



INSPIRING LIFE-LONG LEARNING
**THE SCHOOLS OF
BETHANY
LUTHERAN**
CULTIVATING CHRISTIAN CHARACTER

Bethany Lutheran School Mid-Cycle Progress Report

5100 E. Arbor Road
Long Beach, CA 90808
Pacific Southwest District-LCMS

March 13, 2018

Accrediting Commission for Schools
Western Association of Schools and Colleges

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I: Student/Community Profile Data

Student/Community Profile

Bethany Lutheran School (BLS) in Long Beach, California offers a Christian education and serves to students in Kindergarten through 8th Grade. The school, now in its 71st year of operation, is a ministry of Bethany Lutheran Church and part of the Lutheran Church-Missouri Synod school system. Bethany Lutheran Church also operates a Bethany Lutheran Preschool serving six classrooms with 92 children ages 2-4. The preschool serves as the major feeder school BLS.

BLS is located in the Lakewood Village area of Long Beach. Lakewood Village is a stable, middle-class community of modest-sized, two and three-bedroom homes on tree-lined streets. It is a 30-45 minute commute to the urban core of Los Angeles.

The campus of BLS is adjacent to the church and consists of a school office, gymnasium and a large two-story building of classrooms surrounding a courtyard. The gymnasium has a stage for ceremonies and theatrical/musical events. The classroom building can accommodate two classes of students for each of the kindergarten through eighth grade levels. In addition to classrooms, the building houses a computer lab, a science lab, a library, a counseling office, a multipurpose room, a large music room, a “maker space” room and a before and after school care (Extended Day Care or EDC) room. There are also classrooms dedicated to specialty areas, including Art, Spanish, a middle-school-student club and the Student Success Program.

Beyond the classrooms is a paved playground, which also provides visitor parking before and after school. Next to the playground is a student garden and a large grass field for athletics and special events. Pan American Park, a short walk from BLS, is also used for outdoor activities.

Bethany Lutheran School is funded primarily by tuition and fees. The congregation of Bethany Lutheran Church provides the buildings and utilities at no cost to the school and funds tuition assistance for families in need. This assistance helps keep tuition at a competitive level. The school is in compliance with state and federal mandates that apply to parochial schools. Bethany Lutheran School participates in the Title IIA and Title III federal programs. These title programs provide funds for some curriculum purchases and professional development opportunities.

The student body is currently comprised of 186 students with one class per grade level. BLS students are from diverse socio-economic, cultural and linguistic backgrounds, and most of them live in the nearby communities. 38% of the students are members of the Bethany Lutheran Church. A majority of the students have been baptized in Christian faith and claim another church home.

Mission Statement and Learning Outcomes

The mission statement of Bethany Lutheran School is: “Inspiring life-long learners...cultivating Christian character.” Bethany’s Student Learning Outcomes (SLOs) are Communication, Responsibility, Organization, Service and Sharing:

Communication

The learner will:

- Possess high quality skills that lead to a lifelong love for reading and writing.
- Speak and articulate with confidence, clarity, and understanding.
- Be an effective writer.
- Apply mathematical and scientific skills to life situations.
- Integrate technological skills in daily life.
- Have the opportunity to learn the basics of a foreign language.
- Appreciate and express oneself through the arts.
- Be an active listener who makes insightful responses and poses thoughtful questions.

Responsibility

The learner will:

- Make responsible choices in all aspects of life, including self, other individuals and God’s creation.
- Perceive education as a lifelong endeavor with a commitment to excellence.
- Be aware of his/her learning strengths and weaknesses.
- Have respect, tolerance, and understanding for cultural and individual diversities.
- Choose a healthy lifestyle.
- Understand and practice the Scriptural (Matthew 18) process for problem solving and conflict management.
- Understand the duties of American citizenship.

Organization

The learner will:

- Demonstrate critical thinking, problem solving skills, and information literacy.
- Utilize study skills that apply time management, prioritizing, and goal setting.
- Be able to apply researched and acquired information in both individual and cooperative settings.

Service

The learner will:

- Be aware of God-given gifts and demonstrate a spirit of gratitude by generously sharing time, talent, and treasure with school and community.
- Participate in extra-curricular activities, including clubs, music, art, sports, or student government.

Sharing the Faith

The learner will:

- Possess a basic knowledge of the Bible and a desire for continued personal study.
- Demonstrate a personal relationship with Jesus Christ by applying Biblical truth to life.
- Know that sharing the faith is the most important activity of life.
- Be active in worship and prayer.

Faculty/Staff Demographics

Faculty	Gender	Position	Serving since	Degree	Lutheran Credential?	State Credential	Ethnicity
<u>Full-Time</u>							
Jeanette Dahlin	F	Kindergarten	1987	B.S.	Yes		Caucasian
Lori Lange	F	1st	1991	BS.	Yes		Caucasian
Stefanie Hinrichs	F	2nd	2014	B.S.	Yes	CA	Caucasian
Chris Boerrigter	F	3rd	2001	B.S.	Yes	NE	Caucasian
Kim Imes	F	4th	1993	M.A. (2)	Yes		Caucasian
Diana Orr	F	5th	2001	B.S.	Yes	CA	Caucasian
Andrew Morner	M	6 th /MS History	2016	B.S.	Yes	CA	Caucasian
Abby Einspahr	F	7th/MS Math	2015	M.A.	Yes	CO	Caucasian
Tasha Schuldheisz	F	8th/MS English	2008	M.A.	No	CA	Caucasian
Cheryl Stejskal	F	Technology	2004	M.A.	Yes		Caucasian
Mary Fink	F	Principal	1997	EdD	Yes	NE	Caucasian
<u>Part-Time</u>							
Sarah O'Conner	F	Math Intervention	2000	M.A.	Yes	NY	Caucasian
Bonnie Neally	F	MS Science	2009	B.S.	No	CA	Caucasian
*Patty Siegmann	F	MS Spanish	2017		No		Hispanic
Jeannette Barker	F	K-8 PE	2013	M.A.	No	CA	Hispanic
Jill Moorman	F	Student Success	1999	M.A. (2)	Yes	UT, NE	Caucasian
Connie Kritzer	F	Student Success	2006	B.A	Yes		Caucasian
Leigh Sandlin	F	Art Teacher		M.A.	Yes	CA	Caucasian
Kevin Bowers	M	Music Teacher	2017	M.A.	No		Caucasian
Carol McDaniel	F	Minister of Music	1990	D.W.S.	Yes	MO	Caucasian
*Bill McCuller	M	Band Teacher	2007				Black
*Brianna Young	F	Counselor	2017				Black
<u>Staff</u>							
Lynne Charette	F	School Secretary					Caucasian
Carol Grudt	F	Scrip Coordinator					Caucasian
Kathy Tucker	F	Admissions					Caucasian
Georgia Price	F	Librarian					Caucasian
Carlota Brown	F	EDC Director					Hispanic
Jennifer Pettay	F	K Aide					Caucasian
Erika Alvarado	F	1 st Aide					Hispanic
Laura Crahan	F	2 nd Aide					Caucasian
Camille Ayers	F	3 rd /4 th Aide					Caucasian

