces and celebrates the demographic diversity of the students it serves and the surrounding community.</li> <li>● The school has developed ways to</li> </ul>	<ul style="list-style-type: none"> <li>● Self-Study Narrative</li> <li>● Statistical Report</li> <li>● Demographic Report</li> <li>● Tuition Aid is available</li> <li>● Pastor Interviews</li> </ul>	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	enroll students from the community who do not have the economic resources to support tuition-driven enrollment.			
<b>2B:03</b> The school promotes and encourages the involvement of its teachers and students in community activities.	<ul style="list-style-type: none"> <li>● The school seeks ways to involve its students and teachers in service to the community.</li> <li>● Staff members are encouraged and provided with opportunities, planned by the school and its congregation, to participate in community activities and service organizations.</li> <li>● Staff members are engaged in community service.</li> </ul>	<ul style="list-style-type: none"> <li>● List of Teacher Congregational Involvement</li> <li>● Event Photos</li> <li>● Parent Surveys</li> <li>● Self-Study Narrative</li> <li>● Earth Day Clean-up</li> <li>● Artwork provided</li> </ul>	2	3
<b>2B:04</b> The school has an active Parent-Teacher Organization and/or other parent support groups.	<ul style="list-style-type: none"> <li>● The school sponsors educational opportunities for parents and provides a wide variety of parenting resources.</li> </ul>	<ul style="list-style-type: none"> <li>● Pictures of events</li> <li>● Self-Study Narrative</li> <li>● Parent Interviews</li> </ul>	2	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> <li>Support groups (i.e., Parent Teacher League, Booster Club, prayer support groups) contribute to the overall good of the school and congregation to support and maintain the school's mission and goals.</li> </ul>			
<p><b>2B:05</b> The school is known, respected and maintains a positive perception in its community.</p>	<ul style="list-style-type: none"> <li>The school is known and respected in its community.</li> <li>The school regularly and frequently shares information with its constituents.</li> <li>Good relationships exist with the local public schools.</li> <li>School facilities are available, when practical, for use by appropriate community groups and activities.</li> </ul>	<ul style="list-style-type: none"> <li>Parent Surveys</li> <li>School Newsletters</li> <li>Classroom Newsletters</li> <li>Email Communication</li> <li>Parent Interviews</li> </ul>	2	3
<p><b>2C:02</b> The school's Christ-centered ethos is visible and evident to visitors.</p>	<ul style="list-style-type: none"> <li>Students demonstrate love for others in response to Christ's love for them.</li> </ul>	<ul style="list-style-type: none"> <li>Daily Chapel</li> <li>Classroom Schedule</li> <li>Observation</li> <li>Self-Study Narrative</li> <li>List of Christian imagery throughout building</li> <li>School Brochure</li> </ul>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> <li>● Teachers' care for student needs is prominently enacted throughout the school.</li> <li>● Students worship together daily, either in each classroom or in a school-wide appropriate worship experience with other students.</li> <li>● Classroom environment, hallway decorations and posted classroom projects demonstrate respect for teachers and peers.</li> <li>● Student behavior is appropriate to encourage growth and to maintain the school's chosen teaching/learning environment.</li> </ul>			
<p><b>2C:03</b> Teachers and staff members recognize, value and respect the needs of students.</p>	<ul style="list-style-type: none"> <li>● Teachers demonstrate love for all students in Christ.</li> <li>● Teachers attend to the individual needs of students.</li> </ul>	<ul style="list-style-type: none"> <li>● Classroom Observations</li> <li>● Parent Surveys</li> <li>● Student Surveys</li> <li>● Self-Study Narrative</li> <li>● Discipline Code</li> </ul>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> <li>● Teachers integrate faith principles throughout the day and pray with their students.</li> <li>● Students are challenged to do their best.</li> <li>● Students’ spiritual needs are given appropriate support by church and school.</li> <li>● Law and Gospel are properly divided when discipline is administered.</li> <li>● Staff demonstrates positive school spirit.</li> <li>● Through the school’s discipline code, students are assisted to grow in self-control out of love for Christ.</li> <li>● When desirable and practical, students are given the opportunity to participate in making school decisions.</li> </ul>			
<p><b>2C:04</b> School personnel model Christ’s love in their relationships with parents and guardians.</p>	<ul style="list-style-type: none"> <li>● School personnel are approachable and receptive to</li> </ul>	<ul style="list-style-type: none"> <li>● Parent Surveys</li> <li>● Classroom Newsletter</li> <li>● School Website</li> </ul>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>parental questions or concerns.</p> <ul style="list-style-type: none"> <li>● Parents are viewed by teachers as school partners in the education process.</li> <li>● Staff members understand and relate appropriately with school families.</li> <li>● Parents and guardians are made to feel welcome at the school.</li> <li>● The school provides opportunities for parents to be involved at the school.</li> <li>● The legal rights of parents and legal guardians are protected.</li> <li>● Parents are encouraged to be positive and supportive of the school.</li> </ul>	<ul style="list-style-type: none"> <li>● Consent Form / Media Release</li> <li>● Parent Interviews</li> <li>● Self-Study Narrative</li> </ul>		
<p><b>2C:05</b> Faculty and administration respect and support one another as individual, fellow members of the body of Christ.</p>	<ul style="list-style-type: none"> <li>● Faculty and administration gather for devotions regularly.</li> </ul>	<ul style="list-style-type: none"> <li>● Chapel Lectionary Notes</li> <li>● Daily Chapel</li> <li>● Staff Devotions - Twice weekly</li> <li>● Teacher Interviews</li> <li>● Observations</li> </ul>	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> <li>● Faculty and administration speak positively about their co-workers at the school.</li> <li>● Faculty and administration demonstrate support of one another in tangible ways.</li> </ul>			
<b>Total</b>			26	28
<b>Standard Two Overall Rating (Total ÷ 10, Rounded to the Nearest Tenth)</b>			2.6	2.8

