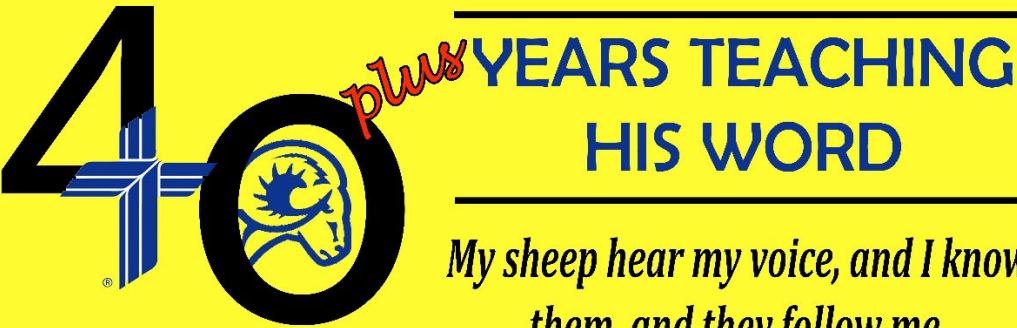


NATIONAL LUTHERAN SCHOOL ACCREDITATION

Evidence-Based Accreditation Self-Study



40 *plus* **YEARS TEACHING
HIS WORD**

*My sheep hear my voice, and I know
them, and they follow me.*
John 10:27

**THE GOOD SHEPHERD
LUTHERAN SCHOOL**

Established 1982

Site Team Visit: April 30 & May 1, 2024

“Led and Fed by the Good Shepherd, Jesus Christ!”

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GENERAL INFORMATION ABOUT THE SCHOOL

1. School

Name: The Good Shepherd Lutheran School
Address: 700 N Air Depot Blvd
City, State, Zip Code: Midwest City, Oklahoma 73110
Phone: (405) 732-0070
Email: schoolsecretary@gslok.org

2. Congregation

Name: The Good Shepherd Lutheran Church
Address: 700 N Air Depot Blvd
City, State, Zip Code: Midwest City, Oklahoma 73110
Phone: (405) 732-2585

3. School Administrators

Name: Mr. Van M Guillotte
Email: van.guillotte@gslsmwc.com
Phone: (405) 732-0070

Name: Mr. Gary J Kuschnereit
Email: luteaprin@aol.com
Phone: (405) 732-0070

4. Pastor

Name: Rev. Ronald L Simpson
Email: pastor@gslok.org
Phone: (405) 732-2585

5. List All Agencies Currently Accrediting the School

- National Lutheran Schools Accreditation (NLSA)
- Oklahoma Department of Education via Oklahoma Private School Accreditation Commission (OPSAC)

6. Attach a list of all Steering Committee and subcommittee members, indicating whether they are teachers, parents, etc.

- Van M Guillotte, Steering Committee – Administrator
- Ronald Simpson, Steering Committee – Pastor
- Royce Junghanns, Steering Committee – School Board Chairperson
- Dana Johnson, Steering Committee – School Teacher
- Gail Marlatt, Steering Committee – Church Member

7. Attach a copy of the school's most recent *LCMS Early Childhood Center and School Statistical Report*.

Community Information

Please attach a recent (within the last three years) copy of an LCEF Demographic Study (this is a free report provided by LCEF. Please contact your LCMS District's LCEF Vice President for the report).

1. Write a brief history of the school.

When Good Shepherd Lutheran Church was organized in November 1949, it intended to open a Christian Day School, but this goal was not realized until 33 years later. In the Fall of 1982, Good Shepherd Lutheran School opened, offering preschool under the leadership of Mr. Tom Christman, DCE. By 1987, the program had grown to preschool through 4th grade. Hence, the voters approved calling a principal and extended a Call to Mr. Gary Kuschnerreit of Burbank, California, to serve as principal/teacher. By adding a grade per year, the program now includes Preschool through 8th grade. Mr. Jeff Klade of Okarche also served as a co-administrator.

In 1985, the voters approved opening an Early Childhood Center to provide care for 6-week-old infants through students in before- and after-school care. In 2001, the congregation built the current Family Life Center, which houses the Early Childhood Center on the first floor and the elementary and middle school on the second floor. The Family Life Center also includes a junior high-size gym, a performance stage, and a commercial kitchen. The preschool and pre-kindergarten classes are housed in a separate building referred to as the Brick Annex.

In 2018, Mr. Van M Guillotte, a current and long-time member of our congregation, was hired as the Campus Administrator for Good Shepherd Lutheran Church. His primary responsibility is the oversight and management of the daily operations of the Church, which includes the missions of the school and Early Childhood Center. The majority of his tenure thus far has been focused on navigating our church and the two missions through the COVID-19 pandemic by focusing on financial stability along with maintaining a safe, healthy environment for our staff and students. Mr. Gary Kuschnerreit, with his extensive background in the education field, is still actively involved with school operations, acting as a consultant for curriculum and other education-related issues.

2. Describe the community surrounding the school.

Midwest City was founded as a military support community in 1942 and is located in Oklahoma County, nine miles east of Oklahoma City. As the metropolis closest to Tinker Air Force Base, the community has residential, commercial, social, spiritual, educational, and recreational resources to serve the needs of one of the largest logistics and support activities in the U.S. Air Force. U.S. Highway 62 cuts through the city's north side from east to west. Interstate Highway 40 passes through the southwest corner of the town before turning east along the common boundary with Tinker AFB. Midwest City is twenty-four and one-half miles square and is contiguous with Oklahoma City, Del City, Spencer, Nicoma Park, and Choctaw.

The impetus for building Midwest City began in 1940 when the U.S. War Department started to expand the U.S. Army Air Corps, constructing air bases around the nation in locations with good year-round flying weather. The announcement that Oklahoma City was a finalist in the competition for a Midwest Air Depot created a rush of real estate speculation. Following hints published in the Daily Oklahoman, C. B. Warr and W. P. (William Paul) "Bill" Atkinson each purchased large tracts of land in the areas where the facility might be created. Atkinson's guess was better. He selected a site directly north of the new facility. He christened his city after the proposed name of the airfield, and when it was later renamed Tinker AFB, the city's name remained unchanged. After conferring with Pentagon officials to ascertain their needs, Atkinson began home construction in April 1942 at the corner of East Trumbull and East Boeing streets. In 1943, he managed to secure all seven hundred building permits allocated to the Oklahoma City region, only to have work stalled by heavy rains and to hear his enterprise derisively referred to as "Mudwest City." In addition to housing, the Air Corps wanted shopping facilities and other amenities. Cement was rationed during the war, and therefore, the city streets were dirt. Only Air Depot Boulevard, the primary thoroughfare, was graveled. Atkinson persuaded Sylvan Goldman, owner of the Humpty Dumpty grocery store chain, to expand his operations to Midwest City. Atkinson built a store to Goldman's specifications. On March 11, 1943, the city was incorporated.

In 1942, Atkinson acquired the services of Seward Mott, director of the Federal Housing Administration's Land Planning Division. By 1946, Mott's idea for an attractive city had developed logically, gaining the attention of the national print and

broadcast media. His use of curvilinear streets, circling roads, and cul-de-sacs in residential neighborhoods, separating them from the straight, broad thoroughfares that efficiently moved traffic from the base to major business locations, became a model for postwar community development. This area is now recognized as the "Original Mile."

Once a highly desirable place to reside from the 1950s through the 1970s, growth has slowed as home buyers are now looking for newer homes in the areas of Edmond, Choctaw, Norman, and Moore. Once highly visible, vehicle traffic along Air Depot Blvd in front of Good Shepherd has declined with the closure of the Heritage Park Mall (½ miles south) and the opening of the Town Centre shopping and entertainment area along I-40 (2 ½ miles south).

Good Shepherd Lutheran School is located within and along the northern boundary of the Mid-Del Public School District. The Crutch Public School District boundary is ½ miles north of Good Shepherd, and the Oklahoma City Public School District boundary is ¾ miles northeast of our location.

3. List other significant information or factors that affect the school, its population, and its environment.

The following statistics taken are from the 2022 US Census Bureau American Community Survey and are the statistics for the area that is within a five (5) mile radius of Good Shepherd Lutheran School:

• Population	114,052
○ White	47%
○ Black	29%
○ Hispanic	11%
○ American Indian	2%
○ Asian	2%
○ Two or more races	8%
○ Other	1%
• Households	46,239
• Median Household Income	\$51,581
○ Families in Poverty	16%
• Household Income	
○ Less than \$25,000	24%
○ \$25,000 to \$49,999	25%
○ \$50,000 to \$74,999	19%
○ \$75,000 to \$99,999	13%
○ More than \$100,000	19%
• Employment Status	
○ In the labor force	62%
○ Not in the labor force (i.e., retired, disabled, etc.)	38%
• Education Attained (25 & Older)	
○ No High School Diploma	10%
○ High School Diploma or GED	32%
○ Some College	27%
○ Associate’s Degree	10%
○ Bachelor’s Degree	14%
○ Master’s Degree or Higher	6%
• Housing Units	
○ Owner Occupied	55%
○ Renter Occupied	45%

- Households
 - Married couples with children 35%
 - Single males with children 2%
 - Single females with children 11%
- Selected Age Groups
 - 5 to 9 years 6%
 - 10 to 14 years 8%
- Other Christian Schools within the five (5) mile radius 7

School Enrollment Information

1. What is the total current school enrollment?

- Preschool through 8th grade has an enrollment of 95 students.

2. Review the responses on the *LCMS Early Childhood Center and School Statistical Report* regarding the number of students per grade, the number of special education students, the students' church membership, and the students' race. Then, comment on any features of the school's current enrollment that reveal significant or unusual information.

3. How many children attend the supporting congregation(s)?

Age	Number of Children
0	0
1	0
2	0
3	0
4	0
5	1
6	1
7	0
8	0
9	1
10	1
11	0
12	0
13	0
14	0
15	0
16	0
17	0
18	0
Total:	4

4. List the projected enrollment for each of the next five years and the basis for these projections.

School Year	Projected Enrollment	Rationale for projected enrollment
2024 – 2025	101	Goal to Increase enrollment by 6%
2025 – 2026	107	Goal to Increase enrollment by 6%
2026 – 2027	114	Goal to Increase enrollment by 6%
2027 – 2028	121	Goal to Increase enrollment by 6%
2028 – 2029	128	Maximum Enrollment

5. Comment on the maximum number of children eligible to be enrolled, considering space limitations. Discuss any significant or unusual features of this information.

The maximum number of students enrolled is 128. The breakdown for our classes is as follows:

- Preschool ½ day two days a week – 16 students
- Preschool ½ day three days a week – 16 students
- Prekindergarten – 16 students
- Kindergarten – 16 students
- 1st Grade/2nd Grade – 16 students
- 3rd Grade/4th Grade – 16 students
- 5th Grade/6th Grade – 16 students
- 7th Grade/8th Grade – 16 students

Grades 1st through 8th are combined with two grade levels per classroom per teacher. We are currently limited to 128 students because of space available. The American Federation of Teachers (AFT) recommends between 13 and 17 students per classroom, with a good number to target of 15. The AFT states that any number of students over the target impedes the learning process to the detriment of the students.

Staff Information – Teachers and Administrators

Teachers and Administrators

(Please complete a separate page(s) of information for EACH teacher.)

1. **Faculty Member:** Van M Guillotte - Administrator

2. **Academic degrees held:**

<u>Degree</u>	<u>Institution</u>
BA – Administration (Major)	University of Central Oklahoma – Edmond, Oklahoma
Business (Minor)	

3. **Academic credit and continuing education units earned over the last four years:**

<u>Course</u>	<u>Institution</u>	<u>Graduate Hours</u>	<u>College Degree(s)</u>
CE – Oklahoma District School Conferences (2020 – 2024)			
CE – Texas Computer Education Conferences (2020 – 2021)			
CE – Herzog Foundation Conferences (2024)			

4. **Teaching or school administration experience:**

<u>School Name</u>	<u>Location</u>	<u>Dates</u>
Oklahoma Highway Patrol Academy	Oklahoma City, Oklahoma	Jul 1989 – Jan 2011
Moore Public Schools	Moore, Oklahoma	Aug 2014 – May 2018
Good Shepherd Lutheran School	Midwest City, Oklahoma	May 2018 – Current

5. **Current participation in congregational activities:**

<u>Responsibility</u>	<u>Participation</u>
Member	Attends worship services
Past Congregational President	Still assists in the historical context of previous decisions made by the Church Council.
Campus Administrator	Participate in various meetings in an advisory capacity.

6. **Current membership in professional organizations:**

<u>Organization Name</u>	<u>Area of Focus</u>
Lutheran Education Association	Education
Texas Computer Education Association	Technology
Midwest City Chamber of Commerce	Community

7. **Current teaching license(s) held:**

<u>Certificate(s)</u>	<u>Expiration Date</u>
Emergency Educator Certificate	May 2018

Teachers and Administrators

(Please complete a separate page(s) of information for EACH teacher.)

1. **Faculty Member:** Gary J Kuschneireit – Administrator/Principal Emeritus

2. **Academic degrees held:**

Degree

AA - PreEd

BA – Education

MA – Curriculum

M.Ed. – School Administration

Institution

St. John’s College – Winfield, Kansas

Concordia Nebraska – Seward, Nebraska

Cal State University – Northridge, California

University of Central Oklahoma – Edmond, Oklahoma

3. **Academic credit and continuing education units earned over the last four years:**

Course

Institution

Graduate Hours

College Degree(s)

CE – Oklahoma District School Conferences (2020 – 2024)

4. **Teaching or school administration experience:**

School Name

Location

Dates

First Lutheran School

Burbank, California

Aug 1972 – May 1987

Good Shepherd Lutheran School

Midwest City, Oklahoma

Aug 1987 – May 1999

Trinity Lutheran School

Norman, Oklahoma

Aug 1999 – May 2000

Good Shepherd Lutheran School

Midwest City, Oklahoma

Aug 2000 – Present

5. **Current participation in congregational activities:**

Responsibility

Participation

Member

Attends worship services

Assistant

Vacation Bible School

6. **Current membership in professional organizations:**

Organization Name

Area of Focus

Lutheran Education Association

Education

7. **Current teaching license(s) held:**

Certificate(s)

Expiration Date

Elementary School Administrator

OSAT Secondary Mathematics

OSAT Algebra I & II

Lutheran Teaching Certificate

Teachers and Administrators

(Please complete a separate page(s) of information for EACH teacher.)

1. **Faculty Member:** Lynn Cunningham – Individual Instruction Teacher

2. **Academic degrees held:**

Degree

BA – Elementary Education

Institution

Concordia University – St Paul

3. **Academic credit and continuing education units earned over the last four years:**

Course

Institution

Graduate Hours

College Degree(s)

CE – Oklahoma District School Conferences (2020 – 2024)

CE – Texas Computer Education Conferences (2020 – 2021)

4. **Teaching or school administration experience:**

School Name

Location

Dates

Good Shepherd Lutheran School

Midwest City, Oklahoma

Aug 1987 – Present

5. **Current participation in congregational activities:**

Responsibility

Participation

Member

Attends worship services

Assistant

Vacation Bible School

Member

Church Choir

Member

LWML

Assist

Annual Golf Benefit

6. **Current membership in professional organizations:**

Organization Name

Area of Focus

Lutheran Education Association

Education

Texas Computer Education Association

Technology

7. **Current teaching license(s) held:**

Certificate(s)

Expiration Date

Oklahoma Teacher Certificate

May 2025

Lutheran Teaching Certificate

N/A

Teachers and Administrators

(Please complete a separate page(s) of information for EACH teacher.)

1. **Faculty Member:** Grace Rohwer – 3rd Grade/4th Grade Teacher

2. **Academic degrees held:**

Degree

BA – Elementary Education

Institution

Concordia University Irvine – Christ College

3. **Academic credit and continuing education units earned over the last four years:**

Course

Institution

Graduate Hours

College Degree(s)

CE – Oklahoma District School Conferences (2023 – 2024)

4. **Teaching or school administration experience:**

School Name

Location

Dates

Peace Lutheran School

Shelby Township, Michigan

Aug 2008 – May 2019

Good Shepherd Lutheran School

Midwest City, Oklahoma

Aug 2023 – Present

5. **Current participation in congregational activities:**

Responsibility

Participation

Assistant

Vacation Bible School

Grace is the spouse of a Lutheran pastor, and her time is spent primarily with their membership congregation in Bethany, Oklahoma. She has volunteered for many activities with our congregation if there is not a conflict with her home church.

6. **Current membership in professional organizations:**

Organization Name

Area of Focus

Lutheran Education Association

Education

7. **Current teaching license(s) held:**

Certificate(s)

Expiration Date

Lutheran Teaching Certificate

N/A

Teachers and Administrators

(Please complete a separate page(s) of information for EACH teacher.)

1. **Faculty Member:** Latreese Mathenge – 1st Grade/2nd Grade Teacher

2. **Academic degrees held:**

Degree

BA – Elementary Education

BA – Liberal Arts Studies

Institution

Langston University, Langston, Oklahoma

Langston University, Langston, Oklahoma

3. **Academic credit and continuing education units earned over the last four years:**

Course

Institution

Graduate Hours

College Degree(s)

CE – Oklahoma District School Conferences (2023 – 2024)

4. **Teaching or school administration experience:**

School Name

Location

Dates

Oklahoma City Public Schools

Oklahoma City, Oklahoma

Aug 2013 – May 2023

Good Shepherd Lutheran School

Midwest City, Oklahoma

Aug 2023 – Present

5. **Current participation in congregational activities:**

Responsibility

Participation

Assistant

Vacation Bible School

6. **Current membership in professional organizations:**

Organization Name

Area of Focus

Lutheran Education Association

Education

7. **Current teaching license(s) held:**

Certificate(s)

Expiration Date

Oklahoma Educator Certificate

2023 – Currently In the process of renewal

Teachers and Administrators

(Please complete a separate page(s) of information for EACH teacher.)

1. **Faculty Member:** Brian Tidwell – Music Teacher

2. **Academic degrees held:**

Degree

BA – Music

BA – Music Theory and Comp

Institution

Oklahoma City University – Oklahoma City, Oklahoma

Eastman School – Rochester, New York

3. **Academic credit and continuing education units earned over the last four years:**

Course

Institution

Graduate Hours

College Degree(s)

4. **Teaching or school administration experience:**

School Name

Location

Dates

Edmond Public Schools

Edmond, Oklahoma

Aug 2005 – May 2023

Good Shepherd Lutheran School

Midwest City, Oklahoma

Aug 2023 – Present

5. **Current participation in congregational activities:**

Responsibility

Participation

Music Director

Plays Organ/Piano during weekly worship service, leads the vocal choir, and leads the bell choir

6. **Current membership in professional organizations:**

Organization Name

Area of Focus

Lutheran Education Association

Education

7. **Current teaching license(s) held:**

Certificate(s)

Expiration Date

Oklahoma Educator Certificate

2023 – Currently in the process of renewal

Teachers and Administrators

(Please complete a separate page(s) of information for EACH teacher.)

1. **Faculty Member:** Samantha Johnson – Preschool Teacher

2. **Academic degrees held:**

<u>Degree</u>	<u>Institution</u>
AA – Pre-Education	Rose State College, Midwest City, Oklahoma

3. **Academic credit and continuing education units earned over the last four years:**

<u>Course</u>	<u>Institution</u>	<u>Graduate Hours</u>	<u>College Degree(s)</u>
CE – Oklahoma District School Conferences (2022 – 2024)			

4. **Teaching or school administration experience:**

<u>School Name</u>	<u>Location</u>	<u>Dates</u>
Good Shepherd Lutheran School	Midwest City, Oklahoma	Aug 2022 – Present

5. **Current participation in congregational activities:**

<u>Responsibility</u>	<u>Participation</u>
Assistant	Vacation Bible School

6. **Current membership in professional organizations:**

<u>Organization Name</u>	<u>Area of Focus</u>
Lutheran Education Association	Education

7. **Current teaching license(s) held:**

<u>Certificate(s)</u>	<u>Expiration Date</u>
-----------------------	------------------------

Teachers and Administrators

(Please complete a separate page(s) of information for EACH teacher.)

1. **Faculty Member:** Alesha Baumann – Prekindergarten Teacher

2. **Academic degrees held:**

Degree

AA – Pre-Education

Institution

Rose State College, Midwest City, Oklahoma

3. **Academic credit and continuing education units earned over the last four years:**

Course

Institution

Graduate Hours

College Degree(s)

CE – Oklahoma District School Conferences (2022 – 2024)

4. **Teaching or school administration experience:**

School Name

Location

Dates

Good Shepherd Lutheran Early Childhood

Midwest City, Oklahoma

Aug 2005 – Aug 2020

Good Shepherd Lutheran School

Midwest City, Oklahoma

Aug 2020 – Present

5. **Current participation in congregational activities:**

Responsibility

Participation

Assistant

Vacation Bible School

6. **Current membership in professional organizations:**

Organization Name

Area of Focus

Lutheran Education Association

Education

7. **Current teaching license(s) held:**

Certificate(s)

Expiration Date

Early Childhood Certification

Teachers and Administrators

(Please complete a separate page(s) of information for EACH teacher.)

1. **Faculty Member:** Dana Johnson – Kindergarten Teacher

2. **Academic degrees held:**

<u>Degree</u>	<u>Institution</u>
AA – Pre-Education	Georgia Military Academy – Kings Bay Base, Georgia

3. **Academic credit and continuing education units earned over the last four years:**

<u>Course</u>	<u>Institution</u>	<u>Graduate Hours</u>	<u>College Degree(s)</u>
CE – Oklahoma District School Conferences (2020 – 2024)			

4. **Teaching or school administration experience:**

<u>School Name</u>	<u>Location</u>	<u>Dates</u>
Mid-Del Public Schools	Midwest City, Oklahoma	Aug 2010 – May 2025
Good Shepherd Lutheran School	Midwest City, Oklahoma	Aug 2015 – Present

5. **Current participation in congregational activities:**

<u>Responsibility</u>	<u>Participation</u>
Member	Attends worship services
Coordinator	Vacation Bible School
Member	LWML
Coordinator	Children’s Sunday School
Coordinator	Children’s Church
Member	Alter Guild
Member	Evangelism Committee

6. **Current membership in professional organizations:**

<u>Organization Name</u>	<u>Area of Focus</u>
Lutheran Education Association	Education

7. **Current teaching license(s) held:**

<u>Certificate(s)</u>	<u>Expiration Date</u>
-----------------------	------------------------

Teachers and Administrators

(Please complete a separate page(s) of information for EACH teacher.)

1. **Faculty Member:** Belinda Harke – 5th Grade/6th Grade Teacher

2. **Academic degrees held:**

Degree

AA – Pre-Education

Institution

Rose State College – Midwest City, Oklahoma

3. **Academic credit and continuing education units earned over the last four years:**

Course

Institution

Graduate Hours

College Degree(s)

CE – Oklahoma District School Conferences (2020 – 2024)

CE – Texas Computer Education Conferences (2020 – 2021)

4. **Teaching or school administration experience:**

School Name

Good Shepherd Lutheran School

Location

Midwest City, Oklahoma

Dates

Aug 2016 – Present

5. **Current participation in congregational activities:**

Responsibility

Member

Assistant

Participation

Attends worship service

Vacation Bible School

6. **Current membership in professional organizations:**

Organization Name

Lutheran Education Association

Texas Computer Education Association

Area of Focus

Education

Technology

7. **Current teaching license(s) held:**

Certificate(s)

Expiration Date

Teachers and Administrators

(Please complete a separate page(s) of information for EACH teacher.)

1. **Faculty Member:** Kerriona Carson – 7th Grade/8th Grade Teacher

2. **Academic degrees held:**

Degree

AA – Pre-Education

Institution

Rose State College, Midwest City, Oklahoma

3. **Academic credit and continuing education units earned over the last four years:**

Course

Institution

Graduate Hours

College Degree(s)

CE – Oklahoma District School Conferences (2022 – 2024)

4. **Teaching or school administration experience:**

School Name

Location

Dates

Good Shepherd Lutheran Early Childhood

Midwest City, Oklahoma

Aug 2006 – Aug 2022

Good Shepherd Lutheran School

Midwest City, Oklahoma

Aug 2022 – Present

5. **Current participation in congregational activities:**

Responsibility

Participation

Assistant

Vacation Bible School

6. **Current membership in professional organizations:**

Organization Name

Area of Focus

Lutheran Education Association

Education

7. **Current teaching license(s) held:**

Certificate(s)

Expiration Date

Early Childhood Certification

Staff Information – Support Staff

Support Staff (administrative assistant, bus driver, childcare, etc.)

(Please complete one sheet for ALL support staff.)

<u>Name</u>	<u>Function</u>	<u>Hours Per Week</u>	<u>Years at School</u>
Giselle King	Business Manager	40	27
Stephanie Dodd	Teacher Assistant	40	19
Valnita Pearson	Childcare Director	40	6
Shamika Smith	Food Service Manager	40	3
Breona Raines	Food Service Cook	40	2
Jamesetta Ward	Food Service Assistant	20	2
DeShaun Atkins	Custodian	20	1
Glenn Smith	Custodian	20	1

Information About Supplemental Services

Describe the nature and use of each supplemental service received from an outside agency. Include curriculum aids, materials for instruction (e.g., library materials, courses of study, audio-visual aids), testing and guidance services, health services, services relative to school attendance, transportation, and custodial services.

Describe supplemental services in the space below:

Mid-Del Public Schools

Sooner Start Child Find Program – This program is a public awareness activity to locate, evaluate, and identify children ages 3 through 21 years of age who are suspected of having disabilities and may need special education and related services defined under the Individuals with Disabilities Education Act (IDEA).

The program lists 13 different disability categories under which a student may be eligible for services. The disability categories listed on IDEA are:

- Autism
- Deaf-Blindness
- Hearing Impairment, including Deafness
- Emotional Disturbance
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disabilities
- Speech or Learning Disability
- Traumatic Brain Injury
- Visual Impairment, including Blindness
- Developmental Delays

They will provide appropriate testing and observation to determine the needs of a child. They will also provide any resources needed to help a child.

Vizavance

Vision Testing – Required by state law for Kindergarten, 1st, and 3rd grades.

Surveys for School Constituents

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

A school may import the questions into an online/electronic instrument of choice and administer them to the groups as part of the needs assessment process. Additional questions may be added to the survey, but NLSA survey questions may not be modified or removed. Scoring and narrative reflection of survey results for each survey are to be prepared and included in the Self-Study.

In the survey analysis:

- For each survey administered, answer whether the minimum response rate goal (Faculty – 80%, Students – 40%, Board – 80%, Parents – 20%) was met for each group; any trends in the comments concerning the administration of the surveys; and any trends that were significant to address.
- Discuss each constituent's group results. Address noted strengths, areas for improvement, variances between the groups, variations over time (if applicable), and plans to address any scores that are lower than expected.
- Discuss how the results confirm or conflict with other feedback measures the school has collected. These could be focus groups, informal surveys, classroom evaluations, etc.
- Provide evidence of how survey data has been analyzed and used to adjust instruction, the school environment, or other aspects of the school program for the past three years (if applicable).
- Discuss how constituent feedback has helped further the mission of the school over the past three years.

*Surveys are available to download on the NLSA page of Luthed.org.

Summarize the survey information on the next page.

NLSA Survey Reporting

Surveying constituents is of paramount importance in the context of national Lutheran school accreditation for several reasons. First and foremost, it serves as a crucial feedback mechanism, allowing schools to gauge the perceptions, needs, and expectations of their key stakeholders, including students, parents, teachers, and community members. This feedback offers invaluable insights into the school's strengths and areas needing improvement, aligning it more closely with the mission and educational goals of the Lutheran Church. Furthermore, accreditation bodies often require evidence of engagement with constituents as a measure of the school's commitment to continuous improvement and accountability. Ultimately, involving constituents in the accreditation process fosters transparency, fosters a sense of ownership and community, and empowers schools to provide a high-quality, faith-based education that meets the evolving needs of their students and the broader community.

How to Calculate Net Promoter Score

To calculate a Net Promoter Score (NPS) using a scale of 1 to 10, follow these steps:

Categorize Responses

- Promoters (Score 9-10): These are your loyal customers who are highly satisfied and likely to recommend your business.
- Passives (Score 7-8): These customers are somewhat satisfied but not enthusiastic promoters.
- Detractors (Score 1-6): These are dissatisfied customers who may have had a negative experience with your product or service.

Calculate the NPS

- Subtract the percentage of detractors from the percentage of promoters. The formula is:
 - $NPS = (\text{Percentage of Promoters} - \text{Percentage of Detractors}) \times 100$
- For example, if 30% of respondents are promoters and 20% are detractors, your NPS would be 10 ($30\% - 20\% = 10$).

Interpret Your Score

- NPS can range from -100 (all detractors) to +100 (all promoters).
- A positive score indicates more promoters than detractors, which is generally considered a good sign.
- A higher NPS indicates stronger customer loyalty and satisfaction. Continuously track NPS to measure changes in customer sentiment and improve your product or service accordingly.