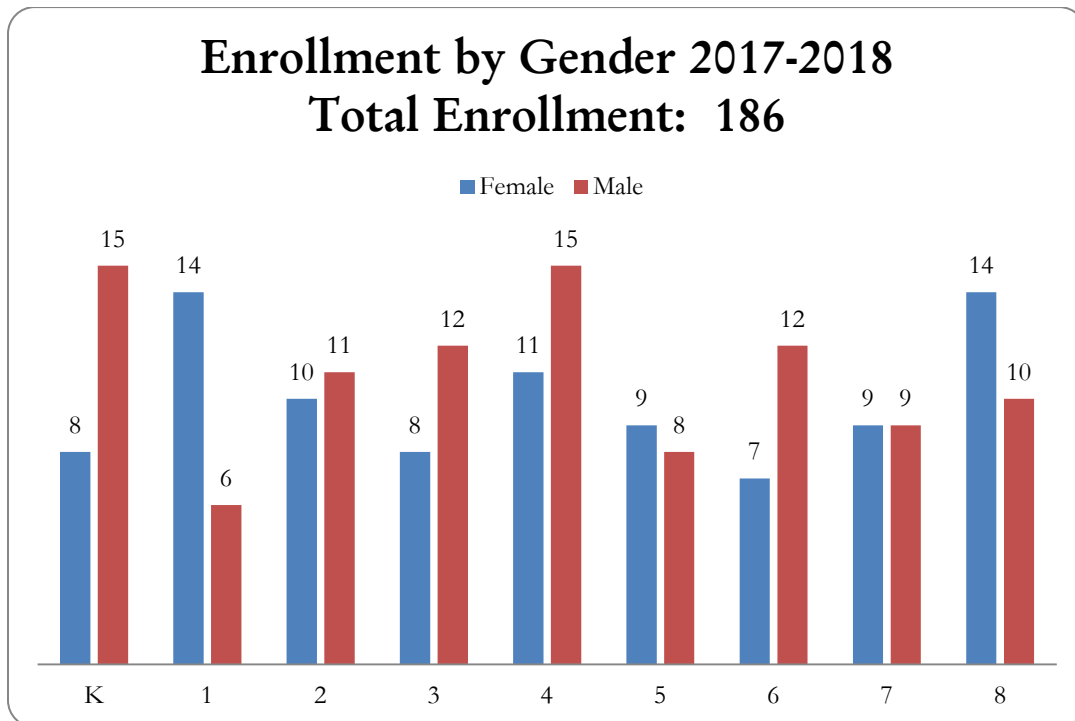
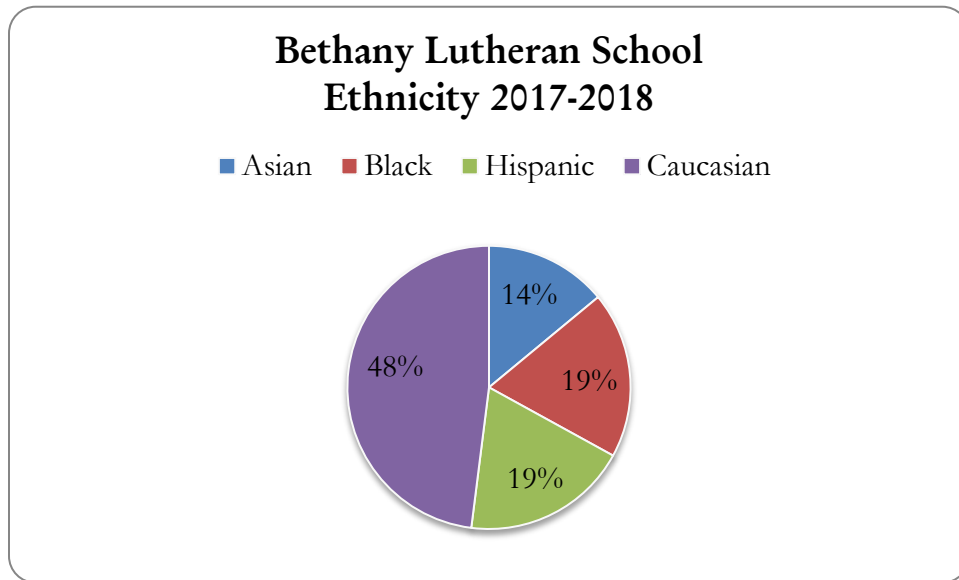
Bethany Lutheran School employs one Principal, one Extended Daycare (EDC) Director, one full-time administrative assistant, one full-time technology coordinator, ten full-time teachers, nine part-time teachers, four part-time teaching assistants, two part-time dyslexia specialists, one part-time school counselor, one part-time librarian, one part-time Scrip coordinator and one part-time admissions director. Of the homeroom/classroom teachers, eight teachers are female and one is male. All are Caucasian. Years of service at Bethany Lutheran School range from 1 to 30 years. All full-time teachers are Lutheran.

