

Print Summary All 2008-2009, for Non-Public

District allowed to certify on or after: 9/1/2009

District certification due date: 9/15/2009

Ten-Year Site Visit Plan for 2004-2005 -- 2013-2014

Comprehensive School Improvement Plan

I. What do data tell us about our student-learning needs?

A. What data do we collect? 1a) 2006-2007 revision:

(LC3) A community survey was done in 2005-2006. LRDA Beginning in the 07-08 school year the 2nd grade will take the ITBS with the rest of our students in grades three through eight in January, 2008. The Observation Survey will continue to be administered to the kindergarten and first grade classes in the fall of 2007 and the spring of 2008. Teachers will be administering running records as we begin implementation of Guided Reading in Kindergarten through eighth grade. During the 2006-2007 school year we began using the Solution Focused Intervention Process (SFIP) with those students who were having learning difficulties. The Saxon written and oral assessments are administered in grades five through eight. LRDA1, LRDA2, LRDA3, LRDA4, LC3

1a 2007-2008 revision:

In addition to the information listed on the 06-07 report, we continue to use the ITBS for our second through eighth grade students. The Observation Survey was used in kindergarten and first grade. Teachers in kindergarten through eighth grade began administering running record to all students to give us information on how our students were performing as we worked through year one of our Balanced Reading curriculum. We also felt that our Multiple Assessment tools we were using over the past few years was of little benefit in helping us determine where our students were at in relation to our goals. As a result, we began using NWEA's Measure of Academic Progress in the spring of 2008 to all students in grades three through eight. We will continue this in the 08-09 school year, testing in September and May. Our professional development centered around writing this past year, and included in the work was assessing our student's writing. This coming year we plan to continue this work and periodically assess student work with the tools we're learning how to use. We continue to use the Solution Focus Intervention Process (SFIP) for students who struggle with learning difficulties. Grant Wood AEA consultants helped us with several students who were struggling academically. Our trimester grading periods and midterms gave us the opportunity to collect data and report to parents. For the 08-09 school year, we will be changing to the quarter system of four nine-week grading periods.

2008-2009

A. We are continuing to collect data on student learning needs through the Iowa Test of Basic Skills in grades 2-8, NWEA's Measure of Academic Progress in grades 3-8 (our 3rd testing was conducted in the spring, 2008), a writing assessment which included total words written and correct word sequence in kindergarten through 8th grade, classroom assessments, Marie Clay Observation Survey of Early Literacy Achievement for kindergarten and 1st grade, running records, Diagnostic Literacy Assessment in kindergarten, preschool assessment, 8th grade graduation, attendance data, student academic reports, extra-curricular participation, student discipline, classroom observations, Solution Focused Intervention Process (SFIP), and results from how are students perform at Benton Community High School or whichever high school they attend. LRDA1,2,3,4, LC3

B. How do we collect and analyze data to determine prioritized student-learning needs? 1b)

2006-07 revision:

Student's learning needs are analyzed based on the assessment data, the initial and follow-up sessions with SFIP, and Central Lutheran School's School Improvement Advisory Committee recommendations.

1b 2007-2008 revision:

We continue to use our daily formal and informal methods of gathering and collecting data such as assignments, homework, quizzes, projects, and tests. Typically, that is one of our first indicators of student progress. Because of smaller class sizes we can monitor needs and make adjustments as

necessary. Parents are informed of a "needs" situation or they may bring something they have noticed to our attention. Other formalized testing, such as running records and MAP, help us more accurately pinpoint strengths and weaknesses. Grant Wood AEA consultants, the SFIP process, colleagues, and parents all work together to help us determine what is best for students.