Parent/Guardian Survey

Number of Parents Surveys Sent Out: **92**

Number of Parent Surveys Returned: **10**

Fill out the table below with the total number in each category:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Lutheran Education	0	0	3	16	31
Education Quality	0	0	8	9	43
Leadership	0	0	7	31	82
Communication	0	2	9	16	33
Relationships	0	0	4	31	55
Facilities	0	0	4	13	23
Finance	0	0	11	11	38

School Recommendation Net Promoter Score: **90**

Effective Teacher Net Promoter Score: **100**

Teacher Survey

Number of Teacher Surveys Sent Out: **7**

Number of Teacher Surveys Returned: **7**

Fill out the table below with the total number in each category:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Lutheran Education	0	0	0	3	32
Education Quality	0	0	0	10	32
Leadership	0	0	0	12	72
Communication	0	0	0	6	36
Relationships	0	0	0	12	51
Facilities	0	0	0	5	23
Finance	0	0	1	6	35

School Recommendation Net Promoter Score: **100**

Student Survey (Grades 4-12)

Number of Student Surveys Sent Out: **17**

Number of Student Surveys Returned: **11**

Fill out the table below with the total number in each category:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Lutheran Education	1	1	8	15	30
Education Quality	0	3	8	14	41
Leadership	2	6	8	32	73
Communication	0	3	3	23	37
Relationships	0	4	6	26	63
Facilities	0	1	3	13	27

Effective Teacher Net Promoter Score: **100**

Board Survey

Number of Board Member Surveys Sent Out: **6**

Number of Board Member Surveys Returned: **4**

Fill out the table below with the total number in each category:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Lutheran Education	0	0	5	15	0
Education Quality	0	0	10	14	0
Leadership	0	0	10	37	1
Communication	0	1	8	15	0
Relationships	0	0	7	21	8
Facilities	0	0	1	17	6

School Recommendation Net Promoter Score: **100**

Effective Teacher Net Promoter Score: **100**

Required Evidence

- LCMS Early Childhood Center and School Statistics Summary Report

Potential Evidence

- Parent/Guardian Detailed Survey Results
- Teacher Detailed Survey Results
- Student Detailed Survey Results
- Board Detailed Survey Results

2024 EARLY CHILDHOOD CENTER AND SCHOOL STATISTICS SUMMARY REPORT

School Name: Good Shepherd Lutheran School
 Address: 700 N AIR DEPOT BLVD
 City, State, Zip: MIDWEST CITY, OK, 73110-3763

THE LUTHERAN CHURCH—MISSOURI SYNOD
 School Ministry Office
 2023-2024
Early Childhood and School Statistical Report

ENROLLMENT BY GRADE

Number of Students:	Childcare	Preschool		Kindergarten		1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
		Half Day	Full Day	Half Day	Full Day												
	52	19	15	0	15	14	6	7	4	5	6	3	1	0	0	0	0
Total School Enrollment:																	147

CAPACITY

- 130 Number of maximum enrollment your school could have with no empty seats:
- 0 Number of children who applied but could not be admitted this fall due to space limitations:

EARLY CHILDHOOD ENROLLMENT BY AGE

Number of Children:	Age 0	Age 1	Age 2	Age 3	Age 4	Age 5
	12	14	26	0	0	0
Total Early Childhood Enrollment:						52

ENROLLMENT BY ETHNIC ORIGIN

	Early Childhood	K-8	9-12
American Indian or Alaska Native*:	8	2	
Asian*:	2	0	
Black or African American*:	41	37	
Hispanic or Latino (regardless of race):	7	7	
White*:	20	13	
Two or More Races:	8	2	
Native Hawaiian or Other Pacific Islander*:	0	0	
Other*:	0	0	

*Not of Hispanic or Latino origin

ENROLLMENT BY CHURCH MEMBERSHIP OF STUDENTS

	Early Childhood	K-8	9-12
Operating/Member LCMS Congregation(s):	2	5	
Other LCMS Congregation(s):	0	0	
Other Lutheran Congregation(s):	0	0	
Non-Lutheran Congregation(s):	38	16	
No Church Membership:	46	40	

2024 EARLY CHILDHOOD CENTER AND SCHOOL STATISTICS SUMMARY REPORT

STUDENT TUITION INFORMATION

Please only include whole numbers. If different or multiple tuitions are charged at each grade level indicated below, please state the highest tuition charged at each level. Enter tuition amount for the whole school year. If tuition is charged monthly or weekly, calculate what the total cost would be for the school year and enter that amount.

	Early Childhood	Kindergarten Half Day	Kindergarten Full Day	Grades 1-3	Grades 4-6	Grades 7-8	High School
Member:	\$7,500	\$	\$7,500	\$7,500	\$7,500	\$7,500	\$
Non-Member:	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$

SCHOOL FINANCIAL SUPPORT

Estimate the percentage of your total financial support by source. Do not include decimals. Only include whole numbers.

Congregation/Association Support			Tuition/Fees		Other Sources	TOTAL
<input style="width: 40px; text-align: center;" type="text" value="14%"/>	+		<input style="width: 40px; text-align: center;" type="text" value="82%"/>	+	<input style="width: 40px; text-align: center;" type="text" value="4%"/>	= 100%

BEFORE AND AFTER SCHOOL PROGRAMS

Indicate your current programs at your Lutheran school or preschool. If you do not have one of these programs listed below, select "No" for each negative answer. A "Year-Round Program" is a program for the education of students which extends through all twelve months of the year (Preschool, Elementary, or HS).

	Yes	No
Before School Program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
After School Program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Year-Round Program?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

CONGREGATION PARTICIPATION

- Number of children who attended your school who were baptized during the past school year:
- Number of adults whose child(ren) attended your school who transferred from another LCMS congregation to the sponsoring congregation(s) during the past school year:
- Number of adults whose child(ren) attended your school who joined The Lutheran Church—Missouri Synod through baptism and/or confirmation during the past school year:
- Total number of children of school age (infant - grade 12) presently in your operating/member congregations:

PARENT/GUARDIAN DETAILED SURVEY RESULTS

Lutheran Education

1. It is easy to see that the school's focus is on Jesus Christ.
6 = Strongly Agree **4 = Agree** *0 = Neither Agree nor Disagree* *0 = Disagree* *0 = Strongly Disagree*
2. The school provides ample opportunities for students to put "faith in action."
5 = Strongly Agree **4 = Agree** **1 = Neither Agree nor Disagree** *0 = Disagree* *0 = Strongly Disagree*
3. The school is Gospel-centered, a place of prayer, forgiveness, and reconciliation.
6 = Strongly Agree **3 = Agree** **1 = Neither Agree nor Disagree** *0 = Disagree* *0 = Strongly Disagree*
4. It is obvious to visitors that this is a Lutheran-Christian school.
7 = Strongly Agree **3 = Agree** *0 = Neither Agree nor Disagree* *0 = Disagree* *0 = Strongly Disagree*
5. The school's purpose is clear; the school is accomplishing its mission.
7 = Strongly Agree **2 = Agree** **1 = Neither Agree nor Disagree** *0 = Disagree* *0 = Strongly Disagree*

Education Quality

1. Students are well prepared for the next level of education (elementary, middle school, high school, college).
6 = Strongly Agree **3 = Agree** **1 = Neither Agree nor Disagree** *0 = Disagree* *0 = Strongly Disagree*
2. The teachers are effective educators (skills, abilities).
8 = Strongly Agree *0 = Agree* **2 = Neither Agree nor Disagree** *0 = Disagree* *0 = Strongly Disagree*
3. The quality of education is consistently good at each grade level.
8 = Strongly Agree *0 = Agree* **2 = Neither Agree nor Disagree** *0 = Disagree* *0 = Strongly Disagree*
4. The teachers engage in appropriate and effective integration and use of technology.
7 = Strongly Agree **1 = Agree** **2 = Neither Agree nor Disagree** *0 = Disagree* *0 = Strongly Disagree*
5. Programs and curriculum meet the needs of students.
7 = Strongly Agree **3 = Agree** *0 = Neither Agree nor Disagree* *0 = Disagree* *0 = Strongly Disagree*
6. The school consistently provides and implements a plan for improving student learning.
7 = Strongly Agree **2 = Agree** **1 = Neither Agree nor Disagree** *0 = Disagree* *0 = Strongly Disagree*

Leadership

1. The school principal is doing a good job.
6 = Strongly Agree **2 = Agree** **2 = Neither Agree nor Disagree** *0 = Disagree* *0 = Strongly Disagree*
2. The school has an effective Board.
7 = Strongly Agree **2 = Agree** **1 = Neither Agree nor Disagree** *0 = Disagree* *0 = Strongly Disagree*
3. The pastor demonstrates support for the school in words and actions.
6 = Strongly Agree **3 = Agree** **1 = Neither Agree nor Disagree** *0 = Disagree* *0 = Strongly Disagree*
4. The principal is the "leader" of the school in words and actions.
7 = Strongly Agree **2 = Agree** **1 = Neither Agree nor Disagree** *0 = Disagree* *0 = Strongly Disagree*
5. The pastor and principal work together for effective leadership in church and school.
7 = Strongly Agree **3 = Agree** *0 = Neither Agree nor Disagree* *0 = Disagree* *0 = Strongly Disagree*
6. The school operates responsibly and functions effectively.
7 = Strongly Agree **3 = Agree** *0 = Neither Agree nor Disagree* *0 = Disagree* *0 = Strongly Disagree*
7. The school has established high expectations for students in all classes.
7 = Strongly Agree **3 = Agree** *0 = Neither Agree nor Disagree* *0 = Disagree* *0 = Strongly Disagree*
8. The school provides opportunities for parents to be involved appropriately at the school.
10 = Strongly Agree *0 = Agree* *0 = Neither Agree nor Disagree* *0 = Disagree* *0 = Strongly Disagree*
9. The school principal is a leader in growth and improvement.
7 = Strongly Agree **3 = Agree** *0 = Neither Agree nor Disagree* *0 = Disagree* *0 = Strongly Disagree*
10. The teachers are accepting of a growth mindset.
6 = Strongly Agree **4 = Agree** *0 = Neither Agree nor Disagree* *0 = Disagree* *0 = Strongly Disagree*

PARENT/GUARDIAN DETAILED SURVEY RESULTS

11. The school does strategic planning for school improvement.
7 = Strongly Agree **2 = Agree** **1 = Neither Agree nor Disagree** 0 = Disagree 0 = Strongly Disagree
12. School is knowledgeable of education trends and implements change when it meets the school's purpose.
5 = Strongly Agree **4 = Agree** **1 = Neither Agree nor Disagree** 0 = Disagree 0 = Strongly Disagree

Communication

1. School policies and procedures are well-defined and followed.
6 = Strongly Agree **2 = Agree** **2 = Neither Agree nor Disagree** 0 = Disagree 0 = Strongly Disagree
2. The school has effective PR, marketing, and social media.
5 = Strongly Agree **3 = Agree** **2 = Neither Agree nor Disagree** 0 = Disagree 0 = Strongly Disagree
3. The school effectively communicates school news to the congregation.
6 = Strongly Agree **3 = Agree** 0 = Neither Agree nor Disagree **1 = Disagree** 0 = Strongly Disagree
4. School policy and news are effectively communicated to parents.
6 = Strongly Agree **3 = Agree** 0 = Neither Agree nor Disagree **1 = Disagree** 0 = Strongly Disagree
5. School policies and news are effectively communicated to teachers and staff.
6 = Strongly Agree **3 = Agree** **1 = Neither Agree nor Disagree** 0 = Disagree 0 = Strongly Disagree
6. The school has an effective student recruitment and retention plan.
4 = Strongly Agree **2 = Agree** **4 = Neither Agree nor Disagree** 0 = Disagree 0 = Strongly Disagree

Relationships

1. Church and school staff get along well with each other.
5 = Strongly Agree **3 = Agree** **2 = Neither Agree nor Disagree** 0 = Disagree 0 = Strongly Disagree
2. The principal and school staff have a healthy team ministry.
5 = Strongly Agree **5 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
3. Teachers and parents work well together in training and educating children.
6 = Strongly Agree **4 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
4. Conflicts (staff, parents, students) are resolved in a Christian manner.
6 = Strongly Agree **4 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
5. Church members view the school as a vital ministry of the church.
5 = Strongly Agree **4 = Agree** **1 = Neither Agree nor Disagree** 0 = Disagree 0 = Strongly Disagree
6. The sponsoring congregation celebrates the school and supports it in tangible ways.
7 = Strongly Agree **3 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
7. The school is known and respected in the community.
7 = Strongly Agree **3 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
8. School personnel are approachable and receptive to parental questions and concerns.
7 = Strongly Agree **3 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
9. Students relate appropriately with teachers and peers.
7 = Strongly Agree **2 = Agree** **1 = Neither Agree nor Disagree** 0 = Disagree 0 = Strongly Disagree

Facilities

1. School facilities are adequate, clean, and in good condition.
5 = Strongly Agree **4 = Agree** **1 = Neither Agree nor Disagree** 0 = Disagree 0 = Strongly Disagree
2. School adequately invests in maintenance and upgrades.
5 = Strongly Agree **3 = Agree** **2 = Neither Agree nor Disagree** 0 = Disagree 0 = Strongly Disagree
3. The building and grounds provide a safe learning environment.
8 = Strongly Agree **2 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
4. School facilities (buildings, gyms, fields) are at or above level to meet the needs of the students.
5 = Strongly Agree **4 = Agree** **1 = Neither Agree nor Disagree** 0 = Disagree 0 = Strongly Disagree

PARENT/GUARDIAN DETAILED SURVEY RESULTS

Finance

1. School demonstrates good financial management.
7 = Strongly Agree **1 = Agree** **2 = Neither Agree nor Disagree** 0 = Disagree 0 = Strongly Disagree
2. The school seeks appropriate fundraising support.
7 = Strongly Agree **2 = Agree** **1 = Neither Agree nor Disagree** 0 = Disagree 0 = Strongly Disagree
3. The congregation provided sufficient financial support for the school
5 = Strongly Agree **5 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
4. Salaries and benefits provide adequate compensation.
5 = Strongly Agree 0 = Agree **5 = Neither Agree nor Disagree** 0 = Disagree 0 = Strongly Disagree
5. School tuition rate is appropriate for the community.
6 = Strongly Agree **2 = Agree** **2 = Neither Agree nor Disagree** 0 = Disagree 0 = Strongly Disagree
6. School tuition rate reflects the school's education and co-curricular programs.
8 = Strongly Agree **1 = Agree** **1 = Neither Agree nor Disagree** 0 = Disagree 0 = Strongly Disagree

On a scale of 1 to 10, with 10 being the highest, how likely are you to recommend the school to others?

0 = 1 0 = 2 0 = 3 0 = 4 0 = 5 0 = 6 **1 = 7** 0 = 8 **1 = 9** **8 = 10**

On a scale of 1 to 10, with 10 being the highest, my child's teacher is an effective teacher.

0 = 1 0 = 2 0 = 3 0 = 4 0 = 5 0 = 6 0 = 7 0 = 8 0 = 9 **10 = 10**

TEACHER DETAILED SURVEY RESULTS

Lutheran Education

1. It is easy to see that the school's focus is on Jesus Christ.
7 = Strongly Agree 0 = Agree 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
2. The school provides ample opportunities for students to put "faith in action."
7 = Strongly Agree 0 = Agree 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
3. The school is Gospel-centered, a place of prayer, forgiveness, and reconciliation.
5 = Strongly Agree **2 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
4. It is obvious to visitors that this is a Lutheran-Christian school.
7 = Strongly Agree 0 = Agree 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
5. The school's purpose is clear; the school is accomplishing its mission.
6 = Strongly Agree **1 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree

Education Quality

1. Students are well prepared for the next level of education (elementary, middle school, high school, college).
5 = Strongly Agree **2 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
2. The teachers are effective educators (skills, abilities).
6 = Strongly Agree **1 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
3. The quality of education is consistently good at each grade level.
5 = Strongly Agree **2 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
4. The teachers engage in appropriate and effective integration and use of technology.
5 = Strongly Agree **2 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
5. Programs and curriculum meet the needs of students.
5 = Strongly Agree **2 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
6. The school consistently provides and implements a plan for improving student learning.
6 = Strongly Agree **1 = Agree** = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree

Leadership

1. The school principal is doing a good job.
6 = Strongly Agree **1 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
2. The school has an effective Board.
6 = Strongly Agree **1 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
3. The pastor demonstrates support for the school in words and actions.
6 = Strongly Agree **1 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
4. The principal is the "leader" of the school in words and actions.
6 = Strongly Agree **1 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
5. The pastor and principal work together for effective leadership in church and school.
6 = Strongly Agree **1 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
6. The school operates responsibly and functions effectively.
6 = Strongly Agree **1 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
7. The school has established high expectations for students in all classes.
5 = Strongly Agree **2 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
8. The school provides opportunities for parents to be involved appropriately at the school.
7 = Strongly Agree 0 = Agree 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
9. The school principal is a leader in growth and improvement.
6 = Strongly Agree **1 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
10. The teachers are accepting of a growth mindset.
6 = Strongly Agree **1 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
11. The school does strategic planning for school improvement.
6 = Strongly Agree **1 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree

TEACHER DETAILED SURVEY RESULTS

12. School is knowledgeable of education trends and implements change when it meets the school's purpose.
6 = Strongly Agree **1 = Agree** = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree

Communication

1. School policies and procedures are well-defined and followed.
6 = Strongly Agree **1 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
2. The school has effective PR, marketing, and social media.
5 = Strongly Agree **2 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
3. The school effectively communicates school news to the congregation.
7 = Strongly Agree 0 = Agree 0 = Neither Agree nor Disagree 1 = Disagree 0 = Strongly Disagree
4. School policy and news are effectively communicated to parents.
6 = Strongly Agree **1 = Agree** 0 = Neither Agree nor Disagree 1 = Disagree 0 = Strongly Disagree
5. School policies and news are effectively communicated to teachers and staff.
6 = Strongly Agree **1 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
6. The school has an effective student recruitment and retention plan.
6 = Strongly Agree **1 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree

Relationships

1. Church and school staff get along well with each other.
6 = Strongly Agree **1 = Agree** = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
2. The principal and school staff have a healthy team ministry.
5 = Strongly Agree **2 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
3. Teachers and parents work well together in training and educating children.
6 = Strongly Agree **1 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
4. Conflicts (staff, parents, students) are resolved in a Christian manner.
6 = Strongly Agree **1 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
5. Church members view the school as a vital ministry of the church.
6 = Strongly Agree **1 = Agree** = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
6. The sponsoring congregation celebrates the school and supports it in tangible ways.
6 = Strongly Agree **1 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
7. The school is known and respected in the community.
6 = Strongly Agree **1 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
8. School personnel are approachable and receptive to parental questions and concerns.
5 = Strongly Agree **2 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
9. Students relate appropriately with teachers and peers.
5 = Strongly Agree **2 = Agree** = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree

Facilities

1. School facilities are adequate, clean, and in good condition.
6 = Strongly Agree **1 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
2. School adequately invests in maintenance and upgrades.
6 = Strongly Agree **1 = Agree** = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
3. The building and grounds provide a safe learning environment.
5 = Strongly Agree **2 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
4. School facilities (buildings, gyms, fields) are at or above level to meet the needs of the students.
6 = Strongly Agree **1 = Agree** = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree

TEACHER DETAILED SURVEY RESULTS

Finance

1. School demonstrates good financial management.
6 = Strongly Agree **1 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
2. The school seeks appropriate fundraising support.
6 = Strongly Agree **1 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
3. The congregation provided sufficient financial support for the school
5 = Strongly Agree **1 = Agree** **1 = Neither Agree nor Disagree** 0 = Disagree 0 = Strongly Disagree
4. Salaries and benefits provide adequate compensation.
6 = Strongly Agree **1 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
5. School tuition rate is appropriate for the community.
6 = Strongly Agree **1 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
6. School tuition rate reflects the school's education and co-curricular programs.
6 = Strongly Agree **1 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree

On a scale of 1 to 10, with 10 being the highest, how likely are you to recommend the school to others?

0 = 1 0 = 2 0 = 3 0 = 4 0 = 5 0 = 6 0 = 7 0 = 8 **2 = 9** **5 = 10**

STUDENT (GRADES 1 – 3) DETAILED SURVEY RESULTS

1. My teacher wants me to learn.
18 = Yes **0 = No**
2. My teacher is fair to me.
15 = Yes **3 = No**
3. My teacher wants me to do my best.
17 = Yes **1 = No**
4. I learn new things at my school.
15 = Yes **3 = No**
5. My teacher makes me think.
12 = Yes **6 = No**
6. I know what my teacher wants me to learn.
15 = Yes **3 = No**
7. I learn about Jesus at my school.
17 = Yes **1 = No**
8. My family knows how I do in school.
11 = Yes **7 = No**
9. I feel safe at school.
13 = Yes **5 = No**
10. My school has books for me to read.
17 = Yes **1 = No**
11. I use a computer at my school.
1 = Yes **17 = No**
12. My teacher wants to help all boys and girls.
16 = Yes **2 = No**
13. Other teachers talk to me.
14 = Yes **4 = No**
14. Other teachers help me.
16 = Yes **2 = No**
15. My school cares about all boys and girls.
17 = Yes **1 = No**
16. My teacher tells me when I do good work.
17 = Yes **1 = No**

STUDENT (GRADES 4 – 12) DETAILED SURVEY RESULTS

Lutheran Education

1. It is easy to see that the school's focus is on Jesus Christ.
7 = Strongly Agree 2 = Agree 2 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
2. The school provides ample opportunities for students to put "faith in action."
6 = Strongly Agree 4 = Agree 1 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
3. The school is Gospel-centered, a place of prayer, forgiveness, and reconciliation.
6 = Strongly Agree 2 = Agree 3 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
4. It is obvious to visitors that this is a Lutheran-Christian school.
6 = Strongly Agree 5 = Agree 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
5. The school's purpose is clear; the school is accomplishing its mission.
5 = Strongly Agree 2 = Agree 2 = Neither Agree nor Disagree 1 = Disagree 1 = Strongly Disagree

Education Quality

1. Students are well prepared for the next level of education (elementary, middle school, high school, college).
7 = Strongly Agree 1 = Agree 2 = Neither Agree nor Disagree 1 = Disagree 0 = Strongly Disagree
2. The teachers are effective educators (skills, abilities).
8 = Strongly Agree 2 = Agree 1 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
3. The quality of education is consistently good at each grade level.
7 = Strongly Agree 2 = Agree 2 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
4. The teachers engage in appropriate and effective integration and use of technology.
6 = Strongly Agree 3 = Agree 1 = Neither Agree nor Disagree 1 = Disagree 0 = Strongly Disagree
5. Programs and curriculum meet the needs of students.
7 = Strongly Agree 3 = Agree 1 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
6. The school consistently provides and implements a plan for improving student learning.
6 = Strongly Agree 3 = Agree 1 = Neither Agree nor Disagree 1 = Disagree 0 = Strongly Disagree

Leadership

1. The school principal is doing a good job.
6 = Strongly Agree 2 = Agree 2 = Neither Agree nor Disagree 0 = Disagree 1 = Strongly Disagree
2. The pastor demonstrates support for the school in words and actions.
8 = Strongly Agree 3 = Agree 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
3. The principal is the "leader" of the school in words and actions.
7 = Strongly Agree 2 = Agree 1 = Neither Agree nor Disagree 1 = Disagree 0 = Strongly Disagree
4. The pastor and principal work together for effective leadership in church and school.
7 = Strongly Agree 4 = Agree 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
5. The school operates responsibly and functions effectively.
7 = Strongly Agree 3 = Agree 1 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
6. The school has established high expectations for students in all classes.
6 = Strongly Agree 3 = Agree 1 = Neither Agree nor Disagree 1 = Disagree 0 = Strongly Disagree
7. The school provides opportunities for students to be involved appropriately at the school.
7 = Strongly Agree 3 = Agree 0 = Neither Agree nor Disagree 1 = Disagree 0 = Strongly Disagree
8. The school principal is a leader in growth and improvement.
6 = Strongly Agree 3 = Agree 1 = Neither Agree nor Disagree 0 = Disagree 1 = Strongly Disagree
9. The teachers are accepting of trying new things in the classroom.
6 = Strongly Agree 4 = Agree 0 = Neither Agree nor Disagree 1 = Disagree 0 = Strongly Disagree
10. The school does strategic planning for school improvement.
7 = Strongly Agree 2 = Agree 1 = Neither Agree nor Disagree 1 = Disagree 0 = Strongly Disagree
11. School is knowledgeable of education trends and implements change when it meets the school's purpose.
6 = Strongly Agree 3 = Agree 1 = Neither Agree nor Disagree 1 = Disagree 0 = Strongly Disagree

STUDENT (GRADES 4 – 12) DETAILED SURVEY RESULTS

Communication

1. School policies and procedures are well-defined and followed.
6 = Strongly Agree **5 = Agree** *0 = Neither Agree nor Disagree* *0 = Disagree* *0 = Strongly Disagree*
2. The school has effective PR, marketing, and social media.
5 = Strongly Agree **6 = Agree** *0 = Neither Agree nor Disagree* *0 = Disagree* *0 = Strongly Disagree*
3. The school effectively communicates school news.
6 = Strongly Agree **3 = Agree** **1 = Neither Agree nor Disagree** **1 = Disagree** *0 = Strongly Disagree*
4. School policy and news are effectively communicated to parents.
7 = Strongly Agree **2 = Agree** **1 = Neither Agree nor Disagree** **1 = Disagree** *0 = Strongly Disagree*
5. School policies and news are effectively communicated to students.
6 = Strongly Agree **4 = Agree** **1 = Neither Agree nor Disagree** *0 = Disagree* *0 = Strongly Disagree*
6. The school encourages me to continue returning each year.
7 = Strongly Agree **3 = Agree** *0 = Neither Agree nor Disagree* **1 = Disagree** *0 = Strongly Disagree*

Relationships

1. Church and school staff get along well with each other.
8 = Strongly Agree **2 = Agree** **1 = Neither Agree nor Disagree** *0 = Disagree* *0 = Strongly Disagree*
2. The principal and school staff get along with each other.
6 = Strongly Agree **3 = Agree** **1 = Neither Agree nor Disagree** **1 = Disagree** *0 = Strongly Disagree*
3. Teachers and parents work well together in training and educating children.
8 = Strongly Agree **1 = Agree** **1 = Neither Agree nor Disagree** **1 = Disagree** *0 = Strongly Disagree*
4. Conflicts (staff, parents, students) are resolved in a Christian manner.
6 = Strongly Agree **3 = Agree** **1 = Neither Agree nor Disagree** **1 = Disagree** *0 = Strongly Disagree*
5. Church members view the school as important.
7 = Strongly Agree **3 = Agree** *0 = Neither Agree nor Disagree* **1 = Disagree** *0 = Strongly Disagree*
6. The sponsoring congregation celebrates the school and supports it in tangible ways.
8 = Strongly Agree **3 = Agree** *0 = Neither Agree nor Disagree* *0 = Disagree* *0 = Strongly Disagree*
7. The school is known and respected in the community.
7 = Strongly Agree **3 = Agree** **1 = Neither Agree nor Disagree** *0 = Disagree* *0 = Strongly Disagree*
8. School personnel are approachable and receptive to parental questions and concerns.
6 = Strongly Agree **5 = Agree** *0 = Neither Agree nor Disagree* *0 = Disagree* *0 = Strongly Disagree*
9. Students relate appropriately with teachers and peers.
7 = Strongly Agree **3 = Agree** **1 = Neither Agree nor Disagree** *0 = Disagree* *0 = Strongly Disagree*

Facilities

1. School facilities are adequate, clean, and in good condition.
7 = Strongly Agree **3 = Agree** *0 = Neither Agree nor Disagree* **1 = Disagree** *0 = Strongly Disagree*
2. School adequately invests in maintenance and upgrades.
6 = Strongly Agree **4 = Agree** **1 = Neither Agree nor Disagree** *0 = Disagree* *0 = Strongly Disagree*
3. The building and grounds provide a safe learning environment.
7 = Strongly Agree **3 = Agree** **1 = Neither Agree nor Disagree** *0 = Disagree* *0 = Strongly Disagree*
4. School facilities (buildings, gyms, fields) are at or above level to meet the needs of the students.
7 = Strongly Agree **3 = Agree** **1 = Neither Agree nor Disagree** *0 = Disagree* *0 = Strongly Disagree*

On a scale of 1 to 10, with 10 being the highest, my teacher is an effective teacher.

0 = 1 0 = 2 0 = 3 0 = 4 0 = 5 0 = 6 0 = 7 0 = 8 0 = 9 **11 = 10**

BOARD DETAILED SURVEY RESULTS

Lutheran Education

1. It is easy to see that the school's focus is on Jesus Christ.
0 = Strongly Agree 4 = Agree 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
2. The school provides ample opportunities for students to put "faith in action."
0 = Strongly Agree 4 = Agree 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
3. The school is Gospel-centered, a place of prayer, forgiveness, and reconciliation.
0 = Strongly Agree 1 = Agree 3 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
4. It is obvious to visitors that this is a Lutheran-Christian school.
0 = Strongly Agree 3 = Agree 1 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
5. The school's purpose is clear; the school is accomplishing its mission.
0 = Strongly Agree 3 = Agree 1 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree

Education Quality

1. Students are well prepared for the next level of education (elementary, middle school, high school, college).
0 = Strongly Agree 0 = Agree 4 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
2. The teachers are effective educators (skills, abilities).
0 = Strongly Agree 0 = Agree 4 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
3. The quality of education is consistently good at each grade level.
0 = Strongly Agree 2 = Agree 2 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
4. The teachers engage in appropriate and effective integration and use of technology.
0 = Strongly Agree 4 = Agree 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
5. Programs and curriculum meet the needs of students.
0 = Strongly Agree 4 = Agree 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
6. The school consistently provides and implements a plan for improving student learning.
0 = Strongly Agree 4 = Agree 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree

Leadership

1. The school principal is doing a good job.
0 = Strongly Agree 3 = Agree 1 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
2. The school has an effective Board.
0 = Strongly Agree 4 = Agree 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
3. The pastor demonstrates support for the school in words and actions.
0 = Strongly Agree 4 = Agree 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
4. The principal is the "leader" of the school in words and actions.
0 = Strongly Agree 3 = Agree 1 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
5. The pastor and principal work together for effective leadership in church and school.
0 = Strongly Agree 3 = Agree 1 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
6. The school operates responsibly and functions effectively.
0 = Strongly Agree 4 = Agree 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
7. The school has established high expectations for students in all classes.
0 = Strongly Agree 4 = Agree 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
8. The school provides opportunities for parents to be involved appropriately at the school.
1 = Strongly Agree 3 = Agree 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
9. The school principal is a leader in growth and improvement.
0 = Strongly Agree 4 = Agree 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
10. The teachers are accepting of a growth mindset.
0 = Strongly Agree 0 = Agree 4 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree

BOARD DETAILED SURVEY RESULTS

11. The school does strategic planning for school improvement.
0 = Strongly Agree 2 = Agree 2 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
12. School is knowledgeable of education trends and implements change when it meets the school's purpose.
0 = Strongly Agree 3 = Agree 1 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree

Communication

1. School policies and procedures are well-defined and followed.
0 = Strongly Agree 3 = Agree 0 = Neither Agree nor Disagree 1 = Disagree 0 = Strongly Disagree
2. The school has effective PR, marketing, and social media.
0 = Strongly Agree 0 = Agree 4 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
3. The school effectively communicates school news to the congregation.
0 = Strongly Agree 4 = Agree 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
4. School policy and news are effectively communicated to parents.
0 = Strongly Agree 4 = Agree 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
5. School policies and news are effectively communicated to teachers and staff.
0 = Strongly Agree 4 = Agree 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
6. The school has an effective student recruitment and retention plan.
0 = Strongly Agree 0 = Agree 4 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree

Relationships

1. Church and school staff get along well with each other.
1 = Strongly Agree 3 = Agree 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
2. The principal and school staff have a healthy team ministry.
0 = Strongly Agree 4 = Agree 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
3. Teachers and parents work well together in training and educating children.
0 = Strongly Agree 0 = Agree 4 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
4. Conflicts (staff, parents, students) are resolved in a Christian manner.
3 = Strongly Agree 1 = Agree 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
5. Church members view the school as a vital ministry of the church.
0 = Strongly Agree 1 = Agree 3 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
6. The sponsoring congregation celebrates the school and supports it in tangible ways.
0 = Strongly Agree 4 = Agree 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
7. The school is known and respected in the community.
3 = Strongly Agree 1 = Agree 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
8. School personnel are approachable and receptive to parental questions and concerns.
1 = Strongly Agree 3 = Agree 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
9. Students relate appropriately with teachers and peers.
0 = Strongly Agree 4 = Agree 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree

Facilities

1. School facilities are adequate, clean, and in good condition.
0 = Strongly Agree 4 = Agree 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
2. School adequately invests in maintenance and upgrades.
0 = Strongly Agree 2 = Agree 2 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
3. The building and grounds provide a safe learning environment.
3 = Strongly Agree 1 = Agree 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree
4. School facilities (buildings, gyms, fields) are at or above level to meet the needs of the students.
1 = Strongly Agree 2 = Agree 1 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree

BOARD DETAILED SURVEY RESULTS

Finance

1. School demonstrates good financial management.
*0 = Strongly Agree **4 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree*
2. The school seeks appropriate fundraising support.
*0 = Strongly Agree **4 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree*
3. The congregation provided sufficient financial support for the school
*0 = Strongly Agree **4 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree*
4. Salaries and benefits provide adequate compensation.
***4 = Strongly Agree** 0 = Agree 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree*
5. School tuition rate is appropriate for the community.
***1 = Strongly Agree** **3 = Agree** 0 = Neither Agree nor Disagree 0 = Disagree 0 = Strongly Disagree*
6. School tuition rate reflects the school's education and co-curricular programs.
***1 = Strongly Agree** **2 = Agree** **1 = Neither Agree nor Disagree** 0 = Disagree 0 = Strongly Disagree*

On a scale of 1 to 10, with 10 being the highest, how likely are you to recommend the school to others?

