National Lutheran School Accreditation
Validation Team Report
Revised September 2018

Lutheran Central School

Brownstown, Indiana

April 9-11, 2019

Team Members: Amy Hedges, Captain

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Trisha Engel

NLSA

National Lutheran School Accreditation

FOREWORD

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

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

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

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

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

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

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

In His Service,

Amy Hedges
Validation Team Captain

DISCLAIMER

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

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

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

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

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

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

Validation Team Member Biographic Information

Amy Hedges currently serves at Principal at Our Shepherd Lutheran School in Avon, Indiana. She earned a Bachelor's Degree in Elementary Education from Purdue University, West Lafayette, Indiana. She completed her colloquy through Concordia University, Chicago, Illinois. She is currently completing her Master's Degree through Indiana Wesleyan University in Educational Administration. Her professional experience includes teaching across elementary and middle school grade levels in public inner-city, private school gifted and talented, and private Christian settings. She developed, taught, and managed school technology in addition to classroom teaching responsibilities. Her experience with National Lutheran School Accreditation includes serving as a Team Captain and team member on accreditation teams.

Erin Brooks currently serves as the 5th and 6th grade homeroom and 5th-8th grade math and science teacher at St. John's Lutheran School, Sauers. She earned a Bachelor's degree in Elementary Education from Indiana University Purdue University Indianapolis. Her professional experience includes 5 years at St. John's and an additional 6 years in 6th grade at Seymour (Indiana) Middle School teaching social studies, math and language arts.

Carl Schulenburg is a retired Lutheran teacher of forty-four years. During that time he served and/or captained several NLSA accreditation teams. Since retirement in 2014, he has served as a consultant for NLSA with more than twenty Lutheran schools in the Indiana District.

Angie Singer currently serves as the Preschool Director and Pre-Kindergarten teacher at Zion Lutheran School in New Palestine, Indiana. She earned her Bachelor's Degree in Elementary Education with a Reading Minor and Kindergarten Endorsement from Purdue University. She completed her Master's Degree in Early Childhood Education/Literacy from IUPUI. Her professional experience includes 3 years serving on the Indiana District Early Childhood Cabinet, 11 years of teaching experience at Zion Lutheran School, and 7 additional years at Greenfield-Central School Corporation teaching Kindergarten, Reading Recovery, Title 1, and 4th grade Language Arts.

Jessica Trueblood currently serves as the 7th-8th grade Social Studies teacher at St. Peter's Lutheran School in Columbus, Indiana. She earned a Bachelor's Degree in Secondary Education-Social Studies from Indiana University, Bloomington, IN. She completed a Master's Degree in Education from Indiana Wesleyan University. Professionally, Jessica has 15 years of experience at St. Peter's and three additional years experience as the detention educator at the Bartholomew County Youth Services Center. Her experience with National Lutheran School Accreditation includes serving as a team member on multiple accreditation teams.

Trisha Engel currently serves as a second grade teacher at Immanuel Lutheran School in Seymour, Indiana. She earned a Bachelor's Degree in Elementary Education from Concordia University Chicago, and also holds a Master's Degree in Urban Schooling: Policy, Practice, and Curriculum. Previously, she taught at St. Paul Lutheran School, Austin (Chicago). There, she taught in a combined seventh and eighth

grade classroom, combined fifth and sixth grade classroom, and combined first and second grade classroom.

REPORT SUMMARY

Overall School Performance Level

Standard	Rating Total	Possible Score
Standard 1	12	16
Standard 2	30	40
Standard 3	28	40
Standard 4	13	16
Standard 5	17	24
Standard 6	11	16
Standard 7	7	12
Total	118	164
Average (total ÷ 41, rounded to hundredths decimal)	**2.88**	**4.00**

The Validation Team's Overall Impression of the School

The visiting team noted that Christ is present in this facility. Interactions with and between students and staff show genuine care and Christ-like love for each other. The commitment to Lutheran Education is evident through the association churches and the unity they show in providing support to the school. This is evident not only through their financial commitment but also their spiritual guidance as well as time and talents of their congregants and pastors. The relationship of association pastors to each other is positive and present. The local community, including the public school system, embraces Lutheran Central and their students working with them to provide additional opportunities not available within the school itself.