**What is the overall Validation Team rating for Standard 2?** 2.8

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

YES

NO

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

- 2B:03 The validation team has obtained enough information through documentation and interviews to satisfy the benchmarks for this indicator. SPL is encouraging and supporting its staff and students in areas of community service.
- 2B:05 There is evidence that SPL meets the benchmarks for this indicator so the validation team changed the rating from a 2 to a 3.

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

- The principal and teachers have strong relationships with students and their families.
- Teachers have an awareness of individual student strengths and needs and work to find resources that support students.

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

- 2A:03 There isn't a clear collaborative plan between the church and school to identify and support the unchurched or underchurched students and their families.
- 2B:04 SPL does not offer educational opportunities for parents or provide parenting resources.

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

- 2C:02 Surveys and interviews indicate that there is room for growth in areas of respect and appropriate student behavior. Consider adopting a school-wide program that would assist teachers and parents in teaching social-emotional skills that will help students regulate their behavior, be problem solvers, and treat others with respect.

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

- 2A:03 Establish a plan for a collaborative (church & school) approach to connect students and their families to the church.
- 2B:04 Identify and provide parent resources through materials, presentations, events, etc.
- 2C:02 Surveys and interviews indicate that there is room for growth in areas of respect and appropriate student behavior. Consider adopting a school-wide program that would assist teachers and parents in teaching social-emotional skills that will help students regulate their behavior, be problem solvers, and treat others with respect.



