

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

**INITIAL VISIT
VISITING COMMITTEE REPORT —
ACS WASC FOCUS ON LEARNING**

This form is to be used in conjunction with the *Accreditation Manual: Initial Visit Procedures*.
This form is for use for all private schools; separate forms are available for California public
and international schools.

Part I

Name of School: Sierra Lutheran High School

School Address: 3601 Romans Road, Carson City, NV 89705

Grades Reviewed: 9-12

School Type(s): Private, Religious
Comprehensive, Community Day School, Alternative Education/Continuation, Independent Study, Charter School, Home Study, Online Distance Learning, etc. (if more than one school type, list approximate percentages)

Initial Visit Chair:	<u>Dr. Ginger Hovenic</u>	<u>951 212 3788</u>	<u>ghovenic@acswasc.org</u>
	<small>Name</small>	<small>Phone</small>	<small>Email</small>

Date of Visit: November 27, 2017

Introduction

Sierra Lutheran High School is a private, Christian school with a school association comprised of three local Lutheran Church Missouri Synod (LCMS) churches and three non-Lutheran churches. Two-thirds of the Board are from these LCMS member churches and one-third from the non-Lutheran association members. The school moved to a new campus in Carson City, NV in 2010 and is located on 47 acres of leased BLM property. The enrollment is 130 with 29 freshmen, 31 sophomores, 40 juniors, and 30 seniors. The retention rate for the past three years is 94%. The school offers a comprehensive college preparatory curriculum taught by Christian educators who challenge students to use their God-given gifts and talents. Students are accepted to top-tier colleges and universities across the country. The school was accredited in 2013 by the National Association of Lutheran Schools and with reciprocity by the Northwest Accreditation Commission.

There is a staff of 18 with one Ph.D. and three M.S. degrees. The student to teacher ratio is 14:1. The graduation rate for the past three years has been 100% with 96% of students matriculating to colleges and universities and 72% going to four-year colleges and universities. The demographics of the school are as follows: 6% American Indian, 14% Latino, 6% African American, 70% Caucasian, and 4% Other. 31% of the student body is on financial assistance. Parents are asked to contribute to the school through a parent involvement program which asks for 20 hours of volunteer service, per student, per year.

The ACT data shows that student scores are above national and state averages, even though students score right around average coming into the school. Due to the small sample size, individual scores greatly affect the average score. In the past 5 years, three Hispanic students and one African American student gained national recognition through the PSAT/NMSQT program, scoring in the top 2.5% in the country. This information indicates that students of all ethnicities can be successful. As the school grows and the data is less dependent on individual students, administration stated that a more detailed analysis of the success of student populations will be performed.

SLHS strives to continually challenge students. The number of students taking AP exams continues to increase as does the average scores and % of students scoring 3 or more. In addition to the data shown, five students took the AP Biology test in 2017 after taking Advanced Biology. The average score was 2.8 with 80% of the students scoring a 3 or more.

Category A: Organization

A1. Vision and Purpose Criterion: The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, and the belief that all students can achieve at high academic levels. The school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Visiting Committee comments:

ORIGINAL MISSION STATEMENT

Sierra Lutheran High School is a Christ-centered secondary school that is directed by the Word of God, offers a broad based, innovative college preparatory curriculum; challenges students to use their God-given gifts and talents and expects teenagers to become productive, literate and faithful citizens.

PROPOSED MISSION STATEMENT

“Encouraging and Nurturing Academic Excellence and Growth in Christ”

Sierra Lutheran High School is a Christ-centered educational community that intentionally influences students in the development of biblical values in the framework of a challenging college preparatory curriculum that enthusiastically encourages active co-curricular participation within a compassionate and caring environment where all may discover their full potential as Christ’s disciples. The school admits students of any race, color, nationality or ethnic origin to all the rights, privileges, programs and activities of the school. It does not discriminate in the administration of its educational policies, admission policies, tuition assistance programs, athletic or other school administered programs.