The teachers and administration at Lutheran Central have made a commitment to curriculum mapping. Teachers have also shown a commitment to regular review of curriculum in order to accommodate the changing needs of the student population. It is noted that Lutheran Central desires to reach students of all ability levels through the addition of a licensed special education teacher on staff. Technology is visible and available to students. The team noted the dedication to Lutheran education and theology by calling teachers or employing those who are willing and eligible to complete the colloquy process. The pastors have made an intentional decision to reinforce our beliefs by utilizing Luther's Small Catechism as a foundation for school-wide chapel services. The Lutheran heritage is also strengthened through dedication to having students learn a new hymn each month as a school community.

Lutheran Central's facility is clean, well-maintained, and updated. Classrooms and hallways are spacious and welcoming. Classrooms are dedicated to art, resource, and library. The team noted the updated building security with the addition of double-doors and a buzzer system. Early childhood classrooms are age-appropriate and reflect the needs of the students using them.

Outstanding Strengths

- Pastoral and church involvement
- Member congregations all have buy-in and are supportive
- Close-knit faculty with each other and administrator
- Clean, well-maintained, and clearly Christ-centered facilities
- Procedures are in place for all aspects of daily function and students willingly follow and obey
- Commitment to employing rostered and called teachers
- Pride of parents/families in school spills over into well-behaved, caring students
- Committed to providing current technologies to students

Major Deficiencies

No Major Deficiencies

Accreditation Recommendation

We the members of the Validation Team recommend

Accreditation in Good Standing	X		Provisional Accreditation			Denying Accreditation	

for **Lutheran Central School** of **Brownstown, Indiana.**

Signature of the Team Captain: Amy Hedges

TEAM FINDINGS

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

Accreditation Standards and Indicators

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

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

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

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

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

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

Standard 1: Purpose

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

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

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

X
YES

NO

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

X
YES

NO

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

Standard 1 Required Evidence*: Written purpose/philosophy/mission statement

X
YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
1:03 School leadership (administration and governing board) uses the mission statement as the foundation and reference for all planning.	● 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.	● observation ● personnel manual ● teacher interviews ● parent interviews	3	3
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.	● 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.	● website ● personnel manual ● teacher interviews ● parent interviews ● parent handbook	3	3
1:05 The school's purpose is displayed and reflected in school activities and in the teaching/learning environment in classrooms.	● The school's purpose is displayed in each classroom and in the hallways.	● observation ● personnel manual ● teacher interviews ● parent interviews	3	3

	• 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.			
1:06 New employees are informed about the school's purpose and its appropriate engagement.	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.	• personnel manual • teacher interviews • administrator interview	3	3
Total			12	12

Standard One Overall Rating (Total ÷ 4, Rounded to the Nearest Tenth)	3.0	3.0

What is the overall Validation Team rating for Standard 1? 3

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

☐
YES

☒
NO

If YES, what was the justification for changing the rating?
There was no change in the rating.

Based on your findings what are the strengths of the school in this area?
The mission and purpose of Lutheran Central School is clearly defined. In our time at the school the mission was evident and visible in K-8 classrooms. The mission and purpose were also clearly stated and communicated in the the documentation available to the students, parents, and faculty. The website clearly states this mission to the wider community who are seeking information about the school. The mission and purpose of the school are clearly defined, having been shortened from a past longer version in order to provide clarity and focus. The mission and purpose were found to be regularly reviewed by faculty, staff, administration, and school board.

Based on your findings what concerns have you identified?
The team recommends working toward a vision statement to help in achievement of goals and future planning.

Do the concerns you have identified agree with the concerns that were listed in the school's Self-Study process?
Yes, there is agreement.

What recommendations would you make for concerns that were not addressed by the school in its Self-Study process?
(1:05) Mission statement with addendum should be visibly posted in the preschool room.
(1:06) Develop concrete mentor plan and timeline for new employees to aid in institution knowledge.

Standard 2: Relationships

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

Note: Section 2 is divided into three categories: school and congregation, school and community and school climate. Section 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.

