

## STANDARD 3B: ADMINISTRATION

### Overview

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

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

### Potential Evidence

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

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

### Potential Practices

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

The school administrator demonstrates a desire through actions for appropriate professional credentials and continuing professional growth (e.g., membership in professional organizations, books and periodicals read, workshops attended, coaching, and/or mentoring relationships).

- Our teacher supervision program is aligned with staff development activities and results in enhanced student learning.
- The school administrator is actively engaged in the life of the sponsoring congregation(s).
- The school administrator is actively engaged in preparing and administering the school budget.
- The administrator relates appropriately with students, families, and teachers.

## Required Responses

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

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

The daily activities are administered through a combination of structured schedules, curriculum planning, staff coordination, and adherence to the school's mission and values. Here's a general overview of how these activities are managed:

- **Administration and Leadership:** Our school is overseen by our lead administrator, who works with staff, teachers, our business manager, and our Early Childhood Center director. He is responsible for managing the overall direction of the school, implementing policies, and ensuring smooth operations.
- **Curriculum Planning:** Our school's curriculum is aligned with Lutheran principles and includes a combination of core subjects (such as mathematics, language arts, science, and social studies) along with religious education and spiritual development. Curriculum planning involves mapping out what will be taught throughout the academic year, selecting appropriate textbooks and resources, and ensuring alignment with educational standards.
- **Daily Schedules:** Each day follows a structured schedule that includes time for academic classes, recess, and lunch. Schedules are designed to optimize learning opportunities while providing necessary breaks for students and staff.
- **Teaching and Learning:** Teachers play a central role in delivering the curriculum and facilitating student learning. They prepare lesson plans, deliver instruction, assess student progress, and provide feedback. Teachers also integrate religious teachings and values into their lessons.
- **Student Support Services:** We offer support services to address students' diverse needs. These include counseling, tutoring, and any additional support as needed.
- **Extracurricular Activities:** In addition to academics, we offer extracurricular activities such as clubs, music programs, and community service opportunities. These activities provide students with opportunities for personal growth, social interaction, and the development of talents and interests.
- **Parent and Community Involvement:** Parents are encouraged to be actively involved in their child's education and the life of the school. This includes volunteering in the classroom, participating in parent-teacher conferences, attending school events, and supporting fundraising efforts.

Overall, our daily school activities are guided by a commitment to academic excellence, spiritual development, and the nurturing of students' talents and abilities within a supportive and faith-based environment.

### 2. Describe the qualifications that are required for the school administrators.

Our school Board Policy Manual provides clear guidelines regarding the qualifications required for our administrators. In accordance with NLSA Accreditation regulations, it is recommended that our school administrators possess a master's degree in administration or an extensive work history in administration. They must also have strong leadership qualities, excellent communication skills, and the ability to collaborate with various stakeholders, including teachers, students, parents, and community members. Our administrators must also demonstrate proficiency in organizational management, budgeting, curriculum development, and educational policy.

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

Our administrator demonstrates leadership in advancing our school's mission through various avenues:

#### Congregation:

- Provide regular updates on our school's status during congregational Voter's Assembly meetings.
- Collaborates with the church secretary to disseminate information about school events through newsletters, bulletins, etc.
- Hold weekly meetings with our pastor to coordinate the efforts of the church and school.

#### Community:

- Attends meetings of the Midwest City Chamber of Commerce, leveraging our school's membership to network with local business leaders.
- Cultivates strong relationships with personnel from the Mid-Del School District.
- Explores opportunities to strengthen connections with minority communities.

**Professional Organizations:**

- Holds membership in the Midwest City Chamber of Commerce.
- Is a member of the Lutheran Educational Association (LEA).
- Is a member of the Texas Computer Education Association (TCEA).

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

The lead administrator plays a central role in the fiscal management of the school, working closely with the Business Manager to ensure sound financial practices and transparency. On a daily basis, they supervise the budget, overseeing expenditures and revenue alongside the Business Manager. Regular updates are received from the Business Manager regarding pending expenses, tuition collection, and other financial reports, allowing for informed decision-making and proactive management of financial resources. Additionally, the lead administrator reports to the school board monthly on the current status of income and expenses, providing essential insights into the school's financial health. He provides leadership in the development of the budget for each school year, guiding the allocation of resources to support the school's mission and strategic objectives. Through his diligent oversight and strategic planning, the lead administrator contributes to the financial stability and long-term sustainability of the school, ensuring that resources are effectively managed to support the academic and operational needs of the school.

