

Iowa Department of Education



School Year: 2010-2011 <input type="button" value="Go"/>	Form: Print Summary All <input type="button" value="Go"/> <input type="button" value="Exit"/>
	District: 0609 School: 8204 Name: Central Lutheran School Grade(s): PK through 08

Division of PK-12 Education

Print Summary All 2010-2011, for Non-Public

District allowed to certify on or after: 9/1/2011

District certification due date: 9/15/2011

Five-Year Site Visit Plan within 2009-2010 -- 2013-2014

Comprehensive School Improvement Plan

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

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**

2009-2010)

We continue to use the following: Iowa Tests of Basic Skills for grades 3-8, Measures of Academic Progress for grades 3-8, Creative Curriculum and Get Ready to Read Online Assessment for preschool, a writing assessment which included total words written and correct word sequence in kindergarten through 8th grade, running records, 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 are performing at Benton Community High School or the high school they are attending.

One of our goals was to get more age appropriate assessment for our kindergarten and 1st grade students. We began using Phonological Awareness Tests for these students, with testing in the fall and spring. To strengthen our Balanced Reading program, we began using Fountas and Pinnell. Students who were struggling in certain areas were tested and received assistance through our partnership with Grant Wood.

From our site visit, we were encouraged to explore concepts included in Differentiated Instruction. Our professional development, led by three GWAEA consultants, focused on that throughout the year. In our meetings we discussed readings from Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement by Marzano, Pickering, and Pollack. Learning logs were kept and strategies were implemented. Evidences of student work was also brought to class and shared.

We conducted a Parent and Board of Education survey in the spring. Of the one hundred families at CLS, we had a very good 60% return. That data is being reviewed by the faculty, Board and SIAC. Long range goals and action plans are being set by the Board this fall using this document. It will also serve as a baseline for future surveys.

We completed the first seven year cycle of National Lutheran School Accreditation – a voluntary and rigorous self study and improvement plan. All of the recommendations have been addressed, and we will begin the second cycle in the spring of 2011. The Board of Education went through a long term goal/vision process this past school

year with a high priority on continuing to provide this community with an excellent Christian education.

Our participation in the Voluntary Preschool Grant program with Benton Community provides us with data on how are preschoolers are doing in comparison to other preschools in our area. A quality early start in a child's education is invaluable. Providing a nutritional and healthy lunch program is vital. Our visit by the state was held this spring, and we received information on what we can do to improve our lunch program, and celebrate our strengths.

We have honor roll data from Benton Community since 2006-2007 and can track the academic progress of our graduates in this manner. We have data on the past seven classes. LRDA 1,2,3,4 LC 3

2010-2011

1.A Our data continues to include the information recorded in 2009-2010. In addition, the number of families returning versus the number of families that left Central is another indicator of how we are doing. Also, the number of new families enrolling is another indicator.

Our faculty professional development work this year centered around the Iowa Core Curriculum. The faculty served as the Leadership Team and went through the following process. The Implementation Plan was presented to the School Improvement Advisory Committee and Board of Education at the June meetings.

We began using the General Education Instruction Plan this year as another piece of our intervention plan. LRDA 1,2,3,4 LC 3,4

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**

2009-2010

We continue to collect and analyze data through methods that are already in place, including but not limited to, formative and summative methods and differentiated instruction. Because of our smaller class sizes we can refine the process based on an individual student's need, the composition of the class, and the subject matter in order to help each child reach their full potential. We are able to react and adjust when we see a student struggle with homework, quiz, projects, tests, and class discussion. Having the MAP tests given in the fall and spring is giving us more data on student growth over time, and students are able to set their own learning goals. Our professional development work this year had as its emphasis having students achieving high levels of reading and having students ready to successfully transition to high school. This course helped us hone in on how to analyze the task to see what adjustments may be needed, and then to use one or several of the strategies we learned about in order to accomplish the desired goal.

