

STANDARD 1: PURPOSE

The school is purpose driven.

Overview

The purpose/philosophy/mission statement serves as the basis for forming school goals, learner outcomes and actions plans, as well as determining a direction for all activities of the school. Throughout the Self-Study process, every area of the school program is evaluated to determine if each aligns with the stated purpose.

The purpose Standard is critical in evaluating each of the Standards involved with the Self-Study. Since the purpose establishes who a school is, where they have been and what they are to become, it is critical that the Self-Study process begins with a thorough examination of Standard 1.

NOTE: In the interest of clarity related to the accreditation process, the word “purpose” may be used interchangeably with “mission” and “philosophy.”

Potential Evidence

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

- Written school policies align with philosophy/mission.
- School social media presence and postings align with the school’s purpose.
- School learning objectives align with the school’s purpose.
- School policies align with the school’s purpose.
- The school’s presence in community marketing pieces highlights the school’s purpose.
- School publications, handbooks, marketing materials provide evidence of Lutheran identity.
- Promotional materials give evidence of Lutheran identity.
- School website provides evidence of Lutheran identity.
- School evangelism plan or written document outlining practices of sharing the Gospel in the school and community.
- Christian symbols are appropriately and prominently displayed throughout the school.

Potential Practices

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

- Teachers recognize and verbalize that the teaching of the faith is the main purpose of the school.
- Teaching of the Lutheran faith is allocated with appropriate classroom time in the daily schedule and integrated throughout the curriculum.
- The school attempts to attain and retain a positive Christian image through its public relations and publications.
- The sponsoring congregation(s) provides spiritual support for the school and its students.
- The school encourages students to participate in the congregational life of the parish.
- Pastors and teachers who are members of the supporting congregations demonstrate support for one another and each other's ministries.
- Teachers and staff members seek to be instruments of the Holy Spirit in helping students develop and grow in their relationship with Jesus Christ.
- The school cooperates with district and national offices of The Lutheran Church — Missouri Synod.
- The school effectively implements a plan for evangelism of un-churched or marginally churched children and their families attending the school.
- The Lutheran school's policies, programs and life within the school emanate from the example and teachings of Jesus Christ and demonstrate the proper understanding of Law and Gospel.
- The school conducts weekly worship (chapel) experiences intentionally designed to consciously and systematically strengthen the Christian faith of all members of the school community.
- Co-curricular and extra-curricular activities enhance the school's purpose.
- Part-time employees and volunteer coaches, directors and extra-curricular adult leaders embody and reflect the school's purpose.
- Service projects are informed by the school's purpose.

Required Responses

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

- 1. How was the school's purpose developed?**
- 2. Describe how the school's purpose aligns with the purpose(s) of its supporting congregation.**
- 3. Describe the process that was last used to review, clarify and renew the school's purpose.**
- 4. How does the school demonstrate its unique Lutheran identity through its alignment with vision, values and actions?**
- 5. How does the school's purpose inform its strategic plan?**
- 6. Describe how the school's purpose is reflected in the teaching/learning environment in classrooms.**
- 7. Describe how the school's purpose is evident within informal teaching/learning environments and co-curricular and extra-curricular events.**
- 8. How does the school's purpose inform daily operational processes and procedures?**
- 9. Describe the process used to inform new employees about the school's purpose and the appropriate engagement employees are expected and encouraged to model.**

Required Evidence

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

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

Required Indicators of Success

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

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

- YES
- NO

Identify and list supporting Evidence or Practices:

Comments:

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

- YES
- NO

Identify and list supporting Evidence or Practices:

Comments:

General Indicators of Success

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

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

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

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

- The school’s purpose was developed in accordance with governance policy.

- The school’s purpose is engaged, aligned and enacted with its vision, values, school goals, learner outcomes and student activities.

- The school’s mission statement supports and aligns with the congregational mission statement.

<i>Place an “X” in the Rating Box that Reflects the Actual Condition of the School</i>			
<input type="checkbox"/> Highly Functional (4)	<input type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)

Identify and list supporting Evidence or Practices:

Comments:

1:04: School leadership (administration and board) regularly assembles school constituencies (including but not limited to faculty, staff, parents, students and congregational stakeholders) to review, clarify and renew the school’s stated purpose.

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

The school’s purpose is communicated effectively to staff, students and stakeholders.

The school regularly evaluates and reviews the alignment of purpose, vision, values, school goals, learner outcomes and student activities.

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

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

Identify and list supporting Evidence or Practices:

Comments:

1:05: The school’s purpose is displayed and reflected in school activities and in the teaching/learning environment in classrooms.

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

- The school’s purpose is displayed in each classroom and in the hallways.
- The school’s purpose is readily seen on the school’s website.
- The school’s purpose is included in written communications distributed to families, such as the PTL handbook and promotional materials that are supplied to prospective families.
- School events, curriculum and discipline are aligned with the school’s mission statement and purpose and promote a positive teaching/learning environment.

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

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

Identify and list supporting Evidence or Practices:

Comments:

1:06: New employees are informed about the school’s purpose and its appropriate engagement.

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

- New employees are given an orientation packet and have an orientation meeting with the school administrator.
- New employees utilize mentors to assist them in learning about the school’s purpose and how to carry it out.
- The school’s purpose is outlined in the job description for each employee.

<i>Place an “X” in the Rating Box that Reflects the Actual Condition of the School</i>			
<input type="checkbox"/> Highly Functional (4)	<input type="checkbox"/> Operational (3)	<input type="checkbox"/> Emerging (2)	<input type="checkbox"/> Not Evident (1)

Identify and list supporting Evidence or Practices:

Comments:

Summary and Response Actions

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

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

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

- C. Based on evidence, what are the challenges of the school related to Standard 1? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.**

- D. What is the school's average rating for all General Indicators of Success for Standard 1, rounded to the nearest tenth?**

STANDARD	RATING
1:03	
1:04	
1:05	
1:06	
Total:	
Average: (Total ÷ 4)	