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

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

| X |
YES

| |
NO

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

| X |
YES

| |
NO

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

| X |
YES

| |
NO

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

Standard 2 Required Evidence*: Written nondiscrimination statement

X

YES

NO

Standard 2 Required Evidence*: School discipline code

X

YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
2A:02 The school is an extension of the ministry of its sponsoring congregation(s). Church and school work together effectively to accomplish goals related to a well-defined purpose.	● 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(s) and school staff regularly demonstrate	● Rotation of pastors for chapel services ● Pastors teaching 7th and 8th grade confirmation classes ● Pastor teaching 6th grade religion and preschool chapel ● Rotation of pastors present at LEA board meetings ● Presence of teachers as members at association churches	4	3

	support for each other's ministry.			
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.	• Students participate regularly 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.	• Children's Christmas programs • Student readers/acolytes • Encouragement of teachers to attend district conferences • Chapel offering mission projects • Teacher involvement in home congregations • Teacher membership in LEA	2	2
2B:02 The school's student population reflects the ethnic, racial and economic diversity of the community in which it is located.	• The school studies the community demographics and compares the information to the demographics of the student body.	• demographic studies • Financial assistance-scholarships, vouchers, SGO	3	3

	• 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.			
2B:03 The school promotes and encourages the involvement of its teachers and students in community activities.	• 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.	• list of activities teachers are involved with outside of school • Chapel offerings, classroom service projects	4	3
2B:04 The school has an active Parent-Teacher	• The school sponsors	• Shepherd's Staff group	3	3

Organization and/or other parent support groups.	educational opportunities for parents and provides a wide variety of parenting resources. ● Support groups (i.e., Parent Teacher League, Booster Club, prayer support groups) contribute to the overall good of the school and congregation to support and maintain the school's mission and goals.	● Administrator presence at Shepherd's Staff ● Protect Young Eyes parent resources ● Parent meeting conversations		
2B:05 The school is known, respected and maintains a positive perception in its community.	● 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.	● Sharing of buses ● Use of athletic facilities, auditorium at BCHS ● Music/band, athletics at BCMS available for students ● Joint Services ● Building used by churches	4	3
2C:02 The school's Christ-centered ethos is visible and evident to visitors.	● Students demonstrate love for others in response to	● Daily devotions and religion classes ● Monthly hymns	4	4

	● 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.	● Weekly chapel services ● classroom and hallway posters/examples of student work ● Classroom observations ● Students demonstrate love for others		
2C:03 Teachers and staff members recognize, value and respect the needs of students.	● Teachers demonstrate love for all students in Christ. ● Teachers attend to the individual needs of students.	● Morning prayer for specific students ● Classroom devotions ● Willingness of teachers to assist after school ● School discipline plan	4	3

	• 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 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.	• Parent survey		
2C:04 School personnel model Christ's love in their relationships with parents and guardians.	• School personnel are approachable and receptive to parental questions or concerns. • Parents are viewed by teachers as	• Shepherd Staff • Parent library volunteers • "Assist parents" in mission statement	3	3

	● 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.			
2C:05 Faculty and administration respect and support one another as individual, fellow members of the body of Christ.	● Faculty and administration gather for devotions regularly. ● Faculty and administration speak positively about their co-workers at the school. ● Faculty and administration	● Faculty devotions and prayer ● Faculty meetings ● Mentor program	3	3

	demonstrate support of one another in tangible ways.			
Total			34	30
Standard Two Overall Rating **(Total ÷ 10, Rounded to the Nearest Tenth)**			3.4	3.0

What is the overall Validation Team rating for Standard 2? 3.0

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

X

YES

NO

If YES, what was the justification for changing the rating?
In all instances of a change, the indicators were evident and well-done, however, were not exemplary or unique to the school.

Based on your findings what are the strengths of the school in this area?
Lutheran Central and the association churches have a solid, working relationship. The pastors are present in the building, and the churches view the school as a part of their missions. Teachers are present at the association churches. Additionally, there is a positive relationship between Lutheran Central and the public schools.

