



VISITING TEAM REPORT

for



Spencer, Iowa

March 21-23, 2017

Cletus Pfeiffer, Captain

Merrilee Sump

Justin Hoffman

Chrissy Tredray

Susan Devereux

FOREWORD

Becoming accredited is a strenuous task. The school and its administration are to be highly commended for their efforts in this accreditation process. The self-study document, School Improvement Plan and the various arrangements for the accreditation team were done well. It is the hope and prayer of the members of the visiting team that the enclosed document is one that is accurate and helpful for the continued improvement of Iowa Great Lakes Lutheran School.

The visiting team hereby expresses sincere gratitude to the faculty, staff and students at Iowa Great Lakes Lutheran School for the opportunity to serve on the visiting team and for the many acts of kindness shown to us during our visit. Each of us on the team has grown as a result of the experience.

Iowa Great Lakes Lutheran School is a very good school. This was reflected in your self-study but also by the observations made by the members of the visiting team. We were delighted with Iowa Great Lakes Lutheran School. The school speaks out for the Christian faith to the students and to the community very effectively.

Our report is carefully written and includes specific recommendations which should be considered seriously by the school and its congregation. Not every recommendation needs to be followed but each should be given serious consideration.

Each member of the visiting team was given responsibilities for writing specific portions of the team's report. The report, containing the findings and recommendations of the team, has been written and edited by the team as a whole. Wherever possible, specific, practical recommendations have been made to help remedy the concerns expressed.

Team members pledge their continued support and assistance should you care to call upon us in the implementation process.

May the Lord richly bless the faculty, board, and constituents of your school so that through the power of the Holy Spirit you might continue to proclaim His Gospel ever more effectively to the students and families you serve.

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 be considered a privileged document, to be submitted by the captain of the visiting team directly to the administration of the school. The distribution of the report and its availability for public consideration beyond that point rests solely in the hands of the school administration.

Neither the captain nor the other members of the visiting 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 visiting team has been to examine the educational setting of the school, including courses of study, learning materials, student needs and interest, staffing and facilities. The visiting team has attempted to assess the effectiveness of the total school program in meeting the educational objectives the school has established for itself and in meeting national NLSA standards.

It is not the purpose of the visiting team to evaluate individual teacher performance. The use of this report as an official assessment of any staff person's professional competency would be a violation of the process and the intent under which the school evaluation was conducted. Such use would be inherent since at no time during the team visit has the team been concerned with the evaluation of individual teacher performance.

The members of the evaluation team have utilized their best professional judgment in drawing the conclusions reported in the document. Team members are not to be held accountable for any injudicious or unauthorized use of this document.

Visiting Team Member Biographic Information

Cletus Pfeiffer: Captain

LCMS teacher/principal, Retired

Interim principal Trinity Lone Oak Lutheran School, Eagan, MN
Rochester, MN

Accreditation Experience: NLSA Commissioner for Minnesota South District
Principal at three schools becoming accredited
Served as consultant for 12 schools preparing for accreditation
Served as captain or member on 40 visiting teams

Merrilee Sump

LCMS Administrator

Principal/teacher at Clarinda Lutheran School
Clarinda, IA

Accreditation Experience: NLSA Commissioner for Iowa District West
Served as captain, consultant, or school leader at 30 + schools

Justin Hoffman

LCMS Teacher

Teacher at Zion Lutheran School
Denison, Iowa

Accreditation Experience: Served on Steering Committee for Zion-Dennison
First experience as part of a visitation team

Chrissy Tredray

LCMS Teacher

Teacher at Trinity First Lutheran
Minneapolis, MN

Accreditation Experience: First time team member

Susan Devereux

Former LCMS teacher

Dyersville, IA

Accreditation Experience: Was a teacher at Zion-Denison for a previous accreditation cycle
First experience as part of a visitation team



L to R: Chrissy Tredray, Justin Hoffman, Susan Devereux, Merrilee Sump, Cletus Pfeiffer

Report Summary

Overall School Performance Level **2.85**

The Visiting Team's Overall Impression of the School

Iowa Great Lakes Lutheran School is less than twenty years old. When IGLLS moved into a new facility at a new location two years ago the enrollment exploded. Reportedly IGLLS is the fastest-growing Lutheran school in the Iowa West District. IGLLS has accomplished this over the first 15 years of its existence with part time and fill-in administrators. Now IGLLS has its first called, full-time person in the building serving in that capacity. The current staff exemplifies the dedication and skill set needed to serve a growing student body. The Board of Directors is dedicated to making the school succeed both in the present and into the future. Congregational membership and host pastor are extremely supportive in providing for both facility and operating needs.