## Standard 3: Leadership

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

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

YES

NO

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

YES

NO

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

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

YES

NO

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

YES

NO

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

YES

NO

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

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
<p><b>3A:04</b> The governing authority is organized around written policy and understands and operates within its role and function.</p>	<ul style="list-style-type: none"> <li>● The governing authority provides for grievance and due process resolution procedures.</li> <li>● The governing authority meets regularly and has clearly defined policies regarding open attendance at meetings and executive sessions.</li> <li>● The governing authority has established process policies that set forth the style and rules by which the governing authority will complete its tasks and processes.</li> <li>● Governance policies are determined at official meetings and recorded in the minutes, including appropriate updates and changes to policy.</li> <li>● Minutes are recorded for each meeting and</li> </ul>	<ul style="list-style-type: none"> <li>● School Board Policy Manual <ul style="list-style-type: none"> <li>○ Grievance Procedure</li> </ul> </li> <li>● School Board Minutes</li> <li>● Principal Reports</li> <li>● Interview with Board of Education members</li> </ul>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>circulated to all members.</p> <ul style="list-style-type: none"> <li>● Governing authority policies are collected into a policy manual, separate from the minutes.</li> <li>● The governing authority makes appropriate reports to the operating organization(s).</li> <li>● Neither the governing authority nor its individual members involve themselves in the day-to-day operations of the school.</li> </ul>			
<p><b>3A:05</b> Governing authority policy supports effective personnel.</p>	<ul style="list-style-type: none"> <li>● Written policy delineates roles and responsibilities of the board or governing authority.</li> <li>● Comprehensive job responsibilities and/or limitations are in place for the administrator.</li> <li>● The governing authority evaluates the head</li> </ul>	<ul style="list-style-type: none"> <li>● Faculty Handbook</li> <li>● Monthly Reports</li> <li>● Administrator’s Annual Review</li> </ul>	<p>3</p>	<p>3</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>administrator annually based on the job description.</p> <ul style="list-style-type: none"> <li>● The governing authority receives reports from the administrator at each meeting.</li> <li>● The governing authority has written policies or position descriptions clearly delineating relationships between the head administrator and pastor(s).</li> </ul>			
<p><b>3A:06</b> Governing authority members meet prescribed qualifications and are trained regarding roles and responsibilities.</p>	<ul style="list-style-type: none"> <li>● Written policies define qualifications for board or governing authority members.</li> <li>● Governing authority members are required to participate in professional development regarding roles and responsibilities of the governing body and its individual members.</li> </ul>	<ul style="list-style-type: none"> <li>● School Board Policy Manual</li> <li>● Example of Board Professional Development</li> <li>● Review of Lutheran School Policy Manual</li> <li>● Board Interview</li> </ul>	3	2
<p><b>3A:07</b> The governing authority establishes and employs</p>	<ul style="list-style-type: none"> <li>● The governing authority has a</li> </ul>	<ul style="list-style-type: none"> <li>● Faculty Handbook</li> <li>● Review of Test Results (Fastbridge)</li> </ul>	2	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
systematic planning for school improvement.	<p>process in place for evaluating the effectiveness of the school that includes a needs-assessment process integral to school-wide systematic planning.</p> <ul style="list-style-type: none"> <li>● Long-range goals or desired outcomes are developed from the planning process.</li> </ul>	<ul style="list-style-type: none"> <li>● Board Interview</li> </ul>		
<b>3A:08</b> The governing authority provides strong financial leadership for the school.	<ul style="list-style-type: none"> <li>● The board or governing authority establishes policies that provide for sound budget planning and fiscal operations.</li> <li>● The board or governing authority approves the budget (including annual tuition and fees) for the school or has developed policies to empower individuals with that responsibility.</li> <li>● The board or governing</li> </ul>	<ul style="list-style-type: none"> <li>● Bookkeeper Notes</li> <li>● Accountant's Compilation Report and Notes</li> <li>● School Board Minutes</li> <li>● Church Assembly Minutes</li> <li>● Tuition Letter</li> <li>● Annual Fiscal Report</li> <li>● Board Interview</li> </ul>	3	2

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

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>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.)</p>			
<p><b>3B:03</b> The administrator is provided adequate support to complete required tasks.</p>	<ul style="list-style-type: none"> <li>● Release time is provided for administrative duties for the school's primary administrator.</li> <li>● The school administrator is released from teaching duties for at least one-fourth of each day for every 50 students enrolled. (If administrative duties are shared, then release time may be shared.)</li> <li>● Secretarial assistance is available for school purposes for at least one-fourth of</li> </ul>	<ul style="list-style-type: none"> <li>● Administrator's Daily Schedule</li> <li>● Teacher Schedule</li> <li>● Secretary's Hours</li> </ul>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>each school day for every 50 students enrolled.</p> <ul style="list-style-type: none"> <li>In a school with more than 200 students, an individual is designated as assistant administrator with associated administrative duties.</li> </ul>			
<p><b>3B:04</b> The administrator is an effective communicator.</p>	<ul style="list-style-type: none"> <li>The administrator communicates frequently and regularly with pastor(s) and teachers individually and collectively.</li> <li>The administrator communicates effectively and frequently with families and students of all ages.</li> <li>A wide variety of venues both personal (one-to-one) and public are regularly used to facilitate effective communication.</li> <li>The administrator regularly spends a</li> </ul>	<ul style="list-style-type: none"> <li>School Newsletter</li> <li>Morning meeting agenda</li> <li>Lunch Room Duty</li> <li>FastDirect messages</li> <li>Message Board</li> <li>Observation - Principal visibility</li> <li>Interviews</li> </ul>	<p>3</p>	<p>2</p>



General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>significant percentage of time listening, observing and speaking with parents, students and teachers.</p> <ul style="list-style-type: none"> <li>● The administrator effectively communicates and works together with local public school officials.</li> <li>● The administrator compiles such policies, procedures or practices as appropriate for effective communication to the various school communities into student and/or parent handbooks/manuals.</li> </ul>			
<p><b>3B:05</b> The administrator is engaged in the process of developing and managing the budget.</p>	<ul style="list-style-type: none"> <li>● The administrator is involved in developing and managing the budget, including expenditures.</li> <li>● The administrator has overall responsibility to assure that the budget is managed responsibly, using</li> </ul>	<ul style="list-style-type: none"> <li>● School Accounts Report</li> <li>● School Board Minutes</li> <li>● Interviews with Board and Principal</li> </ul>	3	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>generally accepted bookkeeping procedures and safeguards.</p> <ul style="list-style-type: none"> <li>● The administrator provides leadership in securing funds and resources, which may include individual, private, corporate, and/or governmental sources.</li> <li>● Funds provided by auxiliary organizations are allocated per governing board policy, in consultation with the school administrator and regularly audited.</li> </ul>			
<p><b>3B:06</b> The administrator is committed to personal development and the development of staff members.</p>	<ul style="list-style-type: none"> <li>● The administrator provides spiritual leadership for the school community and in the congregation(s) through word and example.</li> <li>● The administrator is a member of professional organizations.</li> <li>● The administrator provides leadership in curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● LEA Membership</li> <li>● Tech 21</li> <li>● FastBridge inservice</li> <li>● Google Classrooms</li> <li>● IXL training</li> <li>● Smart Board Training</li> <li>● Active Shooter Training</li> <li>● Faculty Meeting Agenda</li> </ul>	3	2