The Learner Outcomes were developed by teachers and administrators who work with students on a daily basis. The Faith Development and Character Development outcomes were created while keeping in mind both the proposed mission statement, “Encouraging and Nurturing Academic Excellence and Growth in Christ,” as well as the five core values; (Christ-centered, excellence, character, opportunities, and community). To address academic excellence, staff looked to the Texas College and Career Readiness Standards (Cross-Disciplinary Standards) as a guideline for academic outcomes. All of the Learner Outcomes were adapted and reviewed by Faculty and Staff, then reviewed and accepted by the Board.

SLHS communicates the school’s spiritual and academic priorities in numerous ways. It utilizes Board relationships, church visitations and bulletins, visitations to feeder schools, chapel services, community events, regularly-scheduled parent meetings, as well as individual meetings with students and parents. Specific programs and communication tools such as college-planning seminars, weekly e-blasts and newsletters, use of school social media, open houses, community events, and faculty meetings are used to enhance these communications.

The Board reviews the mission statement and Learner Outcomes yearly. Necessary revisions are made and shared with all stakeholders. The school is in the midst of determining a new mission statement and has gathered a variety of sources for input. The Board stated to the Visiting Committee that they are hopeful to have a revised mission statement by the end of the school year.

The Visiting Committee discussed with the Administration the need for the Schoolwide Learner Outcomes to be reviewed to assure they are Schoolwide Learner Outcomes rather than curricular outcomes and are measurable which would lead to greater attainment of the outcomes and a stronger congruent conversation regarding success factors.

A2. Governance Criterion: The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the schoolwide action plan.

Visiting Committee comments:

Sierra Lutheran High School is a Lutheran School associated with not just one church, but with three local LCMS churches and three non-Lutheran churches. Governing Board Members and Officers are selected according to the terms in the bylaws. Two-thirds of the Board members are selected by the Lutheran member churches and one-third of the board members are nominated by the non-Lutheran member churches. The individuals are nominated to the Board which then votes for acceptance or rejection to serve for a 3-year term.

The Board is responsible for determining and implementing the philosophy; the theological position; the development and direction of all programs; the business operation and financial policies; and all personnel policies.

The Board meets monthly with the principal in attendance. The Board Chair sends a proposed agenda to the Board and principal prior to the meeting. The principal provides a monthly report as does the Treasurer. Facilities, Human Resource, and Strategic Planning Committees provide reports when necessary. There is a standing Finance Committee which meets once a month. The fiscal health of the school is examined at every monthly Board meeting. The Principal is beginning to provide the Board information regarding student performance data, and more detailed information regarding school programs and operations.

The evaluation and monitoring process of the Board is clearly carried out through their support and involvement in the WASC accreditation self-study as well as through strategic planning. They are responsible for review of the annual school budget ensuring that is fiscally sound and meets the school's programs, and operational goals.

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion: Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan based on analysis of data to ensure alignment with student needs.

Visiting Committee comments:

The principal is the head of the school and responsible for implementing Board policy and managing all staff members. In addition to the principal, there is an administrative team involved in the decision making processes which includes the Business Manager/Registrar, Athletic Director, School Chaplain, Staff Development coordinator, and PR/Marketing coordinator.

The administrative team meets weekly to plan for upcoming academic and co-curricular events and activities. Plans of actions are determined for staff and/or student concerns. The entire staff meets monthly. Students are dismissed after 4 periods, so the staff can meet in the afternoon. The meetings include academic and co-curricular activity updates, review of student performance data, professional development, celebration of successes, and time to address student concerns and form a plan of action to help those students become successful.

A4. Staff: Qualified and Professional Development Criterion: A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Visiting Committee comments:

Leadership and staff are qualified for their assigned positions, and areas of responsibility to support the mission and Learner Outcomes. The student to teacher ratio is 14:1. Each supervising teacher is considered highly qualified in a core content area. Based on educational backgrounds and skill levels, teachers provide instruction in their area of credentialing as well as select elective courses. Screening processes are in place for new hires to ensure they are qualified for their specific responsibilities. All teacher credentials are verified.

Each new teacher is provided training on the programs, policies and procedures as part of the employment and induction process. Annual follow-up trainings are provided by leadership regarding updates to any policies and procedures. Guidelines and policies are communicated to staff through the Employee Handbook and appropriate job description listings.