Strengths

- There is a strong relationship with host congregation.
- The faculty and staff uphold and exhibit the mission and ministry of the school tailoring instruction to the individual needs of students.
- Pastoral leadership is very evident and very positive.
- Facility was built for current needs and with future expansion in mind.

Concerns

- Exterior signage is needed so people know where you are and when they have arrived at your facility.
- Development of a greater variety of instructional strategies.
- Organize policies and procedures into proper handbooks and manuals.

Major Deficiencies

- Equitable salary scale
- Written curriculum is incomplete

Accreditation Recommendation

We the members of the visiting team recommend **Accreditation**
for Iowa Great Lakes Lutheran School, Spencer, IA.

Team Captain



Team Findings

The Findings section presents the visitation team's evaluation of the NLSA Standards and Indicators. It also identifies Strengths, Concerns and related Recommendations that were identified by the visitation team through review of the schools prepared documentation and observations and interview 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 the 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.

Standard 1: Purpose

The school's purpose/philosophy/mission statement serves as the basis for forming goals, learner outcomes and actions plans, as well as determining a direction for all activities for the school. Throughout the self-study process, every phase of the school program is evaluated in order to determine if they are being carried out in accordance with the school's stated purpose.

1) Does the school comply with Required Indicators for Standard 1? **YES**

1.1 The school's written purpose statement is rooted in Holy Scripture, agrees with the Lutheran Confessions and reflects sound educational and psychological principles.

1.2 School leadership and staff members understand and accept the purpose of the school.

2) Are required evidentiary pieces for Standard 1 prepared and in good order? **YES**

General Indicator		Sources of Evidence	School Performance Level Rating	Team Performance Level Rating
1.03	School Leadership (Administration and Board) use the mission statement as the foundation and reference for all planning.	<ul style="list-style-type: none"> ● Interview ● Narrative ● Web site ● Policy manual 	4	3
1.04	School Leadership (Administration and Board) regularly assemble school constituencies (including but not limited to faculty, staff, parents, students, congregational stakeholders) to review, clarify and renew the school's stated purpose.	<ul style="list-style-type: none"> ● Narrative ● Policy ● Interview 	4	3
1.05	The school's purpose is displayed and reflected in school activities and in the teaching/learning environment in classrooms.	<ul style="list-style-type: none"> ● Pictures ● Interview ● Newsletters 	3	3
1.06	New employees are informed about the school's purpose and its appropriate engagement.	<ul style="list-style-type: none"> ● Faculty handbook ● Parent handbook ● Mentoring new teachers ● August meeting agenda ● Interview 	3	3

General Indicator Average 3.5

What is the overall team rating for Standard 1? (Round to the nearest tenth)

3.0

Based on your findings what are the strengths of the school in this area?

1. Pastoral leadership is very evident and very positive.
2. IGLLS takes the “Christian” part of Christian education very seriously.
3. The school is heavily vested in LCMS staffing and doctrine.
4. IGLLS teaches Christian values in such a way that they are appreciated by all.
5. Circle Time is an excellent example of this standard.

Based on the team findings the following additional concerns and recommendations not addressed by the school in the self-study process must be included in the **School Action Plan**.

#	General Indicator	Team Concern	Team Recommendation
1.05	The school’s purpose is displayed and reflected in school activities and in the teaching/learning environment in classrooms.	The mission statement is not prominently displayed throughout the school.	Display the mission statement prominently throughout the school.

Standard 2: Relationships

Standard 2 is divided into three categories: school and congregation, school and community and climate. Establishing and maintain healthy, positive relationships within all three areas contributes to the overall effectiveness of the school's ability to accomplish its purpose.

Some Lutheran schools operate outside of a highly developed relationship with a single congregation or group of congregations. In that case, the school and congregation section may be omitted.