*0 = 1 0 = 2 0 = 3 0 = 4 0 = 5 0 = 6 0 = 7 0 = 8 0 = 9 **4 = 10***

Do you have a child that attends the school: **1 – Yes 3 – No**

On a scale of 1 to 10, with 10 being the highest, my child's teacher is an effective teacher.

*0 = 1 0 = 2 0 = 3 0 = 4 0 = 5 0 = 6 0 = 7 0 = 8 **1 = 9** 0 = 10*

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 action 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 in 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, and marketing materials provide evidence of Lutheran identity.
- Promotional materials give evidence of Lutheran identity.
- The 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 the 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?

Our school crafted its mission statement during our initial NLSA accreditation, aiming to convey our core vision both internally and externally. Stemming from St. John's Lutheran Church's mission, it served as a blueprint for our school's development. Since then, it has remained a guiding principle, consistently featured in various communications such as school board records, our Student/Parent Handbook, our Employee Handbook, and our school website. Additionally, a brief version, "*Led and fed by the Good Shepherd, Jesus Christ*" is prominently displayed in every classroom.

2. Describe how the school's purpose aligns with the purpose of its supporting congregation.

Church Purpose: To foster Christian fellowship and charity among its members and in the community at large through the preaching of the word of God and administration of the Holy Sacraments, the maintenance of sound doctrines, and the operation of agencies for Christian Education, all in accordance with the Confessional Standard of the Lutheran Church Missouri Synod.

School Purpose: To create an educational environment where children's growth is centered on serving as a disciple of Jesus Christ in all aspects of their lives, all in accordance with the Confessional Standard of the Lutheran Church Missouri Synod.

Both statements of purpose complement each other, united by the shared goal of nurturing the family of God through the dissemination and instruction of His Word. They are firmly rooted in Lutheran teachings, with the church's purpose elaborated upon in the foundational Good Shepherd Lutheran Church Constitution.

3. Describe the process that was last used to review, clarify, and renew the school's purpose.

Our administrators, faculty, and staff revisit our school's mission at our first staff meeting at the outset of each academic year, most recently during the 2023 – 2024 academic year. We reviewed our purpose, and no changes were recommended. If changes had been suggested, they would have been forwarded to the board for their consideration and approval.

4. How does the school demonstrate its unique Lutheran identity through its alignment with vision, values, and actions?

Our school functions as a collaborative ministry, engaging our pastor, staff, and congregational members. As stated explicitly in the Good Shepherd Lutheran School Employee Handbook, our school adheres to an "Organizational Hierarchy" where the Triune God is recognized as the supreme authority over the school. This authority cascades downward through the Universal Christian Church and the Congregation. It culminates with the congregation's Voters' Assembly, ensuring accountability at each level.

For Lutheran School Week 2024, we emphasized our vision, values, and actions by having our students focus on the theme for each day. The themes were Connected to Christ, Connected to the Father, Connected to the Spirit, Connected to the Church, and Connected to His Commission. They participated in projects and activities that were shared with the church.

5. How does the school's purpose inform its strategic plan?

Our school's purpose serves as the guiding principle for our strategic plan. By aligning every aspect of our strategic initiatives with our core mission and values, our school ensures coherence and effectiveness in achieving its objectives. For example, our school's purpose emphasizes the holistic development of students as disciples of Jesus Christ. In that case, our strategic plan will prioritize initiatives that integrate faith-based teachings across the curriculum, foster a supportive spiritual environment, and promote service-oriented activities reflective of Christian values. In essence, our school's purpose acts as the compass that directs the trajectory of our strategic decisions, ensuring that all efforts contribute meaningfully to fulfilling our overarching mission.

6. Describe how the school's purpose is reflected in the teaching/learning environment in classrooms.

In each classroom, our school's purpose is prominently displayed, serving as a visual reinforcement for both teachers and students. Christ's presence is visible in the nurturing interactions between students and teachers, forming an integral part of the curriculum and learning activities to fulfill the educational aspect of our purpose. Our teachers' daily Christian witness, coupled with regular devotion and prayer time, actively fulfills our evangelistic mission. Additionally, through Christ-centered learning activities and homework, students indirectly contribute to the enrichment aspect of our mission by spreading the teachings of Christ within their homes and communities.

7. Describe how the school's purpose is evident within informal teaching/learning environments and co-curricular and extra-curricular events.

In informal teaching/learning settings, such as classroom discussions, lunchtime interactions, or hallway conversations, our school's purpose is evident through the integration of Christian values and teachings into everyday interactions. Teachers and staff model Christ-like behavior, fostering an environment of love, respect, and compassion among students. These informal moments provide opportunities for students to witness and internalize the principles embraced by our school's mission, contributing to their holistic development as disciples of Jesus Christ.

Similarly, our school's purpose shines through in co-curricular and extracurricular events such as special events, club activities, or community service projects. Whether it's through pre-event prayers, service-oriented projects reflecting Christian values, or discussions on how to embody Christ's teachings in teamwork and leadership, students are consistently encouraged to live out their faith beyond the classroom. These events serve as platforms for students to actively engage with and express their commitment to our school's mission in diverse and practical ways.

Overall, our school's purpose is not confined to formal instructional settings but extends into every facet of school life, fostering a vibrant and authentic Christian community where students are empowered to live out their faith in all aspects of their educational journey.

8. How does the school's purpose inform daily operational processes and procedures?

Our school's purpose plays a foundational role in shaping daily operational processes and procedures, ensuring alignment with our mission and values.

- **Decision-Making Framework:** Our school's purpose serves as a guiding principle for decision-making at all levels, from administrative policies to classroom practices. Decisions are evaluated based on their consistency with our school's mission of nurturing students as disciples of Jesus Christ.
- **Staff Training and Development:** Training programs for faculty and staff are designed to reinforce our school's purpose and equip them with the necessary tools to integrate Christian principles into their daily interactions and instructional practices.
- **Curriculum Development:** Our school's purpose guides the development of curriculum and educational resources, with an emphasis on integrating faith-based teachings across subjects and fostering spiritual growth alongside academic learning.
- **Student Behavior Expectation:** Behavioral expectations and disciplinary procedures are rooted in our values and principles outlined in our school's purpose, promoting a culture of respect, kindness, and accountability reflective of Christian virtues.
- **Community Engagement:** Outreach initiatives and community partnerships are selected based on their alignment with our school's purpose of serving as a beacon of Christ's love and compassion in the community.
- **Resource Allocation:** Resource allocation decisions, including budgeting and facilities management, prioritize investments that support the fulfillment of our school's mission and enhance the overall educational experience for students in accordance with Christian values.

Overall, our school's purpose serves as a measure that informs and shapes every aspect of daily operations, ensuring that we remain steadfast in our commitment to nurturing students' spiritual, academic, and personal growth in accordance with our Christian values.

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.

Throughout the hiring, onboarding, and continuous training process, new employees are introduced to our school's purpose at various stages. Initially, during the interview process, which often involves school board members and our pastor alongside our administrators, applicants are informed about our school's purpose and evaluated based on how their credentials align with the overall mission. In the orientation stage, new staff receive the Employee Handbook, which prominently features our school's purpose. Additionally, our administrators reinforce this message through staff meetings and various written communications within our school.

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.

- 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:

- **Incorporation of Scripture:** Bible studies, scripture readings, and devotional practices are regularly included within the curriculum and school activities.
- **Integration of Lutheran Teachings:** Explicit incorporation of Lutheran doctrines and teachings into our school's purpose, educational philosophy, and classroom instruction.
- **Faith Formation Programs:** Implementation of faith formation programs, such as confirmation classes or chapel services, to nurture students' spiritual growth and deepen their understanding of Lutheran beliefs.
- **Academic Standards:** Setting high academic standards while ensuring that educational content and teaching methods are consistent with Lutheran values and beliefs.
- **Service-Learning Initiatives:** Integration of service-learning projects and community service opportunities that reflect our school's commitment to Christian service and outreach.
- **Partnerships with Lutheran Schools:** Collaboration with other Lutheran schools to support and reinforce our school's Lutheran identity and mission.
- **Professional Development:** Offering professional development opportunities for faculty and staff focused on Lutheran theology, pedagogy, and incorporating faith into academic instruction.
- **Outreach Programs:** Organizing outreach programs that provide students with opportunities to apply their faith through service to others.
- **Parent and Community Engagement:** Encouraging parental involvement in our school community through activities such as parent-teacher conferences or volunteer opportunities that reinforce Lutheran values at home.
- **Distinctive Lutheran Traditions:** Observance of Lutheran traditions and practices, such as the celebration of Reformation Day and Lutheran liturgies in special church services.

Comments:

By aligning our school's written purpose with our Lutheran identity rooted in Holy Scripture, we affirm our dedication to fostering a community built on faith, excellence, and service. Embracing these core values ensures that every aspect of our educational mission reflects the teachings and principles of our faith. Through the integration of faith formation, academic excellence, and Christian service, we strive to empower students to grow spiritually, intellectually, and morally, preparing them to make meaningful contributions to both their local communities and the world at large.

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

YES

NO

Identify and list supporting Evidence or Practices:

- **Mission and Vision Statements:** Our school's purpose, mission, and vision statements are clearly articulated, prominently displayed, and regularly communicated to all staff members.
- **Professional Development:** Offering regular professional development sessions or workshops focused on our school's mission and values, ensuring that staff members have a comprehensive understanding of our school's purpose.
- **Orientation and Onboarding:** Discussions about our school's purpose are incorporated into the orientation and onboarding process for new staff members, providing them with the necessary context and understanding from the outset.
- **Regular Communication:** Open and transparent communication channels between school leadership and staff members, allowing for ongoing dialogue and clarification regarding our school's purpose and objectives.
- **Leadership Modeling:** Our school administrators exemplify our school's purpose through their actions, decisions, and interactions, serving as role models for staff members to emulate.
- **Staff Meetings:** Allocating time during staff meetings to discuss and reflect on our school's purpose, fostering a collective commitment and understanding among staff members.
- **Evaluation and Feedback:** Incorporating our school's purpose into performance evaluations and feedback mechanisms for staff members, reinforcing its importance and relevance to their roles and responsibilities.
- **Integration into Curriculum and Instruction:** Ensuring that our school's purpose is integrated into curriculum development, instructional practices, and classroom activities, providing opportunities for staff members to promote and reinforce it actively in their teaching.
- **Celebration of Successes:** Recognizing and celebrating achievements and milestones that align with our school's purpose reinforces its significance and motivates staff members to continue their dedication and commitment.
- **Community Engagement:** Encouraging staff members to actively participate in school-community events and initiatives that reflect our school's purpose, fostering a sense of ownership and investment in our mission and values.

Comments:

The acknowledgment and acceptance of our school's purpose by our leadership and staff members serve as foundational pillars for fostering a cohesive and effective educational environment. With a shared understanding of the school's purpose, leaders and staff can work together towards achieving our goals, ensuring alignment in decision-making and actions. This unity of purpose not only strengthens our school's identity but also inspires confidence and trust within the community. Through our dedication and commitment, we play a pivotal role in realizing the school's mission, ultimately enriching the educational experience for all students.

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.

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.

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 mission statement, developed in alignment with governance policy and the overarching mission of the Good Shepherd congregation, serves as a guiding beacon for decision-making and strategic initiatives. Through annual reviews by faculty and dedicated revisits by the board, our school ensures that our mission statement remains engaged, aligned, and enacted with its broader vision, values, goals, learner outcomes, and student activities. The seamless integration of the school's mission statement with the congregational mission statement underscores a unified commitment to spreading the gospel and nurturing families through the teachings of the word of God. This adherence to purpose not only strengthens the school's identity but also fosters a community deeply rooted in shared values, enriching the educational journey for all involved.

Comments:

N/A

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:

- Our school hosts an open house meeting annually, which provides an opportunity for a comprehensive review and discussion of our school's purpose and strategies for fulfilling our mission.
- Our school's purpose and mission are prominently featured in all essential materials distributed to parents, faculty, and staff, including the Student/Parent Handbook, Employee Handbook, and school board agenda and minutes. Additionally, they are visibly displayed in every classroom, at our school entrance, and on our school website.
- Church members are regularly updated on our school's purpose and fulfillment during Voter's Assembly meetings, through the church newsletter, and in bulletins. Our school consistently showcases our commitment to its purpose through our presence on our website and social media platforms.

Comments:

N/A

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:

- As previously mentioned, our school's purpose is communicated through various written channels.
- Our school's purpose is disseminated during significant gatherings involving parents, teachers, church members, and community stakeholders throughout the school year, such as our Back-To-School Orientation, Pancake Breakfast, Christmas Program, Family Fun Night, and Spring Sing.
- Upon entering the building and within each classroom, visitors will encounter the prominently displayed school purpose.
- Throughout our school, students, parents, and visitors will encounter tangible manifestations of our school's Christ-centered purpose, evident in every activity due to the curriculum's focus on Christ. Weekly chapel services, daily prayers, pastoral involvement, and dedicated faculty and staff all underscore God's Love and Saving Grace.

Comments:

This section was included in our 2018 NLSA School Action Plan.

Concern: The mission statement and purpose should be consistent throughout the documents and clearly conveyed to the staff/students/families. Display the mission statement more prominently in all the classrooms.

Action Taken: We have placed our Mission Statement in prominent locations in the school, including the school classrooms.

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.

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 purpose is explicitly communicated during both the onboarding and orientation stages as new employees integrate into our school community.
- Newly recruited teachers are assigned mentor teachers for their inaugural year to ensure that our school's purpose and objectives are manifested in student interactions and instructional practices.
- The Employee Handbook contains our school's purpose.
- Our administrators observe new teachers to ensure that our school's purpose is evident in classroom practices.

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?

YES

NO

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

At Good Shepherd Lutheran School, our purpose-driven ministry is apparent in the daily interactions among students, parents, and teachers. Our congregation's support sustains it, as does our pastor's active spiritual guidance and Christ-centered curriculum.

C. Based on the 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.

N/A

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	3
1:04	3
1:05	3
1:06	3
Total:	12
Average: (Total ÷ 4)	3.0

Required Evidence

- Final Action Plan from the previous accreditation
- Written purpose/philosophy/mission statement

Potential Evidence

- 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, and marketing materials provide evidence of Lutheran identity.
- Promotional materials give evidence of Lutheran identity.
- The 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.

PREVIOUS NLSA ACTION PLAN (2018)

NLSA School Action Plan						
School Name:	The Good Shepherd Lutheran School					
School Address:	700 N Air Depot Blvd, Midwest City, Oklahoma 73110					
LCMS Districts:	Oklahoma					
Administrator	Van M Guillotte					
Date of Most Recent NLSA Validation Team Visit:	April 22-24, 2018					
Accreditation Year: 2018	Preliminary	1	2	3	4	5
Standard & Indicator No.	Concern & Related Strategy for Remediation	Target School Year	Responsible Party	School Year Completed	Action Taken	
1:04	The mission statement and purpose should be consistent throughout the documents and clearly conveyed to the staff/students/families. Display the mission statement more prominently in all the classrooms.	2018/2019	Administration	2018/2019	Mission Statement displayed in prominent locations.	
2A:02	All significant school decisions are made by the principal and/or school board and reported to the pastor as needed. The new school administrator will now oversee all educational management that Pastor previously handled.	2018/2019	Administration and School Board	2018/2019	Pastor has accepted his new role with the school.	
3A:02	The policies are written, but they need to be updated and implemented, especially in the delineation of authority, to avoid micromanagement. Additionally, increase the number of voting school board members to a minimum of five, and the President/Chairman only votes in the event of a tie.	2019/2020	Administration and School Board	2020/2021	All policies were reviewed and updated, and the number of voting members was raised to five.	
3A:06	Professional training, such as a provided by NLSA, needs to be conducted with the school board.	2019/2020	Administration	2022/2023	The entire school board received training in 2023.	
3A:07	A systematic long-range plan for school improvement needs to be developed and implemented.	2020/2021	Administration, School Board, and Church Council	2020/2021	Long Range Plans were formulated and are updated on a regular basis.	
4:03	A more specific professional development plan needs to be developed and implemented. Research Title 2A funds from the local school district for Professional Development.	2019/2020	Administration	2019/2020	Title 2A funds have been used for teachers attending conferences.	
4:04	Analyze and work to update all the employees' pay compared to the Oklahoma District Salary scale.	2021/2022	Administration and School Board	2018/2019	Teacher Salaries were increased, and we continue to monitor and revise as necessary.	
5:03	More intentional work must be done to map the curriculum across the grade levels.	2019/2020	Administration and Teaching Staff	2022/2023	Mapping is being performed.	
5:04	The State-mandated time for P.E. must be met for each grade level.	2019/2020	Administration and Teaching Staff	2019/2020	A PE Program has been implemented.	
5:08	A formal and comprehensive analysis of the ITBS must be completed to drive instruction appropriately.	2019/2020	Administration	2022/2023	The analysis is shared with teachers.	
6:03	More involvement in the Oklahoma District Lutheran School activities should be encouraged, such as the academic bee and sixth-grade Lutheroma Camp event. Investigate other potential afterschool activities for the students, such as chess clubs and sports.	2019/2019	Administration and Teaching Staff	2023/2024	After-school programs have been implemented.	
7:05	Re-train staff to keep the doors closed.	2018/2019	Administration	2018/2019	Teachers instructed in staff meetings.	

GOOD SHEPHERD WRITTEN PURPOSE/PHILOSOPHY/MISSION STATEMENT

INTRODUCTION

The Mission of The Good Shepherd Lutheran School and Early Childhood Center is to share the love of God in Christ Jesus, the caring Shepherd, through the power of the Holy Spirit.

Our Ministry accomplishes this Mission by:

1. Celebrating Christ as God's gift for our salvation, proclaiming Him as Savior, and growing through grace.
2. Equipping, developing, and utilizing God's people for ministry.
3. Ministering with the Gospel to each other, our community, and the world.

OBJECTIVES OF GOOD SHEPHERD LUTHERAN SCHOOL AND EARLY CHILDHOOD CENTER

God teaches that parents are to provide Christian training for their children and promises blessings from it. Consider the following words of God:

*"Teaching them to observe all that I have commanded you. And behold, I am with you always, to the end of the age."
Matthew 28:20 (ESV)*

*"Fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord."
Ephesians 6:4 (ESV)*

*"And these words that I command you today shall be on your heart. You shall teach them diligently to your children, and shall talk of them when you sit in your house, and when you walk by the way, and when you lie down and when you rise."
Deut. 6:6-7 (ESV)*

*"Train up a child in the way he should go; even when he is old, he will not depart from it."
Proverbs 22:6 (ESV)*

*"All your children shall be taught by the Lord, and great shall be the peace of your children."
Isaiah 54: 13 (ESV)*

The School and ECC exist to provide a program of education, care, and development that is in harmony with God's will, as revealed in the Bible. All life, including knowledge and service, finds its source, meaning, and purpose in the Lord Jesus Christ. The Church operates the School and Early Childhood Center as a part of God's mission to all people. It makes this route available to those families of the congregation and the community desiring this kind of Christian education program. Even though the School and ECC are essential agencies in the training of children, the other agencies of the Church, such as Sunday School, weekly worship services, and youth activities, are integral parts of the spiritual training of the total child. All parents and students at the School and ECC are encouraged to participate regularly in these agencies.

We aim to provide a total educational program in a caring Christian atmosphere. Not only are there daily religion classes, in which the crucified and risen "Christ is exalted, but the secular subjects are also taught in the light of Christ and Scripture. Our purpose is to assist parents in educating their children to become good citizens of this country and to help them become and remain citizens in the kingdom of heaven. This is done by the daily use of God's word, prayer, and Christian example through the power and working of the Holy Spirit. We also wish to assist parents by providing a loving, caring atmosphere in the School and ECC, where children learn to share, care for, and love one another.

GOOD SHEPHERD WRITTEN PURPOSE/PHILOSOPHY/MISSION STATEMENT

PHILOSOPHY

WE BELIEVE that the Bible teaches that man was created perfect and holy with free will by our loving God (Genesis 1:27, 31; 2:16-17). But this was all lost when sin entered the world through Adam and Eve's disobedience and spread to all through the inheritance of a sinful nature (Romans 5:8). Because of his boundless love for us, Jesus rescued us from the punishment we and all people earned by our sins (Romans 5:8), and it is by the acceptance of the Lord Jesus Christ as our personal Savior that we receive the forgiveness of sins as a free gift from God (Romans 10:9). It is the Holy Spirit working in us to draw us to Him (Romans 8:8-9). As we seek the total leadership of Jesus in every part of our lives, the "growing in grace" occurs (II Peter 3:18), which we trust the Lord not only to receive but also to share this Good News of salvation with the world, beginning where we are (Matthew 28:19-20).

WE BELIEVE that Christian education is unique because:

1. Christian education views the pupil as one redeemed by Christ.
2. Christian education carries out God's command to educate humanity.
3. Christian education is powered by the Holy Spirit to accomplish its purposes.

The guiding principles of Good Shepherd Lutheran School and Early Childhood Center are found in Scripture, the inspired Word of God, and the only norm and source for all we believe and teach, as outlined in the Lutheran Confessions.

WE BELIEVE that our Christian responsibility compels us to pursue academic quality as the proper response to Christ's redemptive work. Good Shepherd Lutheran School and Early Childhood Center strives to make itself an effective educational agency for equipping children and their families through participation in the following five functional areas of Christian living: Education, Worship, Evangelism, Fellowship, and Service.

- **EDUCATION:** Christian education nurtures children's faith for a lifetime of service to God and their fellowmen. The Holy Spirit empowers all teaching, especially exposure to God's word for accomplishing God's purposes. Students are prepared to become responsible stewards of the gifts God has bestowed upon them. II Timothy 3:16 says, "All scripture is God-breathed and is useful for teaching, rebuking, correcting, and training in righteousness."
- **WORSHIP:** Students are helped to grow spiritually through all the practical aspects of worship: prayer, praise, and thanksgiving. Teachers provide Christian models and leadership in building the worship life of students. Matthew 4:10 says, "Worship the Lord your God, and serve Him only."
- **EVANGELISM:** Students and teachers learn to bear witness to their faith by witnessing to each other and their community. Children hear and share the Good News of Jesus' love with their families and friends. Colossians 3:16 says, "Let the word of Christ dwell in you richly, as you teach and admonish one another in all wisdom, as you sing psalms and hymns and spiritual songs with thankfulness in your hearts to God."
- **FELLOWSHIP:** Students and faculty accept one another as fellow members of the Body of Christ. They work and play together, support and encourage each other, and learn to value, accept, and respect one another. The understanding of the Law and Gospel pervades relationships so that each person knows they are a redeemed sinner and a beloved child of God. Teachers and students work together to maintain an atmosphere of love and joy. Romans 12:5 says: "So in Christ, we who are many form one body, and each member belongs to all the others."
- **SERVICE:** Students and teachers help each other and the community to emulate Christ-like compassion and love for all people. John 13:35 says, "By this, all men shall know that you are my disciples if you love one another."
- **WE BELIEVE** each child is a special gift from God, a unique creation, possessing their personality, learning style, and maturation pace. Mindful of this, our programs are designed to encompass the total child and promote each individual's spiritual, physical, cognitive, emotional, aesthetic, and social development.

WHAT IS EDUCATION IN A CHRISTIAN SCHOOL?

In education, we are focused on the development of knowledge, skill, ability, attitude, and character utilizing teaching, training, study, and experience. Christian education has precisely the same general aims, but it is based on the Bible and has three specific goals:

GOOD SHEPHERD WRITTEN PURPOSE/PHILOSOPHY/MISSION STATEMENT

1. To lead the individual to faith in Christ and to keep them in that faith.
2. To help the individual develop into an even more perfect Christian in all of life's secular and religious relationships.
3. To keep the goal of every child of God before the individual - eternal life in heaven.

WE BELIEVE that the Lutheran school is the best agency for such Christian education because it provides for the total growth and development of the child. The Bible describes such a complete education in Luke 2:52:

"And Jesus increased in wisdom and stature and favor with God and man."

Our educational program includes five types of growth: Mental, Emotional, Physical, Spiritual, and Social Development. All five types receive daily attention at Good Shepherd Lutheran School and Early Childhood Center. In this total program, the Word of God influences everything the child learns and serves as a unifying and organizing force in the school and childcare program.

OVERALL ORGANIZATION

GOD

The Universal Christian Church

Congregation

Voters' Assembly

The Board of Christian Education

Administration

Parochial School Teachers and Childcare Caregivers

Paraprofessionals

Students and Parents

The above flow chart demonstrates authority in descending order and accountability in ascending order. It is paramount that each entity recognizes, respects, and works in peace and harmony with those above and below for the good and welfare of the church as a whole.

GOD

The triune God who created, redeemed, and sanctified us and continues to do so is responsible for our very being. As revealed through Holy Scripture, His Word shall be heeded and obeyed, as Jesus stated in Matt. 22:37, "Thou shalt love the Lord, thy God, shall all thy heart and with all thy soul and with all thy mind."

UNIVERSAL CHRISTIAN CHURCH

The body of all true believers, regardless of denominational lines. As stated in the Office of the Keys and Confessions, "It is the peculiar church power which Christ has given to His Church on earth to forgive the sins of penitent sinners but to retain the sins of the impenitent as long as they do not repent. The church has the power or authority to preach the Word of God, to administer the Sacraments, and especially, the power to forgive and retain sins."

GOOD SHEPHERD WRITTEN PURPOSE/PHILOSOPHY/MISSION STATEMENT

THE CONGREGATION

One often hears Lutherans speak of the congregation's autonomy. Good Shepherd Lutheran Church has autonomy over all ministries and programs and the final say in all matters. The congregation has chosen to affiliate with the Lutheran Church—Missouri Synod, but the LCMS has no authority concerning the decisions of Good Shepherd Lutheran Church.

THE VOTERS' ASSEMBLY

This is Good Shepherd Lutheran Church's decision-making body, consisting of members who wish to participate in the congregation's decision-making process. The voters' assembly calls church workers, elects congregational officers and elders, approves budgets, and retains the final say for all aspects of ministry at Good Shepherd Lutheran Church.

THE BOARD OF CHRISTIAN EDUCATION

This board consists of members from Good Shepherd Lutheran Church elected by and are accountable to the Voters' Assembly and tasked with oversight of the parochial school and childcare programs, administrators, and the budgets for the parochial school and childcare programs. It is responsible for policymaking rather than for the day-to-day operations of the parochial school and childcare programs.

ADMINISTRATION

The administration comprises our administrators, the Early Childhood Center Director, and the Church Pastor. The Pastor is the spiritual leader of the parochial school and childcare programs. Our administrators and the Childcare Director are responsible for carrying out the policies the Board of Christian Education sets for their programs, overseeing and supervising the day-to-day operations of these programs, and being accountable to the Board of Christian Education.

PAROCHIAL SCHOOL TEACHERS AND CAREGIVERS/COOKS

Teachers and caregivers/cooks work directly with students and their parents. They are to carry out their duties under the direction of our administrators for the parochial schoolteachers and the Childcare Director for the caregivers/cooks. Teachers and caregivers/cooks are directly accountable to our administrators of their particular program.

PARAPROFESSIONALS

Paraprofessionals augment the overall educational programs of the parochial school and childcare programs. Paraprofessionals consist of our secretaries, business manager, custodial staff, teacher's aides, and substitute teachers/caregivers. While paraprofessionals are expected to work closely with teachers and caregivers, they are directly accountable to the program administrator under which they have been hired.

STUDENTS AND PARENTS

Upon enrollment, parents and students are given a Student/Parent Handbook, which defines the classroom teacher or paraprofessional as the classroom authority. Parents and students shall agree, as a part of enrollment at Good Shepherd Lutheran School or the Early Childhood Center, to accept the authority given to the teacher/caregiver/paraprofessional by the Board of Christian Education.