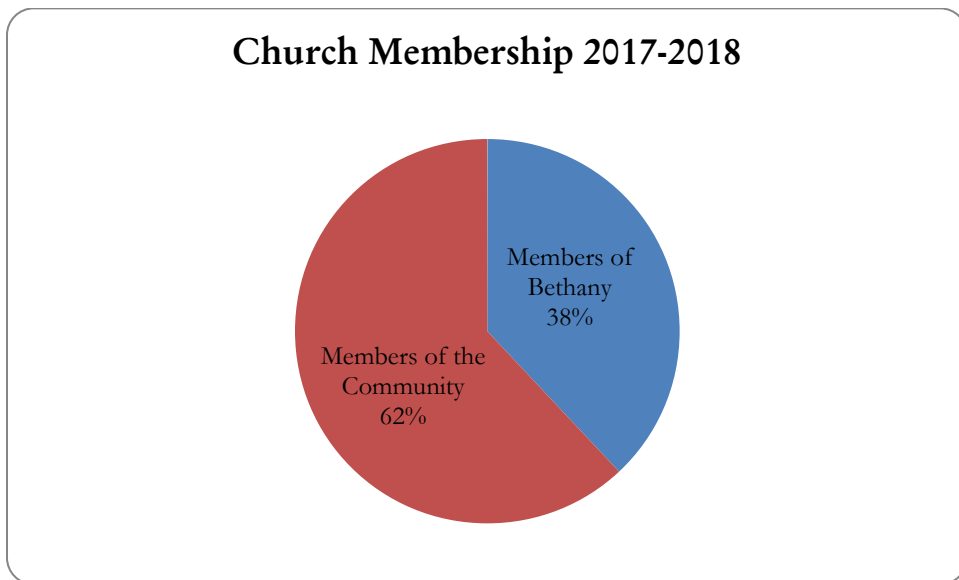
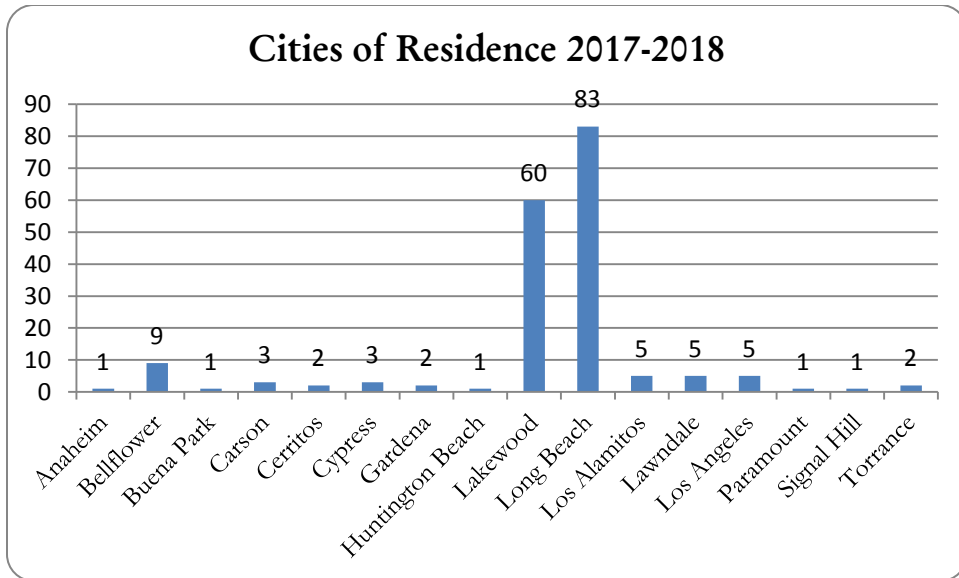
Both the full and part-time faculty are well-qualified to provide students with an excellent Christian education. Each of them embraces the mission of Bethany Lutheran School to inspire life-long learning and cultivate a Christian character.

Bethany's staff turnover is very low, providing stability from year to year. The teaching staff is qualified and committed to the mission of Lutheran schools. Staff ethnicity does not match student ethnicity, however, and the staff is overwhelmingly female. These are factors to consider as staff members retire.

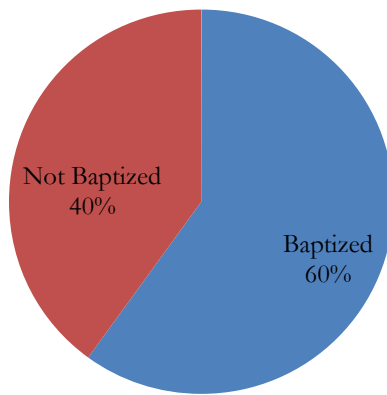
**The Spanish teacher, Band teacher and Counselor are contracted through private companies and are not employees of the school.*