1) Does the school comply with Required Indicators for Standard 2? **YES**

2A:01 The school is operated by one or more congregations of The Lutheran Church – Missouri Synod or maintains an active RSO status with the Synod.

2B:04 A statement of nondiscrimination is evident in school printed material and assures that students are admitted without regard to race, color or national origin.

2C:09 The climate of the school flows from and supports the school's purpose.

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

General Indicator		Sources of Evidence	School Performance Level Rating	Team Performance Level 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.	<ul style="list-style-type: none"> ● Narrative ● Newsletters ● Interview ● Worship leaders rotating ● Church bulletin 	3	3
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.	<ul style="list-style-type: none"> ● Handbook ● Narrative ● Observation ● Interview 	3	3
2B.05	The school's student population reflects the ethnic, racial and economic diversity of the community in which it is located.	<ul style="list-style-type: none"> ● Printed statistics 	4	3
2B.06	The school promotes and encourages the involvement of its teachers and students in community activities.	<ul style="list-style-type: none"> ● Involvement in community parades ● Trivia night ● Interaction at nursing homes ● Chapel offerings 	3	3

2B.07	The school has an active parent teacher organization and/or other parent support groups.	<ul style="list-style-type: none"> ● PIE emails ● Newsletters ● Interviews 	2	3
2B.08	The school is known, respected and maintains a positive perception through its community	<ul style="list-style-type: none"> ● Radio announcements ● Community flyers ● Community use of facilities 	3	3
2C.10	The school's Christ-centered ethos is visible and evident to visitors.	<ul style="list-style-type: none"> ● LCMS cross displayed ● Student artwork ● Christian artwork 	3	3
2C.11	Teachers and staff members recognize, value and respect the needs of students related to acceptance, love, correction, approval and attention.	<ul style="list-style-type: none"> ● Discipline code ● Observation ● Interview ● Parent handbook 	4	3
2C.12	School personnel model Christ's love in their relationships with parents and guardians.	<ul style="list-style-type: none"> ● Weekly newsletter ● Interview 	4	3
2C.13	Teachers and administrators respect and support one another as individual, fellow members of the body of Christ.	<ul style="list-style-type: none"> ● Daily devotions ● Professional development 	4	3

General Indicator Average

3.3

What is the overall team rating for Standard 2? (Round to the nearest tenth)

3.0

Based on your findings what are the strengths of the school in this area?

1. Involvement in community is evident.
2. School staff teaches and models the Christian lifestyle.
3. There is a strong relationship with host congregation.
4. There is a great bond among staff and volunteers.
5. The staff is approachable.
6. An inclusive school climate is exhibited.

Based on the team findings the following additional concerns and recommendations not addressed by the school in the self-study process must be included in the **School Action Plan**.

#	General Indicator	Team Concern	Team Recommendation
2B.07	The school has an active parent teacher organization and/or other parent support groups.	There is a perceived lack of involvement in PIE groups.	Consider other ways to involve parents.
2C.08	The school is known, respected and maintains a positive perception through its community	Signage directing anyone to IGLLS is either lacking or nonexistent.	Consider adding signage to direct people to your school, as well as a sign on the property to identify it as the location of the school.
2B.13	Teachers and administrators respect and support one another as individual, fellow members of the body of Christ.	Christian-based professional development seems to be scarce.	Consider accessing Christian (Lutheran) offerings for some professional development.

Standard 3: Leadership

Leadership of the school is a major factor in the successful development implementation and evaluation of the school. Leadership is provided through a variety of groups and people. The two primary leadership components are the governing board and appointed administrator(s). Schools may function effectively without a school board. In that case, Section 3A: Governance, would not apply.

1) Does the school comply with Required Indicators for Standard 3? **YES**

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.

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

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

3B:09 The administrator demonstrates a personal Christian faith, a commitment to Lutheran education and a dedication to the teaching ministry of the governing authority.

