

STANDARD 2B: SCHOOL AND COMMUNITY

Overview

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

Potential Evidence

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

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

Potential Practices

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

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

Required Responses

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

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

Our school encourages diversity in our admissions and enrollment policies. This emphasis on diversity reflects the school's commitment to creating a welcoming environment that mirrors the broader community's demographics. We actively engage in outreach and recruitment efforts to attract students from diverse backgrounds. Our school also reflects the broader socioeconomic trends in our community.

Families from minority backgrounds perceive our school as offering a quality education that meets their students' academic, social, and cultural needs in a safe environment.

Overall, our demographic profile exceeds that of its surrounding community with minority students. This is because of a combination of intentional efforts to promote diversity, community engagement, and a commitment to an education that values and celebrates the richness of cultural and ethnic diversity within our school community.

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

Our school's public relations program is a multifaceted approach aimed at engaging and informing the community about our mission and events. We actively participate in the Midwest City Chamber of Commerce, leveraging this membership to establish connections and foster relationships within the local business community. This engagement not only strengthens our ties but also enhances our visibility within the broader community. Additionally, we harness the power of social media platforms, prominently featuring our school's Facebook page to showcase our achievements, activities, and upcoming events. Through strategic posts and updates, we ensure that our message reaches a broad audience, including current and prospective families.

We employ effective signage strategies along Air Depot Blvd, a prominent thoroughfare in front of our school. Our digital sign stands as a beacon of information, allowing for flexible messaging that reflects our dynamic school environment. This strategic placement ensures that passersby are continually informed about our school's offerings and accomplishments. Furthermore, we utilize traditional methods such as sending enrollment letters via mail and tapping into the personal touch to engage families and encourage their involvement. Word-of-mouth referrals among parents and school supporters also play a crucial role in spreading the word about our school's excellence.

To bolster our visibility, we provide yard signs to patrons, enabling them to proudly advertise our school and Early Childhood Center in their neighborhoods. This grassroots approach not only raises awareness but also fosters a sense of community pride. Additionally, we stay abreast of evolving trends by advertising on various social media platforms, including Facebook, TikTok, and others. By strategically targeting these platforms, we ensure that our message resonates with diverse audiences, meeting them where they are in the digital landscape. In essence, our comprehensive public relations program is geared towards fostering strong community ties, enhancing visibility, and, ultimately, advancing our school's mission of academic excellence and community engagement.

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

Our school actively engages with and serves its community through various initiatives aimed at fostering connections and supporting those in need. We host a community-invited Veteran's Day luncheon, providing a platform for our students to pay tribute to our veterans while gaining valuable insight into their service and sacrifices. This event not only honors our veterans but also cultivates a sense of gratitude and appreciation among our student body.

We extend our outreach to residents of a nearby assisted living center by creating cards to bring cheer and companionship to their lives. Also, during the holiday season, our students entertain these residents by singing Christmas carols, spreading

joy and warmth within the community. These initiatives demonstrate our commitment to fostering intergenerational connections and brightening the lives of those in our community.

Additionally, we actively participate in food drives to support the Mid-Del food pantry in its efforts to assist the less fortunate. By collecting and donating essential food items, we contribute to alleviating hunger and promoting the well-being of individuals and families in need within our community. Additionally, we collect and donate baby items to support a local women's shelter, extending a helping hand to those facing challenging circumstances. We also provide a small Food Pantry every Wednesday afternoon for school, church, and community families that need assistance.

Through these various initiatives, our school not only strengthens its ties with the community but also exemplifies the values of compassion, generosity, and service. By actively engaging in outreach efforts and supporting local organizations, we strive to make a positive impact and foster a sense of unity and support within our community.