Student Demographics

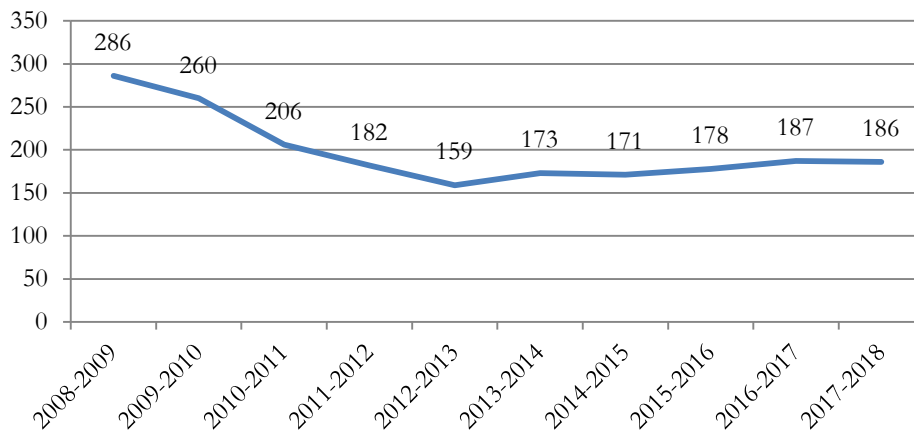


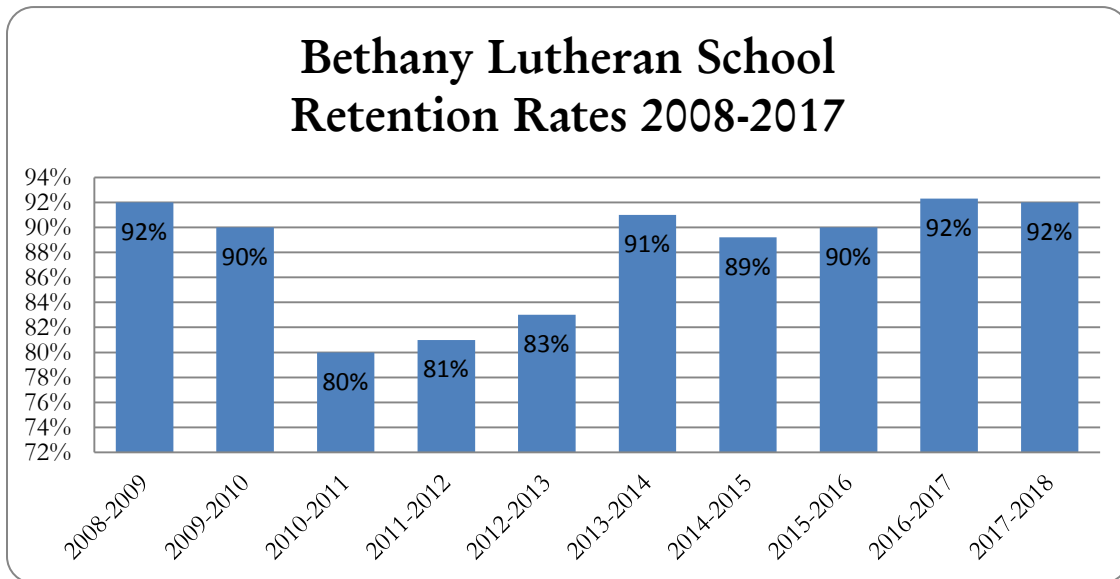
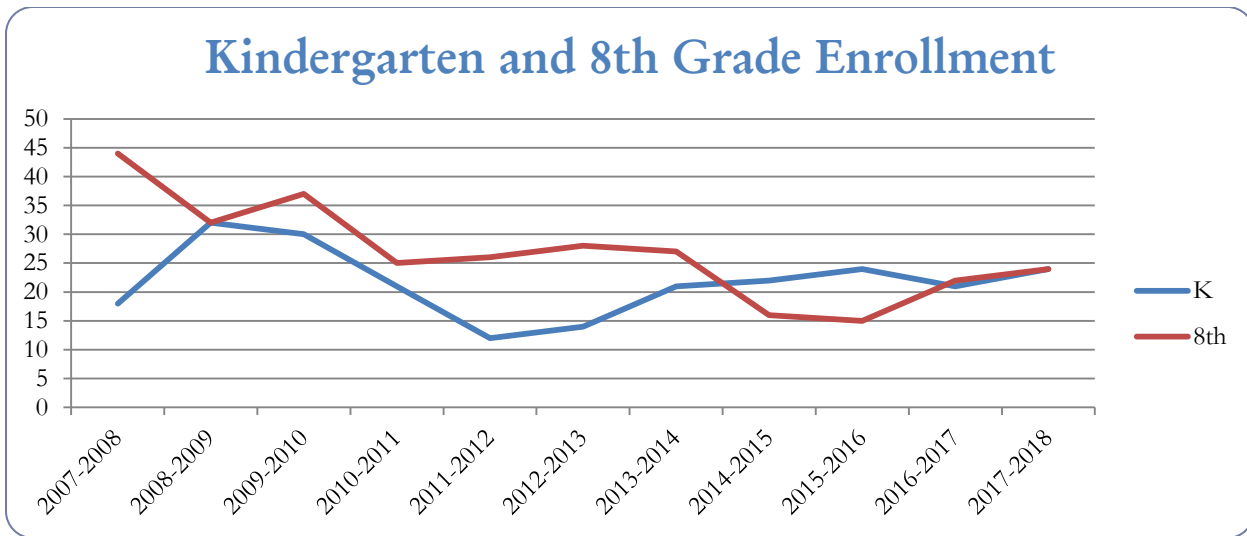


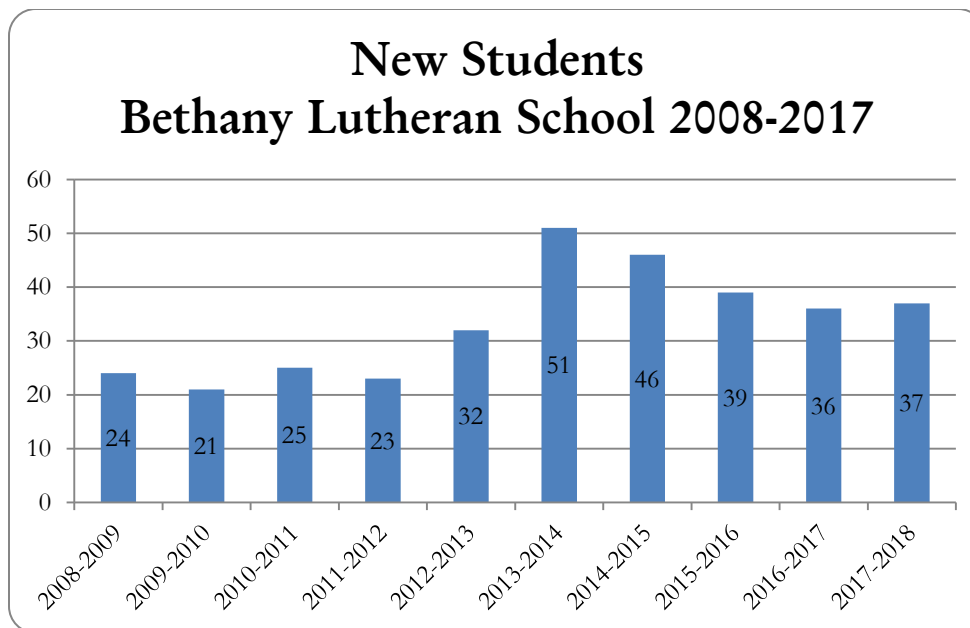
Baptized/Not Baptized 2017-2018



Bethany Lutheran School Enrollment 2008-2017







Bethany Lutheran School enrollment is on the rise, but enrollment numbers are still smaller than in previous years. Kindergarten and 8th grade class sizes are similar, meaning the school is successful at replacing approximately the same number of students who are graduating. Retention rates are quite high, which means parents are satisfied with the school. With current classroom configurations, the school's capacity is 220, leaving 34 open seats for this school year. Filling the empty seats is a priority of the school's admission's director.