A part-time staff position was added in 2016-17 to oversee and carry out teacher evaluations and needed professional development. In 2016-17 teacher observations were drop-in visits as well as scheduled with the teacher ahead of time. After each visit, there was communication between the observer and the classroom teacher with encouraging comments, as well as suggestions for improvement of their lesson/teaching. When the evaluator scheduled a visit with the teacher, a specific skill was asked to be taught. At their final meeting, the teacher was asked to set a goal for the next school year and the evaluator also set a goal for the teacher.

Administration stated to the Visiting Committee this coming school year, professional development will be planned around the use of curriculum maps and the newly adopted Schoolwide Learner Outcomes. The school is currently working with Rubicon Atlas to implement a curriculum management system to support the curricular requirements. Both individuals and departments are trained on how to form lessons based on set objectives and use specific strategies to meet those objectives. Rubicon Atlas will be used to collect and analyze data to measure the effect of the new professional development. In addition, an evaluation form/checklist is being developed to monitor teacher progress and determine the effectiveness of the professional development.

Parents and community volunteers typically help with extra-curricular and fundraising activities rather than in the classrooms.

A5. School Environment Criterion: The school has a safe, healthy, nurturing environment that reflects the school's purpose and is characterized by respect for differences, trust, caring, professionalism, support, and high expectations for each student.

Visiting Committee comments:

SLHS is committed to providing a safe, healthy, positive, and nurturing environment to all students by providing a safe and clean facility, and by creating opportunities that support academic excellence, faith development, community, involvement, and a family atmosphere.

The beautiful new facility was built in 2010. The concrete-block, single-story building was built with safety, student learning, utility, and long-range planning in mind. The school has implemented policies and committed resources so that it meets all the state and national requirements. There is a Written Safety Program, Blood borne Pathogens Policy, Hazard Communication Plan, and EOP.

Student safety is a top priority, so a computerized security video system controls the ingress and egress points for the building. The system limits access to the building during the school day by directing visitor traffic to the outer door connected to a vestibule adjacent to the front office.

Students are encouraged to be involved with co-curricular activities, community service, and utilize other growth opportunities which mean that staff and students frequently travel in the three school vans or bus.

A clear, fair and equitable student code of conduct and discipline policy is provided to students and families before the school year begins to promote a safe environment for all students. This code of conduct addresses inappropriate behavior, an anti-bullying policy, consequences for plagiarism and addresses behavior outside of the classroom as the students are encouraged to be faithful witnesses of

Christ inside and outside of school. The code of conduct also includes celebrations of success, such as Honors and Awards Night, Senior Recognition, and Graduation as these activities are essential for developing a positive school culture.

The building contains front office space, 5 classrooms, a computer lab, an art room, a science lab, a gym, and an outdoor athletic field. School maintenance is accomplished by a part-time facility manager who reports to the Business Manager, a janitorial staff, and a student work-study program. There is also a Facility Committee that examines the current state of the facility, predicts future needs, and plans the budget accordingly.

SLHS is dedicated to keeping all stakeholders: staff, students, parents, Board members, association churches, and feeder schools informed. There are monthly Board meetings, weekly administration meetings, staff devotions three times a week, and monthly staff meetings. Students are kept informed of school happenings by daily announcements both before school and at lunch and at weekly assemblies and chapel. Families are kept informed of school activities by the website and on social media as well as by weekly e-blasts from the principal and a weekly newsletter called "Falcon Times." There is a calendar on the website that is kept updated by the schools Business Manager. In addition, a parent volunteer takes timely information to association churches and feeder schools. The school uses a voice and e-mail system called "School Messenger" that allows all stakeholders to be informed of weather related or emergency information.

Staff meets three times a week in the mornings for devotions and updates. Staff and faculty stated their understanding of the connection between the successfulness of the students and communication with parents and maintain regular communication.

A6. Reporting Student Progress Criterion: The school leadership and staff regularly assess student progress toward accomplishing the schoolwide learner outcomes and reports students' progress to the rest of the school community.

Visiting Committee comments:

SLHS analyzes the following data to monitor student progress: course grades and GPAs, nationally-normed tests (ASPIRE, PSAT, ACT, SAT, and AP), retention rates, rates of student involvement, matriculation rates, and parent/student surveys.