The survey mentioned in question 1B will serve as a baseline for future surveys. Information from that survey will help teachers and Board address parent perception so that we can continue to provide a quality education and work on our ability to improve student-learning needs and on-going school improvement.

Our School Improvement Advisory Committee was very involved in analyzing the data from our testing this school year. They recommended the new student learning goals for 2010-2011 to the Board of Education. They also reviewed the data from the Board's visioning process and results from the Parent Survey.

In partnership with Benton Community, one of the ways in which we are going to track our graduates academic progress is by seeing which of our students are on the high school honor roll. At the same time, if any of our students are going to need additional academic attention as they transition to high school, we work in partnership with GWAEA and Benton to make sure these students receive the necessary assistance they need. LRDA 1,2,3,4 LC 3,4

[2010-2011](#)

[1 B. Our data collection and analysis explained in the answer to the 2009-2010 remains in place. Always at the](#)

forefront in our instruction and assessment is meeting student's needs, helping them reach their full potential, and preparing them to be lifelong learners.

Faculty members serve as the Leadership Team by participating in "Writing the Iowa Core Implementation Plan. The process included:

1) Leadership Team completing a professional development course – "Iowa Core Explored"

2) Leadership Team reviewed parts of the implementation plan; Outcome, target, action, activities, resources, time line, and evidence of progress.

3) Leadership Team divided the work by outcomes from the self-study that had already been completed

4) Leadership Team working collaboratively writing the implementation plan.

As mentioned in answer "A" above, the plan was introduced to SIAC and the Board of Education. LRDA 1,2,3,4 LC 3,4

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**
2009-2010

We continue to see that the students who attend Central Lutheran are diverse in their learning needs. There are student who struggle and need additional support. There are students that excel and need additional challenges.

School wide Central students in grades 3-8 performed above the 90th percentile and students in grade 2 scored at the 89th percentile overall on ITBS. Less than ten students total out of 82 performed at less than 34% proficiency on the MAP tests. The average RIT growth overall from the spring of 2009 to the spring of 2010 in reading was 5.3, math was 9.7, and science 4.6. We see over and over again that generally the scores students are making on ITBS and MAP coincide with what teachers see them doing on a daily basis. The RIT scores, we feel, give us more valuable data because we can see just how well our students are doing.

We also learned that our students in grade four through eight met the annual progress report goal of raising their RIT scores by two from spring of 2009 to spring of 2010 in math, but we did not make the same progress in reading and science.

We learned that we need to include the preschool, kindergarten, and first grade students in our data analysis. This data must be informative and age appropriate. Our first grade students grew by an average of 39.5 points in raw scores on the PAT from fall to spring. Their reading level advanced by an average of six levels. In math and science, their achievements fell within the expected average range. On the Get Ready to Read Online Assessment, 100% of our students made progress from September to May. Using the Creative Curriculum Assessment 0% of the students regressed, 86.4% stayed constant, and 13.8% made gains from winter to spring in the five areas they were tested.

We have learned that our teachers were already using differentiated instruction strategies in their classrooms. We need to continue to develop the uses of these strategies and implement new ones in order to reach all of our students.

We need to continue our emphasis on writing, not just as part of the language arts curriculum, but across the curriculum, particularly in science and math.

Through our school wide survey we learned that overall parent satisfaction is high. However, we dare not become complacent. Here are several examples:

The total educational program is appropriately challenging for the students. 52%

strongly agree, 43% agree, and 5% were neutral.

My child is being taught valuable skills and information. 53% strongly agree, 47% agree.

We continue to be aware of the fact that we need the resources to prepare all students to achieve high levels in reading, math, and science. In order to meet the goal of providing a rigorous program that challenges all students by giving them opportunities to use their gifts, regardless of their abilities, the Central Board set as a long term goal insuring that Central Lutheran School has an excellent teaching staff with appropriate licensure, salaries at Iowa District East guidelines, and funds available for staff who wish to pursue advanced degrees or other professional development. LC 3,4 LRDA 3,4

2010-2011

1C

We continue to see that the students who attend Central Lutheran are diverse in their learning needs. There are students who struggle and need additional support. There are students who excel and need additional challenges. Using the ITBS results, school wide, students performed at the 93rd percentile ranking in reading, the 90th percentile in math, and the 97th percentile in science. Overall, students in grades 2-8 were at the 96th percentile in the ITBS composite. There are 78 students in all in grades 2 through 8.