Most Bethany students live in the Lakewood/Long Beach area. About one-third of students are members of Bethany Lutheran Church. There are members of the church who do not send their students to the school. Understanding the reason these parents elect not to enroll their children in BLS is an important factor in filling the empty seats. About one-third of students are not baptized in the Christian faith, which represents an evangelism opportunity for the school and church staff.

Student Achievement Data

ITBS National Percentile Ranks-Average Student Scores-Fall 2014

	English Language Arts	Mathematics	Core Composite
3 rd	55	55	55
4 th	83	59	71
5 th	69	39	54
6 th	63	40	51
7 th	64	37	49
8 th	66	42	53

ITBS National Percentile Ranks-Average Student Scores-Fall 2015

	English Language Arts	Mathematics	Core Total
3 rd	72	54	62
4 th	56	46	49
5 th	76	59	65
6 th	59	37	48
7 th	73	44	58
8 th	51	40	45

ITBS National Percentile Ranks-Average Student Scores-Fall 2016

	English Language Arts	Mathematics	Core Total
3 rd	69	61	64
4 th	86	68	77
5 th	54	40	47
6 th	67	47	56
7 th	67	39	52
8 th	73	51	60

2015 Grade Equivalencies

ITBS Average Grade Equivalency Scores-Fall 2014

	English Language Arts	Mathematics	Core Composite
3 rd	3.2	3.3	3.3
4 th	5.8	4.4	5
5 th	6.1	4.7	5.4
6 th	7	5.6	6.2
7 th	8.2	6.3	7.1
8 th	9.7	7.6	8.5

ITBS Average Grade Equivalency Scores-Fall 2015

	English Language Arts	Mathematics	Core Total
3 rd	3.9	3.2	3.5
4 th	4.4	4.0	4.2
5 th	6.6	5.5	5.9
6 th	6.8	5.4	6.0
7 th	9.0	6.8	7.7
8 th	8.3	7.3	7.7

ITBS Average Grade Equivalency Scores-Fall 2016

	English Language Arts	Mathematics	Core Total
3 rd	3.9	3.6	3.6
4 th	6	4.7	5.3
5 th	5.3	4.8	5
6 th	7.3	6	6.5
7 th	8.5	6.4	7.3
8 th	10.5	8.3	9.2

Standardized Test Scores-

Bethany Lutheran School's average standardized test scores are typically above the 50th percentile. Because the school class sizes are small and all student scores are included (even the scores of students who have learning disabilities and classroom accommodation plans), one or two low scores can skew the class averages. However, the faculty is concerned that math achievement is lower than language arts achievement and continues to address math instruction/student math achievement as part of the school's action plan.

In addition to the standardized test score averages, the Board of Schools and faculty members analyzed disaggregated test data and Dynamic Indicators of Basic Early Literacy (DIBELS) scores to get a clearer picture of student achievement. (This data will be available to the visiting committee on site.)

Longitudinal Growth-

Students are typically demonstrating one year's growth or more annually as they move from grade to grade. In most cases, average grade-equivalent scores are above the national average.

Common Core Domains-

Students are performing above the national average in most areas, but math seems to be comparably low. The score for "fractions" is consistently low in Grades 3-5, indicating a need to strengthen instruction of numbers and operations in fractions. Domain scores in Grades 6-8 start at the lower end and tend to build through Grade 8. "Statistics" and "Measurement" scores are consistently lower than other math scores, again indicating a need to strengthen instruction in this area.

Average Math Scores-ITBS Domains-

Student scores are close to the national average through Grade 4, but computation scores drop beginning in Grade 5, especially the "Compute with Fractions" score. Again, the data suggests the need to strengthen instruction in fractions.

Average DIBELS math scores-

Bethany Lutheran School chose DIBELS Math two years ago as an additional method to monitor student progress in math in Grades K-6 as part of the school's action plan. The website overview of DIBELS Math says, "DIBELS Math is comprised of measures of early numeracy, computation, and problem solving that function as indicators of the essential skills that every child must master in order to become proficient in mathematics. The measures can be used to quickly and efficiently monitor the development of mathematics skills. DIBELS Math is designed for use in identifying children experiencing difficulty in the acquisition of basic mathematics skills, in order to provide support early and prevent the occurrence of later mathematics difficulties."

The faculty and Board of Schools examined reports of BLS students' beginning, middle and end-of-year composite math scores. The score reports indicated what percentage of students who are at, below or well-below benchmark. In nearly all cases, the majority of students were at or above benchmark. Average scores improved the following year.

Currently, BLS students who score “well-below benchmark” are flagged for additional instruction by the math interventionist on staff. She uses the DIBELS progress monitoring materials to assess the effectiveness of the intervention.

Average DIBELS Reading scores-

Bethany Lutheran School has been using DIBELS Reading for several years as an additional method to monitor student progress in reading in Grades K-6. The website overview of DIBELS Reading says, “The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills.”

The faculty and Board of Schools examined three years of DIBELS scores and noted that the majority of students were at or above benchmark. DIBELS scores tend to drop from the beginning of Kindergarten to the middle. Faculty members noted that two new assessments are added to DIBELS at that point: “Phoneme Segmentation Fluency” and “Nonsense Word Fluency.” These assessments are unfamiliar to the K students which likely negatively affect their scores and explain the drop. Indeed, the students’ end-of-year scores were higher after students were familiar with the assessments and the concepts underlying them.

Currently, students who score “below benchmark” are flagged for extra attention from the classroom teacher. Students who score “well-below benchmark” are referred to the Student Success Program for intervention.

II: Significant Changes and Developments

1. Enrollment

- a. Enrollment since the last accreditation visit grew from 172 to 187.
Increased enrollment has provided the necessary revenue to expand programs like art and math intervention.
- b. Bethany's preschool increased its capacity from 60 per day to 75 per day, enlarging the pool of possible Kindergarteners over time.
The increased preschool size has also provided more opportunity for continuous Christian education for families.