As a college-preparatory school, the school is intentional about helping students recognize their God-given gifts and talents which include obtaining nationally-normed test results. This data is used to help students and their families make decisions regarding the college-application process. Incoming students take a placement test. The data is used to not only place students in the appropriate courses, but also to help students and families recognize where the student is testing nationally and the types of interventions that may be appropriate. The college and career counselor meets with students and their families to explain what the test is measuring, go over results, and discuss a plan of action for improvement.

Students receive quarterly and semester grades for their coursework. Transcripts are updated after every semester. Students and parents have access to an on-line school information system which provides up-to-date access to grades for each course at any point in the school year.

A summary of the nationally-normed testing data is shared with staff to celebrate strengths and examine areas that need to be improved. During the interview, parents stated they feel supported during the whole process and express gratitude for the individualized treatment.

Administration stated to the Visiting Committee that a regular review of schoolwide data with staff and

Board members would enhance the overall view of how the school is performing as a whole and interventions could be put in place to raise academic achievement in core subject areas.

The Board hired an additional administrative assistant who is charged with helping students who tested low - bridge the gap. A tiered intervention program was developed that includes giving all freshmen workshops on study skills, organization, and time management. Students are met with individually to assess needs, identify resources that would be beneficial, and provide support and encouragement.

The Administration and Visiting Committee discussed the need for a formal Action Plan to guide the yearly academic work of the administration and staff in core academic areas.

A7. School Improvement Process Criterion: The school leadership facilitates school improvement which (a) is driven by plans of action that will enhance quality learning for all students, (b) has school community support and involvement, (c) effectively guides the work of the school, and (d) provides for accountability through monitoring of the schoolwide action plan.

Visiting Committee comments:

SLHS is continually examining how to best serve its students and set them up for success. Student entrance exam data was analyzed and it was determined that students in the incoming classes were going to need more resources to be successful. The Board designated funds to hire an additional administrative assistant that was certified as an English instructor. Staff members worked to help design freshmen workshops as a first step in the intervention process and then worked to help identify students who needed additional support and resources.

Because one of the main tenets is academic excellence and college-preparedness, individual student data is regularly reviewed and shared both with students and their families. This was monitored by the staff to identify trends, strengths and weaknesses in curriculum, and pin-point students who need more individualized attention. Currently, because the school is so small and there is a lot of communication between the administration, staff, students, and parents, progress has been monitored individually. The use of Rubicon Atlas beginning this year helps direct school improvement plans and allow for monitoring of the data schoolwide.

Current Action Plans that are more directed at finance, building maintenance and expansion are monitored and discussed by Administration, Faculty, Staff, School Board, and the Board of Deacons during monthly meetings and adjusted accordingly. The Administration, staff and Visiting Committee discussed creating a formalized Action Plan addressing the recommendations left by the Visiting Committee as well as other academic areas to improve student achievement.

**Category B:
Standards-based Student Learning: Curriculum**

B1. What Students Learn Criterion: The school provides a challenging, coherent, and relevant curriculum for each student that fulfills the school's purpose and results in student achievement of the schoolwide learner outcomes through successful completion of any course of study offered

Visiting Committee comments:

Graduates are typically college-bound and have received 2.3 million dollars in scholarship money with only 30 students in the graduating class. There are curriculum maps for Theology -1, Anatomy &

Physiology, Biology, Chemistry, Earth Science, Environmental Science, Physics, Honors Physics, Algebra, Algebra II, Precalculus, AP Calculus, Business Math, English 1, English 2, British Literature, Theater A, Theater B, Spanish 1, 2, 3 and Speech. All other courses have course outlines or syllabi that include a course description and course objectives. The objectives are linked to standards that are appropriate for each given course.

When the school was of the size that each department consisted of one teacher, that teacher was responsible for developing the curriculum across grades levels aligning with the standards. As the school has grown, many departments now consist of two or three teachers. A goal for professional development is to have written curriculum maps for all core courses. Professional learning communities will be used in each department to compare the curriculum maps to standards and student outcomes to identify areas of strengths and weaknesses. The school is currently working with Rubicon Atlas to implement a curriculum management system to support the curricular requirements.

There is a staff meeting at the end of every year where the entire staff examines the effectiveness of current policy and makes suggestions for revisions. In addition, Nevada State policies are reviewed by the administration to ensure that program requirements are above and beyond state mandates.