Using the MAP assessment, in comparison from spring 2010 to spring 2011, in reading, 67% of our students scored high (> 66%), 22% scored average (34 - 65%) and 10% scored less than 34%.

Using the MAP assessment (same timeframe indicated above) in math, 59% of our students scored high (> 66%), 29% scored average (34 – 65%), and 12% scored less than 34%.

Using the MAP assessment (same timeframe indicated above) in science, 63% scored high (> 66%), 26% scored average (34 – 65%), and 11% scored less than 34%.

Our APR for 2010-2011 school wide goal was that, "By the end of the 2010-2011 school year each class would average at least a growth of two in their 'Goal RIT Range' in Reading, Math, and Science Concepts and Processes (*school wide 4th – 8th grade). *3rd grade is not included because MAP testing begins in 3rd grade and no growth will have been determined. We surpassed that goal in all three areas. Our students grew by 4.14 RIT scores in reading, 6.48 RIT scores in Math, and 2.32 RIT scores in Science. This data was reported to SIAC in June. New APR goals for 2011-2012 were discussed and recommended to the Board of Education. The Board approved the goals at their June 20 meeting.

Our first grade students grew by an average of 48 points in the raw score total on the Phonological Awareness Test from Fall 2010 to Spring 2011. Their reading level advanced by an average of 5.2 levels. In math and science, their achievements fell within the expected average to above average range.

The kindergarten students grew an average of 92 point in the raw score total on the Phonological Awareness Test from Fall 2010 to Spring 2011. Their reading level ranges from Level B to Level I.

Through our professional development time we learned that we have many things in place and have been successful in ensuring that each and every student is learning essential skills and concepts. On the other hand, our Consensus Rating Form indicates that much work needs to be done about aligning with the Iowa Core Curriculum model.

We learned that when our students graduate from Central and move on to Benton Community or other high schools, the transition needs to be as seamless as possible, especially for students who have learning difficulties. Our Grant Wood Area Education Agency consultants were instrumental in laying new groundwork by in-servicing us on how to use the General Education Instruction Plan.

We learned that even though we are pleased with the MAP assessment, we would like to be more informed on how this data can help us improve and differentiate instruction, and enhance student learning. LC 3,4 LRDA 1,2,3,4

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**

2009-2010

We need to keep working on the school wide goal of all students achieving high levels in reading, math, and science. We need to keep working on having our students transition successfully to high school once they leave Central Lutheran School. We need to closely look at the test data for each individual student and class, and provide instruction that meets the needs of the learners. LC 3,4 LRDA 3,4

2010-2011

1D. Our priorities remain the same. Our student expectations are high. We cannot waiver or become complacent as we view student success in light each child performing at their highest potential, based on the talents and abilities with which God has blessed them. We are emphasizing a serious study of and making a decision on science materials that balance inquiry with the correct answers. We must be intentional in the use of technology and 21st century skills. LC 3,4 LRDA 1,2,3,4

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**

<2009-2010

We need to continue to recognize and celebrate our successes and strengths, as identified in our site visit, and share them with our parents and other stakeholders. We began using MAP test results to formulate goals for our yearly Annual Progress Report. As stated earlier, this was the first year to see results from one year to the next, in our case from spring 2009 to spring 2010. After much discussion, it was decided to use a goal of having each student raise their RIT score by two in reading, science, and math. Since it was our first year using MAP data, our goal choice was somewhat arbitrary. When the results came back this spring, we saw a different picture. According to the goals, the students met their goal in math, but not in science and reading. However, a closer look tells us that five, four, and seven students respectively were in the low proficiency in reading, math, and science. Further, when comparing our students to the 2008 Mean Norm for End-of-Year RIT values, no class was below 67%. The average RIT growth in reading overall was 5.3, 9.7 in math, and

4.6 in science. Students who are at the higher RIT levels may not see a growth of two or more RIT scores in a year's time. Overall we are pleased with the progress of all of our students because as a class their scores are moving in a positive direction. In most cases, students who did not grow by two RIT scores were identified, and found that they were receiving additional learning support in their school work throughout the year or who struggle with standardized tests.