2008-2009

B. Student learning needs at Central are collected and analyzed both in a formative and summative method. Individual teachers are adjusting their instruction after looking at homework, quizzes, projects, tests, and class discussion. Because of our smaller class size we can monitor needs and make adjustments as necessary within a short period of time. Preparing for parent/teacher conferences gives us another opportunity to analyze data. During the 2008-2009 school year, as part of our professional development, we assessed our student's writing in the fall, winter, and spring and compared them to our public school counterparts. This gave us information on what particular areas of writing our students were growing, as well as needing more instruction. Running records are helping us place students in reading groups that are at their reading level. MAP testing has given us more information about individual student areas of excellence and needs so that we can adapt our instruction or continue on as we have been doing. Parent feedback, participation in athletics, discipline issues, classroom observations, and SFIP also give us relevant information. Five of the top ten seniors in the 2009 graduating class at Benton Community were Central students. One of those five was a National Merit Scholar. Another senior who attended Jefferson High School in Cedar Rapids graduated with honors. We know through the high school teachers at Benton that our students make the adjustment to their program and excel in many cases. An exit survey is sent to our graduating 8th grade class and their parents to asking them to tell us about strengths and areas of improvement. The SIAC committee is currently preparing another survey with a different audience. We will be asking our high school seniors and their parents upon graduation what were Central's strengths and areas of concern. LRDA1,2,3,4, LC3

C. What did we learn through this data analysis? 1c) 06-07 revision

Only one of our students was non-proficient at the national level on the composite score of the ITBS.

1c 2007-2008 revision:

We continue to know that our students perform very well academically. When our students leave as eighth graders, we know that as high school students, our graduates stand out. We know that because the high school instructors tell us that and because parents report back to that is the case. We know that high expectations breeds higher achievement. Our grading scale is higher than the local school district. Our students are challenged and nurtured academically to do the best they can. We also are learning that we need to continue to provide support for students who are challenged academically so they, too, are able to perform to their potential. As we grow in numbers, we know that our student population will be more diverse academically. The financial support for a resource teacher needs to not only continue, but expand in the years to come. We feel that our math program is very strong and our reading program is holding us more accountable in terms of identifying student strengths and weaknesses in reading skills. We still have more work to do in science so that all of our teachers are using inquiry and hands-on methods with our students. In the upper grades, we need to have instructors available for each of the grades in each of the subjects, reducing combined classes.

2008-2009

C. As a result of our November, 2008 site visit our site visit team noted that one of our strengths is high academic expectations. This is evidenced through our student's performance on the ITBS again this year. School wide, students in grades 2-8 performed at the 90th percentile or higher in all areas. The site visit team noted that "the Guided Reading program takes note of the wide variety of abilities within each class. Running records document progress and help teachers make instructional decisions in the classroom. Teachers use a variety of methods to meet the needs of the students." We were also informed by our site visit team that we could use MAP results for our Annual Progress Report, and are very happy about being able to do that. These tests are giving us guidance and useful information in addressing student strengths and weaknesses. Based on site visit recommendations, results of the ITBS science scores, and professional development, we know that the teaching staff needs to move to next level of data analysis by looking at summative data. On recommendation from the site visit team, we will be looking more deeply into teaching strategies and sources of data to make sure each child reaches his/her potential. We will also be

[including our lower grades in more formalized assessments. Another piece of information learned is that we need to seriously address the gaps we have in our science teaching methods and curriculum. We will be working with a Grant Wood science consultant over the course of the year through professional development to look at our science instruction and strategies, especially as it relates to inquiry. This, we feel, will also help us begin to address Core Curriculum implementation in the future. We also learned that as the school year went by, our writing scores improved. With the help of Deanna Thursby, Grant Wood AEA consultant, and using the Professional Development model, all of the grades grew in total words written and correct word sequence. Another concern raised by the Site Visit was that our school wide goals did not include the entire school from preschool through grade eight. We learned that our assessments may not be the most informative or age appropriate for the younger students. LC3.4, LRDA 3.4](#)

D. From the data analysis, what are our prioritized student needs? 1d) 06-07 revision:

While we have a very high percentage of students who are at or who far exceeds the proficient level, we know there is still work to be done. Beginning with the 2007-2008 school year, we have added a resource room and teacher. Our professional development during the 06-07 school year on guided reading has led us to its implementation for 07-08. We will continue to receive professional development support from Grant Wood Area Education Agency as we begin this implementation process. In seventh and eighth grade math, we offer three choices, Seventh Grade Math, Algebra $\frac{1}{2}$, and Algebra. In the area of science, we are further developing the inquiry approach, and introducing sixth graders to it in 07-08. Since we had two openings for teachers in the first and fourth grade levels, an intentional effort was made to hire two teachers who had a strong background in reading. **LC4**