2. Program Changes/Additions

- a. Provided increased opportunities for preschool/dayschool staff collaboration and fellowship via a shared lunch space and Bible study time.
Increased interaction between the preschool and dayschool staff makes it possible for the preschool staff to understand and promote the dayschool program to potential dayschool families. The preschool staff and Kindergarten teacher are also able to collaborate on solutions for students who are experiencing difficulties with transition.
- b. Mapped math instruction/tracked standards for the 2015-2016 school year.
Mapping the standards revealed gap and overlap areas between grade levels and made it possible to better align the curriculum.
- c. Purchased new interactive math curriculum on iPads for 6-8 and changed the program to offer two possible paths for students.
The new middle school math curriculum provides excellent support to students with the opportunity to watch videos to explain math concepts, take self-check quizzes, use virtual math tools and experience step-by-step solutions of selected problems. The addition of middle school math pathways has deepened student understanding and given the math instructor the ability to challenge advanced students while ensuring solid foundational skills for students who struggle.
- d. Purchased and deployed the supplemental Spatial-Temporal Math Program from UC-Irvine(also known as "Jiji Math") for Grades K-6.
The use of ST Math has allowed students to progress at their own pace and provided individualized math intervention. It has also allowed students see the "why" behind the math and learn different mathematical practices, which deepens their understanding.
- e. Adopted a new English/Grammar curriculum in Grades 3-8.
Teachers comment that Shurley English does a good job of teaching students grammar and how to classify sentences. It is beneficial because it allows students to use a textbook, the online program or both. Teachers have found that students who continue attending the school move forward quickly and do not need skills re-taught year to year. For new students to the school, this is a

drawback. Their classmates already understand Shurley skills and abbreviations but new students have not had that training.

- f. Trained teaching staff in the use of Thinking Maps at all grade levels.
Thinking maps are now used across the curriculum to help students organize their thinking and prepare for writing and assessment tasks.
- g. Instituted Kindergarten screening and trained teachers to give Chancy Bruce readiness assessment.
This helps the school provide feedback to parents about kindergarten readiness, provide a smoother transition from preschool to kindergarten and ensure students have a more successful kindergarten experience.
- h. Started a Math Club for students in Grades 6-8.
The math club gives students another opportunity for students to bond and shine.
- i. Adopted a uniform dress policy.
The new policy has resulted in a student body that “looks like who we are.” There are less dress code violations and parents are relieved about the policy’s simplicity.
- j. Launched a Bethany Lutheran School app for Apple and Android devices. The app is designed to keep parents engaged and informed.
Parents report that it is useful to have information like the school calendar at their fingertips.
- k. Created a Makerspace room and began offering after school Makerspace classes.
The Makerspace activities give students the opportunity to use engineering design thinking and problem-solving skills, as well as a chance to think “outside the box” in an engaging setting.
- l. Trained teachers to use Google classroom and gave each student a Google account using Bethany e-mail.
The use of Google classroom aids teacher-to-student and student-to-teacher communication. Students also report that they like the way Google classroom helps them stay organized.
- m. Added Chromebooks in Grades 6-8 rather than iPads.
The addition of Chromebooks makes it easier for middle school students to demonstrate understanding by writing and helps prepare them for high schools in the area that also use Chromebooks. They also integrate seamlessly with Google classroom.
- n. As recommended by the 2015 visiting team, the faculty has formed a committee to document strategies currently in place for accelerated learners and develop differentiation strategies for such learners.

3. Staff

- a. Called a new middle school math teacher/coach.

The new math teacher brings a new level of math expertise and energy to the team.

- b. Called a new 6th grade homeroom and middle school history teacher/coach.
The new middle school history teacher has a passion for history that translates to the students and inspires them. He is also our only male classroom teacher, a precious commodity.
- c. Created teacher assistant positions in Grades 1-3 and expanded teacher assistant position in Kindergarten.
The additional teacher assistants have greatly increased our capacity to meet a variety of student needs: academic, behavioral and social.
- d. Hired an Art teacher who teaches K-8 art classes once per week and offers after-school enrichment art classes.
The students now receive a more in-depth art experience. They create elaborate art pieces and learn from an enthusiastic art teacher who can focus solely on art instruction. Having a designated art teacher has freed up classroom teachers' time to focus on other content areas. The after-school classes have given many students with a passion for art a place to feed their souls and explore other mediums.
- e. Expanded the hours of the SSP personnel so that more students can receive early intervention and academic therapy.
The SSP staff has been able to increase its services to the entire 1st Grade class for the purposes of identifying students who may be at risk and offering remediation for missing skills.
- f. Created a "math interventionist" position.
This specialist has been helpful to students who struggle with math concepts and has shared new techniques and ideas with the teaching staff to improve math instruction.
- g. Assigned Human Resources duties to a staff member as part of the Paychex payroll system update.
The HR specialist has improved communication with staff members about personnel policies and benefit packages.

4. Facilities

- a. Added an interactive white board to the middle school math classroom.
The interactive panel has increased student collaboration and participation in math class. It also works seamlessly with the new math curriculum which includes features to use with an interactive whiteboard.
- b. Replaced our parking lot.
The old parking lot was quickly becoming unsafe and often flooded during rainstorms. Students now have a safe place to run and play and new drains make it easier to recover after storms.
- c. Replaced all lab computers and monitors.

Having up-to-date computers and large-size monitors enables students to focus on engaged learning and exploring rather than dealing with equipment.

- d. Installed earth-friendly LED lighting and new scoreboards in the gym.
The new scoreboards have made sporting events proceed more smoothly and the new LED lighting has significantly reduced the school's electrical bill.
- e. Installed water bottle-filling stations on each story.
These stations are popular with students and staff, especially during hot weather. They promote healthy living and promote an eco-friendly atmosphere.
- f. Installed new furniture and lighting in the school square.
The tables and umbrellas have increased the appropriate use of that area by staff, students and school parents, giving them a place to gather socially.
- g. Remodeled a classroom into an art room.
Having a dedicated art space makes it easier for students to do multi-step and messy art projects. It also serves as a "canvas" to showcase student artwork.
- h. Held a week-long bake sale to raise money for three rain barrels, now installed on campus.
The rain barrels also promote an eco-friendly atmosphere and remind students and staff of the importance of water conservation in California.
- i. Installed Science lab stations with electrical outlets for microscopes.
Student now have lab equipment live and at their fingertips.
- j. Replaced chalkboards with whiteboards in 8 classrooms.
- k. Replaced all classroom LCD projectors and added larger screens.
The new projectors are much brighter and can be wirelessly connected to any device in the room. This makes it possible for teachers to teach "un-tethered" or to let their students share work with the rest of the class from their device.
- l. Replaced phone system.
The new system includes paging for emergencies, a feature the school did not have previously.