2) Are required evidentiary pieces for Standard 3 prepared and in good order? **YES**

General Indicator		Sources of Evidence	School Performance Level Rating	Team Performance Level Rating
3A.04	The governing board is organized around written policy and understands and operates within its role and function.	<ul style="list-style-type: none"> ● Narrative ● Board Policy Manual 	3	3
3A.05	Board policy supports effective personnel.	<ul style="list-style-type: none"> ● Board Policy Manual ● Interview ● Narrative 	3	2
3A.06	Board members meet prescribed qualifications and are trained regarding roles as responsibilities.	<ul style="list-style-type: none"> ● Board policy manual ● Narrative ● Interview 	2	2
3A.07	The Board establishes and employs systematic planning for school improvement.	<ul style="list-style-type: none"> ● Narrative ● Board policy manual ● NLSA process 	2	3
3A.08	The board provides strong financial leadership for the school.	<ul style="list-style-type: none"> ● Printed budgets –past and future ● Board policy manual 	3	3

		<ul style="list-style-type: none"> ● Interview 		
3B.10	The administrator meets qualifications required for the position.	<ul style="list-style-type: none"> ● Narrative ● Licensure in MO ● Temporary licensure in IA ● Working on permanent IA licensure 	3	3
3B.11	The administrator is empowered with support.	<ul style="list-style-type: none"> ● Narrative ● Schedule 	3	4
3B.12	The administrator is an effective communicator.	<ul style="list-style-type: none"> ● Narrative ● Listing of communication methods ● Interview ● observation 	3	3
3B.13	The administrator is engaged with the financial management of the school.	<ul style="list-style-type: none"> ● Narrative ● Policy ● Interview 	3	3
3B.14	The administrator is committed to personal development and the development of the staff members.	<ul style="list-style-type: none"> ● PD plan ● Interview 	3	3

General Indicator Average

2.8

What is the overall team rating for Standard 3? (Round to the nearest tenth)

2.9

Based on your findings what are the strengths of the school in this area?

1. The Board of Directors has the heart for making the school a continued success.
2. The amount of administrative time and support staff for principal are very adequate.
3. The administrator's relationship with pastors is very healthy and mutually supportive.

Based on the team findings the following additional concerns and recommendations not addressed by the school in the self-study process must be included in the **School Action Plan**.

#	General Indicator	Team Concern	Team Recommendation
3A.05	Board policy supports effective personnel.	The Board of Directors is not in the practice of evaluating the principal annually.	Put in place a procedure for annually evaluating the principal.
3A.06	Board members meet prescribed qualifications and are trained regarding roles as responsibilities.	The Board of Directors needs to engage in board training.	Make arrangements for a board in-service.

Standard 4: Professional Personnel

A dedicated professional and support staff is an essential quality related to an accredited Lutheran school. Qualified and competent staff members should align their activities with the stated purpose and work together to create a safe and productive learning environment for students.

1) Does the school comply with Required Indicators for Standard 4? **YES**

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

2) Are required evidentiary pieces for Standard 4 prepared and in good order? **NO**

General Indicator		Sources of Evidence	School Performance Level Rating	Team Performance Level Rating
4.02	Christ - centered teachers have qualities and qualifications necessary for success in their defined areas of service.	<ul style="list-style-type: none"> ● LCMS membership ● Job descriptions ● Synodical school grads or colloquy ● 	3	2
4.03	Employees and volunteers serving in support roles have the qualifications and training necessary for success in their defined area of service.	<ul style="list-style-type: none"> ● Policy manual ● Job description ● Mentor plan ● Volunteer handbook ● Onboarding 	3	3
4.04	Teachers and workers are inducted, evaluated, encouraged and supported in their continuing pursuit of professional growth and development.	<ul style="list-style-type: none"> ● Teacher evaluations ● PD schedule 	3	2
4.05	Teachers and workers are empowered and equipped to effectively accomplish their assigned task.	<ul style="list-style-type: none"> ● Facility ● Facility furnishings ● Playground area 	3	2

General Indicator Average

3.0

What is the overall team rating for Standard 4? (Round to the nearest tenth)

2.3

Based on your findings what are the strengths of the school in this area?

1. The school supports continuing education partially.
2. Nice balance of experience on staff.
3. Teacher aide support time available is great.

Based on the team findings the following additional concerns and recommendations not addressed by the school in the self-study process must be included in the **School Action Plan**.