GOOD SHEPHERD WRITTEN PURPOSE/PHILOSOPHY/MISSION STATEMENT

CODE OF ETHICS FOR EDUCATORS

PREAMBLE

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, students, parents, and community members provide the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

PRINCIPLE I

Commitment to the Student. The educator strives to help each student realize their potential as a worthy and influential member of society. The educator, therefore, works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, sex, national origin, political beliefs, family, or social or cultural background, unfairly:
7. Exclude any student from participating in any program.
8. Deny benefits to any student.
9. Grant any advantage to any student.
10. Shall not use professional relationships with students for private advantage.
11. Information about students obtained in the course of professional services shall not be disclosed unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II

Commitment to the Profession. The public trusts and holds the education professional responsible, requiring the highest ideals of professional service.

In the belief that the quality of the services of the education professional directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In the fulfillment of the obligation to the profession, the educator:

1. Shall not, in an application for a professional position, deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent their professional qualifications.
3. Shall not assist in any entry into the profession of a person known to be unqualified with respect to character, education, or other relevant attributes.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a noneducator in the unauthorized practice of teaching.

GOOD SHEPHERD WRITTEN PURPOSE/PHILOSOPHY/MISSION STATEMENT

6. Shall not disclose information about colleagues obtained in the course of professional services unless disclosure serves a compelling professional purpose or is required by law
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

STANDARD 2: RELATIONSHIPS

The school demonstrates its purpose through relationships.

Note: Standard 2 is divided into three categories: school and congregation, school and community, and school climate. Introductory comments and necessary responses are required for each of the three sections. Standard 2A, School, and Congregation, does not apply when a Lutheran school is operating outside of a highly developed relationship with a single congregation or group of congregations.

STANDARD 2A: SCHOOL AND CONGREGATION

Overview

The Lutheran school has a special relationship with its operating congregation. To fulfill its purpose as a Lutheran school, the school concerns itself with the ministry of the whole church and seeks opportunities to enhance relationships with the local congregation(s), its district, and the national church body.

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.

- School and church calendars
- Church and school websites
- Church bulletins and newsletters
- Minutes from congregational meetings emphasizing the church-school relationship
- List of educators' participation in the activities of the sponsoring congregation(s)
- Summary of students' church attendance statistics
- Summary of climate survey results
- Faculty handbook describing the church-school relationship
- Written school evangelism plan or written document outlining practices of sharing the Gospel in the school and community
- Attendance at District conferences and events

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.

- School choirs sing at worship services
- Student involvement in activities of the sponsoring congregation(s)
- Pastoral involvement
- Pastor relates well, offering services to school families who do not belong to the sponsoring congregation(s)
- Teachers regularly worship and actively participate in activities of the sponsoring congregation
- Teachers participate in school-required conferences and events
- Teachers participate in district-sponsored conferences and events.
- CMIFs (Commissioned Minister Information Forms) are completed and regularly updated by commissioned teachers.
- Required reporting materials are submitted to district and national bodies on time and are completed with quality.

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 the relationship between the school and its congregation.

Our school and congregation share a deeply intertwined relationship characterized by mutual support and collaboration. Church members play an active role in advancing the school's mission through various means, including financial contributions via donations and fundraising activities. Additionally, they contribute their time and expertise by serving on the school board and assisting in classrooms as volunteers, tutors, and aides.

The Voter's Assembly, representing the congregation, extends substantial financial support by covering building maintenance expenses and managing the school building's debt service. Additionally, the Lutheran Women's Missionary League (LWML) generously supplies school materials at the beginning of each academic year.

Communication between our school and congregation is robust, ensuring that the latter remains well-informed about the school's mission and activities. Updates are regularly shared during Voter's Assembly meetings, through church bulletins, newsletters, and across digital platforms like social media and the school website.

Both students and parents are encouraged to actively participate in church events, particularly Sunday worship services featuring the children's choir. Similarly, church members show strong attendance at school functions such as Christmas and graduation programs, weekly chapel services, and special events like our annual Golf Benefit, Thanksgiving luncheon, and Veteran's Day program.

Collaboration between the church and school extends to joint events like the Fall Festival, Spring Family Fun Night, and facility maintenance workdays, fostering a sense of community and shared purpose.

Additionally, in 2022, a dedicated member of the church took the lead in forming the "40th Anniversary Celebration" Committee for the school. This initiative not only provided a significant outreach platform but also fostered engagement among present school families, alumni, and their extended networks across the country. The decision to commemorate 40 years holds profound symbolism drawn from numerous references in the Bible to the number 40. Notably, figures like Moses, Elijah, and Jesus observed a 40-day fast in the desert, the Israelites wandered for 40 years in the desert, and there's the story of God flooding the land for 40 days and nights. The celebration was a huge success, attended by about 200 people.

Finally, each year, the school organizes a Golf Benefit to raise funds for various projects. Numerous members of our congregation contribute their efforts to planning, coordination, setup, catering, and tournament activities. Additionally, our church community extends financial support to the event through a variety of sponsorships.

2. Describe how the pastor from the sponsoring congregation is involved at the school.

Pastor Simpson, an avid supporter of our school ministry, plays an active role in our school community. Regularly engaged, he leads weekly chapel services every Wednesday and participates in various special school events throughout the academic year. Furthermore, Pastor Simpson attends all school board meetings and makes weekly visits to our classes, fostering direct connections with students.

In addition to his administrative and pastoral duties, Pastor Simpson dedicates Monday mornings to teaching seventh and eighth graders on a range of religious topics. His consistent presence and involvement have cultivated strong relationships with our students, who hold him in high esteem. This rapport facilitates meaningful interactions and allows him to minister effectively to both students and their families.

Beyond his interactive roles, Pastor Simpson provides spiritual guidance to ensure our school's mission and practices align with the tenets of the Lutheran Church—Missouri Synod. He also offers recommendations on curriculum that further enrich the spiritual growth of our school community.

Pastor Simpson's commitment and dedication exemplify his invaluable contribution to our students' spiritual and educational journeys, making him an integral part of our school's fabric.

3. In what ways are students involved in the life of the sponsoring congregation?

Students actively participate in the life of our congregation through various avenues. Quarterly, special 10:30 worship services are arranged, offering opportunities for church members and parents to engage with our school students as they perform. These events, coordinated by our school administration, teachers, and pastor, provide meaningful moments for families to worship and attend Sunday school together.

In 2019, our Church's Evangelism Committee initiated a youth and young adult program called "The Way" to reach out to our school community. This program aimed to engage students in church activities by offering physical activities like pickup basketball games, followed by a hot dinner and bible study. The response from students was positive, with many participating regularly. However, due to the pandemic, the program had to be paused. Nevertheless, our Evangelism Committee is committed to relaunching the program in the near future.

Additionally, families are consistently encouraged to integrate into the Good Shepherd church community, with specific invitations extended during key events throughout the year. These include Lenten and Advent services, Vacation Bible School, church meals, Easter activities, and various other gatherings. Such initiatives foster a sense of belonging and active involvement for students and their families within the congregation.

4. What are the ways the school connects families to association churches and their ministries?

The school facilitates connections between families and our church and its ministries through various means. Upon enrollment, new students and their families receive informative material about the church, emphasizing their welcome to participate in church activities. Both the church and the school actively promote this integration, consistently referring to "Church *and* School" in signage and seamlessly integrating our websites and social media platforms. While maintaining separate websites, we are interconnected with links to ensure easy access to all aspects of the combined mission, including doctrinal beliefs and practices at Good Shepherd.

Additionally, the presence of our pastor at our school enhances personal connections with students and their families. Parents and students are encouraged to engage in worship services, especially when students participate by singing for the congregation. Furthermore, regular chapel services on Wednesdays provide another opportunity for families to worship together and strengthen their ties to the church community.

5. Describe the relationship of the school with its LCMS district and national offices.

The school maintains a great relationship with the Lutheran Church - Missouri Synod (LCMS) district and national offices, reflecting a commitment to shared values and collaborative engagement. Both the church and school are active members of the Oklahoma District and the national Synod, upholding NLSA accreditation standards. Our administrators regularly attend District Administrators' Meetings, fostering ongoing dialogue and collaboration within the district. Additionally, the teaching staff actively participates in the Oklahoma District's Lutheran Teachers' Conferences, enriching professional development and alignment with Synod standards. Students from our school enthusiastically engage in the District-wide annual intermural track and academic meet in Ponca City, further strengthening ties with the broader LCMS community. Furthermore, our school maintains close communication with the LCMS national offices through the submission of annual reports, ensuring transparency and accountability. Finally, in May 2024, our student choir will proudly represent our school at the momentous 100th LCMS Anniversary celebration in Oklahoma, symbolizing our enduring connection and commitment to the District's mission and legacy.

6. Describe how all teachers are engaged in in-service, workshops, and volunteer efforts.

- **In-Service Training:** Regular in-service training sessions are conducted to provide teachers with opportunities to refine their teaching skills, learn about new educational methodologies, and stay updated on curriculum standards and school policies. These sessions cover topics such as classroom management techniques, differentiated instruction, assessment strategies, and technology integration.
- **Workshops and Professional Development:** Teachers participate in workshops and professional development opportunities both within and outside our school community. These workshops may be led by educational experts, guest speakers, or fellow educators and cover a wide range of subjects relevant to teaching and learning. Topics may include literacy instruction, STEM education, cultural competency, particular education strategies, and more.
- **Volunteer Efforts:** Teachers actively engage in volunteer efforts within our school and local community. This may involve participating in extracurricular activities, serving as club advisors, organizing community service projects, or volunteering at school events such as fundraisers, open houses, and parent-teacher conferences. Additionally, teachers may volunteer their time to support charitable organizations, participate in service-learning initiatives, or mentor students outside of regular school hours.

7. Describe the involvement of called workers in required district conferences, workshops, and volunteer efforts.

Mrs. Lynn Cunningham, our sole commissioned teacher, has devoted an impressive 37 years of service to our school community. Beyond her exceptional dedication within the classroom, Mrs. Cunningham actively contributes to our church's initiatives, serving on multiple committees and actively participating in events such as Vacation Bible School and LWML activities. Furthermore, she consistently enhances her professional expertise by diligently attending conferences and workshops. These sessions focus on critical areas such as curriculum development, instructional strategies, classroom management, and the seamless integration of Lutheran doctrine into our curriculum. Mrs. Cunningham's unwavering commitment and continuous pursuit of excellence exemplify her invaluable contributions to our school's mission and educational standards.

8. How does the school support the work of the Lutheran Church – Missouri Synod?

- **Adherence to Lutheran Doctrine:** Our school upholds and teaches Lutheran doctrine in alignment with the beliefs and teachings of the LCMS. This ensures that students receive a comprehensive education rooted in the Lutheran faith.
- **Participation in District and National Initiatives:** Our school actively participates in district and national initiatives organized by the LCMS. This includes attending district conferences, workshops, and events aimed at promoting Lutheran education and supporting the mission of the church.
- **Collaboration with Local Congregation:** Our school maintains close ties with LCMS congregations, collaborating on various initiatives such as joint worship services, outreach programs, and community service projects. This partnership strengthens the bond between our school and the broader Lutheran community.
- **Integration of Faith and Learning:** Our school integrates Lutheran faith into all aspects of our educational program, ensuring that students develop a deep understanding of Christian values and principles. This commitment to faith-based education contributes to the LCMS's overall mission to proclaim the Gospel and make disciples of all nations.

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.

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

Identify and list supporting Evidence or Practices:

The Good Shepherd Lutheran Church in Midwest City, Oklahoma, oversees our school, which shares a campus with our church. Our school comprises two distinct permanent structures: the Family Life Center and the Brick Annex. These buildings are situated separately from the Sanctuary building and provide the physical infrastructure for our educational activities.

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.

2A:02: The school is an extension of the ministry of its sponsoring congregation. Church and school work together effectively to accomplish goals related to a well-defined 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 pastor is acknowledged as the spiritual leader of the whole congregation, including the school.
- The pastor demonstrates that he is the spiritual leader of the school and congregation.
- The congregation provides spiritual support for the school and its students.
- Pastor and school staff regularly demonstrate support for each other's ministry.

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:

To ensure alignment with the beliefs and teachings of the LCMS church, significant decisions affecting both our school and our congregation are consulted with our pastor. Regular meetings occur between our lead administrator and pastor, who convene weekly to discuss joint church and school activities. Our pastor actively engages in worship services involving students and parents, including chapel sessions, fostering spiritual connectivity within our community. Daily staff devotions, led by our pastor, serve as a cornerstone for nurturing spiritual growth among our staff members. The Ministry of Parochial Education Chairperson, elected by the congregation's voting members, appoints additional board members and is accountable to the Voter's Assembly with a commitment to upholding LCMS teachings. Annually, our pastor conducts installations for all teachers, administrative staff, and school personnel during a congregational worship service, underscoring the school's essential role in fulfilling the church's mission. Additionally, our pastor provides counseling and spiritual guidance and performs baptisms as needed, embodying pastoral care within our community. The church prayer list extends to accommodate prayer requests from students, their families, and school personnel, reflecting our collective commitment to support and uplift one another in faith.

Comments:

This section was included in our 2018 NLSA School Action Plan.

Concern: All significant school decisions are made by the administrator and/or school board and reported to the pastor as needed. The new school administrator will now oversee all educational management that Pastor previously handled.

Action Taken: Pastor Simpson has readjusted his role with our school and currently interacts with it on a regular basis, notifying our administrator when he does so.

2A:03: The school concerns itself with the ministry of the whole church and seeks opportunities to support and enhance relationships with its congregation, its district, and the national church body.

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.

- Students regularly participate in congregational life through planned activities available and coordinated with the congregation.
- School staff members are actively involved in worship and congregational life in their parish.
- 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.
- The school supports LCMS missions.
- Called teachers participate in required district conferences and events.

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 school prioritizes its role in supporting the broader ministry of our church and actively seeks opportunities to strengthen relationships with its congregation, district, and the LCMS. Student involvement in congregational activities is a regular occurrence, with careful planning and coordination to ensure meaningful engagement. Our Called teacher plays an integral role in congregational life, actively participating in worship services and various parish activities while also attending district conferences and events to enhance professional development. Close collaboration between the school and congregation extends to supporting families without a designated church home or those who may not attend regularly. Additionally, our school consistently contributes to the missions of the Synod and actively participates in LCMS community efforts whenever possible, demonstrating a commitment to serving beyond the school's immediate community.

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".

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

YES

NO

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

The purpose-driven ministry of our school is visible in the daily interactions among students, parents, and teachers. This is sustained by the unwavering support of our congregation, the active spiritual guidance provided by our pastor, and our Christ-centered curriculum.

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

N/A

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

STANDARD	RATING
2A:02	3
2A:03	3
Total:	6
Average: (Total ÷ 2)	3.0

Required Evidence

N/A

Potential Evidence

- School and church calendars
- Church and school websites
- Church bulletins and newsletters
- Minutes from congregational meetings emphasizing the church-school relationship
- List of educators' participation in the activities of the sponsoring congregation(s)
- Summary of students' church attendance statistics
- Summary of climate survey results
- Faculty handbook describing the church-school relationship
- Written school evangelism plan or written document outlining practices of sharing the Gospel in the school and community
- Attendance at District conferences and events

SCHOOL AND CONGREGATION PHOTOS



Student Choir performing during church service.



Church Members attending Annual School Auction

SCHOOL AND CONGREGATION PHOTOS



Church Members and School Families Attending Mutual Event

YEARLY SCHOOL CALENDAR (PAGE 1)

The Good Shepherd Lutheran School Academic Calendar

2023 - 2024
Updated: October 26, 2023

Aug 2023						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Sep 2023						
S	M	T	W	T	F	S
					1	2
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Oct 2023						
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29	30	31				

Nov 2023						
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26	27	28	29	30		

Dec 2023						
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24	25	26	27	28	29	30
31						

Jan 2024						
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28	29	30	31			

Feb 2024						
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25	26	27	28	29		

Mar 2024						
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31						

Apr 2024						
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28	29	30				

May 2024						
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Jun 2024						
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23	24	25	26	27	28	29
30						

Jul 2024						
S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Calendar Details on Reverse Side



YEARLY SCHOOL CALENDAR (PAGE 2)

August 2023

- 7 Back to School Bash | 7:30 PM - 9:30 PM | Reno Swim & Slide Pool – Midwest City (Food and Drinks Provided)
8 Open House | 6:00 PM – 8:00 PM | School Gym (Required for all Students and Parents)
9 Professional Development Day | **NO SCHOOL**
10 First Day of School – Start of First Quarter

September 2023

- 4 Labor Day | **NO SCHOOL**
15 Professional Day | **NO SCHOOL**
18 – 21 Student Assessment Testing
22 Doughnuts with Grown-ups | 7:30 AM – 8:30 AM | School Gym
24 Open House & Pancake Breakfast | 8:00 AM – 12:00 PM | School Gym

October 2023

- 12 End of First Quarter
13 Annual Golf Benefit | 7:00 AM – 1:00 PM | John Conrad Golf Course – Midwest City | **NO SCHOOL**
16 Start of Second Quarter
20 Fall Break | Parent-Teacher Conferences | **NO SCHOOL**
23 Fall Break | **NO SCHOOL**
27 Fall Festival | 6:00 PM – 8:00 PM | School Gym

November 2023

- 9 Veterans Day Program & Luncheon | 10:30 AM – 12:00 PM (School Dismissed after Luncheon) | School Gym
10 Martin Luther Birthday (His theological beliefs form the basis of the Lutheran Church) | **NO SCHOOL**
20 – 24 Thanksgiving Holiday | **NO SCHOOL**

December 2023

- 14 Christmas Program | 6:30 PM – 7:30 PM | School Gym
15 End of Second Quarter
18 – 29 Christmas Holiday | **NO SCHOOL**

January 2024

- 1 Christmas Holiday | **NO SCHOOL**
2 Professional Development Day | **NO SCHOOL**
3 Start of Third Quarter – Classes Resume
15 Martin Luther King, Jr. Day | **NO SCHOOL**

February 2024

- 16 Professional Day | **NO SCHOOL**
19 President's Day | **NO SCHOOL**

March 2024

- 8 End of Third Quarter
8 Annual School Benefit Family Fun Night | 6:00 PM – 9:00 PM | Dinner Included with Admission Ticket
11 Start of Fourth Quarter
11 – 15 Lutheran Schools Week
18 – 22 Spring Break | **NO SCHOOL**
29 Good Friday | **NO SCHOOL**

April 2024

- 1 Easter Monday | **NO SCHOOL**
25 Spring Sing | 6:30 PM – 7:30 PM | Church Sanctuary
29 – 30 Student Assessment Testing

May 2024

- 1 – 2 Student Assessment Testing
3 Ponca City Track Meet
6 – 10 Teacher Appreciation Week
10 Muffins in the Morning | 7:30 AM – 8:30 AM | School Gym
15 Kindergarten and 8th Grade Graduation Ceremonies | 10:30 AM – 11:30 AM | Church Sanctuary
15 Last Day of School – End of Fourth Quarter

MONTHLY SCHOOL ACTIVITIES CALENDAR

GSLs March 2024 Activities

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3 Worship Service/@ 8:00am/Bible Study @ 9:15am/Worship Service @ 10:30am	4 Trail Life TroopOK-4077 @ 5:30pm	5	6 Chapel	7	8 Annual School Benefit/Family Fun Night @ 7pm	9
10 Worship Service/@ 8:00am/Bible Study @ 9:15am/Worship Service @ 10:30am	11 Trail Life TroopOK-4077 @ 5:30pm	12	13 Chapel	14	15	16
Lutheran Schools Week						
17 Worship Service/@ 8:00am/Bible Study @ 9:15am/Worship Service @ 10:30am	18 Trail Life TroopOK-4077 @ 5:30pm	19	20	21	22	23
Spring Break/No School						
24 Palm Sunday Worship Service/@ 8:00am/Bible Study @ 9:15am/Worship Service @ 10:30am	25 Trail Life TroopOK-4077 @ 5:30pm	26	27 Chapel	28 Maundy Thursday Service @ 7:00pm	29 Good Friday—School & ECC Closed Good Friday Service @ 7:00pm	30
31 Sunrise Service / Easter Breakfast/ 10:30am Worship Service	1 Easter Monday—School Closed					

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

Required Evidence

N/A

Potential Evidence

- 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
- Parent and student handbooks
- 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

SCHOOL AND COMMUNITY PHOTOS



Students Singing Christmas Carols at Nearby Assisted Living Center



Loading Vehicle with Food Items Donated by Our Students

PUBLIC RELATIONS ADVERTISEMENT



John 10:27

My sheep listen to my voice; I know them, and they follow me.

Enrollment Time Is Here
The Good Shepherd
Lutheran School

700 N Air Depot Blvd - Midwest City, Oklahoma 73110

(405) 732-0070

www.MyLutheran.School



The Good Shepherd Lutheran School

700 N Air Depot Blvd
Midwest City, Oklahoma 73110

Established in 1983, The Good Shepherd Lutheran School is a preschool - 8th grade Christian school located in Midwest City and serves the Mid-Del, Spencer and Choctaw areas. We strive to provide a quality, Christian-centered education for the children in our community. We firmly believe no child should be turned away because of their families inability to pay tuition. Because of this belief we have scholarships available on a first-come, first-served basis.

We ask if you are able to contribute to our scholarship fund, please give what you can. It will help a child get the quality education they deserve.

Please call our school office for more information.

Enroll Today. Openings go fast!

(405) 732-0070

www.MyLutheran.School



Use Camera on
Phone to View

STANDARD 2C: SCHOOL CLIMATE

Overview

The Lutheran school is more than an assembly of people. It is a community of people, redeemed by God through Jesus Christ, in which all members are affirmed because of their forgiveness through Him. Christ's love motivates us to develop an atmosphere in which each member of the community may experience their individuality and contribute to the community. Members of this community recognize, value, and respect the needs of others for acceptance, love, correction, approval, and attention. All activities within the school, therefore, help to design, create, and foster this climate.

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.

- Student/Parent Handbook
- Employee Handbook
- Bell Schedule (daily, weekly, monthly schedules and/or calendars)
- Evidence of the spiritual nurturing of students such as chapel, large and small group activities
- Schedule of school chapel services
- Teachers' classroom schedules
- Parent-school climate survey results
- Appropriate Christian signage and messaging displayed throughout the school and classrooms
- Parent newsletters
- Anti-bullying policies and training

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.

- All types of school relationships emanate from the example of the teachings of Jesus Christ and demonstrate the proper understanding of Law and Gospel.
- Teachers' decision-making is centered on what is best for students.
- Regular school chapel services are intentionally designed to consciously and systematically strengthen the Christian faith of students and members of the school community.
- The school staff cooperates with area pastors and church workers to meet the spiritual needs of school families during celebrations, crises, and day-to-day life events.
- Pastoral and school staff work cooperatively to meet the spiritual needs of school families.
- Home visits
- Parent/Teacher Conferences
- Student-led conferences

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 the climate of the school and its impact on the lives of the students.

At Good Shepherd, establishing a nurturing and secure environment for our students has always been paramount. We prioritize fostering a safe and caring atmosphere, similar to the dedication exhibited by educators in nearby public schools. However, what sets us apart is our unique emphasis on the unwavering assurance of a loving Savior who cherishes each child as His own and offers the gift of forgiveness and salvation. This Christ-centered message is interwoven into every aspect of Good Shepherd's curriculum, guiding our "Law and Gospel" approach to discipline and shaping everyday interactions with our teachers, administrators, staff, and pastor. As a result, the climate of our school is one of warmth, compassion, and acceptance, where students feel valued, supported, and empowered to grow academically, socially, and spiritually. This nurturing environment not only enhances students' academic achievements but also positively impacts their overall well-being and development, laying a foundation for lifelong success and fulfillment.

2. Describe ways that teachers support students and their families.

Teachers at our school are dedicated to supporting students and their families in a variety of ways. Scheduled parent-teacher conferences are held regularly to discuss student progress and address any concerns or questions. Additionally, informal meetings are available as needed, ensuring open communication between teachers and parents. After-school tutoring services are offered to provide extra support for students who may need it, and teachers make themselves accessible to parents via email or appointments for further discussion or assistance.

In addition to academic support, teachers also prioritize the emotional well-being of students and their families. Referrals are made for students who require counseling due to emotional needs, ensuring that they receive the necessary support and resources. Clear communication of homework expectations helps students and families stay organized and prepared for academic success.

Our teachers understand the importance of spiritual support and make it a top priority. They provide prayer and spiritual guidance for students and their families, fostering a supportive and nurturing environment that encompasses not only academic growth but also personal and spiritual development. Through these various avenues of support, teachers play a crucial role in empowering students and families to thrive both academically and emotionally.

In March 2023, Mrs. Dana Johnson, our Kindergarten teacher, received a nomination for the prestigious nationwide HONORED.ORG from a parent of one of her students. HONORED.ORG is a national nonprofit organization dedicated to recognizing and uplifting exceptional teachers. Through its various programs, HONORED.ORG aims to acknowledge the profound impact teachers have on their students' lives, ultimately fostering teacher engagement, inspiration, and retention nationwide. Leveraging an innovative platform, HONORED.ORG empowers students and families to provide meaningful affirmation to teachers, addressing the pressing issues of teacher burnout and attrition. These public tributes offer individual recognition and valuable feedback, aligning with research that indicates such recognition is instrumental in keeping teachers motivated and committed to advancing their skills. Below is a summary of the parent's heartfelt submission.

Coming out of prison, I was not only rebuilding my life and living day-to-day, but I was rebuilding a foundation for my daughter. At first, I was worried that my child and I would not fit in. My daughter had missed over six months of school, and as a result of that, she didn't know basic things that other kids in her class knew, and she felt it. It caused her to get frustrated, and she would just shut down as a result of it. When I tell you some people are just created to teach and to motivate other people, believe it. I've never had a village, and ever since meeting Ms. Dana, my child has had a village. I feel like I have that with Ms. Dana. I mean, she goes above and beyond.

I don't have a car, so I was Ubering my daughter to and from school. Ms. Dana went out of her way to pick her up every morning and to take her to school. On top of that, the kids get snacks because Ms. Dana feels that the only meal some kids eat is their school meal. Do you know what I mean? So, she literally goes out of her way and uses money out of her pocket to make sure that these kids have snacks, books, and supplies.

They do fundraisers to help them raise funding for things because they don't get funding from the state, and it's not just with my child; literally, she makes sure you know what's going on. She texts you if your kids are having a bad day. She's just freaking phenomenal.

I got offered a job that would require me to be gone for a while. She literally helped me find someone to watch my daughter so that I could get this job. She's far more than just a teacher; she really is.

3. Describe the ways that students relate to their teachers.

The relationship between students and their teachers at our school is marked by warmth, affection, and mutual respect. Daily displays of appropriate affection, including hugs, are a common sight in every classroom, reflecting the deep connections that exist between students and their teachers. Furthermore, students often express their appreciation for their teachers through heartfelt gestures, such as presenting handmade gifts, cards, and drawings. These tokens of gratitude serve as tangible reminders of the strong bond shared between students and their mentors.

The enduring nature of these relationships is evident in the frequent visits from former students who return to reconnect with their teachers. These reunions highlight the lasting impact that teachers have on their student's lives, as well as the enduring bonds forged over the years. Such interactions underscore the significance of the relationships that develop within our school community, where students feel valued, supported, and cherished by their teachers long after they have left the classroom. Through these meaningful connections, students receive not only academic guidance but also invaluable support, encouragement, and mentorship that shape their growth and development both inside and outside the classroom.

4. How are the legal rights of parents, legal caregivers, teachers, and students protected?

At Good Shepherd Lutheran School, the protection of the legal rights of parents, legal guardians, teachers, and students is a top priority. This commitment is demonstrated through various measures aimed at ensuring privacy and compliance with regulations. Private records are securely stored in a locked, fire-proof file cabinet within our administrative office, safeguarding sensitive information from unauthorized access. Additionally, substantial investments are made to maintain secure servers, prioritizing online privacy for all stakeholders.

Stringent school policies are enforced to protect further student privacy, including requirements for active photo releases and strict adherence to non-discrimination practices in enrollment and hiring. Furthermore, strict protocols are in place for administering medication to students, ensuring compliance with legal regulations and prioritizing their health and safety. Rigorous student pick-up procedures are also maintained daily to prevent unauthorized access and ensure the safety of all students.

Good Shepherd Lutheran School adheres to federal regulations such as HIPAA and FERPA, further enhancing the protection of privacy rights for all individuals within our community. Through these comprehensive measures, we strive to create a safe, supportive, and inclusive environment where the legal rights of parents, legal caregivers, teachers, and students are respected and upheld at all times.

5. Describe how the school and church work together to meet the spiritual needs of students and their families.

The collaboration between our school and church takes various forms. Here are some ways we work together:

- **Religious Education Classes:** Our school has religion education classes as part of our curriculum, which is developed in collaboration with our pastor. These classes provide our students with an opportunity to learn about their faith, religious texts, and traditions within an educational setting.
- **Spiritual Services:** Our pastor supports students and staff members and offers pastoral care, counseling, and spiritual guidance to those in need.
- **Joint Events and Celebrations:** Our school and church often collaborate to organize joint events, such as festivals, holiday celebrations, and prayer services. These events provide opportunities for our students and their families to come together in worship, reflection, and community building.
- **Community Service Projects:** Our school and church partner to organize community service projects and outreach initiatives that reflect our shared values. These projects provide our students with opportunities to put their faith into action through acts of service and compassion.
- **Family Support Services:** Our church offers family support services, such as parenting information, family counseling, and support groups, which complement our school's services. This holistic approach to support addresses the spiritual, emotional, and relational needs of our students and their families.
- **Prayer Groups and Bible Studies:** Our church facilitates prayer groups, Bible studies, or other religious study groups that meet on campus or in partnership with church members. These groups provide our students with a space to deepen their faith and engage in spiritual fellowship with their peers.
- **Resource Sharing:** Our school and church share resources, such as facilities, materials, and personnel, to support each other's programs and initiatives.
- **Parental Involvement:** Our school and church strongly encourage parental involvement in our programs and activities, recognizing the vital role that parents play in shaping their children's spiritual development. This collaboration strengthens the connection between home, school, and church, fostering a sense of community and shared values.