1d 2007-2008 revision:

Our priorities continue to be for the students who are struggling and those who are at or above grade level. In order to make this happen, we have increased the amount of time our resource teacher will be in the building available for students for the 2008-2009 school year. Our Balanced Literacy reading program is helping students who are at, above, or below grade level. We are expanding our Saxon math curriculum to fourth grade for the 2008-2009 school year. Our new classroom addition will give us some extra space for teachers to use a classroom for hands-on science learning.

2008-2009

[D. We most certainly need to continue to work on the strengths listed by the Site Visit team need, and wherever possible, taken to the next level. These included small class sizes, a safe environment for learning, the Guided Reading program that addresses the wide variety of abilities in each class, use of running records, the variety of teaching methods used to meet student needs, professional development plan, and our partnership with GWAEA. Another priority is being addressed through the annual improvement goals for 2009-2010 which specifically relate to literal reading comprehension, math problem solving, and science concepts and processes. Another priority, which will also address a site visit weakness, is for our teachers to explore Differentiated Instruction. This will be done through the GWAEA and the Professional Development model during the course of this school year. With the aid of some new and different assessment tools, we hope to information that will help our teachers in the lower grades make more informed choices about instruction for their students. For those students who are struggling, we will be working on a plan to have our resource teacher spend time in the classroom with students and teachers as well as students move to her in another classroom. LC3.4](#)

E. How will we develop goals and actions based upon the prioritized needs? 1e) 06-07 revision:

The 2006-2007 ITBS goals were based on one year's growth. Students that were considerably above grade level did not achieve the goal of one year's growth. However, they still showed proficiency and growth.

1e 2007-2008 revision:

The 2007-2008 goals were based on one year's growth on the ITBS. We did not reach our goal in reading and came very close (one percentage point) to making our goal in science. We achieved our goal in math. We determined to use the same type of goal (one year's growth), but we are changing our goal to include those students who maintained a grade equivalency of 13+ as part of

our baseline. We will also be using MAP to help us align what needs to be addressed. After the students are tested in the fall, teachers will meet individually with each student to set individualized learning goals in each of the four tested areas. When we test again in the spring, we will be able to see how students progressed through the year.

2008-2009

E. We most certainly need to continue to work on the strengths listed by the Site Visit team need, and wherever possible, taken to the next level. These included small class sizes, a safe environment for learning, the Guided Reading program that addresses the wide variety of abilities in each class, use of running records, the variety of teaching methods used to meet student needs, professional development plan, and our partnership with GWAEA. Another priority is being addressed through the annual improvement goals for 2009-2010 which specifically relate to literal reading comprehension, math problem solving, and science concepts and processes. Another priority, which will also address a site visit weakness, is for our teachers to explore Differentiated Instruction. This will be done through the GWAEA and the Professional Development model during the course of this school year. With the aid of some new and different assessment tools, we hope to information that will help our teachers in the lower grades make more informed choices about instruction for their students. For those students who are struggling, we will be working on a plan to have our resource teacher spend time in the classroom with students and teachers as well as students move to her in another classroom. LC3,4

Comprehensive School Improvement Plan

II. What do/will we do to meet student-learning needs?

A. What long-range goals have been established to support prioritized student needs? 2a)

06-07 revision

The long range goals of achieving high levels in reading comprehension, mathematics, and science continue to be our long range goals with no revisions at this time. **LC5LC6LRG1, LRG2, LRG3, MCGF3AMN 1, AMN 2, AMN3**

(2a 2007-2008 revision:

There have been no changes in our long range goals of achieving high levels in reading comprehension, mathematics, and science.