5. Other

- a. Gave faculty a 3% COLA salary adjustment in January and re-aligned salaries beginning July 2016 to provide a higher beginning salary and steeper increases the first 10 years of service. An additional cost-of-living increase may go into effect in January 2018.
This was an additional recommendation of the 2015 visiting committee. The COLA adjustments have demonstrated the school's commitment to staff members.
- b. Re-wrote Bethany's personnel policy manual.

This was also a recommendation of the 2015 visiting committee. The new manual is an excellent resource for answering questions about job duties, line of authority, and all other employment-related policies.

- c. Transitioned to an online payroll system.
Employees are more informed about their benefits. The new system is helpful and easy to navigate.
- d. Transitioned to an online library file system.
Students and staff members can now access the library's "card catalog" online. The system has the capability for students to check out e-books, although that feature is not yet in use.
- e. Filed for and obtained I-20 status and the ability to enroll international students on a full-time basis beginning Fall 2018.

III: Ongoing School Improvement

Standardized test scores are shared annually with faculty and Board of Schools members. In preparation for writing this mid-cycle accreditation report, the faculty and Board of Schools members examined three years of standardized test data, subsets of the test data and the Dynamic Indicators of Early Literacy Skills (DIBELS) scores. Board of Schools members completed their analysis at a dedicated Board meeting. Faculty members completed their analysis as part of a professional development day.

Every monthly report to the Board of Schools includes a report of progress on the schoolwide action plan. This report is shared with faculty members. Besides monitoring, the action plan is used to determine annual goals for school improvement.

In addition, the BLS prepares an annual report of progress for the National Lutheran School Accreditation (NLSA) Commission. The commission reports back with commendations/recommendations for the school. Both reports are shared with the Board of Schools and faculty.

This progress report represents a summary of annual reports submitted to the NLSA Commission, score analyses by the Board of Schools and faculty, and collaborative writing on Section II. (In the case of the faculty, this was accomplished using the “comments” feature of Google docs.) The principal of the school wrote the initial draft of this report, then submitted to the faculty, Board of Schools and a parent representative for additions/deletions/corrections/comments.

IV: Progress on Critical Areas for Follow-up/Schoolwide Action Plan

Action Plan Task 1: Adopt a benchmark and progress-monitoring program for mathematics that includes intervention for students with specific learning needs.

Rationale: Students with specific learning needs in math will have their needs addressed.

Student Learning Outcome Addressed: “The learner will apply mathematical and scientific skills to life situations.”

Action Plan Tasks	Strategy	Person(s) Responsible	Timeline	School Year Addressed	Action Taken
1A	Explore mathematics benchmarking systems.	Principal, Key Teachers		2015-2016	Explored Dibels, FrontRow Math, and built-in system from currently adopted curriculum, Envision Math.
1B	Adopt benchmark system.	Key Teachers, Principal		2015-2016	Adopted Dibels-Math as benchmark system.
1C	Train teachers to administer assessments.	Principal		2015-2016	Four teachers attended Dibels training in July, then returned to train all other teachers in August.
1D	Establish benchmark assessment dates.	Student Success Coordinator, Principal		2015-2016	Dibels testing dates established and communicated to teachers.
1E	Draft job description for staff math specialist.	Principal, BOS		2015-2016	Position Description approved by BOS.
1F	Hire math specialist to work under Student Success Coordinator.	Principal, BOS		2015-2016	Math interventionist position is included in budget plans for 2016-2017.
1G	Schedule “push-in” sessions with Grades K-1.	Math Specialist		2016-2017	Math interventionist is working with small groups of students in Grades K-5 and teaching one section of 6 th Grade Math.
1H	Explore and adopt	Math Specialist		2016-2017	Math interventionist has participated in

	developmentally-appropriate math intervention programs.				both online and in-person training, as well as explored math intervention programs with small groups of students.
1I	Determine math intervention parent communication and protocols.	Student Success Coordinator, Principal, Math Specialist		2016-2017	The math interventionist is utilizing a weekly parent/teacher report based on the model used in Bethany reading intervention program.
1J	Launch math intervention program.	Student Success Coordinator, Math Specialist		2016-2017	Bethany's math intervention program launched Fall 2016.
1K	Adopt ST Math, a supplemental visual instructional program that builds a deep conceptual understanding of math through rigorous learning and creative problem solving.	Principal, Math Specialist, Faculty		2016-2017	ST Math has been in place since Fall 2016.
1L	Establish two math paths for middle school math.	Principal, Middle School Math teacher		2017-2018	Middle school math paths are established.

Analysis: The use of DIBELS Math assessments makes it possible to identify students at risk of future failure and those who require extra support to be successful at their current grade level. Because the assessments are given three times per year, it is now possible to identify such students before an entire school year passes. The math interventionist works with students with “well below benchmark” scores as well as other students who require extra support with particular skills. In addition, she is gaining expertise in intervention techniques and a variety of math teaching methods. She shares this expertise with the teaching staff. ST Math makes it possible for students to shore up any gaps in math progress since the program uses adaptive technology. The staff is anxious to see if the program has any effect on standardized test scores. Middle school students now have two math path options, one of which leads to Algebra in 8th Grade and other that leads to Pre-Algebra in 8th Grade. Instructional groups are now smaller, giving opportunity for individual attention.

Action Plan Task 2: School leadership should actively seek, evaluate and secure third-source funding,

Rationale: Third-source funding will give the school the financial flexibility to establish and expand needed school programs.