6. List and describe the ways teachers and the school intentionally establish and maintain positive relationships with school parents.

Teachers and the school take intentional steps to establish and maintain positive relationships with school parents through various means. Teachers actively participate in school events such as the Back to School Bash, Fall Fest, Christmas Program, and Spring Musical, providing opportunities for interaction and connection with parents outside of the classroom setting. Additionally, collaborative planning of classroom parties encourages parent involvement and fosters a sense of community.

Furthermore, teachers utilize the REMIND app for daily communication with parents, ensuring timely updates and reminders about school activities and events. Academic information, including homework assignments, class work, attendance records, and weekly grades, is regularly communicated to parents via email, promoting transparency and collaboration in their child's education.

Regular parent-teacher conferences provide a dedicated space for open dialogue and feedback on student progress, strengthening the partnership between teachers and parents in supporting student success. When necessary, teachers also make phone calls to parents to address specific concerns or provide updates on their child's academic or behavioral performance.

Lastly, teachers organize parties for parents, students, and faculty members, creating opportunities for social interaction and relationship-building within the school community. Through these intentional efforts, teachers and the school work together to establish and maintain positive relationships with school parents, fostering a supportive and inclusive learning environment for all involved.

7. How do the ways that school personnel relate to one another contribute to the school's climate?

The ways in which our school personnel relate to one another play a crucial role in shaping the overall climate of the school. Through daily informal teacher meetings that include devotional time, collaboration among staff members is fostered,

creating a supportive and cohesive environment. This sense of camaraderie is further strengthened by the strong bond shared among the teaching staff, who provide mutual support to one another both personally and professionally.

The commitment of teachers to supporting students extends beyond the classroom, as evidenced by their attendance at four church services annually to support student singing. This shared experience not only strengthens relationships among staff members but also reinforces the sense of community within the school.

Additionally, at the beginning of each school year, teachers undergo an installation ceremony, marking the start of their journey together as a team. This ceremony serves as a unifying event, solidifying the sense of purpose and shared commitment to the school's mission.

Furthermore, new teachers are paired with a mentor teacher for a year and receive frequent observations and training from administrators. This structured support system ensures that new staff members feel welcomed, supported, and equipped to succeed in their roles, contributing to a positive and nurturing school climate overall.

In essence, the ways in which school personnel relate to one another through collaboration, support, shared experiences, and structured mentorship programs all contribute to fostering a positive and inclusive school climate where everyone feels valued, supported, and empowered to thrive.

8. Describe the school's discipline policy and its impact on the school climate.

At our school, the discipline policy is carefully designed to uphold a nurturing Christian environment while promoting accountability and self-control among students. Teachers play a vital role in this process by clearly communicating expectations and consequences to both students and parents, ensuring transparency and mutual understanding. When disciplinary action is necessary, it is administered with Christian compassion, recognizing the inherent dignity and worth of each student.

Our lead administrator takes a proactive approach to addressing instances of continued non-compliance, working closely with students and parents to address underlying issues and find constructive solutions. One of our primary objectives is to instill self-control in students, empowering them to make responsible choices and manage their behavior effectively.

Our discipline policy aims to cultivate a nurturing Christian environment for students, fostering success in both their present and future lives. By emphasizing the values of respect, integrity, and empathy, we create a supportive climate where students feel valued, supported, and empowered to reach their full potential.

Overall, our discipline policy has a positive impact on the school climate by promoting a culture of accountability, compassion, and personal growth. Through consistent and fair enforcement, we create a safe and welcoming environment where students can thrive academically, socially, and spiritually.

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.

School discipline policy and procedures

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.

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

YES

NO

Identify and list supporting Evidence or Practices:

- Regular integration of our school's purpose into daily activities and interactions.
- Alignment of school policies and procedures with our school's purpose.
- Consistent communication of our school's purpose to all stakeholders, including students, parents, teachers, and staff.
- Integration of our school's purpose into the curriculum and educational programs.
- Recognition and celebration of achievements and contributions that align with our school's purpose.
- Establishment of a positive and inclusive school culture that reflects the values and principles of our school's purpose.
- Collaboration and partnership with community organizations and stakeholders that share similar values and goals.
- Continuous evaluation and improvement of practices to ensure alignment with our school's purpose.
- Encouragement of student engagement in activities and initiatives that promote our school's purpose.
- Provision of resources and support to empower students, teachers, and staff to live out our school's purpose in their daily lives.

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.

2C:02: The school's Christ-centered ethos is visible and evident to visitors.

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.

- Students demonstrate love for others in response to Christ's love for them.
- Teachers' care for student needs is prominently enacted throughout the school.
- Students worship together daily, either in each classroom or in a school-wide appropriate worship experience with other students.
- Classroom environment, hallway decorations, and posted classroom projects demonstrate respect for teachers and peers.
- Student behavior is appropriate to encourage growth and to maintain the school's chosen 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:

The school's Christ-centered ethos radiates throughout, evident to all visitors who step through its doors. Students, inspired by Christ's love, demonstrate compassion and care for others, fostering a warm and welcoming atmosphere within the school community. Teachers exemplify this ethos through their unwavering commitment to meeting student needs, ensuring every individual feels valued and supported on their educational journey. Daily worship sessions, either devotions within classrooms or in weekly chapel gatherings, provide opportunities for students to deepen their faith and connection to God, fostering a spiritually enriching environment. The classroom environment reflects respect for both teachers and peers, with thoughtful decorations and projects that promote a sense of unity and mutual respect. Additionally, student behavior reflects the values upheld by the school, encouraging personal growth and maintaining a positive teaching and learning environment. Through these practices, the school embodies its Christ-centered ethos, leaving a lasting impression on all who visit.

Comments:

N/A

2C:03: Teachers and staff members recognize, value, and respect the needs of students.

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.

- Teachers demonstrate love for all students in Christ.
- Teachers attend to the individual needs of students.
- Teachers integrate faith principles throughout the day and pray with their students.
- Students are challenged to do their best.
- Students' spiritual needs are given appropriate support by the church and school.
- Law and Gospel are properly divided when discipline is administered.
- Staff demonstrates positive school spirit.
- Through the school's discipline code, students are assisted to grow in self-control out of love for Christ.
- When desirable and practical, students are given the opportunity to participate in making school decisions.

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, teachers and staff members are deeply committed to recognizing, valuing, and respecting the needs of every student. This dedication is evident in various aspects of our school culture and practices. Teachers prioritize addressing students' needs, ensuring that each individual feels heard, supported, and valued. Guided by their love for all children in Christ, teachers approach student needs—whether behavioral, spiritual, or academic—with equal dedication and care.

Furthermore, teachers go above and beyond to individualize support, recognizing and accommodating the unique needs of each student. They incorporate faith principles into daily activities and engage in prayer with their students, fostering a spiritually enriching environment where students feel connected to their faith and supported in their spiritual journey.

Students are encouraged to strive for their personal best, with both the church and school providing appropriate support for their spiritual needs. Discipline is administered with a proper balance of Law and Gospel, ensuring that students are guided to develop self-control rooted in their love for Christ. This approach contributes to a positive and respectful school culture where students and staff alike foster an environment of mutual respect and support.

Additionally, our school's discipline code emphasizes the importance of addressing bullying behavior, with policies and procedures outlined on our website. Staff members receive annual training to identify and handle bullying situations effectively, ensuring that every student feels safe and supported within our school community. Through these practices, teachers and staff members demonstrate their unwavering commitment to recognizing, valuing, and respecting the needs of all students, fostering an inclusive and supportive learning environment for everyone.

Comments:

N/A

2C:04: School personnel model Christ's love in their relationships with parents and guardians.

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.

- School personnel are approachable and receptive to parental questions or concerns.
- Teachers view parents as school partners in the education process.
- Staff members understand and relate appropriately with school families.
- Parents and guardians are made to feel welcome at the school.
- The school provides opportunities for parents to be involved at the school.
- The legal rights of parents and legal guardians are protected.
- Parents are encouraged to be positive and supportive of the school.

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:

- Phone calls to parents are made during school hours only when necessary to avoid disrupting parents' work.
- We utilize software for parent communication via computers.
- Information is regularly updated on our school website.
- Two parent-teacher conferences are scheduled annually.
- The protection of parents' rights is outlined in detail in the Student/Parent Handbook and Enrollment Form.
- Parents are invited to join the PTL at the start of each school year.

Comments:

At our Good Shepherd, modeling Christ's love in relationships with parents and guardians is not just a principle but a lived reality. Our school personnel embody this climate in various ways, starting with being approachable and receptive to parental questions or concerns. Teachers don't just see parents as passive observers but as active partners in the education process, fostering a collaborative environment where input from parents is valued. Staff members understand and relate appropriately with school families, ensuring that parents and guardians feel genuinely welcome. We provide numerous opportunities for parental involvement, from joining the Parent-Teacher League to utilizing software for convenient communication and regularly updating information on our school website. We are committed to protecting the legal rights of parents and legal guardians, with detailed outlines in our Student/Parent Handbook and Enrollment Form. Phone calls to parents are made considerately during school hours to minimize disruption to their work. Two parent-teacher conferences are scheduled annually to facilitate ongoing dialogue and collaboration. The high level of parent participation, evidenced by a 10 out of 10 rating on the Parent Survey Results, is a testament to the success of our approach in fostering a supportive and inclusive school community rooted in Christ's love.

2C:05: Faculty and administration respect and support one another as individuals, fellow members of the body of Christ.

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.

- Faculty and administration gather for devotions regularly.
- Faculty and administration speak positively about their co-workers at the school.
- Faculty and administration demonstrate support of one another in tangible ways.

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 teachers engage in daily prayers for one another.
- Collaboration among teachers is a regular practice.
- Our teachers and administration function as a unified team, contributing not only to education but also to ministry.
- The Christian faith is evident in the actions of every teacher.
- Mutual respect and understanding characterize the relationship between teachers and administrators, acknowledging the challenges and responsibilities within the Good Shepherd Lutheran School ministry.
- Teachers extend love and care not only to their students but to every child within Good Shepherd Lutheran School and Early Childhood Center, a result of ongoing collaboration and observation.
- Teachers provide support to one another by assisting with each other's classes when needed.
- Personal prayer requests are shared during teacher devotions.
- Administrators host lunches for teachers during staff development seminars.

Comments:

Our commitment to respect and support among faculty and administration runs deep, reflecting our shared identity as members of the body of Christ. Commencing each day with prayers for one another, our teachers nurture a spirit of unity and spiritual solidarity within the faculty. Collaboration among educators isn't merely encouraged; it's a steadfast practice, underscoring our dedication to collective progress toward our shared mission. Together, our teachers and administration unite as a cohesive team, seamlessly integrating education with ministry. The Christian faith isn't just a belief but a living presence in the actions of every teacher, fostering a nurturing environment where mutual respect and understanding thrive. Teachers extend care not only to their students but to every child within our school and Early Childhood Center, a testament to the ongoing collaboration and observation within our community. This support among colleagues is evident as teachers assist each other's classes when needed and share personal prayer requests during teacher devotions. Administrators further demonstrate their commitment to support by hosting lunches for teachers during professional development training. Through these collective efforts, we reaffirm our dedication to fostering mutual respect and support as integral aspects of our shared journey as members of the body of Christ.

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 2C?

YES

NO

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

The staff at Good Shepherd Lutheran School is a united team of Christian educators dedicated to the well-being of students and parents. They are committed to the mission of fostering authentic relationships with Christ among patrons and children while also consistently offering respect and support to our administrators. We are grateful to God for their dedication and teamwork every day.

C. Based on the evidence, what are the challenges of the school related to Standard 2C? 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 2C, rounded to the nearest tenth?

STANDARD	RATING
2C:02	3
2C:03	3
2C:04	4
2C:05	4
Total:	14
Average: (Total ÷ 4)	3.5

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

Section Totals (NOT Averages)	
STANDARD	RATING
2A	6
2B	13
2C	14
Total:	33
Average: (Total ÷ 10)	3.3

Required Evidence

N/A

Potential Evidence

- Parent handbooks
- Faculty handbook
- Bell Schedule (daily, weekly, monthly schedules and/or calendars)
- Evidence of the spiritual nurturing of students such as chapel, large and small group activities
- Schedule of school chapel services
- Teachers' classroom schedules
- Parent-school climate survey results
- Appropriate Christian signage and messaging displayed throughout the school and classrooms
- Parent newsletters
- Anti-bullying policies and training

STANDARD 3: LEADERSHIP

The school is governed and administered effectively following written policy.

Note: Standard 3 is divided into two categories: governance and administration. Introductory comments and necessary responses are required for each of the two sections.

Note: The leadership of the school is a major factor in its successful development, implementation, and evaluation. A variety of groups and people provide leadership. Two primary leadership components are the board or governing authority and the appointed administrator(s), although some schools may function effectively without a school board. Introductory comments and necessary responses are required for both sections.

Note: All schools have a “governing authority” regardless of the style and format of governance used in the school. As such, ALL schools are required to respond to Standard 3A: Governance and Standard 3B: Administration and respond to each indicator as it relates to the school’s governance model.

STANDARD 3A: GOVERNANCE

Overview

As the policy-making agency for the school, it is vital that the governing authority understands its role and function, operates efficiently, and keeps accurate records. The governing authority empowers school leadership to maintain day-to-day autonomy and provide a high-quality, Christ-centered education for students.

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.

- Governing authority policy, procedures, and practices
- Agendas and minutes from meetings
- NLSA School Improvement Plan
- Strategic plan
- Survey results regarding functions of the board or governing authority
- Anecdotal stakeholder input and feedback
- School handbook
- Teacher handbook
- Communications to stakeholders about policy decisions
- Governing body policies on roles and responsibilities, relationships, conflict of interest, etc.
- Three-year financial plan
- Policies and procedures related to financial aid.
- Itemized school budget and auxiliary organization budgets
- Copy of grievance process
- Copy of most recent external audit or financial review

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.

- Examples of decisions aligned with the school's statement of purpose.
- Policies and practices that clearly and directly support the school's purpose.
- Board or governing authority's process for evaluating its decisions and actions.
- Policies that delineate the distinction between the roles of our school board, our administrators, and our pastor.
- Board or governing authority retreats
- Board or governing authority training
- Leadership succession planning
- Example of a present grievance resolution

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 the governing authority, indicating its membership, responsibilities, and meeting times.

The governance structure of our school is clearly outlined in the School Board Policy Manual, initially adopted in 1998 and regularly updated to reflect new policies and changes. This manual delineates the distinct responsibilities of our school board, our administrators, and our pastor, providing a framework for expectations and accountability. Operating as part of the broader ministry of Good Shepherd Lutheran Church, our school operates under the ultimate authority of the congregational Voter's Assembly. Consequently, the school board chairperson must be an active church member, nominated and elected by the Voter's Assembly. School board members are nominated within the school board and approved by the other voting members. School board meetings, attended by our administrators and our pastor, are convened once a month on the second Tuesday from 4:30 pm to 5:30 pm, with meeting details publicly announced at both the church and school. While general meetings are open to stakeholders, executive sessions addressing personnel or sensitive matters are closed.

The responsibilities of our school board encompass several key areas, including establishing overarching policies, safeguarding our school's interests and mission, reviewing our current curriculum, and investigating new curriculum when needed, managing financial and tangible assets, ensuring compliance with Board policies, maintaining accreditation, and facilitating ongoing training and development for board members to remain actively engaged in our school's mission. The current board members are as follows:

Mr. Royce Junghanns – Interim Board Chairperson, *elected voting member*
Mrs. Marguerite Christman – Board Secretary, *appointed voting member*
Mrs. Marla Junghanns – Board Member, *appointed voting member*
Mr. Gary Kuschnereit – Board Member, *appointed voting member*
Mrs. Sue Ogle – Board Member, *appointed voting member*
Mr. Martin Harke – Board Member, *appointed voting member*
Mr. Jim Marlatt – Board Member, *appointed voting member*
Ms. Bonnie Wood – Advisory Member, *appointed non-voting member*
Mrs. Giselle King – Business Manager, *ex officio non-voting member*
Mrs. Valnita Pearson – ECC Director, *ex officio non-voting member*
Mr. Van M Guillotte – Administrator, *ex officio non-voting member*
Rev. Ronald Simpson – Pastor, *ex officio non-voting member*

2. How are members of the governing authority and its officers selected?

The church Voter's Assembly elects our school board chairperson, while school board members select officers from among themselves. Our School Board Policy Manual outlines in detail the specific duties and responsibilities of these officers and the tasks and expectations for individual school board members.

3. Describe the process for regular evaluations of the lead administrator.

The lead administrator, being the campus administrator for the church, undergoes an annual evaluation by the President of the Congregation. Here's the outlined process for the review:

- **Establish Evaluation Criteria:** Clear criteria are established against which the lead administrator's performance will be assessed. These criteria include leadership effectiveness, communication skills, strategic planning, financial management, staff development, community engagement, and adherence to school policies and mission.
- **Input Gathering:** Feedback is gathered from various stakeholders, including school board members, faculty, and staff. This feedback can be collected through surveys and provides valuable perspectives on our lead administrator's performance.

- **Formal Evaluation Meeting.** The President of the Congregation and the lead administrator schedule a formal evaluation meeting to discuss the evaluation findings. During this meeting, the lead administrator's performance is reviewed against the established criteria, feedback from stakeholders is shared, and areas for growth and development are identified.
- **Setting Goals:** Based on the evaluation feedback, the President of the Congregation and the lead administrator establish goals for the next annual evaluation period. These goals are specific, measurable, achievable, relevant, and time-bound (SMART) and aligned with our mission and strategic objectives.
- **Documentation:** A written evaluation report summarizing the evaluation findings, feedback received, goals set, and any action plans developed is prepared and maintained in the lead administrator's personnel file for future reference.

4. How are governing authority policies and minutes accessed for review?

Our school board policies and meeting minutes can be accessed for review through:

- **School Website:** Our school board provides access to their board policies and meeting minutes on our school website. Visitors to the website can find a dedicated section for the school board, which includes policies, agendas, minutes, and other relevant documents.
- **Records Request:** Individuals may submit a public records request to our school's administration office. This request will begin with filling out a form or submitting a written request specifying the documents being requested. Our school will then provide the requested records.
- **Board Meetings:** School board meetings are open to the public, and meeting agendas and minutes are distributed or made available to attendees. Individuals can attend board meetings to review the agenda, listen to discussions, and access copies of meeting minutes.
- **Communication with Board Members:** Individuals may also communicate directly with school board members to request access to specific policies or minutes. Board members can provide information on how to access these documents and may be able to assist with any questions or concerns.

5. How are the school's community and operating congregation informed about the governing authority's policies, decisions, and plans?

During each Voter's Assembly meeting, a comprehensive report on our school is presented by either our lead administrator or the school board chairperson. This report covers various aspects, such as current enrollment figures, financial updates, policy updates, and overall information concerning our school's ministry. Our school board actively seeks input or approval from the Voter Assembly on significant matters that may impact church members or the broader mission of the church and school. Regular updates regarding school activities and policies are also provided in the weekly church bulletin and the monthly newsletter, ensuring that church members are informed. Additionally, similar information is communicated to parents or guardians of school students. The church's administrative assistant includes a notice in the church calendar and bulletin to encourage members to attend these meetings. Other communication channels, such as newsletters, letters, posted materials, the church and school website/social media platforms, and updates to the Student/Parent Handbook and enrollment packets, are utilized as needed.

6. Describe actions that have been taken in the past three years by the board or governing authority for the benefit of students and their families.

- Decisions related to school infrastructure and facilities:
 - Approved updating and expanding our surveillance and controlled access systems.
 - Approved purchase of a new, larger school bus.
 - Approved purchase of a new, larger, faster multifunction copier/printer.
 - Approved purchase of a new, modern sound system for our gymnasium.
- Decisions related to the enhancement of student learning:
 - Approved the purchase and installation of six new large smart televisions for Preschool through 8th grade.
 - Approved purchase of 20 additional laptop computers and iPads.
 - Approved purchase of new Math, Physical Education, and Health curriculum for all grade levels.

- Decisions related to financial matters and targeting funding needs:
 - Approved participation in the Oklahoma Parental Choice Act.
 - Approved continued participation in the Lindsay Nichole Henry Program.
 - Approved continued tuition assistance for students who otherwise would not be able to attend GSLS.

7. Describe the process that is used for systematic and strategic planning.

Our systematic and strategic planning process revolves around transparent and continuous communication among all stakeholders: the school board, administrators, teaching and support staff, students, and parents. The process is as follows:

- **Stakeholder Communication:** Regular and open communication is maintained among all stakeholders. This ensures that everyone's perspectives, concerns, and insights are considered in the planning process.
- **Monthly Board Meetings:** The lead administrator provides reports during monthly board meetings. These reports serve as a platform for discussing progress, challenges, and opportunities related to the school's objectives and policies.
- **Policy and Objective Setting:** Based on input from stakeholders and informed by the lead administrator's reports, the school board, in collaboration with the pastor, establishes policies and objectives. These policies set the overarching direction and principles guiding the school's operations, while objectives define specific goals to be achieved.
- **Strategy Development:** The lead administrator translates the established policies and objectives into actionable strategies. These strategies outline the steps and initiatives necessary to achieve the defined goals.
- **Implementation and Monitoring:** Once strategies are developed, they are implemented with the support of relevant stakeholders. Progress toward objectives is regularly monitored and assessed to ensure alignment with the overall vision and to identify any necessary adjustments.
- **Feedback and Adaptation:** Throughout the planning cycle, feedback is collected from stakeholders to assess the effectiveness of strategies and to identify areas for improvement. This feedback loop allows for adaptive planning and ensures that the school remains responsive to changing needs and circumstances.

By fostering transparent communication, involving all stakeholders in the planning process, and translating overarching policies into actionable strategies, our approach ensures that our systematic and strategic planning is comprehensive, responsive, and effective.

8. Describe the process for financial oversight of the school practiced by the governing authority.

The process for financial oversight of our school involves several key steps and practices to ensure transparency, accountability, and fiscal responsibility. Here's an overview of the process:

Budget Planning and Approval:

- Our board and lead administrator are responsible for developing our school's annual budget.
- Budget planning involves projecting revenues and expenses for the upcoming fiscal year, considering factors such as enrollment numbers, tuition fees, government funding, and anticipated expenditures for staff salaries, facilities maintenance, instructional materials, and other operating costs.
- The proposed budget is reviewed and initially approved by the school board after thorough examination and discussion to ensure alignment with our school's mission, goals, and financial priorities.
- The initial board-approved budget then goes to the Church Council for consideration and then to the Voter's Assembly for final approval.

Financial Reporting:

- The board receives regular financial reports from the business manager or lead administrator at the scheduled board meeting each month.
- These reports provide detailed information on our school's financial performance, including revenues, expenses, cash flow, budget variances, and any significant financial trends or developments.
- Financial reports also include balance sheets, income statements, and cash flow statements to provide a comprehensive overview of our school's financial position.
- These reporting documents are then provided to the church council for review and consideration.

Internal Controls and Audits:

- The board establishes and maintains internal controls to safeguard our school's assets, prevent fraud and financial mismanagement, and ensure compliance with relevant laws, regulations, and accounting standards.
- Internal controls include segregation of duties, authorization and approval procedures, physical safeguards for assets, and regular monitoring and review of financial transactions.
- Periodic audits, conducted internally, evaluate the effectiveness of internal controls, assess financial performance and compliance, and identify areas for improvement or corrective action.

Board Oversight and Governance:

- The church oversees our school's finances through regular meetings, a finance committee, and other review processes.
- Financial matters are a recurring agenda item at board meetings, where financial reports, budget updates, and other relevant information are presented and discussed.

Transparency and Communication:

- The board promotes transparency and open communication regarding our school's finances, ensuring that stakeholders, including church members, faculty, staff, and parents, are informed about our school's financial status, priorities, and decisions.
- Financial information is shared through bulletins, annual reports, website updates, and other communication channels to foster trust and confidence in our school's financial management practices.

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.

- Board or governing authority handbook or policy manual, including policies relating to roles of the board, administrator, and pastor
- Board Training Schedule/Agenda

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.

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

Identify and list supporting Evidence or Practices:

The school board of Good Shepherd Lutheran School maintains clear and well-defined governance structures, ensuring effective oversight and direction. Through comprehensive written policies, lines of authority, responsibilities, and limitations are clearly delineated. This transparent framework provides a solid foundation for decision-making processes, facilitating efficient operations and accountability. By adhering to these established guidelines, the governing authority can effectively fulfill its role in guiding the school's mission and ensuring its continued success. Such clarity and organization contribute to the overall effectiveness and stability of Good Shepherd Lutheran School's operations, promoting trust and confidence within the school community.

Comments:

N/A

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

YES

NO

Identify and list supporting Evidence or Practices:

The school board of Good Shepherd Lutheran School maintains written policies that distinctly outline the membership of the governing authority. These policies serve as a guide for the selection, composition, and roles of individuals within the governing body. By clearly defining governing authority membership, the organization ensures transparency, accountability, and alignment with its mission and values. These policies not only establish clear criteria for membership but also facilitate effective governance by ensuring that individuals with diverse expertise and perspectives are represented. Through these written guidelines, Good Shepherd Lutheran School reinforces its commitment to sound governance practices, fostering trust and confidence among stakeholders in the school's leadership.

Comments:

This section was included in our 2018 NLSA School Action Plan.

Concern: The policies are written, but they need to be updated and implemented, especially in the delineation of authority, to avoid micromanagement. Additionally, increase the number of voting school board members to a minimum of five, and the President/Chairman only votes in the event of a tie.

Action Taken: Our school board has updated and implemented its policies to improve the delineation of authority, which will prevent micromanagement. Our school board now has seven voting members, including the President/Chairperson. The President/Chairperson only votes in the event of a tie among the other six voting members.

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

YES

NO

Identify and list supporting Evidence or Practices:

The school board of Good Shepherd Lutheran School demonstrates its commitment to effective school management by establishing written policies and administrative limitations that empower the administration in its day-to-day operations. These policies serve as a framework within which the administration can make decisions and execute its responsibilities efficiently. By providing clear guidelines and boundaries, the governing authority enables the administration to exercise autonomy while ensuring alignment with the school's mission, values, and strategic objectives. This collaborative approach between the school board and administration promotes accountability, transparency, and the effective implementation of initiatives aimed at enhancing the educational experience for students. Through these written policies and administrative limitations, Good Shepherd Lutheran School fosters a supportive environment where the administration can thrive in its role of leading and managing the school effectively.

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.

3A:04 The governing authority is organized around written policy and understands and operates within its role and function.

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 that currently apply to the school. Note: Respond to each indicator as it relates to the school's governance model.

- The governing authority provides for grievance and due process resolution procedures.
- The governing authority meets regularly and has clearly defined policies regarding open attendance at meetings and executive sessions.
- 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.
- Governance policies are determined at official meetings and recorded in the minutes, including appropriate updates and changes to policy.
- Minutes are recorded for each meeting and circulated to all members.
- Governing authority policies are collected into a policy manual, separate from the minutes.
- The governing authority makes appropriate reports to the operating organization(s).
- Neither the governing authority nor its individual members involve themselves in the day-to-day operations of the school.

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 School Board Policy Manual outlines grievance and due-process resolution procedures modeled after a *Matthew:18* approach to problem-solving. Our school board convenes monthly and as needed, adhering to clearly defined policies regarding meeting attendance, the role of ex-officio members, and guidelines for executive sessions.
- Our School Board Policy Manual consistently delineates the roles of board members, elected officers with board membership, and the responsibilities of our lead administrator and our pastor.
- Periodic reviews and updates ensure our School Board Policy Manual remains current and relevant.
- The school board secretary maintains school board minutes, circulating a draft via email to school board members, our lead administrator, and our pastor for review before adoption at the subsequent meeting. Meeting agendas are also distributed in advance.

- Policy changes or initiatives documented by our school board, in collaboration with our lead administrator, are disseminated to staff and parents as needed.
- Our school board reports its activities and provides an overview of our school's mission at every Voter's Assembly meeting.
- Our school board follows established procedures before, during, and after each meeting. Agendas are submitted by the end of the week preceding the meeting and distributed for review beforehand. Minutes are shared promptly after the meeting for a thorough review. Once reviewed and any necessary corrections are made, minutes are posted on a bulletin board in the front foyer. Meetings are conducted according to Robert's Rules of Order to ensure an orderly and professional process.

Comments:

N/A

3A:05: Governing authority policy supports effective personnel.

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 that currently apply to the school. Note: Respond to each indicator as it relates to the school's governance model.

- Written policy delineates roles and responsibilities of the board or governing authority.
- Comprehensive job responsibilities and/or limitations are in place for the administrator.
- The governing authority or the administrator's direct supervisor evaluates the head administrator annually based on the job description.
- The governing authority receives reports from the administrator or the administrator's direct supervisor at each meeting.
- The governing authority has written policies or position descriptions clearly delineating relationships between the head administrator and pastor(s).

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 School Board Policy Manual explicitly outlines the roles and responsibilities of school board members and elected officers, aligning with the Church Constitution and effectively delineating the roles of our pastor and our school board.
- Our School Board Policy Manual includes a comprehensive job description for our lead administrator, specifying decision-making and actions to be undertaken by our lead administrator, our school board, our pastor, or other governing authorities within the church body.
- Our lead administrator provides comprehensive reports at each school board meeting and the church Voter's Assembly, ensuring transparency and accountability.
- Our School Board Policy Manual stipulates that our lead administrator shall consult with our pastor regarding any spiritual matters at our school that may raise doctrinal issues, maintaining alignment with the church's teachings and beliefs.

Comments:

N/A

3A:06: Governing authority members meet prescribed qualifications and are trained regarding roles and responsibilities.

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. Note: Respond to each indicator as it relates to the school's governance model.

- Written policies define qualifications for board or governing authority members.
- Governing authority members are required to participate in professional development regarding the roles and responsibilities of the governing body and its individual members.

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 School Board Policy Manual includes a written policy outlining the qualifications, terms, expectations, and roles of school board members, ensuring clarity and consistency in school board governance.
- It further elaborates on the process for electing officers among school board members and delineates the roles and responsibilities of those assuming leadership positions, fostering effective leadership transitions.
- Our School Board Policy Manual mandates that school board members receive training regarding their roles on our school board, identifying areas for professional development and ensuring that members are adequately prepared for their responsibilities.
- Additionally, the congregational nominating committee, comprising our pastor, elders, and other volunteers, actively seeks volunteers with an educational or professional background that could contribute to our school, enhancing the expertise and diversity of our school board.