2008-2009

IIA. Upon recommendation of the site visit team, we have revised our long range goals, beginning with the 2009-2010 school year, to include all students in our school, preschool through eighth grade. The long range goals state that all students at Central Lutheran School will achieve high levels in reading comprehension, mathematics, and science. Central strives to provide a rigorous program that challenges all students by giving them opportunities to use their gifts, regardless of their learning abilities. LC5.6, LRG1.2,3, MCGF3, AMN1.2,3, PD5

B. What process will be used to determine what we will do to meet the long-range goals? 2b)

06-07 revision

Teachers and SIAC will continue to monitor the curriculum as they analyze assessment data. We will also be monitoring on a regular basis those students who are referred to SFIP and those students who are referred to resource for additional help. **AMN1, AMN2, AMN3**

2b 2007-2008 revision:

The monitoring process described above will continue to be used. We are taking a more proactive approach to identify students in kindergarten through second grade who are having learning difficulties.

2008-2009

B. We will be using at least three processes to help us meet these long range goals. The first is assessing our 3rd – 8th grade students using MAP in the fall and spring, and Fountas and Pinnell I Benchmark Assessment Systems 1 and 2 throughout the entire year for all of our students. Our preschool students will be assessed using Creative Curriculum materials. The kindergarten through 2nd grade students will be assessed using Fountas and Pinnell throughout the year and the

[Phonological Awareness Test in the fall and spring. The second step will be analyzing the data and identifying gaps in learning. Instruction and remediation can continue to take place based on the data which will help teachers make more informed decisions about their students' learning. A third step in the process is professional development which will help us identify strengths and weaknesses in our teaching and student learning. This is research based and provided through Grant Wood AEA. **AMN1,2,3, LRG1,2,3, PD5**](#)

C. What is our current practice to support these long-range goals? 2c) 06-07 revision:

We will make use of our new resource room, administer running records to determine reading levels, and assign students for math placement in grades seven and eight. We have also expanded Saxon math to now cover grades five through eight beginning with the 07-08 school year. **AMN1, AMN2**

2c 2007-2008 revision:

The current practice mentioned in the above revision will continue to be used. For the 2008-2009 school year, the fourth graders will be using the Saxon math curriculum. Our plan is to introduce one grade at a time through kindergarten.

[2008-2009](#)

[C. Currently, we are using curriculum that is research based. The Solution Focused Intervention Process \(SFIP\) gives us a framework to identify specific goals that students, parents, and teachers can work on over a period of time. Our resource teacher provided additional learning support. We are looking at MAP and other assessment data to help us identify and work with students in their areas of strengths and weaknesses. Most certainly, our professional development time is a key component in helping us understand and go beyond what's expected to help our students be life-long world class learners. Teachers who need to take additional classes for certification, licensure, and advanced degree work will receive financial assistance. **AMN1,2,3, LRG1,2,3, MCGF3, LC6, PD5**](#)

D. How is our current practice aligned with or supported by the research base? 2d) 06-07 revision:

We have had intentional reading professional development provided by GWAEA for Read-Alouds, Think – Alouds, and Guided Reading. We are currently using Solution Focused Intervention Process that helps us identify learning struggles and then builds upon a plan of improvement by using long and short term goals. Two years ago we adopted the use of Young Peacemakers, a problem-solving and conflict resolution program in grades 3-8. **MCGF3**

2d 2007-2008 revision:

We are using curriculum that is research-based. The SFIP process helps us identify short and long term goals based on student performance to build a plan of improvement. Grant Wood AEA consultants who have worked with us with specific students, have used data collected through testing over time which is also research based. Our professional development is also research-based and aligned with state requirements.

[2008-2009](#)

[D. As mentioned above, we are using curriculum that is research based. The SFIP process helps us identify long and short terms goals in student performance to help build a plan for improvement for those students who are struggling or need additional assistance. Grant Wood AEA consultants work with us and students who may need additional testing and learning needs. This is usually done by collecting data over a period of time. Our professional development is research-based and aligned with state standards. The administrator and our 3rd grade teacher have attended the leadership workshops this past school year about the Core Curriculum. We continue to use research based curriculum and other strategies to help our school be a safe place to learn. Classes that teachers are taking for recertification, licensure, and advanced degree work are research based. **MCGF3, AMN1,2,3, PD5**](#)

E. What gaps exist between our current practice to support long-range goals and the research base (include curriculum and instruction)? 2e 06-07 revision:

Through the SFIP, Guided Reading, and the resource room, we are better equipped to work with

students who are not proficient, and to challenge those students who are proficient.