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

Good Shepherd Lutheran School endeavors to foster strong ties with the Mid-Del Public Schools. This involves referring students for services such as speech pathology and ensuring seamless information coordination during student transitions to and from Good Shepherd Lutheran School within the public school system. Accreditation ensures that Good Shepherd Lutheran School students recommended for gifted programs receive automatic acceptance, reflecting the shared recognition of the quality education provided by Good Shepherd Lutheran School. Additionally, Good Shepherd Lutheran School actively participates in the Title II program for teacher development. Our lead administrator maintains a prominent presence in the Mid-Del public school district and other local private schools, regularly attending Title II meetings.

Our teachers and staff are invited and welcomed to participate in professional development seminars alongside their counterparts from Mid-Del Public Schools. This offers a valuable chance for our educators to engage with peers from the public school sector.

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

Faculty members at our school are deeply involved in community events, demonstrating their commitment to serving beyond the classroom. Many teachers are engaged members of their churches and various civic organizations, where they dedicate their time and efforts to support community initiatives and foster positive change. Through their active participation, they not only serve as role models for students but also strengthen ties between the school and the broader community.

Additionally, our teachers play a pivotal role in promoting donations to various food drives and initiatives aimed at helping others. They actively encourage students and colleagues to contribute to these endeavors, emphasizing the importance of compassion and generosity. By organizing donation efforts within the school community, our teachers demonstrate their dedication to addressing pressing social issues and making a meaningful difference in the lives of those in need.

Overall, faculty members' involvement in community events reflects their unwavering commitment to service and their desire to create a positive impact beyond the classroom. Through their active engagement and leadership, they inspire students and colleagues alike to actively participate in community service and uphold the values of compassion, empathy, and solidarity.

Required Evidence

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

Written nondiscrimination statement

Required Indicator of Success

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

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

YES

NO

Identify and list supporting Evidence or Practices:

Our non-discrimination statement:

"The Good Shepherd Lutheran School admits students of any race, color, national, or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at our school. We do not discriminate based on race, color, national and ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs."

Comments:

N/A

General Indicators of Success

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

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

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

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

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

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

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

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

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

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

Identify and list supporting Evidence or Practices:

- As indicated in our school's Statistical Summary Report, minorities are represented above average in the Good Shepherd Lutheran School student body. This underscores our inclusive climate, welcoming **ALL** children of God regardless of ethnic, racial, or economic background.
- Our school actively engages in diverse initiatives, including recent participation in Black History Month.
- The teaching and support staff at our school embody cultural diversity.

Comments:

Good Shepherd Lutheran School's commitment to diversity shines through its program, where our student population mirrors the community we serve. With above-average representation of minorities evident in the school's Statistical Summary Report, it's clear that inclusivity is because of our school's active engagement in diverse initiatives, such as Black History Month, which further underscores its dedication to embracing and celebrating differences. The cultural diversity embodied by the teaching and support staff ensures that students are not only taught by individuals from varied backgrounds but also receive support that respects and understands their unique perspectives. This comprehensive approach fosters an environment where all students, regardless of ethnic, racial, or economic background, feel valued and empowered to succeed.

2B:03: The school promotes and encourages the involvement of its teachers and students in community activities.

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

- The school seeks ways to involve its students and teachers in service to the community.
- Staff members are encouraged and provided with opportunities, planned by the school and its congregation, to participate in community activities and service organizations.
- Staff members are engaged in community service.

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

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

Identify and list supporting Evidence or Practices:

At our school, promoting and encouraging teachers' and students' involvement in community activities is a core value. Throughout the year, various initiatives are undertaken to engage with and support our local community. Christmas caroling is a beloved tradition where students and teachers spread joy and cheer to residents of a nearby assisted living center. Additionally, we actively participate in supporting local food drives, ensuring that those in need within our community have access to essential resources.

We honor and recognize the sacrifices of our veterans through a dedicated Veteran's Day celebration and service, where students have the opportunity to express their gratitude and learn about the importance of service to our country. Our commitment to meeting the needs of others extends to our chapel program, where funds are devoted to supporting various charitable causes and initiatives, further reinforcing our dedication to serving the broader community.