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

Here are some of the ways our administrator is engaged in the church and educational activities:

- **Collaboration with Educational Committees:** Our administrator works closely with educational committees within the church to plan and execute educational events and initiatives. This collaboration ensures that educational activities meet the needs and interests of the congregation.
- **Support for Teachers and Volunteers:** Our administrator provides support and resources to teachers and volunteers involved in educational activities. This includes training sessions, curriculum development assistance, or logistical support for events.
- **Promotion and Communication:** Our administrator plays a crucial role in promoting educational activities to the congregation and the wider community. This involves creating promotional materials, managing social media accounts, or making announcements during church services.
- **Integration with Worship Services:** Our administrator helps integrate educational elements into worship services, such as incorporating educational themes into sermons, prayers, or musical selections.
- **Evaluation and Feedback:** Our administrator facilitates evaluation and feedback processes for educational activities, gathering input from participants to assess effectiveness and identify areas for improvement.
- **Community Engagement:** Our administrator encourages community engagement through educational outreach programs, such as tutoring or mentoring initiatives, partnerships with local schools, or participation in community events.
- **Continued Learning and Professional Development:** Our administrator engages in their own continued learning and professional development, staying informed about best practices in education and church administration to enhance their effectiveness in supporting educational activities within the congregation.

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

- **Personal Example:** Our administrators lead by example, demonstrating Christian values such as love, compassion, integrity, humility, and servant leadership in their interactions with students, staff, parents, and the broader community. He strives to embody the teachings of Jesus Christ in his daily life and decision-making processes.

- **Prayer and Devotion:** Our administrators openly incorporate prayer and devotion into school activities, such as staff meetings, assemblies, and special events. He leads by example in cultivating a culture of prayerfulness and reliance on God's guidance and wisdom in all aspects of school life.
- **Biblical Integration:** Our administrators promote the integration of Christian faith and values into our school curriculum, encouraging teachers to incorporate biblical principles, stories, and teachings into their lesson plans and classroom discussions. They emphasize the importance of worldview education and critical thinking from a Christian perspective.
- **Discipleship and Mentorship:** Our administrators invest in the spiritual growth and development of students and staff through discipleship and mentorship programs. He provides guidance, support, and encouragement to individuals seeking to deepen their faith and live out their Christian beliefs in practical ways.
- **Ethical Leadership:** Our administrators uphold high ethical standards and promote honesty, fairness, and justice in all aspects of administration and governance. He prioritizes transparency, accountability, and integrity in financial management, decision-making, and conflict resolution processes.

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

Collaboration and coordination are pivotal aspects of the lead administrator's leadership duties, demonstrated through the following practices:

- The lead administrator convenes monthly meetings with the staff to assess both academic and spiritual curriculum.
- The lead administrator and our pastor hold regular weekly meetings to ensure seamless coordination between the church and school.
- Our lead administrator fosters an environment where all staff members are encouraged to share their successes and challenges during monthly staff meetings.

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

Our administrators exemplify a Christian life both within our school and the wider community, serving as role models for our faculty through daily interactions. Academically, our administrators conduct individual meetings with teachers to tailor instruction based on students' test scores. Regarding religious education, our administrators guide staff in integrating spiritual teachings across subjects, utilizing the "One In Christ" curriculum recommended by the LCMS. Leading by example, our administrator prioritizes personal and professional development, actively engages in church and community activities, and seeks ongoing opportunities for growth, including collaboration with fellow LCMS administrators through workshops and seminars at Good Shepherd and other statewide Lutheran schools.

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

Our administrators conduct classroom walk-throughs and provide direct feedback to teachers. Teachers make available lesson plans that must integrate standards into instruction. Throughout the school year, teachers receive informal verbal evaluations, with formal written evaluations conducted as needed. Results are shared with teachers in scheduled meetings. At the end of the year, teachers are surveyed to determine their professional development needs for the upcoming year.

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

Our lead administrator prioritizes maintaining a solid presence among students and parents by engaging with them during school events and upholding an open-door policy. This effort is not only crucial for fostering relationships as an educator but also serves as a visible representation of Christ's love within our school community. All members, including parents, students, and staff, prioritize Christ in their lives. This is demonstrated through actions such as offering prayers for those in need and providing encouragement to parents in their roles at home. He consistently demonstrates high visibility and interaction with all students in both our school and Early Childhood Center, setting an example of love for Jesus and individual care for each child.