#	General Indicator	Team Concern	Team Recommendation
4.02	Christ - centered teachers have qualities and qualifications necessary for success in their defined areas of service.	Organization of files	Personnel files are missing transcripts, certificates, background checks, etc.
4.04	Teachers and workers are inducted, evaluated, encouraged and supported in their continuing pursuit of professional growth and development.	Professional membership	Pursue at least one membership per teacher.
4.05	Teachers and workers are empowered and equipped to effectively accomplish their assigned task.	Non-discriminatory salary scale	Work on a non-discriminatory salary scale.

Standard 5: Teaching and Learning

Student learning requires the integration of 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.

1) Does the school comply with Required Indicators for Standard 5? **NO**

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.

5:02 The written curriculum has been developed and is being implemented for religion, mathematics, science, reading, language arts, social studies, art, music and physical education. (Written curriculum need not be attached to this document but must be present for review by the visiting team at the time of their visit.)

2) Are required evidentiary pieces for Standard 5 prepared and in good order? **NO**

General Indicator		Sources of Evidence	School Performance Level Rating	Team Performance Level Rating
5.03	The school community builds and maintains a vision, direction, and focus for student learning.	<ul style="list-style-type: none"> ● Teacher evaluation form ● Interview ● Assessment results 	3	3
5.04	The school's Christ-centered, written curriculum provides challenging learning experiences and ensure that students have sufficient opportunities to develop life skills, critical thinking skills and applied learning.	<ul style="list-style-type: none"> ● Interview ● Observation 	2	2
5.05	Teachers use a wide variety of instructional strategies that engage students and ensure mastery of learning expectations.	<ul style="list-style-type: none"> ● Photographs of service projects ● Observation ● List of teacher strategies used ● interview 	3	4
5.06	Teachers intentionally communicate and collaborate to improve	<ul style="list-style-type: none"> ● Interview ● Observation ● PD schedule ● Narrative 	3	4

	instruction and student learning.	<ul style="list-style-type: none"> • Weekly newsletter 		
5.07	Technology enhances and enriches the student's learning environment.	<ul style="list-style-type: none"> • Observation • Interview • Narrative • Photographs 	3	3
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.	<ul style="list-style-type: none"> • Standardized testing scores • DIEBELS • FAST reading 	3	2

General Indicator Average

2.8

What is the overall team rating for Standard 5? (Round to the nearest tenth)

3.0

Based on your findings what are the strengths of the school in this area?

1. Individual attention given to students in the instructional process.
2. IGLLS has excellent technology available.

Based on the team findings the following additional concerns and recommendations not addressed by the school in the self-study process must be included in the **School Action Plan**.

#	General Indicator	Team Concern	Team Recommendation
5.04	The school's Christ-centered, written curriculum provides challenging learning experiences and ensure that students have sufficient opportunities to develop life skills, critical thinking skills and applied learning.	Without a cohesive written curriculum there is no driving force.	Formalize a written curriculum for all subject areas.
5.07	Technology enhances and enriches the student's learning environment.	We think that the teaching staff can benefit from in-service in the use of technology.	Research and implement in-service opportunities.

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.	In the absence of a complete written curriculum this becomes very difficult to perform.	Complete the written curriculum.
------	--	---	----------------------------------

Standard 6: Student Services

Accredited Lutheran schools support students and their families with a wide variety of services that enrich the education experience of students. Section 6: Student Services is divided into four categories: Guidance and Counseling, Extracurricular Activities, Health and Safety, Food Services.

1) Does the school comply with Required Indicators for Standard 6? **YES**

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

2) Are required evidentiary pieces for Standard 6 prepared and in good order? **YES**

General Indicator		Sources of Evidence	School Performance Level Rating	Team Performance Level Rating
6A.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.	<ul style="list-style-type: none"> ● Enrollment process ● Narrative ● Parent/student handbook 	3	2
6B.03	Co-curricular and extracurricular activities provide opportunities for students to further enhance their God-given talents and abilities.	<ul style="list-style-type: none"> ● Interview ● Narrative ● Observation 	2	2
6C.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.	<ul style="list-style-type: none"> ● Observation ● Interview ● Pictures ● Enrollment forms 	3	3
6D.05	School food services meet or exceed national and state guidelines. Care is taken to ensure cleanliness wherever food and drink is consumed.	<ul style="list-style-type: none"> ● Narrative ● Observation ● Interview 	3	3

General Indicator Average 2.8

What is the overall team rating for Standard 6? (Round to the nearest tenth)

2.5

Based on your findings what are the strengths of the school in this area?