B2. How Students Learn Criterion: The professional staff (a) uses research based knowledge about teaching and learning; and (b) designs and implements a variety of learning experiences that actively engage students at a high level of learning consistent with the schools purpose and schoolwide learner outcomes.

Visiting Committee comments:

Instructors employ a wide variety of strategies to meet every student's individual learning needs and to provide students with a well-rounded education experience that prepares them for the rigors of college. Project based learning, inquiry-based labs and computer simulations, peer teaching and review, role play and simulations, response through writing, portfolios, jigsaw methods and performance are used in a variety of ways in each classroom.

The "non-textbook" resource is the Chromebook cart and Google Apps for Education (GAFE). Several of instructors have set up online, interactive coursework on Google Classroom, created webquests on Weebly, and facilitated collaborative group work using Google Docs and Google Slides. These programs allow students to collaborate in real time, and receive quick teacher feedback. Science and Math classes use TI-85 graphing calculators, online textbooks, computer simulations, and joint multi-discipline labs to help students visualize data, problems, and hypotheses.

Many teachers begin with some form of pre-assessment. Some of the formative assessments used include: agree/disagree Socratic discussions/debates, whole class discussion, pop quizzes, online games (such as Quizlet and Kahoot), online polls, hands-on activities/labs, creative projects, peer teaching/presentations, etc. Teachers then use this informal assessment to determine if students have mastered material and they can move on, or if additional instruction time is needed on that topic. Individualized instruction is used on a case-by-case basis. Any student that is in need of remedial help or accommodations is placed on a "Watch list" that is disseminated to teachers.

Honors and Advanced courses are offered and teachers often enrich or differentiate for gifted students by offering choices for projects and providing opportunities for leadership within the classroom.

B3. How Assessment Is Used Criterion: Teacher and student use of assessment is frequent and integrated into the teaching/learning process. The assessment results are the basis for (a) measurement of each student's progress toward the schoolwide learner outcomes and academic standards; (b) regular evaluation, modification, and improvement of

curriculum and instructional approaches; and (c) allocation of resources.

Visiting Committee comments:

As freshmen, all students are asked to take an entrance exam for initial placement, particularly in math and science levels. Within every class, teachers generally give some sort of pre-assessment at the beginning of the semester or unit to determine the students' level of mastery of content standards and learner outcomes. Throughout the units of study, teachers use formative assessments – such as whole class discussion, homework, games such as Quizlet and Kahoot, online polling, labs and lab reports to evaluate students understanding and master of standards and outcomes.

For summative assessments, many teachers use final projects and traditional tests to assess mastery, while some subjects create portfolios in which the students present and reflect on the accumulation of their work as an authentic form of assessment.

Instructors pay attention to the results of both formative and summative assessment data to determine what standards are appropriate to review, reteach, or introduce next within the current unit of study. Teachers use assessments to evaluate how much content has been retained. Curriculum is reviewed and updated, both within each individual subject area and amongst grade levels, based upon assessment results and what scope and sequence would help the students be most successful. Teachers are encouraged to attend professional development to assist with concepts where assessments have proven students are struggling.

The Visiting Committee and administration discussed the need for the collection and analyzation of schoolwide formative and summative assessment that is shared schoolwide and with the Board and the development of a formal continual review process to enhance the overall academic success for all students.

**Category C:
Standards-based Student Learning: Instruction**

C1. Student Connectedness Criterion: Students are connected to a system of support services, activities, and opportunities at the school and within the community that meet the challenges of the curricular and co-curricular program to achieve the schoolwide learner outcomes.

Visiting Committee comments:

SLHS is known for its individualized college and career counseling. The college and career counselor starts meeting with families during a student's freshmen year and continues to provide individualized help and guidance for the next four years.

Students who struggle academically are also provided additional support. These students are identified before the school year begins. At the beginning-of-the-year staff meetings, information is shared about these students with the staff including the appropriate accommodations. The students are then monitored and provided additional assistance as part of the "Watch list".

Students' spiritual health is a main focus of the school. Faith development is incorporated into the school experience at many different levels. All students are treated as individuals with unique God-given gifts and talents.