Action Plan Tasks	Strategy	Person(s) Responsible	Timeline	School Year Addressed	Action Taken
2A	Perform cost/benefit analysis for a thrift store.	BOS Subcommittee			
2B	Gather input from other Christian schools with thrift stores.	BOS, Principal		2014-2015	Met with thrift store operators for Zion, Anaheim and another local nonprofit.
2C	Secure start-up capital	BOS, Principal		2014-2015	The Board of Finance and Church Treasurer have given permission to use funds from a non-restricted gift as start-up capital.
2D	Meet with Board of Finance representatives and Church Treasurer to determine the need, if any, to form a separate non-profit entity as well as additional liability insurance.	BOS Subcommittee, Principal		2016-2017	The Board of Finance and Church Treasurer have given the go-ahead to starting the thrift store under Bethany's 501c3 ID.
2E	Form thrift store governance board with BOS member as ex-officio member.	BOS Subcommittee		2016-2017	Bethany's thrift store board has 8 members, one of whom is a Board of Schools Member.
2F	Write thrift store business plan.	Thrift store governance board		2016-2017	This is a current agenda item for the thrift store board...the initial business plan will be populated with numbers as data is gathered.
2G	Name the thrift store and develop a logo, website and social media presence.	Principal, Concordia University marketing students		2014-2015	The Concordia business students developed a logo, website and media presence. The thrift store board may or may not be using those materials when

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					the store opens. TBD.
2H	Secure rental property.	Thrift store governance board		2017-2018	The thrift store board secured the services of a commercial real estate agent who is investigating possible properties.
2I	Apply for business license.	Thrift store governance board	Spring 2018		
2J	Hire thrift store manager.	Thrift store governance board, BOS	Spring 2018		
2K	Establish volunteer protocols/policies.	Thrift store governance board, store manager	Spring 2018		
2L	Train and schedule volunteers.	Thrift store governance board, store manager	Spring 2018		
2M	Establish donation procedures/begin accepting thrift store donations.	Thrift store governance board, store manager	Spring 2018		
2N	Open thrift store doors for business.	Thrift store governance board, store manager	Spring 2018		
2O	Secure approval as a private school to accept international students for year-long (or longer) studies	Admissions Director, Principal		2016-2017	Received approval from the Dept. of Homeland Security in Spring 2016.
2P	Develop international admissions material and begin to recruit students for enrollment	Admissions Director		2016-2017	Handbook and admissions packet are complete and available online. Admissions director is in contact with other Lutheran schools who enroll international students to develop contacts in other countries.

Analysis: The thrift store board has good energy and is committed to seeing a store opened before Summer 2018. The admissions director is working to enroll international students for Fall 2018. The hope and prayer is that both initiatives will generate additional income for the school.

Action Plan Task 3: Develop a long-range strategic plan for church and school.

Rationale: A long-range plan will ensure the church and school’s sustainability.

Action Plan Tasks	Strategy	Person(s) Responsible		School Year Addressed	Action Taken
3A	Engage Church Council and BOS in strategic plan discussions.	Principal, Preschool Director, Pastors	Fall 2019		
3B	Hire consultant to lead key church and school stakeholders in strategic planning process	Consultant, BOS, Church Council	Fall 2019		
3C	Finalize strategic plan and outline action steps.	Church Council, BOS, Congregational President, Senior Staff	Fall 2019		
3D	Monitor strategic plan monthly.	Church Council, BOS, Congregational President, Senior Staff	Ongoing		
3E	Revise and update strategic plan annually.	Church Council, BOS, Congregational President, Senior Staff	Ongoing		

Action Plan Task 4: Evaluate and refine the Schoolwide Learner Outcomes and develop processes for measuring their effectiveness with student achievement.

Action Plan Tasks	Strategy	Person(s) Responsible	Timeline	School Year Addressed	Action Taken
4A	Participate in “Understanding by Design” training	Principal and Faculty	Fall 2018		
4B	Evaluate and refine Schoolwide Learner Outcomes and ensure that outcomes are written to be measurable using the UbD model.	School leadership, Faculty, Parents, BOS	Fall 2018		
4C	Develop means to assess Schoolwide Learner Outcomes	Department leaders, Faculty, Parent Representatives	Fall 2018		
4D	Communicate SLO’s and assessment measures with all key stakeholders	Principal	Fall 2018		

Action Plan Task 5: Collaborate with church leadership to assess, document and strengthen evangelistic outreach to school students, families and the community.

Rationale: Bethany Lutheran School serves as one of the mission-outreach ministries of Bethany Lutheran Church. Sharing the Gospel of Jesus is one of the primary missions of the school.

Student Learning Outcomes Addressed: “The learner will demonstrate a personal relationship with Jesus Christ by applying Biblical truth to life.”

Action Plan Tasks	Strategy	Person(s) Responsible	Timeline	School Year Addressed	Action Taken
5A	Working with the Board of Evangelism, the Pastor of Family Life and the Family Ministry Team, identify key players in the evangelism plan.	Principal, Preschool Director, Board of Evangelism, Pastor of Family Life	Spring 2018		
5B	Recruit a prayer team who will commit to pray for the efforts of the Evangelism board and the school.	Family Ministry Team	Spring 2018		
5C	Utilize the Lutheran School Outreach materials from Lutheran Hour Ministries to evaluate current evangelism efforts and identify new possibilities.	Principal, Preschool Director, Board of Evangelism, Pastor of Family Life	Spring 2018		
5D	Train the Board of Evangelism and current staff members using the video training series from Lutheran Hour Ministries.	Principal, Preschool Director, Board of Evangelism, Staff Members		2015-2016	All Bethany staff members participated in evangelism training utilizing materials from Lutheran Hour Ministries.
5E	Evaluate and document current evangelism efforts already in place.	Principal, Preschool Director, Board of Evangelism, Family Ministry Team, Pastor of Family Life		2015-2016	As part of the staff retreat, all staff members identified current evangelism (outreach to unchurched parents) efforts.

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<p>5F</p>	<p>Working with the Board of Evangelism, the Family Ministry Team and the Board of Evangelism write a formal evangelism plan for outreach to unchurched families.</p>	<p>Principal, Preschool Director, Board of Evangelism</p>		<p>2015-2016</p>	<p>Participated in evangelism plan training provided by the PSWD and Charlene Soon.</p>
<p>5G</p>	<p>Establish annual evaluation protocols for evangelism plan.</p>	<p>Principal, Preschool Director, Board of Evangelism</p>	<p>Spring 2018</p>		

V: Schoolwide Action Plan Refinements

Bethany Lutheran School updated its action plan to address the five critical areas for follow-up identified by the visiting team in the last self-study. The action plan, tasks and timelines are noted in Section IV. As noted under “significant developments” in Section II, the school has continued to improve in other areas, as well. These include two areas that the school identified in its original action plan: developing programs for gifted students and updating the personnel policy manual.