Comments:

This section was included in our 2018 NLSA School Action Plan.

Concern: Professional training, such as provided by NLSA, needs to be conducted with the school board.

Action Taken: Our school board attended district school board training in 2023 and provided training during select school board meetings.

3A:07: The governing authority establishes and employs systematic planning for school improvement.

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 that currently apply to the school. Note: Respond to each indicator as it relates to the school's governance model.

- The governing authority has a process in place for evaluating the effectiveness of the school that includes a needs assessment process integral to school-wide systematic planning.
- Long-range goals or desired outcomes are developed from the planning process.

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 school board and our lead administrator collaborate to conduct needs assessments and consistently update policies, practices, or procedures, adhering to guidelines outlined in our School Board Policy Manual.
- Continuous planning and assessment employ both a top-down and a bottom-up approach. Issues raised by school board members or the lead administrator are complemented by feedback from parents, students, and teachers communicated through various channels, such as classroom or staff meetings, ensuring careful consideration of potential modifications.
- The school board and its members refrain from involvement in our school's day-to-day operations unless specifically requested by our lead administrator, maintaining a clear division of responsibilities and promoting efficient management practices.

Comments:

This section was included in our 2018 NLSA School Action Plan.

Concern: A systematic long-range plan for school improvement needs to be developed and implemented.

Action Taken: Long Range Plans were formulated and are updated on a regular basis.

3A:08: The governing authority provides strong financial leadership for the school.

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 that currently apply to the school. Note: Respond to each indicator as it relates to the school's governance model.

- The board or governing authority establishes policies that provide for sound budget planning and fiscal operations.
- 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.
- The board or governing authority accepts, reviews, and devises strategies to react to concerns expressed in an annual external financial review or financial audit.

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 school board collaborates with our lead administrator to develop the annual budget and exercise prudent financial management for our school ministry. This encompasses establishing yearly tuition and fees, reviewing tuition discount policies on an annual basis, determining scholarship policies, setting staff salaries, and authorizing expenditures.
- Our school board evaluates and approves the budget, including tuition and fees, for our schools, taking the lead administrator's input into account and ensuring transparency to the church Voter's Assembly.
- Our school board scrutinizes monthly financial reports and actively participates in oversight activities to maintain fiscal responsibility and accountability.

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 3A?

YES

NO

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

The governance model implemented by our school reflects a biblically sound approach. This is evident in our adherence to the Matthew 18 principle for addressing grievances and its clear delineation of leadership roles, drawing inspiration from both the early church and the Old Testament. This model serves as a practical framework for guiding daily operations and long-term planning. Furthermore, both our school board and church/school leadership prioritize transparency, offering assurance to parents, staff, students, and stakeholders within the church and the broader community.

C. Based on the evidence, what are the challenges of the school related to Standard 3A? 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 3A, rounded to the nearest tenth?

STANDARD	RATING
3A:04	3
3A:05	3
3A:06	3
3A:07	3
3A:08	3
Total:	15
Average: (Total ÷ 5)	3.0

Required Evidence

- Board or governing authority handbook or policy manual, including policies relating to roles of the board, administrator, and pastor
- Board Training Schedule/Agenda

Potential Evidence

- Governing authority policy, procedures, and practices
- Agendas and minutes from meetings
- NLSA School Improvement Plan
- Strategic plan
- Survey results regarding functions of the board or governing authority
- Anecdotal stakeholder input and feedback
- School handbook
- Teacher handbook
- Communications to stakeholders about policy decisions
- Governing body policies on roles and responsibilities, relationships, conflict of interest, etc.
- Three-year financial plan
- Policies and procedures related to financial aid.
- Itemized school budget and auxiliary organization budgets
- Copy of grievance process
- Copy of most recent external audit or financial review

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)	3.2

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)	3.1

Required Evidence

- Administrator’s job description

Potential Evidence

- 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

ADMINISTRATOR'S JOB DESCRIPTION

Head Administrator/Principal

Job Description

Spiritual Leadership

- Promote a campus environment where God's love in Christ is shared with students, teachers, staff, parents, alums, and all who participate in the school's community.
- Provide for and maintain the teaching of theology and the conduct of campus worship consistent with the Holy Scriptures and the teachings and practices of The Lutheran Church—Missouri-Synod.

Educational Leadership

- Maintain the integrity of the academic program.
- Identify potential teacher candidates and support teaching personnel hiring, retention, and out-counseling.
- Serve as a leader in curriculum development, revisions and improvement, and supervision of teachers and assigned staff.
- Keep abreast of current education research.

Administrative Leadership

- Supervise, assist, encourage, and support all faculty, staff, and the school student body members.
- Implement and enforce the policies and procedures as outlined in the Parent-Student Handbook
- Execute the policies of the school.
- Attend board meetings at the invitation of the Board of Directors and prepare reports as required.
- Make personnel appointments for various positions, including athletic director, department heads, administrative assistants, and other necessary and appropriate positions.
- Take responsibility for the physical condition of the building and campus.
- Schedule and hold regular administrative and faculty meetings.
- Communicate the school's ministry and mission to parents, students, faculty, staff, and the community.
- Oversee the school's operation in a fiscally responsible manner, assist the administrative office in budget planning and implementation, and operate within the annual budget.
- Work with all administrative personnel and approve recommendations and decisions involving the school program's operation.

Qualifications

- Completion of a standard master's degree.
- Completion of a program in Education Administration approved by the Oklahoma Commission for Teacher Preparation, emphasizing curriculum, instruction, and building-level leadership skills.
- Completing the Principal Comprehensive Assessment (OSAT) with a passing score.
- Two (2) years of successful teaching experience in an accredited Oklahoma public or private school or by the proper accrediting authority of another state of the United States.

OR

Completion of a standard master's degree.

- Two (2) years of relevant work experience in a supervisory or administrative capacity.
- Completing the Principal Comprehensive Assessment (OSAT) with a passing score.
- Filing with the director of teacher education at an Oklahoma-accredited institution of higher education a plan for completing an alternative administrative preparation program within three (3) years. Relevant work experience and coursework may be considered and applied to complete the plan.

AND

- Enroll in the next available Pastor's Instruction Class if you are not a Lutheran Church - Missouri Synod member.
- Knowledge of the licensing requirements for the Oklahoma Child Care Programs administered by the Oklahoma Department of Human Services (DHS).

STANDARD 4: PROFESSIONAL PERSONNEL

A qualified and competent staff serves the school.

Overview

Maintaining a qualified and competent staff is an essential quality related to an accredited Lutheran school. The performance of the instructional, administrative, and auxiliary personnel, functioning as a unit, should reflect the stated philosophy and objectives of the school.

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.

- Faculty Handbook
- Job descriptions for all non-administrative school positions
- Teacher portfolios
- Professional personnel files related to teacher qualifications and competency.
- List of teachers' professional organization memberships
- Policy and procedures for preparing volunteers.
- Policies related to support staff.
- Current salary and benefit scale
- Qualification and training of school volunteers
- New teacher induction guidelines
- Survey results

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.

- Peer-to-peer observations
- Teacher visits and observations in other schools
- Participation in accreditation work
- Effective vetting, preparation, and support for new teachers
- Teacher home visits

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. State the educational requirements and/or credentials for professional personnel.

The educational requirements and credentials for professional personnel within our school are outlined to ensure the delivery of high-quality education across all levels. Kindergarten through sixth-grade teachers are mandated to possess a bachelor's degree from an accredited college or university, accompanied by state certification or licensure from Oklahoma, or actively pursuing such credentials. Similarly, teachers responsible for three-year-old and four-year-old preschool (Pre-K) classes must hold at least one of the following qualifications: a bachelor's or associate degree from an accredited institution, a Child Development Associate (CDA) credential, or equivalent experience in the early childhood field. Recent legislative changes, such as the passage of SB1119 during the 2022 session, have broadened opportunities for adjunct teachers, removing previous limitations on teaching hours per semester for individuals with distinguished qualifications in their respective fields.

2. What is the current student-teacher ratio?

<u>Grade Level</u>	<u>Student-Teacher Ratio</u>
Preschool	8 to 1
PreK through 8 th grade	16 to 1

3. Describe the staff development process in place to help teachers learn and grow professionally.

Our staff development process at our school is designed to support teachers in their professional growth and ensure they have the resources and skills necessary to excel in their roles. Here's an overview of our approach:

- **Needs Assessment:** We regularly conduct needs assessments to identify areas where teachers require further training or support. This involves one-on-one meetings or observations to gauge areas of strength and areas for improvement.
- **Professional Development Opportunities:** We provide various professional development opportunities throughout the year, including workshops, seminars, conferences, and online courses. These opportunities cover a wide range of topics, including curriculum development, classroom management techniques, educational technology, and teaching methodologies.
- **Observation and Feedback:** Regular classroom observations and feedback sessions are conducted to provide teachers with constructive feedback on their teaching practices. This feedback helps teachers identify areas of strength and areas for improvement, guiding their professional development efforts.

By implementing these strategies, we aim to create a culture of continuous learning and growth where teachers feel supported, valued, and empowered to excel in their profession.

4. Describe the content and frequency of staff meetings and evaluate their effectiveness.

Our staff meetings are structured to ensure that communication flows smoothly, issues are promptly addressed, and planning for upcoming events is coordinated effectively. Here's an overview of the content and frequency of our staff meetings, along with an evaluation of their effectiveness:

- **Daily "Mini-Teacher" Meeting:** These meetings occur during devotions and involve all teachers. They serve as a platform to synchronize calendars, discuss any emerging issues in our school or classrooms, and plan forthcoming events. The daily frequency ensures that communication is timely and relevant, allowing us to address concerns promptly and stay updated on important matters.
- **Monthly Meetings with Lead Administrator:** Our teachers meet with the lead administrator on a monthly basis. These meetings provide an opportunity for more in-depth discussions, strategic planning, and feedback exchange. The monthly frequency allows for regular check-ins and ensures that our administrative team is aligned with the needs and priorities of the teaching staff.
- **One-on-One Meetings as Needed:** Teachers have the option to request one-on-one meetings with the lead administrator as needed. This ensures that individual concerns or issues can be addressed in a personalized and

confidential manner. The availability of one-on-one meetings reflects our commitment to supporting the particular needs of our staff members.

- **Open-Door Policy:** The lead administrator maintains an open-door policy for both school staff and parents, fostering a culture of transparency, accessibility, and collaboration. This policy encourages open communication and ensures that concerns or feedback can be shared freely and addressed promptly.

Overall, our staff meetings have proven to be highly effective in keeping our teachers and staff informed and aligned with school goals and activities. The daily "mini-teacher" meetings provide a platform for real-time communication and coordination, ensuring that everyone is on the same page regarding schedules, issues, and events. The monthly meetings with the lead administrator offer opportunities for deeper discussions and strategic planning, while the availability of one-on-one meetings ensures that individual needs are met. The open-door policy further enhances communication and accessibility, fostering a supportive and collaborative environment. In summary, our staff meetings play a crucial role in promoting effective communication, collaboration, and alignment among our teaching staff, contributing to the overall success of our school community.

5. Describe ways in which teachers demonstrate their personal relationship with Jesus Christ and their dedication to the Lutheran teaching profession.

- All teachers are practicing Christians and are involved in joint school-church activities.
- Staff integrate religious teachings into secular lessons whenever possible, ensuring that faith permeates our school day.
- Teachers exemplify Christ-like discipline, approaching student behavior with compassion and understanding.
- Teachers actively participate in weekly chapel sessions with their classes.
- Teachers incorporate religion lessons and daily devotions into classroom activities.
- Each school day begins with the recitation of the Pledge of Allegiance, the Pledge to the Christian flag, and Luther's Morning Prayer, with all teachers and students present. The day concludes with teachers praying with their students, concluding with the Lord's Prayer.
- Teachers lead students in prayer before meals and snacks and in moments when a child expresses a particular concern.

6. Describe the entire induction process, including background checks for staff members.

When applying for a teaching position at Good Shepherd Lutheran School, candidates are required to complete an application form and submit a resume. Our lead administrator conducts interviews with each applicant, often including a current faculty member and our Pastor. Following the interview process, qualified candidates have their information presented to our school board for final approval before any offer is extended. Background checks are carried out through MinistrySafe, and references are thoroughly checked. Our school board deliberates on the applicants, considering the information gathered and making a final recommendation after prayerful consideration.

All staff working with children at Good Shepherd, including teachers, administrators, and volunteers, are subject to MinistrySafe background checks.

7. Describe the ways teachers and staff members are equipped with current instructional technology.

Teachers and staff members are equipped with current instructional technology through a variety of methods aimed at enhancing teaching practices and supporting student learning. Professional development sessions are conducted to familiarize our teachers with the latest educational technology tools and platforms. These sessions may be led by in-house experts, external consultants, or technology vendors, and they cover topics such as the effective integration of digital resources, educational apps, and online learning management systems. Additionally, ongoing support is provided through workshops, seminars, and one-on-one coaching sessions to ensure that teachers feel confident and proficient in utilizing these tools in their classrooms. The school invests in providing access to state-of-the-art hardware, including computers, tablets, and audio-visual equipment, enabling teachers to incorporate technology into their classroom practices effectively.

8. How are non-Rostered teachers informed of the teachings and doctrine of the Lutheran Church – Missouri Synod?

- **Orientation and Training:** Our non-rostered teachers undergo orientation and training sessions when they join our school. These sessions often include an overview of our school's mission, values, and religious identity, as well as an introduction to the teachings and doctrine of the LCMS.
- **Professional Development:** Our non-rostered teachers participate in ongoing professional development opportunities provided by our school or the LCMS district through CUEnet. These opportunities may include seminars and courses focused on Lutheran theology, doctrine, and educational philosophy.
- **Curriculum and Resources:** Our school uses curriculum materials and resources that reflect the teachings and doctrine of the LCMS. Our non-rostered teachers receive guidance and support in implementing these materials effectively, ensuring that students are exposed to Lutheran teachings in their academic studies.
- **Faculty Meetings and Discussions:** Our non-rostered teachers engage in faculty meetings and discussions where topics related to Lutheran faith and doctrine are discussed. These meetings provide opportunities for dialogue, reflection, and collaboration among teachers in integrating Lutheran principles into their teaching practices.
- **Chapel Services and Worship:** Our non-rostered teachers participate in chapel services, where they have the opportunity to experience and learn about Lutheran theological themes firsthand.
- **Mentorship and Support:** Our non-rostered teachers receive mentorship and support from rostered colleagues, such as our pastor and our commissioned teacher, who can provide guidance, answer questions, and facilitate their understanding of Lutheran teachings and practices.
- **Personal Study and Reflection:** Our non-rostered teachers are encouraged to engage in personal study and reflection on Lutheran theology and doctrine outside of formal training sessions such as CUEnet. They can access resources such as books, articles, online courses, and devotional materials to deepen their understanding and appreciation of Lutheran faith and tradition.

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.

- School's staff development plan
- Non-discriminatory salary and benefit scale or policy
- MinistrySafe Training (or comparable program) for all school employees, coaches, and sponsors (encouraged to have all volunteers also trained)

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.

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

- YES
- NO

Identify and list supporting Evidence or Practices:

At Good Shepherd Lutheran School, alignment with the stated school purpose is not just a formality but a fundamental principle embraced by all school personnel. From teachers to administrators, every member of our team expresses and demonstrates unwavering agreement with our school's purpose. This shared commitment is evident in their daily actions, interactions, and instructional practices, all of which are guided by our mission to provide quality education rooted in Christian values. By consistently embodying and promoting our school's purpose, our personnel create a cohesive and supportive environment where students can thrive academically, socially, and spiritually.

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.

4:02: Christ-centered teachers have the qualities and qualifications necessary for success in their defined areas of service.

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.

- All teachers demonstrate a personal relationship with Jesus Christ and a dedication to teaching in the Lutheran school.
- Full-time faculty members are on the Roster of the LCMS, eligible to be on the Roster of the LCMS, or have completed or are actively enrolled in the Colloquy or Seminar Program through the Concordia University Education Network (CUEnet).
- Teachers have been prepared and vetted following prescribed federal and state mandates for background checks and training.
- Full-time professional staff members have an appropriate teaching certificate(s) from the state and meet requirements for their specific assignments.

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:

Christ-centered teachers at Good Shepherd Lutheran School possess the essential qualities necessary for success in their defined areas of service. Each staff member demonstrates a personal relationship with Jesus Christ and a deep dedication to teaching within the Lutheran school context. Full-time faculty members meet specific requirements, including being on the Roster of the LCMS or having completed or actively enrolled in the Colloquy or Seminar Program through CUEnet. They have undergone rigorous background checks and training as mandated by federal and state regulations. While the majority of our teachers hold the required degrees, a few do not, yet they are proficient and prepared to deliver quality education. Recent challenges, including unforeseen departures and difficulty in finding degreed teachers willing to accept our starting salary, have prompted adjustments, including raising the starting salary to ensure competitiveness. Despite these challenges, the commitment and performance of our current teachers have been commendable, and it remains our objective to fill vacant positions with degreed teachers as opportunities arise. Through continuous efforts and adherence to our school's philosophy, we strive to maintain the highest standards of education and spiritual guidance for our students.

Comments:

N/A

4:03: Teachers are informed of and subsequently evaluated and supported in the continuing pursuit of professional growth and development.

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.

- Programs for teacher supervision/evaluation/growth have been adopted and are implemented by the administrator.
- Teachers engage in professional development, including spiritual growth, and are accountable for implementation that supports student learning.
- Teachers attend workshops, conferences, seminars, and training that are appropriate to their position and discipline.
- LCMS Rostered teachers are provided opportunities to attend LCMS events.
- Teachers hold membership in professional organizations.
- The school provides opportunity, training, and support so that teachers may effectively and appropriately engage technology in classroom instruction.

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:

- All teachers hold memberships in the National Lutheran Education Association.
- All teachers participate in LCMS district conferences.
- Our lead administrator organizes an in-service session for all staff members at the start of each school year, after the Christmas holiday in January, and at other times as needed.

Comments:

This section was included in our 2018 NLSA School Action Plan.

Concern: A more specific professional development plan needs to be developed and implemented.

Action Taken: Title 2 funds were researched and have been used to allow teachers to attend conferences yearly.

4:04: Teachers and support staff are empowered and equipped to effectively accomplish their assigned 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.

- New teachers receive a thorough orientation and are supported by experienced, assigned teaching mentors.
- Teachers demonstrate and continuously improve knowledge and skills necessary for effective instruction and modeling of Christ-centered values.
- Policies related to teachers and support staff are established and practiced.
- The average student-professional personnel ratio is appropriate for the age and level of the students and ensures optimal student growth.
- The number of staff members is adequate to provide effective instruction and supervision for students at all school activities.
- The nondiscriminatory salary and benefit scale is adopted and implemented for all personnel.

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 teachers and support staff are empowered and equipped to effectively accomplish their assigned tasks, ensuring a high standard of education and support for our students. New teachers undergo an orientation process and receive ongoing support from experienced colleagues, fostering their professional growth and success. Our educators continuously demonstrate and enhance their knowledge and skills necessary for effective instruction and the modeling of Christ-centered values. Additionally, we have established and practiced policies related to teachers and support staff to provide clear guidance and expectations. With a student-teacher ratio limited to 16 students per class, we ensure optimal student growth and individualized attention. Our staffing levels are carefully maintained to guarantee effective instruction and supervision across all school activities. Furthermore, we prioritize equitable compensation with a nondiscriminatory salary and benefit scale, ensuring fair and competitive remuneration for all personnel. Through these measures, including competitive salaries and comprehensive benefits, we demonstrate our commitment to empowering and supporting our dedicated educators and staff members.

Comments:

This section was included in our 2018 NLSA School Action Plan.

Concern: Analyze and work to update all the employees' pay compared to the Oklahoma District Salary scale.

Action Taken: At our last reaccreditation review, our starting teacher's salary was \$25,000/year, which was well below the district's guidelines. Our current starting teacher's salary is \$42,600/year, which is equal to the district guideline. Our starting hourly pay rate was \$7.25/hour, but it is now \$10.50/hour.

4:05: Employees and volunteers serving in support roles have the qualifications and training necessary for success in their defined area of service.

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.

- Support staff (e.g., teacher assistants, student teachers, nurses) meet state requirements for their specific assignments.
- Appropriate policies related to support staff are established and practiced.
- Adequate training for support staff is provided.
- Appropriate policies and training for volunteers are in place.
- Staff members understand and relate appropriately with students and their families.

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:

We prioritize ensuring that employees and volunteers serving in support roles have the qualifications and training necessary for success in their defined areas of service. Our support staff, including teacher assistants, meet all state requirements for their specific assignments. We have established and practiced appropriate policies related to support staff, providing clear guidelines and expectations for their roles. Adequate training is provided to support staff to ensure they are equipped with the necessary skills and knowledge to excel in their positions. Our staff members are trained to understand and relate appropriately with students and their families, fostering a supportive and nurturing environment for all members of our school community. Through these measures, we uphold high standards of excellence and professionalism in our supporting roles, ultimately contributing to the success and well-being of our students.

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 4?

YES

NO

B. Based on evidence, what are the strengths of the school related to Standard 4?

At Good Shepherd Lutheran School, our greatest assets are our teachers. They are dedicated and committed to our school's mission and exemplify Christian values in their practice. Our teaching staff is highly qualified, comprising experienced educators with relevant degrees.

C. Based on the evidence, what are the challenges of the school related to Standard 4? 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 4, rounded to the nearest tenth?

STANDARD	RATING
4:02	2
4:03	3
4:04	3
4:05	3
Total:	11
Average: (Total ÷ 4)	2.8

Required Evidence

- School's staff development plan
- Non-discriminatory salary and benefit scale or policy
- MinistrySafe Training for all school employees, coaches, and sponsors (encouraged to have all volunteers also trained)

Potential Evidence

- Faculty handbook
- Job descriptions for all non-administrative school positions
- Teacher portfolios
- Professional personnel files related to teacher qualifications and competency
- List of teachers' professional organization memberships
- Policy and procedures for preparing volunteers
- Policies related to support staff
- Current salary and benefit scale
- Qualification and training of school volunteers
- New teacher induction guidelines
- Survey results

STANDARD 5: TEACHING AND LEARNING

The school's curriculum documentation guides and ensures teacher effectiveness and student learning.

Overview

Curriculum is the central guide for Lutheran educators as to what is essential for teaching and learning. A Lutheran school of excellence prioritizes the continuous development of its instructional program and the documentation that guides that program. In each grade level and each course, curriculum documentation should reflect the sequence of steps that provide a plan for instruction.

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.

- Descriptions and schedules of mentoring, coaching, and induction programs
- Examples of classroom learning expectations and standards of performance
- Examples of assessments that promoted modification of instruction.
- Examples of cross-curricular projects and interdisciplinary instruction
- Peer coaching guidelines and procedures
- Supervision and evaluation procedures
- Curriculum maps
- Curriculum scope and sequence
- Administrative classroom observation protocols and logs
- Examples of improvements to instructional practices resulting from the evaluation process
- Teacher evaluation criteria
- Student work demonstrating the application of knowledge.
- Interdisciplinary projects
- Authentic assessments
- Agenda items addressing strategies.
- Report cards
- Curriculum writing process.
- Lesson plans aligned to curriculum.
- Graduate follow-up surveys
- Ethical-use policy for use of technology, equipment, and software
- Inventory list of instructional hardware and equipment used by both teachers and students.
- List of classroom and library reference materials
- The school's short-range and long-range technology plans, including the review schedule and procedures for review of the plans.

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.

- Examples of teachers using technology as an instructional resource
- Examples of student use of technology as a learning tool
- Peer or mentoring opportunities and interactions
- Recognition of teachers regarding instructional practice
- Examples of improvement to content and instructional practice resulting from collaboration
- Student-led conferences
- Analysis of test score data

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. Indicate resources used in the construction of the curriculum.

Good Shepherd Lutheran School adheres to the Oklahoma Academic Standards and has integrated them into our comprehensive Curriculum Guide, spanning from PreK to 8th grade. This curriculum is enriched by our faith-based approach, where religious instruction is seamlessly woven into the academic standards. In addition to meeting or surpassing state requirements, we prioritize addressing the unique needs of each student, offering remediation as needed, and providing enrichment opportunities for those who excel academically.

2. Describe the integration of the Lutheran faith into the curriculum.

The integration of the Lutheran faith into our curriculum is at the core of our educational approach. Every subject, from math to history, is infused with Christian values and teachings, providing students with a holistic understanding of the world through the lens of their faith. Our curriculum includes dedicated time for religious studies, where students explore Scripture, engage in prayer, and participate in discussions that deepen their understanding of Lutheran theology and doctrine. Beyond formal instruction, the Lutheran faith permeates every aspect of school life, shaping our interactions, community service projects, and extracurricular activities. Through this intentional integration, we strive to nurture students' spiritual growth, equipping them to live out their faith with conviction and compassion in all aspects of their lives.

3. Describe the curriculum changes implemented in the school during the past three years and the impact of these changes related to student learning.

Over the past three years, Good Shepherd Lutheran School has implemented several curriculum changes aimed at enhancing student learning and ensuring alignment across grade levels. Led by Mr. Gary Kuschnerreit, whose expertise in curriculum development has been instrumental since the school's inception in 1999, our curriculum continues to serve academic excellence. One significant addition to our curriculum has been the incorporation of Studies Weekly (Oklahoma Edition) for social studies and science instruction in Kindergarten through 6th grade. This engaging newspaper format has not only increased students' enjoyment of these subjects but has also led to improved learning outcomes. We have also integrated a new curriculum in Math, Physical Education, and Health. Our commitment to refining curriculum alignment across grade levels has ensured that each year builds upon the skills acquired in the preceding years, providing a cohesive and comprehensive educational experience for our students. These curriculum changes have had a tangible impact on student learning, fostering a deeper understanding of core subjects and preparing students for success in higher levels of education and beyond.

4. Describe the predominant teaching methods most often used by teachers in the classrooms.

Teachers at Good Shepherd Lutheran School employ a diverse range of teaching styles tailored to individual student needs and grade levels. Differentiated instruction is a primary focus, ensuring that lesson plans and activities cater to each child's unique learning style. Hands-on experiences are emphasized through the use of learning centers across all grade levels, recognizing that students learn best through interactive engagement.

Regular assessments are conducted to identify students' learning styles, abilities, and challenges, with a particular emphasis on assessing attitudes toward learning, especially in elementary and middle school grades. The overarching goal of teaching is to set precise academic objectives infused with Christian values, fostering positive attitudes, and establishing high expectations for every student.

5. Describe how teachers communicate and collaborate to ensure continuity and student success.

At Good Shepherd, we emphasize the importance of collaborative opportunities in fostering the holistic development of our students academically, socially, and spiritually. Given the diverse range of ages and abilities at Good Shepherd Lutheran School, collaborative efforts enable teachers to gain insights into the individual needs of all students. Despite being a small

school, our teachers are deeply invested in the well-being of every child, demonstrating care and concern regardless of whether they are directly responsible for their education.

Collaboration is not confined to scheduled meetings but permeates throughout our school day, beginning with devotions and extending into various interactions such as during lunch breaks, recess supervision, and even after-school hours. These discussions predominantly revolve around student needs and how teachers can best support them. Our lead administrator is kept informed of these collaborative efforts, ensuring alignment with our school's objectives. While written documentation of teacher collaboration may pose challenges, efforts will be made to provide documentation where possible.

6. How does the school accommodate students with unique differences and learning potential?

At our school, we are deeply committed to accommodating students with unique differences and learning potential, ensuring that every individual receives the support they need to thrive academically and personally. Volunteers regularly visit our school to conduct reading sessions or provide tutoring for students who require additional support, supplementing the efforts of our dedicated teaching staff. Teachers extend their commitment beyond regular hours by offering after-school tutoring sessions, demonstrating their unwavering dedication to every student's success. We prioritize accommodating individual differences by customizing lessons and activities to address the needs of both challenged and advanced learners, fostering an inclusive learning environment where every student can excel. One notable initiative is our tailored reading program, developed by the teaching staff and fully approved by our lead administrator. This program, conducted in the afternoons, assigns teachers to instruct different proficiency groups based on individual reading proficiency rather than age or grade level. By doing so, teachers can focus on meeting the needs of struggling readers without neglecting the needs of advanced readers, resulting in significant improvements in student learning outcomes. Additionally, our individual instruction teacher provides targeted support to students facing unique challenges in specific areas of their learning, ensuring that every student receives the personalized attention and assistance they need to reach their full potential. Through these initiatives and practices, we strive to create an inclusive and supportive learning environment where every student feels valued, respected, and empowered to succeed.

7. Describe the process of recording and reporting learner progress to parents or guardians.

- **Parent-Teacher Conferences:** We conduct two parent-teacher conferences each school year. The first conference will be held in October, coinciding with the issuance of the first report card. The second conference typically takes place in February or March. During these meetings, our teacher and parent discuss the student's progress, review the report card, and examine examples of student work. Strategies to support the child's development based on their strengths and weaknesses are also explored.
- **Communication with Parents:** Daily assignments and test results are regularly sent home for parents to review. Occasionally, tests are returned to be included in student portfolios for future assessment. Our teachers maintain an "open door" policy, encouraging parents to address any questions or concerns as they arise rather than waiting for scheduled meetings.
- **Informal Discussions During Student Pick-Up:** Since only a few students are enrolled in our before- and after-school care program, teachers are available during student pick-up times to engage in informal conversations with parents. These interactions provide opportunities for teachers to report on missing assignments and student behavior and highlight positive achievements such as improved performance on assignments and tests. When addressing any concerns, teachers strive to conclude the discussion on a positive note.
- **Iowa Test of Basic Skills (ITBS):** In April, students in Grades 1 through 8 take the ITBS to assess their progress compared to peers in the same grade level. The scores obtained from these tests inform curriculum planning and improvement efforts. While the results are typically received after the end of our school year, we plan to discuss them with parents during the first conference of the following year.