The faculty and SIAC recommended to the Board that our goals for the Annual Progress Report will be rewritten to say that in Reading, Math and Science, comparing spring (2010) to spring (2011), each class will average a growth of 2 RIT scores. The Board approved these goals at its June 28, 2010 meeting. As we collect more data from MAP testing over time, we hope to be able to make more informed decisions about how are students are learning in relation to these goals and the specific goals themselves.

We have asked Benton Community High School administration to provide us with honor roll information over the last 4-5 years. There were 9 of 11 Central students who were on Benton's Honor Roll the 4th quarter of the 2009-2010 school year as 9th graders, 7 out of 9 tenth, graders 7 out 10 eleventh graders, and 5 out of 6 twelfth graders.

We are identifying students who are struggling with learning at an earlier age and getting them support through our resource program, small groups, balanced reading, paraprofessionals, after school help, SFIP, etc. We have learned that the SFIP process is one of the best things we can do for our students, parents, and teachers as it customizes a learning plan to meet their individual needs. No student should graduate from Central or leave because effort wasn't made to help them use their gifts regardless of their abilities. LC 3,4

2010-2011

1E. We need to continue to recognize and celebrate our successes and strengths as previously mentioned in past CSIP reports. We have added an Admissions Director whose primary responsibility is to promote our school. Our standard of high academic success, based on a child's ability, will be emphasized through this process, as will our Christ-centered/family friendly environment. Our successes such as test scores, high parent involvement and satisfaction, smaller class sizes, and individual attention are the focus for this endeavor.

We are continuing to identify students who are struggling with learning at an earlier age and getting them support through our resource program (number of hours/day will be increased for 2010-2011), small groups, balanced, reading, paraprofessional support, after school help, SFIP, etc. No student should graduate from Central or leave because effort wasn't made to help him/her use their gifts regardless of their abilities. LRDA 3,4 LC 3,4

Comprehensive School Improvement Plan

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

2009-2010

The long range goals written for the beginning of the 2009-2010 school year remain in place 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, PD52b)** 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.

[2010-2011](#)

[2A. The long range goals written for the beginning of the 2009-2010 school year remain in place 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. LC 5,6 LRG 1,2,3 MCGF3, AMN 1,2,3 PD 5,6](#)

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 Pinnel 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 Pinnel 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**

2009-2010

Our plan is to continue what we already have in place and building on that as stated in the 2008-2009 CSIP report, namely formative and summative assessment, analysis, and professional development. We are in the early stages of learning more about all of our student's learning through the new testing programs we have which are MAP, PAT, Fountas and Pinnell, the writing assessment, and the assessments that are age appropriate for our preschoolers through Creative Curriculum and Get Ready to Read Online Assessment. We will continue to use ITBS for students in grades 2-8. Through the work we did this past school year in professional development on differentiated instruction, we will build on the strategies that were already in place or introduced. This will also help move us closer to Iowa Core Curriculum implementation. Our professional development for the 2010-2011 school year will move us in that direction as well. AMN 1,2,3 LRG 1,2,3 PD 5,6 MCGF 32c) 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**

2010-2011

2B. Our plan continues to be what we already have in place as stated in the 2009-2010 answer. We are going to review and revise our writing assessment as part of our professional development this coming school year because of concerns that the assessment does not reflect more clearly the growth of our students in this area.

Because of school financial issues this year we have had to combine several classes, however, through the process our resource teacher will have some additional time to spend with students needing attention.