Based on your findings what concerns have you identified?
(2A:03) There is not a completed written evangelism plan for reaching the unchurched students.

Do the concerns you have identified agree with the concerns that were listed in the school's Self-Study process?
Yes.

What recommendations would you make for concerns that were not addressed by the school in its Self-Study process?
Parents discussed with the visiting team that it is a core group of parents that volunteer and are an active part of the Shepherd's Staff. Effort could be made to encourage more parents to be involved in school events.

Standard 3: Leadership

Leadership of the school is a major factor in the successful development, implementation and evaluation of the school. Leadership is provided by a variety of groups and people. 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. In that case, Section 3A: Governance, would not apply.

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

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

x
YES

NO

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

x
YES

NO

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

x
YES

NO

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

x
YES

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

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

☒
YES

☐
NO

Standard 3 Required Evidence*: Administrator's job description

☒
YES

☐
NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
3A:04 The governing authority is organized around written policy and understands and operates within its role and function.	● 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	● LC Board Policy Manual ● observation	3	3

	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.			
3A:05 Governing authority policy supports effective personnel.	● Written policy delineates roles and responsibilities of the board or governing authority.	● LC Board Policy Manual ● observation ● teacher interviews ● Pastor interview	2	2

	● Comprehensive job responsibilities and/or limitations are in place for the administrator. ● The governing authority evaluates the head administrator annually based on the job description. ● The governing authority receives reports from the administrator at each meeting. ● The governing authority has written policies or position descriptions clearly delineating relationships between the head administrator and pastor(s).	● administrative interview		
3A:06 Governing authority members meet prescribed qualifications and are trained regarding roles and responsibilities.	● Written policies define qualifications for board or governing authority members. ● Governing authority members are required to participate in professional development regarding roles and responsibilities of the governing body and its individual members.	● LC Board Policy Manual ● observation ● teacher interviews ● Pastor interview ● Board member interview	2	2
3A:07 The governing authority establishes and	● The governing authority has a	● LC Board Policy Manual	3	3

employs systematic planning for school improvement.	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.	● observation ● teacher interviews ● Pastor interview ● administrative interview		
3A:08 The governing authority provides strong financial leadership for the school.	● 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 the annual financial audit.	● LC Board Policy Manual ● observation ● teacher interviews ● Pastor interview ● Parent interview	3	3
3B:02 The administrator meets qualifications required for the position.	● The principal is a member of The Lutheran Church – Missouri Synod,	● administrator interview and evidence of qualifications provided ● Pastor Interview	3	3

	Rostered or eligible for Roster status.	● Parent Interviews		
	● 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 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.)			
3B:03 The administrator is provided adequate support to complete required tasks.	● Release time is provided for administrative	● class schedules ● observation ● administration interview	3	3

	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 assistant administrator with associated administrative duties.			
3B:04 The administrator is an effective communicator.	● The administrator communicates frequently and regularly with pastor(s) and teachers individually and collectively. ● The administrator communicates effectively and	● pastor interviews ● teacher interviews ● parent interviews ● students interviews ● observation (announcements, newsletters, etc.)	3	3

	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 effectively communicates and works together with local public school officials.			
	● 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.			
3B:05 The administrator is engaged in the process of developing and managing the budget.	● The administrator is involved in developing and managing the budget, including expenditures.	● pastor interviews ● school board member interviews ● administrator interview	3	3

	● The administrator has overall responsibility to assure 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.			
3B:06 The administrator is committed to personal development and the development of staff members.	● 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	● documentation provided re: professional affiliations ● administrator interview ● school board policy manual ● teacher interviews	3	3

	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 implementation of current educational technology, including necessary staff development and training. ● The administrator engages in an ongoing program of professional staff supervision.			
Total			13	13
Standard Three Overall Rating **(Total ÷ 10, Rounded to the Nearest Tenth)**			2.8	2.8

What is the overall Validation Team rating for Standard 3? 2.8

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

☐
YES

☒
NO

If YES, what was the justification for changing the rating?
No ratings were changed.