Overall, the school's promotion and encouragement of involvement in community activities not only instill values of compassion, empathy, and service in our students but also strengthen our ties with the local community. Through these meaningful initiatives, we strive to make a positive impact and foster a sense of belonging and interconnectedness within our broader community.

Comments:

N/A

2B:04: The school has an active Parent-Teacher Organization and/or other parent support groups.

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

- The school sponsors educational opportunities for parents and provides a wide variety of parenting resources.
- Support groups (e.g., Parent Teacher League, Booster Club, prayer support groups) contribute to the overall good of the school and congregation to support and maintain the school's mission and goals.

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

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

Identify and list supporting Evidence or Practices:

While the school's Parent Teacher League (PTL) is not active this year, its historical impact on fostering community engagement and support cannot be overstated. The PTL has played a significant role in providing organizational assistance for events such as the annual golf tournament and auction/dinner, as well as offering essential support for events like the Lutheran Schools Track Meet by supplying t-shirts. Despite the absence of the PTL, the transition to a homeroom parent model has proven successful in enhancing involvement at the class level. Nevertheless, challenges persist regarding parental engagement. Despite these hurdles, the commitment of the PTL to bridge the gap between parents, teachers, and the school community remains unwavering. The PTL continues to strive towards creating meaningful opportunities for collaboration and support, employing ongoing efforts and innovative approaches to reinforce its role as a cornerstone of support and involvement within the school community.

Comments:

N/A

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

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

- The school is known and respected in its community.
- The school regularly and frequently shares information with its constituents.
- Good relationships exist with the local public schools.
- School facilities are available, when practical, for use by appropriate community groups and activities.

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

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

Identify and list supporting Evidence or Practices:

Thanks to our established presence in Midwest City, both our school and Early Childhood Center are recognized as pillars of the community. Former parents and students consistently endorse us, acting as our most powerful advocates through word-of-mouth referrals. Additionally, we receive recognition from Mid-Del Public Schools, with their educators providing support as needed. Furthermore, neighboring private schools occasionally refer students to us, particularly for our renowned summer camp program.

In addition to these efforts, our school maintains regular communication with constituents through updates on our website and Facebook page. Community members are welcome to utilize our gym, kitchen, and restrooms, with certain restrictions such as a contract agreement and refundable cleaning deposit in place. Although some groups temporarily paused their use of our facilities during the pandemic, we currently host a local basketball team for practice sessions.

Our facilities serve as versatile venues for a wide array of events, including hosting meetings for the Daughters of the American Revolution (DAR), funeral dinners, wedding receptions, baby showers, and birthday parties, as well as activities for Trail Life and Girl Scouts. Additionally, our commitment to community outreach is evident through our annual golf benefit, a significant fundraising event, and our weekly food pantry, which helps school, church, and community families in need. These initiatives highlight our dedication to serving as a central hub for community engagement and support, catering to diverse needs and interests within our area.

Comments:

N/A

Summary and Response Actions

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

A. Are the Required Indicators of Success met for Standard 2B?

YES

NO

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

Our commitment to diversity shines through, with the student population reflecting the diversity of our community. With above-average representation of minorities evident in our school's Statistical Summary Report, it's apparent that our families feel comfortable entrusting their children to our care. The active engagement of our school in diverse initiatives, such as Black History Month, further emphasizes our dedication to embracing and celebrating differences. Additionally, the cultural diversity embodied by our teaching and support staff ensures that students not only receive instruction from individuals with varied backgrounds but also benefit from support that respects and understands their unique perspectives. This comprehensive approach fosters an environment where all children, regardless of ethnic, racial, or economic background, feel valued and empowered to succeed.

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

N/A

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

STANDARD	RATING
2B:02	4
2B:03	3
2B:04	3
2B: 05	3
Total:	13
Average: (Total ÷ 4)	3.3