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>development, staff development, congregational service, public relations, student evaluation and other school-related activities.</p> <ul style="list-style-type: none"> <li>● Levels of responsibility and accountability are clearly defined. The administrator provides leadership for implementation of current educational technology, including necessary staff development and training.</li> <li>● The administrator engages in an ongoing program of professional staff supervision.</li> </ul>			
<b>Total</b>			28	23
<b>Standard Three Overall Rating (Total ÷ 10, Rounded to the Nearest Tenth)</b>			2.8	2.3

**What is the overall Validation Team rating for Standard 3?** 2.3

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

YES

NO

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

- 3A:06 Regular and intentional board training is not taking place.
- 3A:08/3B:05 Audits or financial reviews have not been conducted for the budget and auxiliary funds.
- 3B:04 Additional efforts are needed for an intentional plan for communication between the pastors / principal / teachers.
- 3B:04 There is inconsistent or lack of effective communication regarding school policies, procedures, and practices.

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

- Mr. Kube has great interpersonal relationship skills.
- The school board is actively working on an intentional policy review.
- The pastors demonstrate a strong desire to be involved and support the ministry happening in the school.

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

- 3A:07 There is a lack of formal needs assessment and long-range planning.
- 3B:02 The principal does not have the required licensure.

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

- 3B:03 The validation team sees a need for additional time or support to enable effective administration.
- 3B:04 There isn't a clear plan for school-wide communication.

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

- 3A:06 Conduct regular and intentional board training.
- 3A:08/3B:05 Conduct and external review or audit of finances.
- 3B:03 The validation team sees a need for additional time or support to enable effective administration.

- 3B:04 Create a plan for regular meetings / communication between pastors / principal / teachers.
- 3B:04 Develop a plan for clear, consistent communication from school / administrator / teachers to home in terms of modes and methods.

## Standard 4: Professional Personnel

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

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

YES

NO

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

YES

NO

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

YES

NO

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

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

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
<p><b>4:02</b> Christ-centered teachers have qualities and qualifications necessary for success in their defined areas of service.</p>	<ul style="list-style-type: none"> <li>● All teachers demonstrate a personal relationship with Jesus Christ and a dedication to teaching in the Lutheran school.</li> <li>● Full-time faculty members are on the Roster of the LCMS, eligible to be on the Roster of the LCMS or are actively enrolled in the colloquy or Seminar Program through the Concordia University Education Network (CUEnet).</li> <li>● Teachers have been prepared and vetted following prescribed federal and state mandates for background checks and training.</li> <li>● Full-time professional staff members have appropriate teaching certificate(s) from the state and meet requirements for their specific assignments.</li> </ul>	<ul style="list-style-type: none"> <li>● MN Teacher License Lookup</li> <li>● LCMS Locator Tool - Staff</li> <li>● Self-Study Narrative</li> </ul>	3	2

