

## Lynda Voss

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**Sent:** Friday, July 6, 2018 1:35 PM  
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**Subject:** Accreditation News and Notes

**Follow Up Flag:** Follow up  
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Good Afternoon DAC Members,

I hope that you are all enjoying some time for rest and renewal this summer. Thanks again for all of the time and effort that you put in to help our schools as they continue to improve through accreditation. I just wanted to take a few minutes to share some things with you:

1. I have prepared letters to go to the schools that will be presenting at the Fall Educators Conference. They will receive them in the next week or so. I also mailed copies of letters to you for the schools that you are consulting. Please be prepared in case your school has some questions about what they need to have ready. I think that I have the schedules coordinated so that everyone can be where they need to be for each of the presentations.
2. Please mark your calendars: The Educators Conference is Sept. 26-28 in Daytona. The DAC will meet Tuesday evening Sept. 25<sup>th</sup> for dinner and a meeting. Wednesday morning will be our meetings with schools.
3. You should have received minutes of our last meeting from Lynda. Please let me know if you see anything that needs to be added or edited.
4. We have a group of 11 schools that will be starting their self-study in the coming school year. At least two of those schools will be using the AdvancEd protocol. It would be good to have at least one more person trained in that process. Please let me know if you have an interest in training to be a team member in this process. The training is on-line through AdvancEd. Also, those of you who have been trained in AdvancEd previously need to make sure that you have done the update training in ELEOT and in the new process. I will be contacting these 11 schools to verify that they have their applications for the appropriate process turned in so that they are ready to start working with their consultants in the winter months.
5. One of the questions that we talked about during our last meeting was how to handle the School Improvement Plan in the new EBA process. Steve and I did some further digging and found that the Administrator's manual has a more detailed description of what the school improvement plan entails (I copied the information from the manual below my e-mail signature). We felt that some adjustments to our EBA presentation would bring it in line with the administrators manual. When I am in St. Louis at the end of the month I will have a chance to talk with the National Commission about bringing the self-study and CAR forms more in line with what is expected of an SIP. We can review any updates made at our Fall meeting.
6. I had a chance to meet with Glenn towards the end of June. At that point he still had not been able to have his needed neck surgery. Keep him in your prayers – that the surgery happens soon and that it provides the needed relief through speedy healing!

I will be in communication with you again after the National Meetings! God's blessings as you prepare for the coming school year!

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*"Jesus Christ is the same yesterday and today and forever" Hebrews 13:8*



From the NLSA EBA Administrator's Manual:

## H. Developing the School Action Plan

Accreditation is an ongoing process that does not end with the self-evaluation process. Evaluation is a stimulating force that leads to school improvement for the benefit of its students and community. Accreditation requires that a school identifies its strengths and concerns in every Standard area. The strengths are to be celebrated and areas of concern are to be considered and addressed strategically. It is the responsibility of the Steering Committee to develop a preliminary School Action Plan using the concerns identified during the Self-Study process. The Validation Team will also add recommendations to the School Action Plan to generate a blueprint for ongoing improvement.

The School Action Plan is the school's corrective response to concerns that are identified during the accreditation process. A preliminary School Action Plan is developed by the school as a part of the Self-Study process and included with the school's Self-Study document. The plan is designed to improve student learning, enhance ministry or develop and improve programs, facilities and/or services for the benefit of all students. The preliminary School Action Plan includes the following:

- A well-organized plan for school improvement that relates to the NLSA Standards by focusing on improved student learning, ministry enhancement or improvements related to programs, policies or facilities.
- Goals that are related to findings from the Self-Study process and are consistent with the school's purpose.
- Strategies that are aligned with the school action goals and provide the vehicle (ideas, plans, actions and steps) for accomplishing the goals within a prescribed timeframe (targeted date).
- Strategies are specific and measurable.
- The target school year identifying when each strategy is to be addressed in the School Action Plan.
- A representative group that is responsible for initiating, planning, coordinating and evaluating the progress of the school's action plan.

The recommendations of the Validation Team include specific ways to enhance the preliminary School Action Plan. The school must respond to each concern expressed by the Validation Team. The concerns and recommendations are to be integrated into the final School Action Plan. School Action Plan goals are developed with the following components:

### **School Action Goals**

- Goals are statements of desired future conditions consistent with the school's mission and NLSA Standards based on concerns identified by the school in its Self-Study process.
- Short-range goals are accomplished in two years or less. Long-range goals take 3-4 years to accomplish.

### **Strategies**

- Strategies are aligned with School Action goals and provide the vehicle (ideas, plans, actions, steps) for accomplishing the goals within a prescribed timeframe (targeted date). Strategies are specific enough to be measurable.

A school that links an accreditation process with an intentional School Action Plan, and continually uses it to better serve its students, is a school on a pathway to success.