Based on your findings what are the strengths of the school in this area?
- commitment of the administrator
- support of the churches and cooperative nature of church representation on the school board

Based on your findings what concerns have you identified?
- (3A:05) need for clearly defined relationship between administrator and pastors for continuity and consistency
- (3A:06) provision of professional development for school board members
- (3B:03) delegation of duties for the administrator in order for greater visibility and observation in the classrooms for teacher and student support

Do the concerns you have identified agree with the concerns that were listed in the school's Self-Study process?
The concerns do agree with the self-study process

What recommendations would you make for concerns that were not addressed by the school in its Self-Study process?
There were no additional concerns

Standard 4: Professional Personnel

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.

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

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

x
YES

NO

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

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

x
YES

NO

Standard 4 Required Evidence*: Nondiscriminatory salary and benefit scale

x
YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
4:02 Christ-centered teachers have qualities and qualifications necessary for success in their defined areas of service.	● All teachers demonstrate a personal relationship with Jesus Christ and a dedication to teaching in the Lutheran school.	● observation ● teacher interviews ● evidence licensure (Indiana teacher lookup)	4	4

	● Full-time faculty members are on the Roster of the LCMS, eligible to be on the Roster of the LCMS or are actively enrolled in the colloquy program. ● Teachers have been prepared and vetted following prescribed federal and state mandates for background checks and training. ● Full-time professional staff members have appropriate teaching certificate(s) from the state and meet requirements for their specific assignments.			
4:03 Teachers are informed of, and subsequently evaluated and supported in the continuing pursuit of professional growth and development.	● Programs for teacher supervision/evaluation/growth have been adopted and are implemented by the administrator. ● Teachers engage in professional development, including spiritual development and are accountable for implementation that supports student learning. ● Teachers attend workshops, conferences, seminars and training 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	● policy manual ● teacher interviews ● observation ● administrator interview	3	3

	engage technology in classroom instruction.			
4:04 Teachers and support staff are empowered and equipped to effectively accomplish their assigned task.	● New teachers receive thorough orientation and are supported with 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.	● teacher interviews ● observation ● administrator interview ● school board policy manual ● personnel manual	3	3
4:05 Employees and volunteers serving in support roles have the qualifications and training necessary for success in their defined area of service.	● Support staff (e.g., teacher assistants, student teachers, nurse) meets state requirements for their specific assignments. ● Appropriate policies related to support staff are established and practiced. ● Adequate training for support staff is provided.	● administrator interview ● personnel manual ● school board policy manual ● teacher interview ● parent interviews ● school board member interviews	3	3

• Appropriate policies and training for volunteers are in place. • Staff members understand and relate appropriately with students and their families.		
Total	13	13
Standard Four Overall Rating **(Total ÷ 4, Rounded to the Nearest Tenth)**	3.3	3.3

What is the overall Validation Team rating for Standard 4? 3.3

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

☐
YES

☒
NO

If YES, what was the justification for changing the rating?
The rating was not changed.

Based on your findings what are the strengths of the school in this area?
All full-time staff is called and the desire and expectation of the school board and association churches is to have synodically trained or called personnel as employees.

Based on your findings what concerns have you identified?
No additional concerns were identified.

Do the concerns you have identified agree with the concerns that were listed in the school's Self-Study process?
The team is in agreement with any comments listed in the self-study

What recommendations would you make for concerns that were not addressed by the school
There are no additional concerns.

Standard 5: Teaching and Learning

Student learning requires the integration of a well-developed curriculum and instructional design supported by intentional and ongoing assessment. When teaching, learning and assessment are correctly aligned and students are engaged, learning results. In this way, Lutheran schools accomplish one of their primary objectives.

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

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

X
YES

☐
NO

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

X
YES

☐
NO

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

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

X
YES

☐
NO

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

X
YES

NO

Standard 5 Required Evidence*: A chart is prepared illustrating the percentage of each school week allocated to each subject (activity), at each level, including a comparison with state guidelines.