<p><b>4:03</b> Teachers are informed of, and subsequently evaluated and supported in the continuing pursuit of professional growth and development.</p>	<ul style="list-style-type: none"> <li>● Programs for teacher supervision/evaluation/growth have been adopted and are implemented by the administrator.</li> <li>● Teachers engage in professional development, including spiritual development and are accountable for implementation that supports student learning.</li> <li>● Teachers attend workshops, conferences, seminars and training appropriate to their position and discipline.</li> <li>● LCMS Rostered teachers are provided opportunities to attend LCMS events.</li> <li>● Teachers hold membership in professional organizations.</li> <li>● The school provides opportunity, training and support so that teachers may effectively and appropriately engage technology in classroom instruction.</li> </ul>	<ul style="list-style-type: none"> <li>● LEA Memberships</li> <li>● Classroom Observation Tool</li> <li>● Tec21 Participation</li> <li>● Teacher memberships</li> </ul>	<p style="text-align: center;">3</p>	<p style="text-align: center;">2</p>
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<p><b>4:04</b> Teachers and support staff are empowered and equipped to effectively accomplish their assigned task.</p>	<ul style="list-style-type: none"> <li>● New teachers receive thorough orientation and are supported with experienced, assigned teaching mentors.</li> <li>● Teachers demonstrate and continuously improve knowledge and skills necessary for effective instruction and modeling of Christ-centered values.</li> <li>● Policies related to teachers and support staff are established and practiced.</li> <li>● The average student-professional personnel ratio is appropriate for the age and level of the students and ensures optimal student growth.</li> <li>● The number of staff members is adequate to provide effective instruction and supervision for students at all school activities.</li> <li>● The nondiscriminatory salary and benefit scale is adopted and</li> </ul>	<ul style="list-style-type: none"> <li>● New Teacher Survival Guides</li> <li>● 10:1 Student to teacher ratio</li> <li>● MN South District Salary Guidelines</li> <li>● Salary Comparison Sheet</li> </ul>	<p>3</p>	<p>3</p>
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	implemented for all personnel.			
<b>4:05</b> Employees and volunteers serving in support roles have the qualifications and training necessary for success in their defined area of service.	<ul style="list-style-type: none"> <li>Support staff (e.g., teacher assistants, student teachers, nurse) meets state requirements for their specific assignments.</li> <li>Appropriate policies related to support staff are established and practiced.</li> <li>Adequate training for support staff is provided.</li> <li>Appropriate policies and training for volunteers are in place.</li> <li>Staff members understand and relate appropriately with students and their families.</li> </ul>	<ul style="list-style-type: none"> <li>Volunteer Handbook</li> <li>Interview</li> <li>School Handbook</li> </ul>	3	3
<b>Total</b>			12	10
<b>Standard Four Overall Rating (Total ÷ 4, Rounded to the Nearest Tenth)</b>			3.0	2.5

**What is the overall Validation Team rating for Standard 4?** 2.5

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

YES

NO

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

- 4:02 Not all teachers have proper licensure or roster status.

- 4:03 The process for teacher evaluation needs to be more structured.
- 4:03 There isn't a clear plan for organized, professional development.

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

- SPL has dedicated, caring Christian teachers who love their students and work diligently to meet student needs.
- SPL has invested in the TEC21 program to build teacher skills.
- SPL has provided for student needs through a partnership with LSEM.
- There are low teacher to student ratios.

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

None

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

- 4:02 Support teachers in obtaining proper licensure.
- 4:02 Support teachers in taking colloquy or seminar.
- 4:03 Create a plan for formal teacher evaluation and complete evaluations on a regular basis.
- 4:03 Consider teacher and student needs and develop a plan for organizing, on-going, professional development.

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

- 4:02 Support teachers in obtaining proper licensure.
- 4:02 Support teachers in taking colloquy or seminar.
- 4:03 Create a plan for formal teacher evaluation and complete evaluations on a regular basis.
- 4:03 Consider teacher and student needs and develop a plan for organizing, on-going, professional development.

## Standard 5: Teaching and Learning

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

Standard 5 Required Evidence\*: Curriculum documentation is developed and implemented for every grade level for religion, mathematics, science, reading, language arts, social studies, world languages, art, music, physical education and any other subject taught. (Early childhood centers need not segment learner outcomes into specific subject areas.)

YES

NO

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

YES

NO

Standard 5 Required Evidence\*: Provide a chart illustrating the semester/yearly instructional minutes of all content offered, percentage of each school week allocated to each subject (activity), at each level, including a comparison with state guidelines (If your state does not have minute requirements, provide all other information and note there are no state requirements).

YES

NO

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

YES

NO

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

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

YES

NO

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

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
<p><b>5:03</b> The school community builds and maintains a vision, direction and focus for student learning.</p>	<ul style="list-style-type: none"> <li>● The school prepares students for the next level of education and life.</li> <li>● The school aligns its goals, curriculum and measures to those of the next level so that students transition successfully.</li> <li>● The school quantifies, tracks and publicly celebrates student success.</li> <li>● School leaders monitor and support the improvement of instructional practices used by teachers to ensure student success.</li> </ul>	<ul style="list-style-type: none"> <li>● Parent interviews</li> <li>● Evidence includes a list of textbooks and other curriculum used.</li> <li>● Fastbridge Testing, AR testing, IXL testing</li> <li>● Report Cards,</li> <li>● Honor Roll Published, FaceBook posts &amp; Newsletters</li> <li>● Teacher interviews, training on specific curriculum</li> <li>● Teachers are encouraged to attend conferences</li> </ul>	3	3
<p><b>5:04</b> The school's Christ-centered, written curriculum provides challenging learning experiences and ensures that students have sufficient opportunities to develop life skills, critical thinking skills and applied learning.</p>	<ul style="list-style-type: none"> <li>● The curriculum is aligned with delineated standards.</li> <li>● The curriculum is documented, assessed, monitored and challenges all students.</li> <li>● The curriculum reflects research, best practices and high standards in</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum documentation</li> <li>● Classroom observations</li> <li>● Parent &amp; Teacher interviews</li> <li>● Religion curriculum is from Concordia Catechetical Academy, CPH, Luther's Small Catechism, Bible, Hymnal</li> <li>● Daily Chapel</li> <li>● Science used is from BJU press with a Biblical Worldview.</li> </ul>	2	1