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

- **Attendance:** Our lead administrator attends district-level conferences, workshops, and professional development sessions. These events cover a wide range of topics, including curriculum development, assessment practices, legal updates, leadership skills, and technology integration.
- **Networking:** District conferences and workshops provide opportunities for our lead administrator to network and collaborate with colleagues from other schools within the state and nation. These interactions facilitate the exchange of ideas, strategies, and resources, fostering a sense of community and collective learning among educational leaders.
- **Policy Updates:** District conferences include sessions focused on policies, procedures, and regulations. Our lead administrator gains valuable insights into changes in educational legislation, compliance requirements, and district initiatives, enabling him to ensure alignment with district priorities and mandates at our school.
- **Professional Growth:** Attendance at district conferences and workshops supports our lead administrators' ongoing professional growth and development. He has the opportunity to engage in targeted learning experiences, acquire new knowledge and skills, and stay current on emerging trends and research in education.
- **Collaborative Problem-Solving:** District-level conferences provide a forum for our lead administrator to engage in collaborative problem-solving and brainstorming sessions. He can discuss common challenges, share strategies for overcoming obstacles, and work together to address issues facing our school and the broader educational community.

## 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.

Administrator's job description

## Required Indicator of Success

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

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

YES

NO

### Identify and list supporting Evidence or Practices:

At Good Shepherd Lutheran School, our administrators set an example of personal Christian faith, a solid commitment to Lutheran education, and an unyielding dedication to the teaching ministry of the governing authority. Rooted in his Christian convictions, our administrators lead with integrity, compassion, and a clear sense of purpose, shaping every aspect of school leadership. He advocates for the values and principles inherent in Lutheran education, ensuring they are integrated into all educational endeavors. Furthermore, his tireless effort to uphold the mission, vision, and values of the governing authority reflects a deep commitment to guiding students and staff toward spiritual growth, academic excellence, and service to others. Through their embodiment of these foundational principles, our administrators inspire and empower the entire school community to embrace and enact the transformative potential of Lutheran education.

### 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.

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

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

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

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

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

#### Identify and list supporting Evidence or Practices:

The administrators for our school are Mr. Gary Kuschnerreit and Mr. Van M Guillotte, who meet the qualifications required for their positions. With an impressive 45-year tenure in Lutheran education, Mr. Kuschnerreit brings a wealth of experience to his role, having served in various teaching and administrative capacities. His educational background, including degrees from institutions such as St. John's College and Concordia University, Nebraska, coupled with multiple master's degrees and administrative certificates, demonstrates his deep commitment to professional development and academic excellence. Additionally, Mr. Guillotte's extensive leadership experience, spanning over 25 years with the Oklahoma Highway Patrol and later in education, adds a unique perspective to the administrative team. His background in training, coupled with his business and educational qualifications, equips him with the skills necessary to contribute effectively to the school's leadership. Together, their combined expertise and dedication ensure the fulfillment of the school's mission and the success of its students and staff.

#### Comments:

N/A

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

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

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

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

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

**Identify and list supporting Evidence or Practices:**

Our lead administrator is provided with ample support to effectively manage the diverse array of responsibilities encompassing our school, church, and Early Childhood Center. While overseeing the entire campus, our lead administrator receives assistance from a dedicated support staff who share administrative duties, ensuring tasks such as answering phones and managing finances are efficiently handled. Despite the multifaceted nature of the role, our lead administrator remains actively engaged with students, parents, and staff members, fostering a sense of community and collaboration. The presence of our pastor at the school offers invaluable support and guidance. Additionally, our school board members stand ready to assist whenever needed, further bolstering our lead administrator's capacity to fulfill their duties with proficiency and dedication. Through this comprehensive network of support, our lead administrator is empowered to navigate the complexities of their role.

**Comments:**

N/A



### 3B:04: The administrator is an effective communicator.

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

- The administrator communicates frequently and regularly with the pastor and teachers individually and collectively.
- The administrator communicates effectively and frequently with families and students of all ages.
- A wide variety of venues both personal (one-to-one) and public are regularly used to facilitate effective communication.
- The administrator regularly spends a significant percentage of time listening, observing, and speaking with parents, students, and teachers.
- The administrator compiles such policies, procedures, or practices as appropriate for effective communication to the various school communities into student and/or parent handbooks/manuals.

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

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

#### Identify and list supporting Evidence or Practices:

- Our lead administrator meets weekly with our pastor to discuss church and school matters.
- Regular interactions with the teaching staff occur during staff meetings and on an ongoing, as-needed basis to oversee instructional practices.
- Our lead administrator fosters warm and open relationships with school students and parents.
- Our lead administrator schedules one-on-one meetings with parents, maintaining an "open door" policy to ensure clear lines of communication with parents, guardians, and students.
- A portion of our lead administrator's time is dedicated to observing classrooms, having lunch with students and staff, and interacting with teachers and parents outside of the office.
- Close relationships are maintained with public school officials to stay informed and connected.
- Our administrators prioritize involvement with various church groups and community organizations to maintain open lines of communication and promote our school's mission.