X
YES

NO

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

X
YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
5:03 The school community builds and maintains a vision, direction and focus for student learning.	● 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	● interviews ● observations ● curriculum maps ● honor roll ● surveys	4	3

	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.			
5:04 The school's Christ-centered, written curriculum provides challenging learning experiences and ensures that students have sufficient opportunities to develop life skills, critical thinking skills and applied learning.	● 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.	● curriculum maps ● interviews ● observations ● surveys	3	3

	● The curriculum ensures that students can pursue their God-given talents and passions. ● The curriculum is used as an opportunity to proclaim the Gospel.			
5:05 Teachers use a wide variety of instructional strategies that engage students and ensure mastery of learning expectations.	● Teachers implement classroom instructional strategies that provide students with the knowledge, creativity, skills and understanding to become problem solvers, decision makers and socially responsible global citizens. ● Classroom instruction involves a variety of 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	● interviews ● observations ● curriculum maps ● service projects ● surveys	4	3

	school's required program.			
5:06 Teachers intentionally communicate and collaborate to improve instruction and student learning.	● 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.	● interviews ● curriculum maps ● PD plan ● meeting notes	3	3
5:07 Technology enhances and enriches the students' learning environment.	● Faculty members are users, instructors and participants in the process of engaging technology with	● interviews ● observations ● curriculum maps ● technology plan ● PD plan	3	2

	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 is integral to curriculum, instruction, assessment and a tool for teachers to personalize, enhance and improve instruction.			
	● Student technology skills are sharpened and advanced through the integration of technology into the learning process.			
5:08 Curriculum, instruction and assessment are regularly monitored and adjusted systematically in response to multiple assessments of student learning and examination of professional practice.	● 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.	● interviews ● observations ● curriculum maps ● testing data ● surveys	3	3

	• 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 individualize instruction for student success.			
Total			20	17
Standard Five Overall Rating **(Total ÷ 6, Rounded to the Nearest Tenth)**			3.3	2.8

What is the overall Validation Team rating for Standard 5? 2.8

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

X
YES

NO

If YES, what was the justification for changing the rating?
(5:07) While evidence of a professional development plan and technology plan exist, neither plan is detailed, nor provide scope and sequence for the implementation of professional learning and growth for teachers. Technology is available, yet seems to be inconsistently utilized by teachers and students.

Based on your findings what are the strengths of the school in this area?
A commitment to curriculum mapping has been made and release time for teachers to work on maps is a strength. In addition, for the size of the school, there are a variety of subject options for students to explore.

Based on your findings what concerns have you identified?
(5:07) While professional development and technology plans were included in evidence, it would be beneficial for teachers to receive and implement training on incorporating technology into their instruction, specifically putting technology into the hands of students in meaningful, collaborative ways.

Do the concerns you have identified agree with the concerns that were listed in the school's Self-Study process?
The school's self-study process indicated a need for Professional Learning Communities (PLC's) to support teacher professional growth and collaboration. The formation of PLC's would strengthen curriculum and allow for collaboration across grade levels and subjects (vertical alignment).

What recommendations would you make for concerns that were not addressed by the school in its Self-Study process?
It is recommended that Lutheran Central develop more detailed professional development and technology plans to allow for long-range planning with the improvement of student outcomes as a goal.

Standard 6: Student Services

Lutheran schools provide student services that support and enrich the educational experience of each student. Some of these services in this section 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 its community.

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

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

x
YES

NO

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

Standard 6 Required Evidence*: Enrollment / admission policy

x
YES

NO

Standard 6 Required Evidence*: Crisis emergency plan

x
YES

NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
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.	● 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.	● Enrollment Policy ● Promotion Procedures ● School Counselor description	4	3
6:03 Extracurricular activities provide opportunities for students to further enhance God-given talents and abilities.	● 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.	● List provided extra curricular activities offered	2	2

	● Those who supervise extracurricular activities accept the purpose of the school. ● Background checks are completed and on file for those who supervise extracurricular activities.			
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.	● 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 (i.e., fire, tornado, intruder and other drills). ● Plans are developed and implemented for blood-borne pathogen, asbestos, CPR, first-aid training and the distribution of medication. ● Background checks are conducted for	● Observation ● 2 AED's located ● Current dates listed for safety trainings ● Digital citizenship is offered to all students. ● Administration of Medication Policy	4	3

	all who have contact with students on a regular basis. ● 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.			
6:05 School food services meet or exceed national and state guidelines.	● 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.	● Observations ● Interviews ● Inspections and certification was posted in sight ● Wellness Policy	4	3
Total			14	11
Standard Six Overall Rating **(Total ÷ 4, Rounded to the Nearest Tenth)**			3.5	2.8

What is the overall Validation Team rating for Standard 6? 2.8

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

X
YES

NO

If YES, what was the justification for changing the rating?
The team felt that the school should expand background checks for all staff and volunteers inside and outside of the classroom (i.e. field drivers, coaches, etc.)