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>education and it is designed to ensure that every student receives Christ-centered, rigorous and sequential academic preparation.</p> <ul style="list-style-type: none"> <li>● The curriculum is aligned with LCMS teachings.</li> <li>● The curriculum ensures that students can pursue their God-given talents and passions.</li> <li>● The curriculum is used as an opportunity to proclaim the Gospel.</li> </ul>	<ul style="list-style-type: none"> <li>● School Musical reflects God's Word.</li> </ul>		
<p><b>5:05</b> Teachers use a wide variety of instructional strategies that engage students and ensure mastery of learning expectations.</p>	<ul style="list-style-type: none"> <li>● Teachers implement classroom instructional strategies that provide students with the knowledge, creativity, skills and understanding to become problem solvers, decision makers and socially responsible global citizens.</li> <li>● Classroom instruction involves a variety of</li> </ul>	<ul style="list-style-type: none"> <li>● Strategies include but not limited to: direct &amp; indirect teaching, group discussion, indirect, cooperative &amp; hands-on learning, small group instruction, &amp; Google classroom as well as other technology.</li> <li>● Observations from the team</li> </ul>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>strategies and settings that address diverse student needs and accommodate individual learning styles as fully as possible.</p> <ul style="list-style-type: none"> <li>● Evidence of active student engagement exists in every classroom.</li> <li>● Service learning is a component of the school's required program.</li> </ul>			
<p><b>5:06</b> Teachers intentionally communicate and collaborate to improve instruction and student learning.</p>	<ul style="list-style-type: none"> <li>● Teachers regularly participate in staff development activities designed to provide professional growth, improve instruction and enhance student learning.</li> <li>● Teachers pursue opportunities to interact with colleagues seeking ways to improve.</li> <li>● Teachers work together to share responsibility for student learning.</li> <li>● Teachers regularly share content, resources,</li> </ul>	<ul style="list-style-type: none"> <li>● Faculty Meeting Agendas</li> <li>● Staff Devotions</li> <li>● Meet with IEP teachers</li> <li>● Teacher interviews</li> </ul>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>instructional techniques and management skills.</p> <ul style="list-style-type: none"> <li>School leaders empower teachers with time and resources that facilitate opportunities for communication and collaboration.</li> </ul>			
<p><b>5:07</b> Technology enhances and enriches the students’ learning environment.</p>	<ul style="list-style-type: none"> <li>Faculty members are users, instructors and participants in the process of engaging technology with the learning process in schools.</li> <li>Faculty members acquire the necessary technology skills to use personally and integrate and guide student learning.</li> <li>Clear and intentional planning and protocols for technology are in place.</li> <li>Technology enhances curriculum, instruction, assessment and is used by teachers to personalize,</li> </ul>	<ul style="list-style-type: none"> <li>Google classroom</li> <li>Smart boards</li> <li>Chromebooks</li> <li>IXL Training</li> <li>Technology Policy</li> <li>GoGuardian is used to monitor and filter out websites</li> <li>Tec21 Teachers</li> <li>Classroom Observations</li> </ul>	<p>3</p>	<p>3</p>



General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>enhance and improve instruction.</p> <ul style="list-style-type: none"> <li>Student technology is monitored and filtered to promote appropriate integration of technology into the learning process.</li> </ul>			
<p><b>5:08</b> Curriculum, instruction and assessment are regularly monitored and adjusted through the collection and analysis of date-driven information.</p>	<ul style="list-style-type: none"> <li>The school monitors, reviews, evaluates and modifies its curriculum based on the use of school-wide student data that is generated by multiple tools and surveys.</li> <li>Multiple forms of student assessment drive instructional strategies.</li> <li>Student learning is monitored, tracked, recorded and reported regularly and continuously during the time the student is enrolled at the school.</li> <li>A comprehensive program that examines student achievement with frequent progress monitoring is used</li> </ul>	<ul style="list-style-type: none"> <li>Evidence includes modifications as stated in the IEP or on a need base with students.</li> <li>They collaborate with LSEM and use them for consultation.</li> <li>Fastbridge and IXL is their form of a comprehensive testing program to monitor student progress.</li> <li>Teacher interviews</li> <li>Report Cards</li> <li>Student files</li> </ul>	<p>2</p>	<p>2</p>