2e 2007=2008 revision:

We are doing a better job of addressing learning outcomes for our students who are below grade level. The gap exists in that it time to determine what are the weaknesses and make adjustments to an individual student's learning program. One thing that made it more difficult this year was weather interruptions. Between November and March there was not one week that we had school all day everyday.

2008-2009

E. We believe that in the area of science, our instruction and curriculum is an area of weakness. Our test scores on ITBS are indicating that we need to be using more inquiry in our science instruction. Overall, as noted by our site visit, we need to move to the next level of data analysis by looking at summative data and explore Differentiated Instruction so that each child reaches his/her potential. LC5.6, LRG3, MCGF3, AMN3, PD5

F. What actions/activities will we use to address prioritized needs, established goals, and any gaps between current and research-based practice? 2f) 06-07 revision:

We will be doing running records frequently in Guided Reading beginning with 2007-2008. We will continue to be working out detailed SFIP's, and using the resource room planned for in 2007-2008.

2f 2007-2008 revision:

We will continue to use the items listed in the 06-07 revision. MAP testing in the fall will help us identify areas of strengths and weaknesses, and teachers will be better able to help students achieve in both areas.

2008-2009

F. We will continue to build upon the strengths as recognized during our site visit as well as other school wide strengths already in place. We will be analyzing MAP and PAT, data in the fall and spring. We can use Fountas and Pinnell throughout the entire year in all of the grades. Our professional development will help us develop strategies of data analysis we may not be familiar with at this time. Our Lutheran schools in Iowa are working together through workshops and meetings to develop strategies for Core Curriculum implementation. These strategies will not just meet the need to comply with state mandates, but will give us structure and guidance in helping each in our Lutheran schools reach his/her potential. Our preschool is a part of the Voluntary Preschool Grant so our preschool teacher is heavily involved in in-service training and instruction that will help our preschoolers be ready to learn when they enter kindergarten. LC5, PD5

G. How will we support implementation of the identified actions? 2g) 06-07 revision:

We received professional development support through Grant Wood AEA with Guided Reading in the 06-07 school year, and will continue to do so in the 07-08 school year with reading and writing. The SFIP was implemented during the school year, and was very successful in helping students make steps in working through and improving on learning difficulties. We continued to receive support from Grant Wood with Child Study. We made plans during the 06-07 school year to begin teacher improvement plans and follow-up for the 07-08 school year. **PD5, PD6**

2g 2007-2008 revision:

In addition to those stated in 2006-2007, teachers in grades three through eight attended a workshop/training on using MAP. We successfully began to use teacher improvement plans and follow-up meetings with the administrator. That will continue in 2008-2009.

2008-2009

G. The school will provide time during the school year for professional development. The administrator will continue to ensure that money is available to make this happen for all teachers collectively, and for individual teachers who need to maintain their certification or wish to pursue education to receive an endorsement or advanced degree. The administrator will continue to meet with teachers to work on their own personal professional development and improvement of instruction plan. The assessments that we are now putting into place will help us identify,

[challenge, and help all students reach his/her potential. PD5](#)

Comprehensive School Improvement Plan

III. How do/will we know that student learning has changed?

A. How will we know student learning has changed over time in relation to our long-range goals? 3.) 06-07 revision:

The ITBS is now administered in grades two through eight. Through the use of running records we will be able to see growth through performance in reading. We will be able to identify and support students who need individual attention through the SFIP. Student performance will also be monitored in the resource room. **DWAP1, DWAP6, DWAP7, DWAP8**

2007-2008 revision:

We will continue to use the ITBS for grades two through eight. Teachers are making regular use of running records in reading. If students are struggling, additional assessments are administered to determine the cause. An improvement plan of short and long terms goals is written using the SFIP approach. Student progress will continue to be monitored in the resource room. The fall and spring MAP testing will also help us determine how students are learning.