A number of different co-curricular activities are available to students, which supports one of the five core values of being involved and part of a community. 98% of students are involved in at least one co-curricular activity. Co-curricular activities include Student Government, National Honor Society, Academic Olympics, drama, cheer-leading, cross-country, volleyball, soccer, boys' and girls' basketball, track and field, boys' and girls' golf, baseball, football, and mountain biking.

C2. Parent/Community Involvement Criterion: The school leadership employs a wide range of strategies to ensure that parental and community involvement is integral to the school's established support system for students.

Visiting Committee comments:

A new model for a parent-teacher organization was established to focus on functional groups (Rummage Sale, Snack Bar, College and Career, and Accreditation). Parents are asked to volunteer 20 hours to the school, per student, through the Parent Involvement Program. Typically, parents help with sporting or fundraising events, but how they spend their time is as unique as their own gifts and talents.

Student Government provides an annual Blood Drive on campus and all students participate in Operation Christmas Child. Students spent time at a local public elementary school helping elementary students with reading. The Our Lifetime Activities class volunteered at a local FISH center. National Honor Society facilitates fundraisers for various families in need and non-profit organizations. The freshmen class girls implemented a "Dude be Nice" campaign that extended into the community at large with donations to a local animal shelter, letters written to US troops overseas, and baked goods for locally stationed firefighters and National Guard. Theology/Christian Ethics classes instituted a "buddy" program at a local elementary school, visiting with students once a week and assisting with homework.

SLHS has a half hour assembly time each week. This time is used for discipleship groups, class meetings, and college and career information sessions. Representatives from universities, and specific colleges within universities, make presentations during this time. Different speakers come in and talk with interested students at lunch regarding a variety of careers. A list of community members who are willing to allow students to job shadow is made available to families.

The school's mission and vision of encouraging academic excellence and nurturing faith development are consistently evident on written and electronic documents from tag lines on staff email to the website. Both tenets of the school's purpose are emphasized at visitation days, orientations, Back-to-School Night, college and career information night, Honors and Awards Night, Senior Recognition Night, and Graduation.

Communication in a school environment is essential to ensure that all stakeholders are kept informed of events and expectations. There are numerous information type meetings held throughout the year to bring students, parents, and staff together including 8th grade information night, New Student Orientation, grade level nights for College and Career planning, and Fall, Winter, and Spring Sports Nights. Staff values private interactions with families and encourages meetings with families. Families enjoy special events like the annual "Are You Smarter than a Falcon?" event, Lip Sync, alumni events, and fine arts showcase.

**Category D:
Standards-based Student Learning: Assessment and Accountability**

D1. Resources Criterion: The resources available to the school are sufficient to sustain the school program and are effectively used to carry out the school's purpose and student achievement of the schoolwide learner outcomes.

Visiting Committee comments:

Income sources include tuition, donations, fundraising, facility rental, and association dues. There are two main fundraising events a year: a dinner/auction and a golf tournament. The school offers need based scholarships and the Nevada Choice Grant Scholarship. 58 percent of the school's operating cost comes from student tuition and 58 percent of the school's yearly budget is spent on salaries and benefits and professional development. Monies are also budgeted for textbooks and instructional materials.

A Facility Committee was established to assess the condition of the school and establish a comprehensive deferred maintenance schedule to account for scheduled, high-dollar repairs and the replacement of worn or unsafe equipment. This included things like the HVAC system, electrical system, gym floor, bleachers, etc. This committee worked with the Finance Committee and the Board of Directors to ensure that funds were available for maintenance not only for the upcoming year, but in the future.

With a 2% reserve the bookkeeper audits accounts periodically throughout the year. The Principal works with the Business Manager, Finance Committee, Board President and Treasurer to develop the annual budget and the Board approves the final budget.

D2. Resource Planning Criterion: The governing authority and the school execute responsible resource planning for the future.

Visiting Committee comments:

All classrooms are in use during the entire day, as is all of the office space. At the stakeholders meeting it was decided to establish a Phase II development committee to determine school facility needs in the future and plan for building.

Additional curricular and co-curricular offerings are added as determined by student interest and the availability of resources on a year-by-year basis. Parents and students are polled regarding interest, and then the administrative team reviews the results and makes a proposal to the Board for additional offerings for the following year.