General Indicator of Success	Operational Benchmarks	Sources of Evidence (please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	to individualize instruction for student success.			
<b>Total</b>			16	15
<b>Standard Five Overall Rating (Total ÷ 6, Rounded to the Nearest Tenth)</b>			2.7	2.5

**What is the overall Validation Team rating for Standard 5?** 2.5

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

YES

NO

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

- 5:04 The validation team changed the rating to “not evident” because the provided curriculum documentation is lacking alignment with standards, and additional faith integration needs to be written into the documents.

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

- There is intentional use of the Bible, Luther’s Small Catechism, and Lutheran Service Book in the religion curriculum.
- SPL works well with outside resources to provide special education (LSEM), art, music, etc.

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

- 5:08 Curriculum documentation is weak.

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

- 5:04 Curriculum needs to include written standards aside from the scope & sequence or list of textbook tools that are being used.
- 5:04 More intentional faith integration needs to be written into all curricular areas.
- 5:08 Use data to inform decisions regarding curriculum review and development.

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

- 5:04 Curriculum needs to include written standards aside from the scope & sequence or list of textbook tools that are being used.
  - A plan for addressing curriculum shortfalls should be submitted to the District Accreditation Commission by August 2024.
  - Written curriculum for all subjects taught should be completed by May 15, 2026
- 5:04 More intentional faith integration needs to be written into all curricular areas.
- 5:08 Use data to inform decisions regarding curriculum review and development.

## Standard 6: Student Services

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

Standard 6 Required Evidence\*: Enrollment / admission policy

YES

NO

Standard 6 Required Evidence\*: Crisis emergency plan

YES

NO

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

YES

NO

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

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

YES

NO

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

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

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

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



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

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

YES

NO

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

N/A

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

- SPL offers extracurricular opportunities that include both athletics and other opportunities such as chess and Latin.

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

- 6:04 St. Paul's preschool enrollment is currently 26 students with some children staying more than 4 hours per day. St. Paul's should be operating under license exempt rules (MN Statute 245A.03-26i), which limits schools to no more than 20 students at any one time and no student past 4 hours a day.

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

- Standard 6: The Crisis Plan should be reviewed and updated to include more detailed reunification directions.
- 6:03/6:04 Provide background checks and training for all individuals in supervisory positions over students (teachers, coaches, chaperones, volunteers, etc.)
- 6:04 Preschool will follow exempt state guidelines for the number of children (20) allowed with a 4 hour maximum time limit per student per day (MN 245A.03-26i) and/or consider any of the following by August 2024.
  - A. begin the process of obtaining a variance and begin to work towards a certified license from the state of Minnesota.
  - B. Partner with an outside agency to provide extended care services.

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

- Standard 6: The Crisis Plan should be reviewed and updated to include more detailed reunification directions.
- 6:03/6:04 Provide background checks and training for all individuals in supervisory positions over students (teachers, coaches, chaperones, volunteers, etc.)
- 6:04 Preschool will follow exempt state guidelines for the number of children (20) allowed with a 4 hour maximum time limit per student per day (MN 245A.03-26i) and/or consider any of the following by August 2024.
  - C. begin the process of obtaining a variance and begin to work towards a certified license from the state of Minnesota.
  - D. Partner with an outside agency to provide extended care services.