[2008-2009](#)

[IIIA. Differentiated instruction by classroom teachers will not only continue, but improve through additional course work and professional development. We will continue to use the ITBS for grades two through eight. Teachers will continue to make use of running records. Fountas and Pinnell will be used throughout the course of the year. MAP and PAT will be administered in the fall and spring. If additional testing is required, we will work with GWAEA to make that happen. If a child is referred for SFIP, we will be writing long and short term goals, and these goals will be revisited and revised every four to six weeks depending upon the plan. Other strategies are read alouds, talk alouds, think alouds, and QAR. Guided reading will continue to be used in each of the classrooms to support our balanced literacy program. The resource room teacher will be documenting progress on students who may be "at risk" and reporting that to teacher and parent\(s\). In addition to all of the above, we will continue to monitor progress through a student's daily work, discussion, homework, tests, etc. Report cards will be sent home on a quarterly basis. Grades are always available online through Fast Direct. Parents are welcome and encouraged to exchange information with a teacher at any time. New teachers will be part of a mentoring program. A future step is the alignment of curriculum, instruction, and assessment using the Iowa Core Curriculum as a guide for analyzing and refining these specific areas in order to provide a rigorous curriculum for all students. The Technology Committee will be working on update the school's technology plan in order to provide student's the opportunity for a more comprehensive and meaningful technology program for all students. DWAP1, 6, 7, 8.](#)

Comprehensive School Improvement Plan

IV. How will we evaluate our programs and services to ensure improved student learning?

A. What strategies/process will we use to evaluate how well the activities included in Constant Conversation Question 2 (What do/will we do to meet student learning needs?) were implemented? 4a) 06-07 revision:

The ongoing follow-up meetings that take place with SFIP are and will continue to be used to evaluate our program, and modify if need be. The running records will be another evaluation tool that will be put in place beginning with the 07-08 school year. With the addition of a resource room and teacher, we will be able to evaluate the kinds of learning difficulties and the progress that is made by individual students through the school year.

4a 2007-2008 revision:

The conversations we have had the past two years with students and parents through the SFIP process have been very successful. That will continue. The process by which students are referred

to the resource room, and the on-going dialog that takes place while a child is there, will also continue. Always, the goal is to help the child be a successful and independent learner. In the fall of 2008, students and teachers will make individual learning goals based on MAP scores. Professional development days and other early dismissals will provide time for faculty to evaluate student learning and best practice.

[2008-2009](#)

[IV A. We will be making some changes in curriculum by adding Saxon math to the remainder of our grades over the next 2-3 years. As we process the information in coming year in professional development and science inquiry, there is likely to be some changes in teaching practices and instruction. Along with that will most likely be changes in curriculum materials that will help support student learning. Looking at individual student progress through the assessments we are putting in place will help us identify gaps, and then gear our instruction to address those gaps. The use of SFIP over the past three years has been very helpful, so we will continue that strategy. The strategies that our resource teacher uses with individual students will give them the tools and additional assistance he/she needs to reach his/her potential. ESCIP1](#)

B. What implementation/student data will we collect, analyze, and use to determine how well each program/service described in Question 2 has been implemented to support our CSIP goals? 4b) 06-07 revision:

Through the follow-up meetings that occur anywhere from 4 to 6 weeks after the meeting, we will be able to tell whether the student, parent(s), and teacher(s) are making progress based on agreed-upon long and short term goals. Through the use of running records we will be able to see students progress at their individual level, and provide support when having difficulty with identified skill areas. Students who are referred to the resource room for specialized individual attention will be monitored by the classroom teacher and resource room teacher. When the child has achieved an acceptable level of performance he/she may no longer need the additional assistance, or may need the occasional support. **ECSIP1**

4b 2007-2008 revision:

We plan to continue with the 2006-2007 revision information listed above. Additionally, as stated earlier, we will be using MAP testing to provide more data.