We are also offering an extended care program beginning in the 2011-2012 school year for families who need after school care for their children.

With staffing cutbacks at GWAEA it is uncertain how much time the school psychologist assigned to our building will have. We may have to continue our educational program with a lesser amount of support, unless the individual student situation warrants more attention.

We will also continue to document our work on the Iowa Core Curriculum.

We will begin the second phase of National Lutheran School Accreditation. Our School Improvement Advisory Committee will actively be engaged in this process as well. LC 5,6 AMN 1,2,3 LRG 1,2,3 PD 5,6 MCGF 3

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**

2009-2010

Our curriculum continues to be researched based. The Solution Focused Intervention process (SFIP) gives us a framework for struggling students to identify and work on specific short and long terms goals over time in cooperation with the student, parent, and teacher(s). Our resource teacher is providing additional learning support. This coming year we will have additional resource help in upper grade math for those students who are struggling in that subject area. We enlist paraprofessionals and volunteers to work with individuals and small groups of students. Teachers are continuing to take classes for recertification, licensure and advanced degree work. Our professional development program with GWAEA is research based and aligned with needs of the school and state requirements. Two of our teachers have taken the TIMP course work through GWAEA, and a third teacher will begin work this school year.

AMN 1,2,3 LRG 1,2,3 MCGF 3 **LC6** PD 5,62d) 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**

2010-2011

2C. The current practices itemized in the 2009-2010 answer will still be in place. A fourth teacher on our faculty will be taking the 21st Century Learning Institute (formerly TIMP) during the 2011-2012 school year. Part of our plan for professional development in the upcoming school year is for these four teachers to in-service the rest of us on their learnings. As we move forward, we would decide as a team what special technology learning would be appropriate for our students. Teachers would get time to learn and practice the new piece themselves, and then plan for use in their classrooms.

Our preschool teacher has complete her master's degree in early childhood education

Another aspect of our professional development, as stated earlier, is to study and decide on a science curriculum that aligns with the Iowa Core Curriculum. While working on this it would be beneficial for us to include community and other stake holders in this discussion. AMN 1,2,3 ARG 1,2,3 **MCGF3, LC 5,6** PD 5,6

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**

2009-2010

As mentioned in previous answers, our curriculum is research based. The SFIP process currently in place was introduced to the administrator through the Mississippi Bend AEA several years ago, and is also research based. The professional development the teachers were engaged in through GWAEA was research based strategies for increasing student achievement using Marzano, Pickering, and Pollock's book, Classroom Instruction that Works. Teachers enrolled in courses for recertification, licensure update, or advanced degree work are engaged in research based instruction. Data collected from our student over time is yet another component. Through the voluntary preschool program, our teacher participates in professional learning that is provided to Benton through the grant. Observations and referrals for student needs to GWAEA and other agencies uses consultants and materials that reflect decisions based on research and data collected over time. MCGF 3 AMN 1,2,3 PD 5,6 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.

2010-2011

2D. In addition to the answer given in 2009-2010, our efforts to implement the Iowa Core Curriculum are very much research based. Our technology, science, and writing professional development time will be based on research by the leaders and as staff participates, they will be collecting data over time.

National Lutheran School Accreditation (NLSA) is a rigorous and thorough self-study done over time based on standards and benchmarks that are research based and on-going. MCGF3 AMN 1,2,3 PD 5,6

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**

2009-2010

Science is still a concern, but we have taken steps this year to address the gap between instruction and performance on standardized tests. One of the components in our professional development work was to specifically develop tools and learning opportunities for students in science, especially the inquiry method. Our texts are getting out of date, but before we make an investment in materials, we want to make sure what we do is in alignment with the Iowa Core Curriculum and the needs of our students. More study will take this place this year. We will continue to develop our skills and understanding of data analysis, and intentionally implement the strategies we worked on this school year in our professional development. Learners and learning will become even more diverse as Central moves through the 21st century. The Board, administration, and faculty will have to be ready for these changes. LC 5,6 LRG 3 MCGF 3 AMN 3 **PD52f)**