Based on your findings what are the strengths of the school in this area?
- The school lunch program is a strength of the school.
- A variety of extra curricular activities are offered at Lutheran Central, or offered at the public school.
- Clear and concise policies and procedures are developed and in place for students to successfully complete the school program.

Based on your findings what concerns have you identified?
- Background checks on school all staff and volunteers.
- The Emergency plan was last reviewed in 2012.
- More frequent fire drills to align with state regulations
- All safety drills are not posted in each classroom in a consistent manner.

Do the concerns you have identified agree with the concerns that were listed in the school's Self-Study process?
Yes, our concerns mirror those of the self-study process.

What recommendations would you make for concerns that were not addressed by the school in its Self-Study process?
- Add background checks and training to the athletic coaches and those individuals supervising extracurricular activities or sports.

Standard 7: Facilities

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

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

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

[x]
YES

[ ]
NO

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

[x]
YES

[ ]
NO

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

Standard 7 Required Evidence*: School floor plan

[x]
YES

[ ]
NO

General Indicator of Success	Operational Benchmarks	Sources of Evidence	Self-Study Rating	Team Rating
7:03 Buildings, grounds and equipment are well maintained, clean and appropriate for the age and number of students.	● 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, lighted 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, area for students needing care, recreation,	● observation ● record of fire extinguishers and emergency lights being inspected yearly. ● food safety inspection posted in kitchen ● AED label shows current date. ● self study ● wifi is strong and quick in different areas of the building ● carts of computers are visible in classrooms	3	3

	library/media center and space for small-group instruction. ● The school facility supports and provides for the integration of technology and learning.			
7:04 Physical facilities provide specific (crosses, signs, etc.) and non-specific (attractive, adequate, etc.) Christian witness to the community.	● The Christian flag flies alongside the American flag at the same entrance. ● 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 is continually updated with various messages of witness to the community.	● observation	2	2
7:05 The building and grounds provide a safe school environment.	● Policies and procedures are in place to maintain a safe school environment. ● The playground and athletic field have fences or other restraints to prevent students from entering streets or adjoining property and to	● observation ● arrival and dismissal procedures ● all exterior doors checked were locked during school hours	2	2

	prevent vehicular traffic during school hours. ● 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 where needed. ● A safe, carefully supervised procedure for loading and unloading students in cars, buses and other vehicles is in effect.			
Total			7	7
Standard Seven Overall Rating **(Total ÷ 3, Rounded to the Nearest Tenth)**			2.3	2.3

What is the overall Validation Team rating for Standard 7? 2.3

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

☐
YES

☒
NO

If YES, what was the justification for changing the rating?
No changes were made to the ratings.

Based on your findings what are the strengths of the school in this area?
Lutheran Central School's facilities are clean, well-maintained and contain numerous Christian flags, crosses, murals, and other Christian banners, pictures and posters throughout.

The school provides a safe and productive learning environment for their students by verifying that all fire extinguishers and alarms, emergency lights, and AEDs are inspected as required by the manufacturer. Inspections by the Jackson County Health Department and the DOE along with a recent building inspection have proven that the school is in compliance with all applicable laws.

The facilities and furniture are clean and allow for learners to work in adequate space and comfort.

Based on your findings what concerns have you identified?
(7:04) While the name of the school is clearly visible, there is not a sign that can be changed or updated with current messages or school activities.

(7:05) The outdoor playground and recreational areas are not fenced in. There is also a concern regarding appropriate sized playground equipment for preschool students.