## Standard 7: Facilities

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

Standard 7 Required Evidence\*: School floor plan

YES

NO

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

YES

NO

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

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

YES

NO

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

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence (Please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
<p><b>7:03</b> Buildings, grounds and equipment are well maintained, clean and appropriate for the age and number of students.</p>	<ul style="list-style-type: none"> <li>● The size and design of the buildings and teaching/ learning areas are appropriate for the school's programs and achievement of learner outcomes (objectives), meet state and local code requirements and provide for special needs.</li> <li>● All teaching/ learning areas are properly ventilated, lighted and have adequate space for the number and size of the students.</li> <li>● The buildings are cleaned daily and the restrooms are sanitary.</li> <li>● School furniture is sufficient in quantity and age appropriate.</li> <li>● The school administrator(s) participates in the supervision of those who maintain the physical facilities.</li> </ul>	<ul style="list-style-type: none"> <li>● Facility Tour</li> <li>● Interviews</li> <li>● Janitor Task Checklist</li> <li>● Classroom Observations</li> <li>● Utilities Invoice</li> </ul>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (Please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<ul style="list-style-type: none"> <li>● Adequate provisions exist for offices, area for students needing care, recreation, library/media center and space for small-group instruction.</li> <li>● The school facility has appropriate technology infrastructure.</li> </ul>			
<p><b>7:04</b> Physical facilities provide specific (crosses, signs, etc.) and non-specific (attractive, adequate, etc.) Christian witness to the community.</p>	<ul style="list-style-type: none"> <li>● The buildings contain evidence that the school is a Lutheran Christian school.</li> <li>● Christian banners, pictures and posters are displayed in the hallway, entryway, gymnasium and classrooms.</li> <li>● A cross is hung in a prominent place.</li> <li>● An outdoor sign provides evidence of a Lutheran Christian School to the community.</li> </ul>	<ul style="list-style-type: none"> <li>● Observations - Christian images throughout the building</li> <li>● Outdoor Sign</li> <li>● Cross on building exterior</li> <li>● Classroom observations</li> </ul>	3	3
<p><b>7:05</b> The building and grounds provide a safe school environment.</p>	<ul style="list-style-type: none"> <li>● Policies and procedures are in place to maintain a</li> </ul>	<ul style="list-style-type: none"> <li>● Technology Use Policy</li> <li>● Fire Extinguisher Inspections</li> <li>● Inspection Reports</li> <li>● Crisis Plan</li> <li>● Training Certificates</li> </ul>	3	3

General Indicator of Success	Operational Benchmarks	Sources of Evidence (Please provide bulleted list utilizing: observation, Handbook, Interview, specific document, etc.)	Self-Study Rating	Team Rating
	<p>safe school environment.</p> <ul style="list-style-type: none"> <li>● The playground, athletic field(s), and school grounds are properly supervised, safe and fenced when appropriate and needed.</li> <li>● access to the facility, has locked entrances and is secure during normal school hours.</li> <li>● Crossing guards, lanes and school speed zones are provided where needed.</li> <li>● A safe, carefully supervised procedure for loading and unloading students in cars, buses and other vehicles is in effect.</li> </ul>	<ul style="list-style-type: none"> <li>● Secure Entrances</li> <li>● Security Cameras</li> <li>● Observations</li> <li>● Emergency Drill Log</li> </ul>		
<b>Total</b>			9	9
<b>Standard Seven Overall Rating (Total ÷ 3, Rounded to the Nearest Tenth)</b>			3.0	3.0

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

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

YES

NO

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

N/A

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

- St. Paul has adequate classroom space and room to grow enrollment.
- The custodian has good rapport with the students.
- St. Paul has a carefully supervised school providing for a safe learning environment.
- Office visibility / sightlines along with building security (new secure entrances) provide for a safe and secure school.

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

- The validation team encourages St. Paul Lutheran Church & School to continue to plan for ongoing maintenance and upkeep of the facility (i.e. school roof, tuckpoint, classroom doors)

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

- Consider refreshing hallways and classroom spaces to ensure they are welcoming and enhance overall school aesthetics and learning environment.

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

## Review of the School Action Plan

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

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

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

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

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

The Validation Team is targeting a number of opportunities for growth and improvement in the school action plan. Many of these tasks will require intentional communication, planning, and levels of accountability. Staying united in mission and vision will help the faculty, board, and others to accomplish these tasks. A few of the items require immediate action, namely, the preschool license or exemptions must be addressed by the start of the 2024-2025 school year. Other goals such as curriculum development and a strategic plan will take a longer time to accomplish. Efforts need to be ongoing.

The Validation Team supports SPL in all of the items identified in the Preliminary Action Plan and suggest that they all be included in the Final Action Plan.

The Validation Team identified several additional action items that were not noted by St. Paul in the Self-Study Report. The Validation Team encourages St. Paul to establish some levels of accountability that will ensure that actions are taken. In addition to accountability, St. Paul needs to find ways to support the efforts and share responsibility to ensure the success of the school ministry.

The provisional recommendation for accreditation will remain in effect until the following are completed:

- 5:04 Curriculum needs to include written standards aside from the scope & sequence or list of textbook tools that are being used.
  - A plan for addressing curriculum shortfalls, specifically in regard to scope & sequence, should be submitted to the District Accreditation Commission by August 2024.
  - Written curriculum for all subjects taught should be completed by May 15, 2026



- 6:04 Preschool will follow exempt state guidelines for the number of children (20) allowed with a 4 hour maximum time limit per student per day (MN 245A.03-26i) and/or consider any of the following by August 2024.
  - E. begin the process of obtaining a variance and begin to work towards a certified license from the state of Minnesota.
  - F. Partner with an outside agency to provide extended care services.