8. Describe the instructional materials, other than textbooks, that are used regularly by teachers and students.

In addition to textbooks, our teachers and students regularly utilize a diverse array of instructional materials to enrich the learning experience. Laptops and iPads are integrated seamlessly into lessons, providing access to interactive digital resources and educational apps that cater to diverse learning styles. Wall charts and posters visually reinforce concepts and foster a

stimulating classroom environment. Hands-on learning is facilitated through manipulatives, encouraging tactile exploration and conceptual understanding. The Bible serves as a foundational text, guiding spiritual growth and reflection. Newspapers and CDs/DVDs offer real-world context and multimedia experiences, enhancing comprehension and critical thinking skills. A dictionary stands as a reliable resource for expanding vocabulary and language mastery. Teacher-made center activities, online and offline games, and flashcards promote active participation and collaborative learning. Art supplies such as crayons, paste, and scissors enable creative expression, while maps and globes facilitate geographical exploration. Commercial games and reading resources online diversify learning opportunities, catering to individual interests and abilities. Field trips provide firsthand experiences that complement classroom instruction, fostering a deeper understanding of the subject matter. Additionally, resources such as Scholastic Magazine and math resources online further enrich the curriculum, ensuring a dynamic and comprehensive educational experience for all students.

9. How are students provided with access to resource materials that enhance learning?

Students are provided with access to a wide range of resource materials that enhance their learning experience through various channels within our school. Our school library offers a diverse collection of books and reference materials catering to different interests and reading levels. Additionally, each classroom is equipped with its own library, ensuring convenient access to age-appropriate reading materials that complement the curriculum and foster a love for reading. Students have access to computers, enabling them to explore digital resources, conduct research, and engage in interactive learning activities. Field trips provide opportunities for experiential learning, allowing students to connect classroom concepts with real-world experiences. Centers within the classroom offer hands-on activities and manipulatives that reinforce key concepts and promote active engagement. Participation in reading contests not only encourages literacy skills but also instills a sense of competition and motivation to excel. Through these various avenues, students are empowered to access resource materials that enhance their learning, fostering intellectual curiosity, critical thinking, and lifelong learning habits.

10. How do teachers use instructional materials to communicate the Christian faith?

Teachers employ a variety of instructional materials to communicate the Christian faith effectively within our educational environment. Through thoughtful discussions, students engage in dialogue about our faith, exploring its significance and relevance to their lives. Letter-writing activities provide opportunities for students to express their thoughts and reflections on Christian principles and values. Memory work, focusing on passages from the Bible and other Christian works, helps students internalize essential teachings and scriptures. Writing assignments allow students to articulate their beliefs and personal experiences related to their faith. Posters and charts adorned with biblical verses and Christian symbols serve as visual reminders of God's presence and guidance. Daily behavior incentives encourage students to exemplify Christian virtues such as kindness, compassion, and respect in their interactions with others. Bibles are utilized as foundational texts, guiding students in their spiritual growth and understanding of Christian doctrine. Through the strategic use of these instructional materials, teachers effectively convey the principles of the Christian faith, nurturing students' spiritual development and fostering a deeper connection to their religious identity.

11. Describe how students who struggle academically are supported.

Our school employs various strategies to support our students who struggle academically, ensuring that they receive the help they need to succeed. Here are our approaches:

- **Individualized Education Plans (IEPs) or 504 Plans:** Our school, in coordination with Mid-Del Schools, develops individualized education plans (IEPs) or 504 plans for our students with learning disabilities or other special needs. These plans outline specific accommodations, modifications, and support services tailored to our student's needs, such as extended time on tests, preferential seating, or access to assistive technology.
- **Response to Intervention (RTI) Programs:** RTI programs provide a tiered system of support for our students who are struggling academically. These programs typically involve three tiers: (1) universal screening and high-quality classroom instruction for all our students, (2) targeted interventions for our students who require additional support, and (3) intensive interventions for our students who continue to struggle despite targeted support.
- **Tutoring and Academic Support Services:** Our school offers tutoring programs and academic support services to provide our struggling students with extra help outside of regular classroom instruction. This is accomplished with one-on-one tutoring, small group instruction, or after-school academic support.

- **Differentiated Instruction:** Our teachers employ differentiated instruction techniques to meet the diverse learning needs of our students in their classrooms. This involves adapting teaching methods, materials, and assessments to accommodate our students with varying academic abilities, learning styles, and interests.
- **Peer Tutoring and Mentoring Programs:** Our school implements peer tutoring or mentoring programs in which our academically successful students provide assistance and support to their peers who are struggling academically. The program helps our struggling students build confidence, improve their skills, and develop positive relationships with their peers.
- **Parental Involvement and Communication:** Our school encourages parental involvement in their child's education and maintains open lines of communication with our parents regarding their child's academic progress and any areas of concern. This involves regular progress reports, parent-teacher conferences, and opportunities for our parents to support their child's learning at home.
- **Specialized Instructional Interventions:** For our students with significant academic challenges, we provide specialized instructional interventions designed to address specific skill deficits or learning difficulties. This includes targeted instruction in areas such as reading, math, or executive functioning skills.
- **Social and Emotional Support:** Our school recognizes that academic struggles can often be linked to underlying social or emotional issues. Therefore, we provide social-emotional learning programs, counseling services, and access to mental health professionals to support our student's overall well-being and address any barriers to academic success.

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.

- 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.)
- A current schedule is prepared for each classroom or teacher, indicating clearly when subjects (activities) or classes are taught and during what periods.
- Provide a chart illustrating the semester/yearly instructional minutes of all content offered, the 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).
- Analysis of the results of standardized tests administered for each grade level (required for 3rd Grade and above) for the past three years, including a description of how this information is used to evaluate and improve student learning, is provided.

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.

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

Identify and list supporting Evidence or Practices:

The teaching of the Christian faith is not only recognized as our major purpose but is also woven intentionally throughout every aspect of our daily schedule and curriculum. Dedicated time is allotted in our daily schedule for religious studies, allowing students to delve into Scripture, engage in prayer, and explore the principles of their faith. Christian values and teachings are seamlessly integrated into all subjects and instructional activities, ensuring that students develop a deep understanding of how their faith relates to every aspect of their learning. By incorporating our Christian faith into our curriculum and instruction, we strive to empower students to grow spiritually, intellectually, and morally, preparing them to lead lives guided by their faith long after they leave our classrooms.

Comments:

N/A

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

Identify and list supporting Evidence or Practices:

We have a comprehensive curriculum documentation program that is developed and provided for every subject taught, ensuring clarity, consistency, and alignment with our educational goals. From religion to mathematics, science, reading, language arts, social studies, art, music, and physical education, each subject area is planned and documented to facilitate effective teaching and learning. These curriculum documents outline the scope and sequence of learning objectives, instructional strategies, assessment methods, and resources utilized in each subject. By providing educators with structured guidelines and resources, we ensure that instruction is purposeful, cohesive, and tailored to meet the diverse needs of our students. Through this commitment to rigorous curriculum documentation, we uphold the highest standards of excellence in education and empower our students to achieve their fullest potential across all academic disciplines.

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.

5:03: The school community builds and maintains a vision, direction, and focus for student learning.

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 prepares students for the next level of education and life.
- The school aligns its goals, curriculum, and measures to those of the next level so that students transition successfully.
- The school quantifies, tracks, and publicly celebrates student success.
- School leaders monitor and support the improvement of instructional practices used by teachers to ensure student success.

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 dedicated teachers diligently adhere to our written curriculum, ensuring that students are well-prepared for their next educational level and future endeavors.
- Our administrators actively monitor and support instructional practices employed by teachers through various means, including providing professional development opportunities, participation in Lutheran Schools Conferences, access to up-to-date technology, implementation of programs aimed at enhancing learning, and an evaluation process that enables the integration of new materials or curriculum.
- Student achievements and successes are celebrated and showcased through publicly displayed bulletin boards and displays, fostering a culture of recognition and encouragement within our school community.

Comments:

This section was included in our 2018 NLSA School Action Plan.

Concern: More intentional work must be done to map the curriculum across the grade levels.

Action Taken: We are currently mapping our curriculum.

5:04: The school’s Christ-centered curriculum provides challenging learning experiences and ensures that students have sufficient opportunities to develop life skills, critical thinking skills, and applied learning.

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 curriculum is aligned with delineated standards.
- The curriculum is documented, assessed, monitored, and challenges all students.
- The curriculum reflects research, best practices, and high standards in education, and it is designed to ensure that every student receives Christ-centered, rigorous, and sequential academic preparation.
- The curriculum is aligned with LCMS teachings.
- The curriculum ensures that students can pursue their God-given talents and passions.
- The curriculum is used as an opportunity to proclaim the Gospel.

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:

- Good Shepherd Lutheran School aligns its curriculum with both Oklahoma State Standards and national standards, collaborating with other Lutheran schools to establish comprehensive standards suitable for all students.
- Our curriculum guide is a comprehensive document outlining our standards. It guides teachers in seamlessly integrating the Christian faith throughout the educational day.
- Students undergo periodic assessments through various forms of testing, including weekly, quarterly, and end-of-year assessments. Additionally, the Iowa Test of Basic Skills (ITBS) is administered annually in April.
- Emphasizing best practices and high standards, teachers frequently assess students to tailor instruction effectively. This commitment is evident as teachers engage with students individually, either assisting them around the classroom or providing privacy at our teacher's desk. Employing diverse teaching methods to accommodate various learning styles, teachers prioritize compassion, embodying Biblical principles such as patience and kindness.
- Pastor is available to address inquiries and assist with aligning teachings with LCMS principles.
- Students showcase their diverse talents, including art, music, and writing, which are prominently displayed throughout our school. These talents are highlighted during events such as the Christmas program, Sunday singing for the congregation, and the Spring Sing.
- Our curriculum offers students ample opportunities to proclaim the gospel of Jesus Christ, fostering discussions on Christianity's relevance to various aspects of life. Encouraged to ask questions and engage in dialogue, students express their faith through activities such as drawing, writing, and group discussions, reinforcing the significance of Jesus' sacrifice on the cross in their lives.

Comments:

This section was included in our 2018 NLSA School Action Plan.

Concern: The state-mandated time for P.E. must be met for each grade level.

Action Taken: We now have a part-time P.E. teacher, and each student receives more than the mandated time for P.E.

5:05: Teachers use instructional strategies that engage students and ensure mastery of learning expectations.

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.

- Teachers implement classroom instructional strategies that provide students with the knowledge, creativity, skills, and understanding to become problem solvers, decision-makers, and responsible Christian citizens.
- Classroom instruction involves teaching strategies and settings that address diverse student needs and accommodate individual learning styles as fully as possible.
- Evidence of active student engagement exists in every classroom.
- Service learning is a component of the school's required program.

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:

- Assignments are tailored to accommodate the diverse needs of our students. Teachers strive to provide challenges for advanced learners while adjusting tasks for those requiring remediation or those who work at a slower pace. Employing a variety of learning modalities, such as music and art, teachers ensure that all students are engaged. For instance, students may learn the books of the Bible or parts of speech through song.
- Lessons incorporate technology, writing exercises, and partner reading to cater to different learning preferences. Students are given the flexibility to work independently or collaboratively based on their preferences.
- Engaging in service projects forms an integral part of our curriculum, including initiatives such as food drives and offerings for missions. Each year, we collect offerings during chapel time to support various mission projects, fostering a spirit of giving and community service among our students.

Comments:

At Good Shepherd Lutheran School, our teachers employ a variety of instructional strategies to ensure that students are actively engaged and able to master learning expectations. Assignments are tailored to accommodate the diverse needs of our students, with teachers providing challenges for advanced learners while adjusting tasks for those requiring remediation or extra support. By incorporating various learning modalities, such as music and art, teachers ensure that all students remain engaged in the learning process. Lessons are enriched with technology integration, writing exercises, and partner reading to cater to different learning preferences, offering students flexibility in working independently or collaboratively. Additionally, engaging in service projects is integral to our curriculum, fostering a spirit of giving and community service among our students. Mrs. Lynn Cunningham, our individual instruction teacher with 37 years of teaching experience, works closely with students in areas where they may be struggling, providing individualized or small-group support using the curriculum provided by their teachers. Through these tailored approaches, our school ensures that every student has the opportunity to thrive academically, socially, and spiritually.

5:06: Teachers intentionally communicate and collaborate to improve instruction and student learning.

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.

- Teachers regularly participate in staff development activities designed to provide professional growth, improve instruction, and enhance student learning.
- Teachers pursue opportunities to interact with colleagues, seeking ways to improve.
- Teachers work together to share responsibility for student learning.
- Teachers regularly share content, resources, instructional techniques, and management skills.
- School leaders empower teachers with time and resources that facilitate opportunities for communication and collaboration.

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:

- Teachers at our school actively engage in various activities to foster their professional growth and enhance student learning. This includes participating in professional development sessions, attending Lutheran school conferences, and engaging in an evaluation process that facilitates the adoption of new materials or curricula, such as the yearly construction of preschool and elementary curricula. Documentation of their professional development endeavors is maintained in their personnel files.
- Collaboration among teachers is paramount to our educational approach. Through activities like field trips and informal discussions during shared planning times, teachers exchange insights and ideas related to all areas of the curriculum and student development. We prioritize providing dedicated time for teachers to collaborate effectively, fostering an environment where creativity flourishes, and continually seeking enrichment opportunities for students.
- Regular meetings among teachers serve as valuable forums for discussing lesson plans, sharing best practices, and addressing everyday challenges. By collaboratively designing the curriculum, teachers integrate diverse perspectives and expertise, enriching the learning experience for students.
- Peer observation and feedback are integral parts of our professional development culture, offering educators valuable insights into their teaching strategies and areas for growth.
- Through professional learning communities, teachers have ongoing opportunities for professional development and the exchange of best practices. Research consistently highlights the positive impact of teacher collaboration on student achievement and engagement levels, reaffirming our commitment to fostering a collaborative learning environment.

Comments:

N/A

5:07: Technology enhances and enriches the students' learning environment.

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.

- Faculty members are users, instructors, and participants in the process of engaging technology with the learning process in schools.
- Faculty members acquire the necessary technology skills to use personally and integrate and guide student learning.
- Clear and intentional planning and protocols for technology are in place.
- Technology enhances curriculum, instruction, and assessment and is used by teachers to personalize, enhance, and improve instruction.
- Student technology is monitored and filtered to promote appropriate integration of technology into the learning process.

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:

- Good Shepherd has recently made significant investments to improve technology infrastructure across the entire school. Over the past three years, upgrades to the network wiring and our mainframe have been completed, ensuring reliable internet access for all staff members throughout the building.
- Each classroom has a large smart television that is connected to the Internet and to classroom computing devices to enhance instructional capabilities.
- Our IT provider installed an anti-viral firewall and is responsible for securing our school network and ensuring the safety and integrity of our digital environment.
- Teachers at Good Shepherd Lutheran School actively integrate technology into various disciplines, enriching students' learning experiences. Even our Pre-K students benefit from interactive learning games designed to reinforce concepts such as colors, shapes, the alphabet, and numbers.

Comments:

N/A

5:08: Curriculum, instruction, and assessment are regularly monitored and adjusted through the collection and analysis of data-driven information.

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 monitors, reviews, evaluates, and modifies its curriculum based on the use of school-wide student data that is generated by multiple tools and surveys.
- Multiple forms of student assessment drive instructional strategies.
- Student learning is monitored, tracked, recorded, and reported regularly and continuously during the time the student is enrolled at the school.
- A comprehensive program that examines student achievement with frequent progress monitoring is used to personalize instruction for student success.

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 school demonstrates a commitment to continuous improvement by closely monitoring, reviewing, evaluating, and adapting its curriculum based on comprehensive student data obtained from various tools and surveys.
- Various forms of student assessment inform instructional strategies, ensuring that teaching methods are tailored to meet the diverse needs of learners.
- Student progress is monitored, tracked, recorded, and reported from enrollment to graduation, allowing for personalized support and intervention as needed.
- A program is in place to assess student's readiness for the next level of education, comparing their current achievements with the expected outcomes.
- Both the administrators and teachers actively engage in the ongoing monitoring, review, evaluation, and modification of the curriculum, utilizing assessment data from regular assessments, unit assessments, and standardized tests.
- Students undergo assessments following each unit of study, enabling teachers to adjust teaching strategies and allocate instructional time effectively to ensure a comprehensive understanding of the material.
- Student learning is systematically monitored and tracked through a variety of assessment methods, including standardized testing, such as the IOWA Tests of Basic Skills, weekly assessments, unit assessments, observations, and daily assignments.

Comments:

This section was included in our 2018 NLSA School Action Plan.

Concern: A formal and comprehensive analysis of the Iowa Test of Basic Skills (ITBS) must be completed to drive instruction appropriately.

Action Taken: We are now performing a formal and comprehensive analysis of our ITBS results.

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 5?

YES

NO

B. Based on evidence, what are the strengths of the school related to Standard 5?

One of our administrators at Good Shepherd Lutheran School possesses a master's degree in curriculum development. Our school aligns with the latest standards set by the State of Oklahoma, infusing our Christian values into the curriculum to enhance our academic program.

C. Based on the evidence, what are the challenges of the school related to Standard 5? 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 5, rounded to the nearest tenth?

STANDARD	RATING
5:03	3
5:04	3
5:05	4
5:06	3
5:07	3
5:08	3
Total:	19
Average: (Total ÷ 6)	3.2

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.)
- A current schedule is prepared for each classroom or teacher, indicating clearly when subjects (activities) or classes are taught and during what periods.
- Provide a chart illustrating the semester/yearly instructional minutes of all content offered, the 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).
- Analysis of the results of standardized tests administered for each grade level (required for 3rd Grade and above) for the past three years, including a description of how this information is used to evaluate and improve student learning, is provided.

Potential Evidence

- Descriptions and schedules of mentoring, coaching, and induction programs
- Examples of classroom learning expectations and standards of performance
- Examples of assessments that promoted modification of instruction.
- Examples of cross-curricular projects and interdisciplinary instruction
- Peer coaching guidelines and procedures
- Supervision and evaluation procedures
- Curriculum maps
- Curriculum scope and sequence
- Administrative classroom observation protocols and logs
- Examples of improvements to instructional practices resulting from the evaluation process
- Teacher evaluation criteria
- Student work demonstrating the application of knowledge.
- Interdisciplinary projects
- Authentic assessments
- Agenda items addressing strategies.
- Report cards
- Curriculum writing process.
- Lesson plans aligned to curriculum.
- Graduate follow-up surveys
- Ethical-use policy for use of technology, equipment, and software
- Inventory list of instructional hardware and equipment used by both teachers and students.
- List of classroom and library reference materials
- The school's short-range and long-range technology plans, including the review schedule and procedures for review of the plans.

2022 – 2023 Iowa Test Analysis

Last	First	Grade Tested	Reading	Language	Written Expression	Conven of Writing	Vocab	Reading Total	ELA Total	Word Analysis	Listening	ELA	Math	Computation	Math Total	Core Composite	Social Studies	Science	Complete Composite
Anderson	Abrahauna	1	1.2	0.9			1.7	1.5	1.2	0.3	1.4	1.1	0.9	1.2	0.9	1.0	1.2	1.9	1.2
Ash	Maycee	1	1.7	1.3			2.1	1.9	1.5	0.9	1.0	1.3	1.2	1.9	1.2	1.4	1.8	1.7	1.5
Davis	Dainell	1	1.0	0.8			0.9	0.9	1.1	1.0	0.5	0.9	0.5	0.9	0.5	0.6	0.8	1.6	0.9
Jackson	Anthony	1	1.3	0.6			2.0	1.1	1.1	1.2	1.0	1.1	0.9	0.9	1.0	1.0	0.7	0.7	1.0
Tester	Conan	1	1.0	0.9			1.7	1.4	1.1	1.5	1.9	1.3	1.2	1.4	1.2	1.1	2.6	1.6	1.4
Timmerman	Anison	1	2.3	2.0			2.9	2.6	2.2	2.0	1.6	2.1	1.8	2.2	1.8	2.1	2.1	1.0	1.8
Williams	Jaxon	1	1.4	1.2			0.9	1.2	1.2	1.9	1.3	1.3	1.9	1.9	1.9	1.5	1.4	1.6	1.5
Braggs	Aiden	2	2.2	1.5			3.1	2.7	2.0	2.0	1.9	2.0	2.2	3.4	2.2	2.1	2.8	1.7	2.1
Davis	Courage	2	2.0	1.3			2.9	2.1	1.7	1.2	1.6	1.6	1.5	1.4	1.5	1.6	1.9	1.7	1.7
Dossey	Zoey	2	5.3	2.0			3.7	4.4	3.2	3.8	2.6	3.2	2.1	2.8	2.1	2.7	1.6	2.7	2.5
Flowers	Zadallah	2	1.1	2.1			1.0	1.1	1.6	1.4	3.2	1.9	1.5	2.2	1.5	1.6	2.8	2.4	1.9
Jungmann	Enrique	2	3.7	2.6			2.8	3.2	2.9	7.3	2.3	3.4	2.0	1.5	2.0	2.5	2.6	1.9	2.4
Manning	Skylar	2	3.4	2.5			4.4	3.9	3.1	2.7	2.1	2.9	1.9	1.5	1.9	2.5	2.1	1.9	2.3
Burton	Alexander	3	3.4				4.2	3.9	3.4	1.9	2.8	3.0	2.4	3.5	2.4	2.9	3.2	3.4	3.0
Davis	Joseph	3	1.5				3.0	1.8	1.7	1.0	1.4	1.5	1.6	2.9	1.6	1.7	2.5	3.0	2.0
Fields	Ellanie	3	4.3				4.1	4.1	4.7	5.4	3.6	4.6	3.8	3.8	3.8	4.2	3.8	3.1	3.9
Holloway	Rajivrrn	3	2.1				2.3	2.1	2.1	3.0	2.6	2.3	2.3	2.9	2.3	2.2	1.8	3.2	2.3
Braggs	Kindyl	4	2.3				2.6	3.2	2.3				2.9	2.6	2.9	2.6	3.2	4.3	3.0
Jackson	Carmello	4	3.0				2.2	2.8	2.4				2.9	2.8	2.9	2.7	3.4	1.6	2.6
Bolrey	Ajanae	5	5.6				4.6	6.1	5.4				3.1	4.8	2.0	4.2	5.4	4.7	4.4
Burton	Adam	5	3.4				4.8	4.3	4.0				5.6	4.1	5.6	4.8	3.8	4.4	4.5
Leatherman	Andrea	5	6.6				5.7	6.1	6.1				5.6	5.1	5.6	5.8	7.3	7.6	6.4
Marrow	Emery	5	5.5				3.2	5.6	4.7				3.6	3.6	3.6	4.2	4.0	4.7	4.2
Maxwell	Jaxon	5	5.5				4.4	5.3	4.8				3.2	2.8	3.2	4.0	5.6	6.5	4.6
Sands	Leo	5	5.2				3.6	6.1	5.0				3.6	2.8	3.6	4.3	6.4	7.0	5.0
Tyson	Colbe	5	6.1				4.7	5.6	5.4				5.8	4.3	5.8	5.6	5.6	5.0	5.4
Hill	Julien	6	6.9				5.4	7.7	7.6				6.5	5.2	6.5	7.0	5.3	6.1	6.5
Witten	Caleb	6	4.9				3.8	5.3	4.8				4.4	2.8	4.4	4.6	5.7	3.9	4.6
Cruzan	Celt	7	3.7				5.5	6.7	5.2				6.2	3.8	6.2	5.7	8.2	9.9	6.6
Whitnie	Sabrina	7	13.0				13.0	13.0	13.0				13.0	9.3	13.0	13.0	13.0	13.0	13.0
Gale	Colin	8	7.9				11.5	7.7	8.1				5.7	9.4	5.7	6.8	7.4	7.3	7.0
Royal	Marshella	8	8.4				3.6	13.0	8.0				7.0	6.2	7.0	7.4	10.5	8.6	8.1
Teal	Andralecia	8	12.6				8.3	10.2	10.8				6.8	5.7	6.8	8.4	9.9	8.1	8.6
Anderson	Dallas	3	2	1.1	1.3	1.2	1.3	1.2	1.2	1.2	1.1	1.2	1.8	2.0	1.8	1.5	1.6	1.0	1.4

STANDARD 6: STUDENT SERVICES

Student services and activities are offered to meet each student's needs and foster their growth in a safe and healthy environment.

Overview

Lutheran schools provide student services that support and enrich the educational experience of each student. Some of these services in this Standard are required by state or federal mandate. The school may choose to provide others to promote the training of the whole child. It is important that these programs are run efficiently and enhance the overall image of the school in 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.

- Policies related to student admissions.
- Admissions counselor position
- Policies related to student matriculation.
- Policy for preparing volunteers.
- Athletic handbook
- Samples of student cumulative records
- List of counselors to whom the school refers students and families.
- Evidence of background checks and MinistrySafe (or comparable program) training for staff and volunteers
- List of first-aid materials
- Wellness plan
- Volunteer handbook
- Admissions counselor position
- Enrollment Handbook
- Registration Handbook

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.

- Student admission process
- Procedures for administering medication.
- Policies or procedures related to student matriculation.
- Teachers or supervisory personnel's active involvement in recess supervision
- Annual training for coaches and school volunteers
- Daily cleaning and sanitizing schedules for areas where food is served or consumed.
- Safety precautions when working with special materials, tools, and equipment.
- Procedures surrounding student involvement in co-curricular and extra-curricular activities and service.

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 the school's admission procedures for students.

Our school welcomes all individuals seeking a well-rounded, Christ-centered educational experience. Families interested in enrolling their child at Good Shepherd Lutheran School must complete an enrollment packet. They are also encouraged to visit our school for a personalized tour of the facilities, including classrooms, library, and the gym/cafeteria. During the enrollment process, our lead administrator meets individually with prospective families to discuss school records, test scores, and any administrative documentation from previous schools.

In recent years, Good Shepherd Lutheran School has enrolled several students who qualify for the Lindsey Nicole Henry Scholarship (LNHS), a state-funded program designed for students on Individualized Education Plans (IEPs) who would benefit from the smaller class sizes and increased teacher attention offered by private schools. Additional enrollment procedures apply for LNHS students, including a review of records and the IEP and an interview with our administrators, teacher, parent/guardian, and student.

2. Describe the counseling services available to students and their parents.

At present, Good Shepherd Lutheran School does not have an on-site counselor available. Nevertheless, we uphold a strong partnership with Mid-Del schools for counseling services, directing students to these resources when needed. Additionally, our pastor is on hand for spiritual guidance and support.

3. What orientation strategies are used to ensure a successful transition between home and school at the entrance of each new student?

At the start of each academic year, Good Shepherd Lutheran School conducts a parent and family orientation session. Upon enrollment, all families receive the Good Shepherd Lutheran School Student/Parent Handbook and are required to review its contents carefully. Families must sign a form indicating their understanding of all school policies. During the orientation, families have the opportunity to tour our school and visit their children's classrooms. Teachers are present in their classrooms to greet students and families, ensuring a welcoming environment. Classroom setups are complete, with desks and some with cubbies labeled with students' names, facilitating a smooth transition for students. All Good Shepherd Lutheran School staff, including administrative office staff, teachers, and administrators, are present during orientation to address any personal questions or concerns from families.

4. What strategies are in place to ensure a satisfactory transition to the next level of education for students?

Good Shepherd maintains a smaller enrollment, fostering a close-knit community where students in grades 1 through 8 interact regularly. They share lunch periods, participate in recess activities together, go on combined field trips and movie outings, engage in "reading buddy" programs, worship collectively in chapel, and offer cross-age tutoring. As a result, transitioning from one grade level to the next within Good Shepherd Lutheran School has never posed a challenge.

5. List and describe all extracurricular activities sponsored by the school.

We provide extracurricular activities that serve as avenues for students to develop further and showcase their God-given talents and abilities. Our diverse range of offerings includes opportunities such as choir, archery, Trail Life, and American Heritage Girls. Through participation in these activities, students have the chance to explore their interests, hone their skills, and build meaningful connections with peers who share similar passions. Whether it's through the harmonies of the choir, the precision of archery, or the character-building experiences of Trail Life and American Heritage Girls, our extracurricular programs enrich the overall educational experience by fostering personal growth, leadership development, and a more profound sense of community.

6. Describe ways students demonstrate their faith through student activities.

Students actively demonstrate their faith through a multitude of meaningful student activities that embody the values of compassion, generosity, and service within our school community. Annually, students express their care and support for our church's home-bound members by crafting and sending heartfelt Christmas cards, spreading joy and warmth during the holiday season. Additionally, students eagerly participate in visits to local assisted living centers, where they showcase their musical talents through Christmas and Spring musical programs, bringing smiles to the faces of residents and fostering a sense of connection and community. Students contribute to chapel offerings by generously donating canned foods for the Mid-Del food pantry, Thanksgiving food baskets for the less fortunate, and funds to provide bibles for those in need, demonstrating their commitment to supporting those in need and living out the principles of Christian stewardship. Through these student-led initiatives, our students exemplify their faith in action, embodying the teachings of Christ and making a positive impact on the lives of others within our school and broader community.

7. How are staff and volunteers prepared to supervise students during activities?

Classroom teachers oversee student activities, including field trips, zoo outings, visits to the state fair, and movie outings. They enlist classroom parents to assist with small group supervision and transportation to and from events. Our teachers ensure that each parent has a phone and provide their cell phone number if the parent has any concerns. Prior to departure, students are reminded of expected behavior in the presence of parent volunteers. Our lead administrator also attends, serving as a disciplinary presence if students misbehave.

8. Describe any school-sponsored before or after-school care programs.

Our school does not sponsor our before and after-school childcare services; instead, they are operated by the Early Childhood Center. The Early Childhood Center's before and after-school care program is designed to meet the needs of working parents and provide a safe and enriching environment for students outside of regular school hours. The before-school care program begins early in the morning, providing a supervised setting where students can engage in quiet activities, such as reading, homework completion, and socializing with peers until the start of the school day, along with being served breakfast. After-school care extends into the late afternoon, offering a structured program that includes supervised homework time, outdoor play, arts and crafts, and recreational activities. Additionally, students have the opportunity to participate in various enrichment activities, such as choir, which are organized on select days throughout the week. Our dedicated staff members ensure that students are provided with nutritious snacks and maintain a supportive and nurturing atmosphere conducive to academic, social, and emotional growth. Parents have the flexibility to enroll their children on a regular or drop-in basis, with extended hours available to accommodate varying work schedules. Overall, our ECC-sponsored before and after-school care programs are designed to support families and provide students with opportunities for continued learning, engagement, and personal development beyond the traditional school day.