#### Comments:

N/A

### 3B:05: The administrator is engaged in the process of developing and managing the budget.

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

- The administrator is involved in developing and managing the budget, including expenditures.
- The administrator has an overall responsibility to ensure that the budget is managed responsibly, using generally accepted bookkeeping procedures and safeguards.
- The administrator provides leadership in securing funds and resources, which may include individual, private, corporate, and/or governmental sources.
- Funds provided by auxiliary organizations are allocated per governing board policy, in consultation with the school administrator, and regularly audited.

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

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

#### Identify and list supporting Evidence or Practices:

- Our lead administrator is responsible for managing our school budget according to the guidelines outlined in our School Board Policy Manual.
- Our lead administrator's role encompasses securing additional funding and resources from external sources, which has historically involved initiatives such as donation solicitation, grant pursuit, and outreach to individuals.
- Our lead administrator maintains active involvement in overseeing the Parent Teacher League (PTL) funds, ensuring alignment with our school board's directives. This involvement includes overseeing the PTL checkbook, which indicates a level of accountability and financial stewardship.

#### Comments:

In his dual role as the overseer of the entire campus, our campus administrator at Good Shepherd Lutheran Church plays a central role in the development and management of the budget. Collaborating closely with our church treasurer, our administrator takes the lead in drafting the budget, ensuring that it aligns with the financial needs and priorities of the school. This collaborative effort results in a comprehensive budget draft that reflects the shared vision of both the school and the church. Subsequently, the administrator presents the budget draft to both the school board and the church council for review and approval. Ultimately, the budget is presented to the voter's assembly, where it undergoes final scrutiny and approval. Through this process, the administrator demonstrates careful stewardship and transparency, ensuring that financial resources are allocated effectively to support the mission and goals of Good Shepherd Lutheran School.

### 3B:06: The administrator is committed to personal development and the development of staff members.

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

- The administrator provides spiritual leadership for the school community and in the congregation(s) through word and example.
- The administrator is a member of professional organizations.
- The administrator provides leadership in curriculum development, staff development, congregational service, public relations, student evaluation, and other school-related activities.
- Levels of responsibility and accountability are clearly defined. The administrator provides leadership for the implementation of current educational technology, including necessary staff development and training.
- The administrator engages in an ongoing program of professional staff supervision.

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

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

#### Identify and list supporting Evidence or Practices:

- Our administrators foster spiritual leadership within our school community and congregation through verbal communication with the teaching staff.
- All programs developed by teachers for students and parents are mandated to align with Christian principles under our administrator's guidance.
- Our administrators provide our teachers with updated in-service programs to ensure alignment with curriculum standards and Lutheran doctrine. Our administrator also carefully recommends textbooks and supplementary materials to reflect both Oklahoma State Standards and Lutheran teachings.
- Our administrators facilitate continuous staff development throughout the school year.
- Our lead administrator's ongoing public relations campaign targets external organizations, such as the Mid-Del Chamber of Commerce, to articulate our school's mission and role within the community.
- Our lead administrator is responsible for overseeing all school-related activities, including fundraisers and events like the Back to School Bash, Fall Festival, Christmas program, and Family Fun Night.
- Our lead administrator establishes clearly defined levels of responsibility and accountability. He spearheads the implementation of educational technology within our school, including staff training and development.
- Over the past few years, our lead administrator has ensured the effective integration of technology into classrooms, providing wireless connectivity throughout our school and installing new monitors in each classroom.
- Our lead administrator encourages and facilitates participation in recommended conferences and conventions, including those organized by the Oklahoma District and other relevant state conferences.
- Our lead administrator oversees a program of ongoing professional supervision to enhance instructional quality among staff.
- Our administrators walk through teachers' classes and provide ongoing feedback and critique.

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

**A. Are the Required Indicators of Success met for Standard 3B?**

YES

NO

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

The strength of this section lies in the collegial leadership style of our administrators, complemented by the dedicated support of our faculty and staff despite his part-time status. With extensive experience in both teaching and administration, our administrators possess the requisite knowledge, education, and expertise to lead our school effectively. Deeply rooted in Lutheran Christian beliefs, he actively shares his faith with our school, church, and broader community. Demonstrating a solid commitment to our school's mission, our administrators lead by example, instilling our school's goals and objectives into the daily practices of our teachers and students.

**C. Based on the evidence, what are the challenges of the school related to Standard 3B? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.**

N/A

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

STANDARD	RATING
3B:02	3
3B:03	3
3B:04	3
3B:05	4
3B:06	3
Total:	16
Average: (Total ÷ 5)	<b>3.2</b>

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

Section Totals (NOT Averages)	
STANDARD	RATING
3A	15
3B	16
Total:	31
Average: (Total ÷ 10)	<b>3.1</b>