Quantitative and qualitative data is beginning to be provided by the principal at the monthly Board meetings, specific agenda items address the health of the school and how to improve the school, and a parent survey results at the end of the school year that is sent by the Board to the parents. Student satisfaction information and student progress is gathered throughout the year.

The Board committees continually work to predict the needs of the school in the future which includes going through the steps of procuring the land from the Bureau of Land Management, currently leased, and planning for the phase two expansion of the building.

The Board and administrative team work in concert to determine when there are enough funds to allow for additional curriculum and co-curricular offerings. In the past three years the following courses have been added: Advanced Biology, Honors Physics, Honors British Literature, Honors American Literature, Environmental Science, Entrepreneurship, Advanced Technology, Ceramics, Creative Writing, Dance, Multi-media Art, Multi-media Journalism, and Edynamics coursework.

Budget planning is transparent and includes contributions from all stakeholders. Information is shared

via email, online posting, gatherings and meetings such as orientation, open house, and conferences.

Other Areas to Which the School Has Responded

Admission Procedures and Records:

SLHS utilizes a wholistic approach when admitting students. The school reviews each admission application individually, taking into account the unique God-given gifts and talents of each applicant. Elements of the process that are reviewed include a student application, transcripts, Administrator Recommendation, which includes attendance and discipline history, Teacher recommendation, interview, and high school placement examinations. For applicants whose admission information generates questions about behavioral history or academic readiness, the school holds the option of admission.

Students interested in attending complete an application, turn in transcripts along with an Administrator Recommendation and a Teacher recommendation, take high school placement examinations in reading, language, math, and science, and are interviewed. A checklist is used to keep track of fees paid and documentation submitted such as a birth certificate and immunization records.

Permanent records/transcripts are stored in a locked cabinet in a room that is locked from students and the general public. If the school ever discontinues, permanent records/transcripts will be transferred to the Nevada Department of Education where they will be stored for 50 years.

Ongoing School Improvement

Schoolwide Areas of Strength

1. Leadership and staff are dedicated to the school's mission and vision and in supporting students and their academic and personal success.
2. Teachers and staff provide a variety of course offerings and instructional opportunities to all students that strengths student access to a personalized and impactful learning experience.
3. Leadership and staff have created a small school setting with a personal feel allowing teachers and staff to focus on educating students.
4. Administration and staff have established a wide range of relationships with the community to positively impact student learning and postsecondary or career readiness.

Critical Areas for Follow-up

The Visiting Committee and Administration have identified the following areas for follow-up that have been outlined throughout the Self Study and during the visit.

The Administration and Staff:

1. Review and revise Schoolwide Learning Outcomes with a formal connection to the curriculum, instruction, assessment, and school culture. With the creation of measureable Schoolwide Learning Outcomes additional opportunities for growth in the areas of instructional strategies, curriculum development, and the use of assessments to inform instruction will be created.
2. Create and implement a formal comprehensive plan to collect and share assessment data results schoolwide. By identifying, collecting and analyzing course achievement rates, and formative, summative and authentic assessments on a schoolwide basis the school will be able to target needed academic focus areas. Also, an institutionalized venue for all staff to review school data as a whole provides the setting for schoolwide attention to student academic progress, decision making, student success after graduation and dialogue for best practices.
3. Develop and implement a formal comprehensive multi-year professional development plan with measurements to ensure effectiveness. This plan should be driven by assessment and staff, parent and student survey data results. By collecting and analyzing formative and summative assessments the school will be able to target schoolwide academic and training focus areas. The professional development should also include discussion of student work, strategies for improving instruction, differentiated instruction, and methods for promoting student expression of conceptual knowledge. Also by identifying these areas with in-house or outside support all stakeholders will be able to provide consistency of program throughout the school.
4. Revise the current goals and objectives to create a multi-year academic Action Plan based on recommendations left by the Visiting Committee and identify Steps to Achieve Objective, Person Responsible, Timeline, Resources, Evidence and Reporting Methods. The Action Plan should be reasonable in terms of scope and time and include relevant professional development, however, could include measureable outcomes with data analysis and achievement results of the plan that made change for students within the school.