9. Describe any childcare services that are part of, or affiliated with, the school.

The Good Shepherd Lutheran Early Childhood Center is part of our church's mission. Our child care serves 6-week-old infants up to and including 4-year-olds. The Center opens at 6:00 a.m. and ends at 6:30 p.m. and includes meals, snacks, and activities. Its capacity is 150 students, and we are currently at maximum enrollment capacity.

During the summer, both Good Shepherd Lutheran School students and members of the community can participate in the summer camp. The camp offers a variety of activities such as field trips, library visits, swimming, Vacation Bible School, chapel sessions, and more. The program is highly regarded and well-received by the community.

10. Describe the procedures for selecting, training, and equipping childcare personnel.

The procedures for selecting, training, and equipping childcare personnel at our Early Childhood Center are designed to ensure compliance with regulations set by the Oklahoma Department of Human Services (DHS). Vacancies within the center are advertised through various channels, with word of mouth being the most effective method. Potential candidates undergo a thorough interview conducted by the childcare director and lead administrator, followed by consent to a MinistrySafe background check, the costs of which are covered by the Center. Upon hire, all personnel are required to complete online courses provided by DHS, with certificates of completion maintained in their professional files. Employees working in the

kitchen must successfully pass the Food Service Servers license test, with licenses prominently displayed in the kitchen area. These comprehensive procedures ensure that childcare personnel are equipped with the necessary training and certifications to provide safe and high-quality care to the children entrusted to our Center.

11. Describe and list the dates and times of emergency drills conducted in the past year.

Our lead administrator and Early Childhood Center director work together to schedule monthly fire and semi-annual tornado and active shooter drills, ensuring compliance with state regulations. One fire drill is conducted as a surprise visit in September and is overseen by the Midwest City Fire Department. Each drill is timed, and any issues encountered are noted for improvement in subsequent drills. Records of safety drills are documented and prominently displayed on the Early Childhood Center information bulletin board at our school entrance.

12. What are the procedures for crisis intervention and addressing medical emergencies?

The procedures for crisis intervention and addressing medical emergencies at our school and Early Childhood Center are comprehensive and designed to ensure the safety and well-being of all individuals on the premises. All administrative personnel have undergone CPR and blood-borne pathogens training, with teachers strongly encouraged to participate in annual training or review sessions covering first aid, CPR, and blood-borne pathogens. Automated External Defibrillator (AED) devices have been strategically installed throughout the facilities, and our administrators, teachers, and staff are trained in their use. Additionally, teachers have access to a crisis/emergency handbook for quick reference, and during initial training sessions, the lead administrator conducts a thorough review of its contents. The handbook serves as a valuable resource for staff, allowing them to note any questions for clarification during training. Interior and exterior surveillance cameras are operational at all times, enabling administrative personnel to monitor all areas of the premises from computers in our administrative offices and remotely on the lead administrator's smartphone. Emergency action guides are prominently posted in each public area, providing clear instructions in the event of a crisis. Furthermore, each staff member is equipped with two doses of Narcan to counteract opioid overdose, as well as blood clotting gauze and a tourniquet to control bleeding, ensuring prompt and effective response to medical emergencies. These procedures underscore our commitment to maintaining a safe and secure environment for everyone within our school and Early Childhood Center community.

13. How are teachers trained to ensure the safety and protection of students?

Our teachers undergo various forms of training to ensure the safety and protection of students. Here are some standard components of such training:

- **Child Protection Training:** Our teachers are trained to recognize signs of mental, physical, and sexual abuse, neglect, and exploitation. This includes understanding reporting procedures and legal obligations for reporting suspicions of abuse.
- **Emergency Response Training:** Our teachers receive training in emergency response protocols, such as lockdown procedures, evacuation plans, and first aid. This training helps teachers respond effectively in crises.
- **Health and Safety Training:** Our teachers are trained in health and safety protocols, including sanitation practices, food safety, and basic first aid. This helps to maintain a safe and healthy learning environment for students.
- **Bullying Prevention Training:** Our teachers receive training in recognizing and addressing bullying behavior. This includes strategies for fostering positive peer relationships and creating a culture of respect and inclusion in the classroom.
- **Crisis Intervention Training:** Our teachers are trained in strategies for supporting students who may be experiencing crises or mental health issues. This includes de-escalation techniques and knowing when to involve additional support services.
- **Technology Safety Training:** With the increasing use of technology in education, our teachers are trained in digital citizenship and online safety practices. This includes educating our students about responsible internet use and addressing cyberbullying.

By receiving comprehensive training in these areas, our teachers can effectively ensure the safety and protection of their students and create a conducive learning environment.

14. How are student health records maintained and used?

Health records for students are maintained and stored in their information folders. We strictly adhere to all state guidelines for immunizations, and shot records are regularly reviewed multiple times throughout our school year. These records are securely stored in a locked, fire-proof filing cabinet. The Early Childhood Center director also maintains a similar fire-proof filing cabinet containing health and shot records. Access to these cabinets is restricted to the administrators, business manager, and Early Childhood Center director only.

15. Describe the food services provided.

Our school employs two full-time licensed cooks and one part-time helper who prepares breakfast, lunch, and after-school snacks daily. This ensures our students' compliance with Oklahoma Department of Human Services and Oklahoma State Department of Health standards. The cost of the meals is included in their annual tuition. It's important to note that **ALL STUDENTS** are led in prayer before and after each meal.

16. How does the school provide for the mental health of its faculty, staff, and students?

Promoting mental health and well-being among faculty, staff, and students is a crucial aspect of creating a supportive and thriving educational environment. Our school employs various strategies to address our mental health needs:

- **Counseling Services:** Our school provides counseling services through our pastor. He offers individual counseling sessions to support students and staff with spiritual concerns and coping strategies.
- **Crisis Intervention:** Our school has protocols in place for responding to mental health crises, such as suicide prevention protocols and procedures for addressing immediate safety concerns. This involves training staff members to recognize warning signs of crisis and connecting individuals with appropriate support services.
- **Supportive Environment:** Our school strives to create a supportive and inclusive environment where students and staff feel valued, respected, and understood. This includes promoting positive relationships, empathy, and acceptance of diversity within our school community.
- **Access to Resources:** Our school provides information and access to mental health resources, such as hotlines, support groups, community mental health services, and online resources. This ensures that our students and staff know where to turn for help when they need it.
- **Professional Development:** Our school provides professional development opportunities for faculty and staff to enhance their knowledge and skills related to supporting student mental health. This may include training in trauma-informed practices, conflict resolution, and communication strategies.

By implementing these strategies, our school can create a supportive and mentally healthy environment that promotes the well-being of faculty, staff, and students alike.

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.

- Enrollment/admission policy
- Crisis emergency plan
- MinistrySafe training (or comparable program) certificates for all staff, coaches, activities sponsors, and volunteers working directly with students

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.

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

- YES
- NO

Identify and list supporting Evidence or Practices:

Our commitment to excellence extends to ensuring that our services meet or exceed federal, state, and local requirements across various aspects. Our enrollment and admission policy adheres to all relevant regulations, ensuring fairness and inclusivity in the admission process. We maintain a comprehensive crisis emergency plan, surpassing standard requirements to ensure the safety and well-being of our students and staff in any unforeseen circumstances. All staff, activity sponsors, and volunteers who work directly with students undergo MinistrySafe training or an equivalent program, guaranteeing that they are equipped with the necessary knowledge and skills to create a safe and nurturing environment for our students. By exceeding mandated requirements in these areas, Good Shepherd Lutheran School demonstrates its unwavering commitment to providing the highest quality of education and care for our students.

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.

6:02: Admission policies, guidance services, behavior-management programs, and ancillary services provide a protective framework of necessary support for students to successfully complete the school program.

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.

- Student applicants are admitted per established written admission criteria.
- Permanent, cumulative records for each student are maintained, stored, and shared in compliance with state and federal law.
- The school administers and practices written procedures for addressing students' emotional, social, and psychological needs.
- Procedures are established for evaluating students for promotion and/or graduation.

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 admission policies, guidance services, and ancillary services collectively form a protective framework of necessary support for students to navigate and complete our school program successfully. Admissions are conducted per established written criteria, ensuring fairness and transparency in the enrollment process. We maintain permanent, cumulative records for each student, stored and shared in compliance with state and federal laws to safeguard their privacy and confidentiality. Our school administers and practices written procedures for addressing students' emotional, social, and psychological needs, providing comprehensive guidance and support services. Additionally, procedures are established for evaluating students for promotion and graduation, ensuring that they receive the necessary academic guidance to progress successfully through their educational journey. Through these measures, we are committed to creating a supportive and nurturing environment where every student can thrive academically, emotionally, and socially.

Comments:

N/A

6:03: Extracurricular activities provide opportunities for students to further enhance God-given talents and abilities.

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 provides a variety of extracurricular activities that meet the needs and interests of the students and reflect the purpose of the school.
- Extracurricular activities are carefully supervised by trained personnel.
- Those who supervise extracurricular activities accept the purpose of the school.
- Background checks are completed and on file for those who supervise extracurricular 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:

Our extracurricular activities serve as avenues for students to develop further and showcase their God-given talents and abilities. Our diverse range of offerings includes opportunities such as choir, archery, Trail Life, and American Heritage Girls. Through participation in these activities, students have the chance to explore their interests, hone their skills, and build meaningful connections with peers who share similar passions. Whether it's through the harmonies of the choir, the precision of archery, or the character-building experiences of Trail Life and American Heritage Girls, our extracurricular programs enrich the overall educational experience by fostering personal growth, leadership development, and a more profound sense of community.

Comments:

This section was included in our 2018 NLSA School Action Plan.

Concern: More involvement in the Oklahoma District Lutheran School activities should be encouraged, such as the academic bee and sixth-grade Lutherhoma Camp event. Investigate other potential afterschool activities for the students, such as chess club and sports.

Action Taken: After-school programs such as choir and drama club have been implemented.

6:04: The school enacts a wide variety of policies and procedures that ensure the safety of each student and allow the school to comply with national, state, and local mandates.

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.

- Immunization documentation, health tests, and screenings conducted at the school conform with local and state laws.
- First-aid supplies are available and readily accessible to authorized personnel.
- Requirements for safety are conducted and recorded (e.g., fire, tornado, intruder, and other drills).
- Plans are developed and implemented for blood-borne pathogens, asbestos, CPR, first-aid training, and the distribution of medication.
- Background checks are conducted on a regular basis for all who have contact with students.
- 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.
- The school ensures the safety and security of its students when online.

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 safety and well-being of every student are paramount, and we enact a wide variety of policies and procedures to ensure their protection and compliance with national, state, and local mandates. Our immunization documentation, health tests, and screenings adhere to local and state laws to safeguard against preventable diseases. First-aid supplies are readily available to authorized personnel to address any medical needs promptly. We conduct and record safety drills regularly, including fire, tornado, intruder, and other emergency scenarios, to prepare students and staff for potential crises. Comprehensive plans are developed and implemented for blood-borne pathogens, CPR, first-aid training, and medication distribution to mitigate risks and ensure proper response protocols. Background checks are conducted routinely for all individuals in contact with students, and mandatory training on recognizing child abuse and protecting students is provided to staff members. Additionally, we prioritize the safety and security of students online by implementing measures to safeguard against online threats and promote responsible digital citizenship. Through these rigorous policies and procedures, we maintain a safe and nurturing environment where students can thrive academically, socially, and emotionally.

Comments:

N/A

6:05: School food services meet or exceed national and state guidelines.

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.

- Care is taken to ensure cleanliness where meals or snacks are consumed.
- 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 with federal guidelines.

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 food services adhere to stringent national and state guidelines, ensuring the highest standards of quality and safety. We prioritize cleanliness in all areas where meals or snacks are consumed and maintain hygiene to safeguard the health of our students. Our dedicated team of qualified personnel is committed to planning and serving a diverse array of well-balanced, wholesome meals that fully comply with federal guidelines. With a focus on nutrition and dietary requirements, we aim to provide students with nutritious and delicious options that support their overall health and well-being. By exceeding regulatory standards and prioritizing the health of our students, we strive to foster an environment where students can thrive academically and physically.

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 6?

YES

NO

B. Based on evidence, what are the strengths of the school related to Standard 6?

Good Shepherd Lutheran School demonstrates notable strengths in student services, aligning with federal, state, and local requirements to ensure comprehensive support for student success. Our admission policies, guidance services, and ancillary services create a protective framework that nurtures students' holistic development and fosters their completion of the school program. Our extracurricular activities offer diverse opportunities for students to cultivate their God-given talents and abilities beyond the classroom. The school prioritizes student safety through a wide array of policies and procedures, ensuring compliance with national, state, and local mandates. Additionally, our food services exceed national and state guidelines, providing nutritious meals that contribute to students' overall well-being. These strengths collectively underscore our commitment to providing a supportive and enriching environment where students can thrive academically, socially, and emotionally.

C. Based on the evidence, what are the challenges of the school related to Standard 6? 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 6, rounded to the nearest tenth?

STANDARD	RATING
6:02	3
6:03	3
6:04	4
6:05	3
Total:	13
Average: (Total ÷ 4)	3.2

Required Evidence

- Enrollment/admission policy
- Crisis emergency plan
- MinistrySafe training certificates for all staff, coaches, activities sponsors, and volunteers working directly with students

Potential Evidence

- Policies related to student admissions.
- Admissions counselor position
- Policies related to student matriculation.
- Policy for preparing volunteers.
- Athletic handbook
- Samples of student cumulative records
- List of counselors to whom the school refers students and families.
- Evidence of background checks and MinistrySafe (or comparable program) training for staff and volunteers
- List of first-aid materials
- Wellness plan
- Volunteer handbook
- Admissions counselor position
- Enrollment Handbook
- Registration Handbook

STANDARD 7: FACILITIES

Buildings, grounds, and equipment provide a safe and healthy environment that serves to enhance student learning.

Overview

The Lutheran school's physical facilities include the buildings, land, equipment, maintenance of the property, and provisions for health, safety, and sanitation. As a place for learning, the facilities help students grow spiritually, physically, mentally, socially, and emotionally. School facilities demonstrate principles of harmony, order, and utility. Its furnishings and décor are reflective of the Christian mission and purpose of the school.

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 descriptions for maintenance and cleaning staff, including reporting responsibilities and lines of accountability.
- Long-range plan for facility improvements, additions, or expansion
- Budget line items that commit financial support for ongoing maintenance and immediate facility improvements.
- Inventory of instructional hardware and equipment, including technology infrastructure
- Certificates of compliance related to health and safety practices.
- Cleaning schedules and custodial duties
- School lockdown plan

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.

- Buildings and grounds reflect the institution's commitment to maintaining a safe and productive learning environment for students.
- Regular and routine inspections (e.g., fire marshal, health inspector, lunchroom audit, emergency light log, facility walkthrough, elevator, fire extinguishers, etc.)
- Regularly scheduled maintenance
- Daily cleaning and sanitizing
- Safety inspections as required by local agencies.
- Annual review of emergency management procedures and response
- Custodial care and/or Cleaning Service
- Service of students with specialized learning needs

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 the property (building and grounds).

Our school and early childhood building, both situated on the same physical property as the church, share the same physical address. A fire lane separates them. The primary school building comprises two floors. The first floor accommodates the Early Childhood Center classrooms, and the second-floor houses classrooms for Kindergarten through 8th grade, restrooms, a library, a printing room, and an individual instruction room. Both floors have access to a junior high school-sized gymnasium, which serves as the dining area for lunch, along with a commercial kitchen.

The school building doubles as the Family Life Center for the church, hosting various events throughout the year. The early childhood building consists of three classrooms and two individual restrooms. The church and school grounds span approximately 6.5 acres and feature two large playgrounds, one of which is specially designed according to Oklahoma Department of Human Services regulations. All play areas are fully fenced. A concrete parking lot constructed several years ago is engineered to manage water runoff and mitigate flooding issues for all buildings.

2. Describe how general maintenance and repair of the physical facilities is ensured.

Maintenance at Good Shepherd Lutheran Church is overseen by the Church Board of Properties, which promptly addresses issues as they arise and enlists professional help when needed. Additionally, our custodial staff clean all three buildings on campus each evening. The campus benefits from the dedicated efforts of a property board member who serves as a handyman, attending to minor repairs and maintenance tasks on a daily basis. This individual also tends to the upkeep of the expansive lawn area, earning compliments for maintaining one of the most visually appealing grounds in Midwest City.

3. Describe how the school ensures that it complies with laws, health and safety requirements and building codes, and the Americans with Disabilities Act (ADA).

Throughout the school year, Good Shepherd Lutheran School is inspected by various state and local agencies to ensure compliance with safety and health regulations. These inspections include visits from the City of Midwest City Fire Marshal, the Oklahoma County Health Department twice annually, and unannounced inspections by the Oklahoma Department of Human Services. Should any deficiencies be identified during these inspections, the administration works with the Board of Properties and custodial staff to address and rectify them promptly.

All toxic cleaning chemicals are securely stored away from students and accompanied by emergency spill-handling procedures. Additionally, our school is equipped with a sprinkler system, and a monitored alarm system interconnected with smoke detectors to ensure prompt response to any emergencies.

Although the City of Midwest City does not mandate specific building code inspections apart from fire inspections, our school adheres to building code standards at the time of occupancy.

4. Describe the maintenance and cleaning schedule of the facility.

Ensuring a clean and sanitary environment is a daily priority at our school, involving the concerted efforts of nearly all staff members. Teachers diligently maintain cleanliness in their classrooms each day, while the custodial staff conducts thorough evening cleanings encompassing all classrooms, restrooms, the gym, and communal areas.

For more extensive cleaning tasks, such as floor waxing, our school schedules these activities during times when students are not present in the classrooms. Most routine maintenance tasks are addressed on an as-needed basis, except for the heating and air systems. The Board of Properties has engaged Bryant Plumbing, a licensed heating and air contractor, to conduct semi-annual inspections of the heat exchangers for all school units, replacing filters as part of this routine.

Our lead administrator coordinates annual deep cleaning and maintenance efforts, which may involve painting touch-ups or complete repainting as necessary, along with comprehensive floor waxing throughout the facility. Pest control measures are implemented on a monthly basis at our school to ensure a pest-free environment for students and staff alike.

5. What is the relationship of the school administration and faculty with the custodial staff?

The relationship between the school administration, faculty, and custodial staff at our school is one of mutual respect, collaboration, and appreciation. While our custodial staff are employees of the church, their integral role in maintaining clean and safe facilities for both the church and the school is deeply valued and acknowledged by the administration and faculty. We recognize the hard work and dedication of our custodial team in ensuring that our facilities remain in optimal condition for learning and worship. Any issues or concerns regarding maintenance or cleanliness are addressed promptly and efficiently, reflecting our commitment to providing a supportive and conducive environment for our school.

6. What part of the physical plant and property has been changed in the past three years?

Over the past three years, several significant changes have been made to the physical plant and property of our school and Early Childhood Center. These include the replacement of several air conditioning systems to ensure optimal comfort for students and staff. New flooring has been installed in both the school and Early Childhood Center, while extensive painting has refreshed the interior spaces. The acquisition of a new school bus has enhanced transportation options for students. A new sound system has been installed in the gymnasium, facilitating programs, celebrations, and events. New window shades have been installed throughout the Family Life Center, along with the addition of 55 surveillance cameras and an electronic entry system to bolster security measures. An electronic sign has been erected at the front of the campus, enhancing visibility and communication. Additional signage has been implemented to direct visitors to our school and Early Childhood Center. Most of the school furniture has been replaced, ensuring a conducive learning environment. Safety on the playground has been prioritized with the addition of wood chips, and fire protection equipment has been upgraded. New kitchen serving and cleaning equipment have been acquired to support food services. These improvements collectively demonstrate our commitment to providing a safe, functional, and welcoming environment for our students, staff, and visitors.

7. What long-range plans are in place for site plan development?

Several long-range plans are in place for site plan development at our school and Early Childhood Center. We aim to address any infrastructure needs by prioritizing maintenance and repairs as necessary. We are exploring opportunities to expand our facilities to accommodate the growing needs of our student population and enhance educational programming. Through strategic planning and collaboration with stakeholders, we are committed to ensuring that our site plan development aligns with our mission and vision for providing an exceptional learning environment for all students.

8. How are students protected from external threats on campus before, during, and after school?

Ensuring student safety is a top priority, and comprehensive measures are in place to safeguard our school from unauthorized individuals. Security cameras are strategically positioned and monitored within our administrative and Early Childhood Center offices.

Visitors are directed to the front door, which is equipped with a doorbell in the airlock space. A dedicated camera allows staff to view visitors on monitors and decide whether to grant access.

Playground areas are fenced for child safety, and two teachers supervise activities to monitor for unfamiliar individuals. Monitored fire systems are installed alongside established emergency procedures for various scenarios. An audio alert system signals staff and initiates emergency protocols promptly. A code word is broadcast to let our staff know the emergency is contained and it is safe to leave their protected area.

9. Describe how the school property is used by the community and outside groups and any procedures/policies that govern the use.

The community and outside groups utilize our campus for various activities and events beyond our regular school hours. These activities can include sports practices, community meetings, adult education classes, performances, and recreational

programs. However, the use of school property by external groups is governed by specific procedures and policies established by our church. Here is our process:

- **Application Process:** External groups interested in using our facilities apply to our administrative office. The application includes details such as the purpose of the event, requested dates and times, specific facilities or amenities needed, expected attendance, and any special requirements or accommodations.
- **Review and Approval:** The application is reviewed by a designated committee responsible for our facility rentals and scheduling. Factors considered during the review process include the availability of facilities, compatibility with school activities, potential impact on school operations, and compliance with our policies and regulations.
- **Fee Structure:** According to our policies, external groups may be charged for using our facilities. These fees are typically based on factors such as the type of event, duration of use, facilities requested, and any additional services or resources provided by the church (e.g., custodial services, equipment rental).
- **Rules and Regulations:** External groups using school facilities are expected to adhere to specific rules and regulations established by us. These rules include guidelines for behavior, facility use, parking, security, noise levels, and cleanup responsibilities. Failure to comply with these rules may result in the cancellation of the event or restrictions on future facility use.
- **Security and Supervision:** Depending on the nature of the event and the participants involved, we may require external groups to provide security personnel or supervision to ensure the safety and security of participants and church property. This helps prevent unauthorized access, vandalism, or other security concerns.
- **Cancellation and Rescheduling:** In the event of unforeseen circumstances or emergencies, both the church and external groups reserve the right to cancel or reschedule events scheduled on our property. Procedures for cancellation and rescheduling, including notification requirements and any associated fees, are outlined in the facility use agreement.

10. Describe athletic facilities and training facilities and proper monitoring, sanitation, and safety procedures in place.

Our gym is essential for the physical development and well-being of our students. Proper monitoring, sanitation, and safety procedures are crucial to ensure the health and safety of our students and staff. Here's how these aspects are typically managed:

Sanitation:

- Our gym is regularly cleaned and sanitized to maintain a hygienic environment and prevent the spread of infectious diseases.
- Restroom facilities are cleaned and stocked with supplies, such as soap and hand sanitizer, to promote good hygiene practices among participants.

Safety Procedures:

- We have developed and implemented safety protocols and procedures to minimize the risk of injuries during events.
- Staff are trained in first aid and emergency response procedures, including CPR and AED usage, to address medical emergencies promptly.

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.

- School floor plan
- School Crisis Management Plan (including evacuation and reunification plans)

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.

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

- YES
- NO

Identify and list supporting Evidence or Practices:

We prioritize the safety and well-being of our students by maintaining well-maintained facilities that are free from hazards. Our dedicated maintenance team ensures that our school buildings and grounds are kept in optimal condition, creating a safe and conducive environment for learning. By upholding high standards of cleanliness and safety, we provide students with a space where they can focus on their studies and engage in productive learning experiences without concerns about their physical surroundings. Through our commitment to maintaining safe and hazard-free facilities, we create an environment where students can thrive academically, socially, and emotionally.

Comments:

N/A

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

YES

NO

Identify and list supporting Evidence or Practices:

Our commitment to compliance with all applicable laws, including health, safety, and building codes, is evident through inspections conducted by regulatory authorities. The Oklahoma Health Department regularly inspects our food services to ensure compliance with health and sanitation standards, affirming the safety of our dining facilities. Similarly, the Oklahoma Department of Human Services conducts inspections of our Early Childhood Center, ensuring that it meets all licensing requirements for the well-being and safety of our youngest learners. Additionally, our entire facility undergoes inspections by the Midwest City Fire Department to verify compliance with building and fire safety codes, further ensuring the protection of our students and staff.

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.

7:03: Buildings, grounds, and equipment are well maintained, clean, and appropriate for the age and number of students.

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 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.
- All teaching/learning areas are properly ventilated, lit and have adequate space for the number and size of the students.
- The buildings are cleaned daily, and the restrooms are sanitary.
- School furniture is sufficient in quantity and age-appropriate.
- The school administrator(s) participates in the supervision of those who maintain the physical facilities.
- Adequate provisions exist for offices, areas for students needing care, recreation, library/media center, and space for small-group instruction.
- The school facility has appropriate technological infrastructure.

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:

- Classrooms were designed to cater to the needs of both students and teachers. Preschool classrooms feature sinks and individual restrooms, while elementary classrooms offer convenient access to restrooms, teacher storage closets, and exterior windows to maximize natural lighting and visibility.
- To ensure a conducive learning environment, classrooms are equipped with adequate ventilation and modern LED lighting.
- Daily sanitation protocols are strictly adhered to, with teachers sanitizing classrooms and cleaning staff vacuuming, mopping, and sweeping at the end of each school day. Additionally, restrooms and common areas receive daily cleaning.
- In addition to classrooms, dedicated spaces are provided for student and teacher use, including a library and an individual instruction room for tutoring or counseling.
- Continuous technological improvements are made as funds permit. Two maintained playgrounds, one for preschoolers and the other for elementary schoolers, are located around the same building. All playground equipment adheres to fall zone

regulations stipulated by the Department of Human Services (DHS), and wood chip coverings meet state-mandated depths for Early Childhood Centers.

- In addition to school facilities, students have regular access to church amenities. The sanctuary is utilized weekly for chapel services and periodically throughout the year for special events and programs.

Comments:

N/A

7:04: Physical facilities provide specific (crosses, signs, etc.) and non-specific (attractive, adequate, etc.)

Lutheran Christian witness to the 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 buildings contain evidence that the school is a Lutheran Christian school.
- Christian banners, pictures, and posters are displayed in the hallway, entryway, gymnasium, and classrooms.
- A cross is hung in a prominent place.
- An outdoor sign provides evidence of a Lutheran Christian School to the community.

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:

- An iconic illuminated cross adorns the street-facing wall of the church, serving as a beacon of faith and guidance.
- Impeccably manicured grounds enhance the aesthetic appeal of the premises, contributing to a serene and welcoming environment.
- A state-of-the-art digital sign serves as a dynamic platform for announcing events and updates for both the church and school, further enhancing communication with the community.
- A Christian flag is flown 24/7 on its pole alongside the American flag and Oklahoma flag.

Comments:

N/A

7:05: The building and grounds provide a safe school environment.

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.

- Policies and procedures are in place to maintain a safe school environment.
- The playground, athletic field(s), and school grounds are properly supervised, safe, and fenced when appropriate and needed.
- The school limits access to the facility, has locked entrances, and is secure during normal school hours.
- Crossing guards, lanes, and school speed zones are provided when and where needed.
- A safe, carefully supervised procedure for loading and unloading students in cars, buses, and other vehicles is in effect.

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 Good Shepherd Lutheran School, we prioritize the safety and security of our students and staff by implementing robust measures within our building and grounds. With 55 surveillance cameras strategically placed throughout the premises, we maintain vigilant oversight to monitor activity and ensure the safety of all occupants. Additionally, our electronic entry system, utilizing key fobs issued exclusively to authorized staff and select church members, adds an extra layer of security, restricting access to only those with approved credentials. These measures not only deter unauthorized entry but also enable us to swiftly respond to any potential security concerns, providing peace of mind to our school community and fostering a safe and secure learning environment for everyone.

Comments:

This section was included in our 2018 NLSA School Action Plan.

Concern: Retrain staff to keep doors closed and not propped open.

Action Taken: Staff have been retrained and are reminded about the dangers of leaving secure doors propped open.

Since our last reaccreditation visit, our church has demonstrated a steadfast commitment to enhancing security measures, investing \$75,000 in upgrades to our security apparatus. These significant investments underscore our dedication to ensuring the safety and well-being of our school community. With these upgrades, we have further strengthened our ability to maintain a secure environment, providing added peace of mind to students, staff, and parents alike. Our church's proactive approach to security highlights our unwavering commitment to prioritizing the safety of all those within our care.

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 7?

YES

NO

B. Based on evidence, what are the strengths of the school related to Standard 7?

Ensuring the well-being of students is the utmost concern of the leadership and staff at Good Shepherd Lutheran School. This dedication is visible through various safety measures in place, including monitored security cameras and controlled access via keypad-secured doors. Rigorous protocols govern the drop-off and pick-up process, further bolstering student safety. Regular maintenance of our school building and grounds underscores the commitment to providing a secure and welcoming learning environment. This collective effort reflects the shared commitment of both the church and school, with the Board of Properties and volunteers actively contributing to upkeep during designated "cleaning days" throughout the year.

C. Based on the evidence, what are the challenges of the school related to Standard 7? 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 7, rounded to the nearest tenth?

STANDARD	RATING
7:03	3
7:04	3
7:05	4
Total:	10
Average: (Total ÷ 3)	3.3

Required Evidence

- School floor plan Crisis emergency plan
- School Crisis Management Plan (including evacuation and reunification plans)

Potential Evidence

- Job descriptions for maintenance and cleaning staff, including reporting responsibilities and lines of accountability.
- Long-range plan for facility improvements, additions, or expansion
- Budget line items that commit financial support for ongoing maintenance and immediate facility improvements.
- Inventory of instructional hardware and equipment, including technology infrastructure
- Certificates of compliance related to health and safety practices.
- Cleaning schedules and custodial duties
- School lockdown plan