Do the concerns you have identified agree with the concerns that were listed in the school's Self-Study process?
Yes, they match the school's concerns.

What recommendations would you make for concerns that were not addressed by the school in its Self-Study process?
There are no additional concerns.

Review of the School Action Plan

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

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

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

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

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

The validation team believes the majority of the school action plan is realistically attainable. The responsible body should reflect the person or group responsible for verifying the completion of the activity, not necessarily the one doing the activity. For example, pastors would verify that evangelism gets done, but the teachers and administrator take the lead. Specifically, we note that the responsibility for 1:03 should be that of the administrator. As a point of guidance, the administrator can develop a draft vision with staff input to be approved by a representation of stakeholders (school board). When developing goals, make sure they are concise, specific and measurable to aid in attaining your goals

The validation team noted that 5:06 and 5:07 are addressed but are vague. We suggest the following:

- Professional development - Have specific measurable goals and guidelines for yearly professional development (i.e. school-wide focus such as writing, growth mindset, etc.). Personal Learning Communities (PLC's) should be developed, not just encouraged. Develop these first within your on building based on interest of faculty members
- Technology - In regard to student learning, develop a plan for greater implementation and use of technology within classroom instruction where students have a greater use of technology. Teachers should also develop a personal plan for growth use of technology through programs such as Tec21.

The team also noted that 6:04, in regard to school safety, can be improved to current school safety standards by the following:

- Update school safety plan

- Follow state mandates for monthly drills (i.e. fire)
- Provide emergency bags for each classroom/teacher with appropriate first aid, student rosters, safety items (small flashlight, etc.) to take with them when a situation would require them to leave the room with their students.
- Administrator to develop relationship with locally trained school safety specialist or complete basic training himself, which is offered through the state of Indiana.

The Early Childhood Team Member noted the following through her observation and interviews:
- Continue to stay current with curriculum standards for children ages 3-5 by using the Foundations to Indiana Standards and the Indiana District Curriculum guidelines.
- Align assessment tools to include all learning domains (social early literacy, faith, math, science, motor skills, emotional).
- Update the preschool handbook to policies, classroom procedure, and preschool information for Lutheran Central.

CLASSROOM OBSERVATION TOOL SUMMARY

Overall Classroom Observation Tool Ratings

Note: Individual averages for each section below were calculated using the NLSA Classroom Observation Tool worksheet. For specifics, please reference this document as compiled by the Validation Team.

	Rating Average	Possible Score
A. Planning and Preparation	2	3.00
B. Classroom Environment	3	3.00
C. Instruction	2	3.00
D. Faith Integration	3	3.00
E. Technology	1	3.00
Total Points Earned	11	15
Classroom Observation Tool Final Rating	**2.20**	**3.00**

Validation Team Overall Reflections on Classroom Observations:

Team members felt welcomed in the classrooms and were impressed with the tone and tenor of student and teacher interactions. There was engagement and positivity. Students were monitored; teachers were moving around the classrooms. Small class sizes are a benefit to students receiving the attention they require so that teachers can provide better for individuals needs.

Outstanding Strengths from Classroom Observations:

Classrooms reflected an environment conducive to learning. There is a clear culture of care and concern among students and teachers. Classrooms are clean, attractive, and organized.

Faith integration is evident in classrooms through items displayed, attitudes exhibited, and conversation and discussion between students and teachers. Faith integration extends beyond the classrooms to the hallways where displays of faith and belief are evident. Actions and speech of students were polite and encouraging showing care for others whether fellow students or cafeteria workers. Pastors are involved and present showing a desire to connect to students at Lutheran Central.
The Early Childhood Team Member noted the following strengths through her observations and interviews:

The Early childhood classrooms at Lutheran Central are very spacious, organized, and very welcoming. The children were actively engaged in the activities I observed and were age appropriate. The classroom environment was conducive to learning, and there was evidence of true care and concern among the students and teachers.

Areas for Growth from Classroom Observations:

Technology is available but not fully utilized in student learning. Learning can go beyond the classroom for research, development of projects, and virtual field trips and connectivity to other communities.

Technology can be a vehicle for student differentiation in assignments and assessments.