[2008-2009](#)

[IV A. We will be making some changes in curriculum by adding Saxon math to the remainder of our grades over the next 2-3 years. As we process the information in coming year in professional development and science inquiry, there is likely to be some changes in teaching practices and instruction. Along with that will most likely be changes in curriculum materials that will help support student learning. Looking at individual student progress through the assessments we are putting in place will help us identify gaps, and then gear our instruction to address those gaps. The use of SFIP over the past three years has been very helpful, so we will continue that strategy. The strategies that our resource teacher uses with individual students will give them the tools and additional assistance he/she needs to reach his/her potential. ESCIP1](#)

Planning Assurances

Verified	The school district/agency is in compliance with federal and state legislation which requires nondiscrimination on the basis of race, national origin, color, gender, religion, creed and disability including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Vocational Rehabilitation Act of 1973, the Americans with Disabilities Act of 1992 and Chapters 216.9 and 19B.11 of the Iowa Code. The district/agency utilizes multicultural, gender-fair approaches to its entire educational program as required in Chapter 256.11 of the Iowa Code.
Verified	To the extent possible, the School Improvement Advisory Committee membership includes persons from diverse racial/ethnic backgrounds, a balance of men and women, and persons with disabilities. 281 – IAC 12,.2

Other Requirements

Verified	<p>Content standards for reading for all grade levels of students who attend the school/school district. Accountability for Student Achievement 281—IAC 12.8(1)(c)(2)</p> <p>1. Decodes, identifies, and uses structural word parts to increase vocabulary. 2. Listens and reads to develop comprehension and critical thinking skills. 3. Speaks and writes using appropriate letter formation and grammar to communicate. 4. Reads and responds to a variety of written language. 5. Writes for a variety of audiences and purposes. 6. Uses appropriate resources to gather information.</p>
Verified	<p>Content standards for mathematics for all grade levels of students who attend the school/school district. Accountability for Student Achievement 281—IAC 12.8(1)(c)(2)</p> <p>1. Students will use a variety of strategies in the problem solving process. 2. Students will develop number sense and numeration. 3. Students will apply four basic arithmetic operations through the use of whole numbers. 4. Students will apply four basic arithmetic operations through the use of fractions. 5. Students will apply four basic arithmetic operations through the use of decimals. 6. Students will use a variety of tools and techniques in computing measurement and temperature. 7. Students will understand the concept of money and time and apply various computational methods. 8. Students will develop and apply mental math, reasoning, and logic in everyday problem solving. 9. Students will apply the concepts of geometry. 10. Students will link concepts and traditional procedures with calculators, computers, and other technological resources. 11. Students will understand and apply ration, proportion, and percent. 12. Students will understand and apply statistics and probability. 13. Students will use algebraic methods in problem solving computation.</p>
Verified	<p>Content standards for science for all grade levels of students who attend the school/school district. Accountability for Student Achievement 281—IAC 12.8(1)(c)(2)</p> <p>1. Students will understand atmospheric processes and the water cycle. 2. Students will understand Earth's composition and structure. 3. Students will understand the composition and structure of God's universe and the Earth's place in it. 4. Students will understand the principles of heredity and related concepts. 5. Students will understand structure and function of cells and organisms. 6. Students will understand relationships among organisms and their physical environment. 7. Students will know about the diversity and adaptation of life within the framework of God's plan. 8. Students will understand the structure and properties of matter. 9. Students will understand the sources and properties of energy. 10. Students will understand the forces of motion. 11. Students will understand the nature of scientific knowledge. 12. Students will understand the interaction between scientific inquiry and technology. 13. Students will understand the scientific enterprise.</p>

District Information

Authorized Agency	<p>Central Lutheran School 310 3rd St W Newhall, Iowa 52315-0190 AEA: AEA 10 Grant Wood (district filed under aea control code 9210) Non-Public District Enrollment Size: 171, for the 2007-2008 school year. Current Grades Served: PreKindergarten, Kindergarten, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th Not Served, 10th Not Served, 11th Not Served, 12th Not Served</p>
CSIP Coordinator	<p>Name: Janet S. Doellinger Title: Principal Telephone: 319 - 223 - 5271 Extension: FAX: 319 - 223 - 5257 Email: jdoellinger@centrallutherschool.org</p>
Year Site Visit Scheduled	2005
Certified Dates	<p>District: District not yet certified. Readers: Readers not yet certified. State: State not yet certified.</p>

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