1. A strong group of volunteers help with the lunch program.
2. There are many opportunities for fine arts activities.
3. The school office area has a designated area for sick students.
4. Facility allows for and supports excellent opportunities for extra-curricular and co-curricular activities.

Based on the team findings the following additional concerns and recommendations not addressed by the school in the self-study process must be included in the **School Action Plan**.

#	General Indicator	Team Concern	Team Recommendation
6A.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.	Written procedures for emotional, social, and psychological support are missing.	Write policies for these procedures.
6B.03	Co-curricular and extracurricular activities provide opportunities for students to further enhance their God-given talents and abilities.	The extra-curricular activities are extremely limited.	Explore offering more extra-curricular activities.
6C.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.	Online safety is very limited.	Explore the use of a filter.

Standard 7: Facilities

The Lutheran school's physical facilities include the building, land, equipment, maintenance of the property, and provisions for health, safety, and sanitation. The school is both a place for learning and an instrument of learning. As a place for learning, it should help children grow spiritually, physically, mentally, socially, emotionally, and aesthetically. As an instrument used in the learning process, it should demonstrate principles of beauty, harmony, order, and utility. Its decor should point people to the God they love and serve.

- 1) Does the school comply with Required Indicators for Standard 7? **YES**

7:01 Facilities are well maintained, free from hazards, provide for a safe and productive learning environment.

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

2) Are required evidentiary pieces for Standard 7 prepared and in good order? **YES**

General Indicator		Sources of Evidence	School Performance Level Rating	Team Performance Level Rating
7.03	Buildings, grounds and equipment are well maintained, clean and appropriate for the age and number of students.	<ul style="list-style-type: none"> ● Narrative ● Interview 	4	3
7.04	Physical facilities give specific (crosses, signs, etc.) and non-specific (attractive, adequate, etc.) Christian witness to the community.	<ul style="list-style-type: none"> ● Narrative ● Pictures in halls ● Observation ● 	3	3
7.05	The facility, building and grounds provide a safe environment for children and policies and procedures established by the school reinforce the schools emphasis on keeping students safe.	<ul style="list-style-type: none"> ● Narrative ● Observation ● 	3	3

General Indicator Average

3.3

What is the overall team rating for Standard 7? (Round to the nearest tenth)

3.0

Based on your findings what are the strengths of the school in this area?

1. Facility is new and well maintained
2. By virtue of being new there are no concerns with compliance.
3. Facility was built for current needs and with future expansion in mind.

Based on the team findings the following additional concerns and recommendations not addressed by the school in the self-study process must be included in the **School Action Plan**.

#	General Indicator	Team Concern	Team Recommendation
7.04	Physical facilities give specific (crosses, signs, etc.) and non-specific (attractive, adequate, etc.) Christian witness to the community.	No classrooms display Christian flags.	Consider purchasing Christian flags for classroom display and outside flagpole.
7.05	The facility, building and grounds provide a safe environment for children and policies and procedures established by the school reinforce the schools emphasis on keeping students safe.	A first aid kit is not in the proximity of the teachers when on the playground.	Ensure immediate access to first aid supplies while on playground.

- **Review of the School Action Plan**

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

- What is the team's evaluation of the realistic attainability of the plan (as a whole).
 - The team feels that the entire Action Plan is attainable. Two items on the Action Plan loom large because of their size and immediacy. Those two items deal with a salary scale and curriculum. Both of those items have drawn immediate and serious attention from both the Board of Directors and the school staff.
- Were any items not addressed in the school action plan that were identified by the school in its self-study?
 - Yes.
- Does the team wish to target additional action items not identified by the school in its self-study process?
 - The team did target a number of items for Action Plan inclusion which the school had not. Before the team left, the Action Plan had been adjusted to blend the two sources of Action Plan items together into one document.