[2010-2011](#)
[2E.](#)

[We have clearer determination of what our needs are in science. After we make a decision on the materials that align with our goals, the greatest obstacle will be the ability to purchase it. We will have to prioritize and proceed. As our school enrollment grows through our CLS REACH program, we will have to carefully monitor how our new students are adapting to a new school in all aspects. We must continue to stay vigilant, proactive, and intentional about ensuring that all students in our care are reaching their full potential, growing according to their talents and abilities, and experiencing success. LC 5,6 LRG 1,2,3 MCGF3 AMN1,2,3 PD 5,6](#)

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**

2009-2010

Once again, referring back to the 2008-2009 report we will need to continue to build upon strengths that were recognized during our site visit. We are ready to move into the second cycle of school improvement with National Lutheran School Accreditation. We will be working through the implementation process of the Iowa Core Curriculum through our professional development plan this year with GWAEA. The Board will have to set a course of action for support so that teaching staff is getting the support needed to continue to have all students achieve at high levels. During this time of tight budgets, this will be difficult, but we must in order to meet our student's diverse needs. Most importantly, we must always keep the focus of learning on the children and do what is best for each of them as best we can. LC 5,6 PD 5 LRG 1,2,3 MCGF 3 AMN 1,2,32g)

2010-2011

2F. We need to continue to build upon the strengths that we recognized during our site visit in 2008-2009. NLSA begins in earnest this fall. We have begun the implementation process of the Iowa Core Curriculum. We will be studying science curriculum materials this school year which will move us forward toward the purchase of materials that will help students in all grades acquire and successfully use the inquiry approach. With the beginning of the 2011-2012 school year, all students in kindergarten through eighth grade will be using Saxon math. Our test scores are very good, and we are pleased with the results with the results this curriculum provides as presented by all of our teachers. Again, during this time of financial concerns, we must still strive to meet our student's diverse needs, keeping the focus on learning for all children, and do what is best for each one of them to the best of our ability. LC 5,6 PD5 LRG 1,2,3 MCGF3, AMN 1,2,3

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**

2009-2010

Central will continue to provide time during the school year for professional development. The administrator will continue to insure 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 and/or advanced degree. The administrator will continue to meet with teachers to work on their own personal professional development and improvement of instruction plan. We will continue with the current summative assessments that are in place, and further develop formative assessment in our teaching. The school community will be involved in the NLSA process. The Board will make specific goals, timelines, and assignments for staff development and support. LRG 1,2,3 PD 5,6 AMN 1,2,3 MCGF 3 LC 5,6

[2010-2011](#)

[2G. The answer for 2009-2010 is an accurate description for the future as well. With a growing student body, our challenge, with limited staffing and financial concerns, is to be vigilant and proactive about meeting all student learning needs in order to continue to offer a quality Christian education program. LRG 1,2,3 PD5,6 AMN 1,2,3 MFGF 3, LC 5,6](#)

Comprehensive School Improvement Plan

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

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**

[2010-2011](#)

[3A. We will continue to monitor student learning as outlined in the 2008-2009 CSIP plan. Central's reputation for providing a quality Christian education in this community in grades preschool through 8th grade and learners who are ready for high school and beyond must continue. Our summative assessments are varied and give us accurate and timely data on each of our student's progress over time. We need to further work on formative assessment techniques so that each of our student's is receiving the skills they need in order to be the very best student they are able to be. One of the ways to track our graduates to see how they are doing is visit personally with them and also keeping track of who is on the Benton Honor Roll each quarter. DWAP 1,6,7,8](#)

Comprehensive School Improvement Plan

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

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 tha 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**

2009-2010

We will continue the curriculum changes in math, as funds allow, over the next 2 years. Our strategy to implement Iowa Core Curriculum will coincide will hopefully complement the plan to be more intentional about the delivery of science instruction that is inquiry based. The SFIP strategy continues to be valuable in helping struggling learners. Resource support in all grades is giving those students who are struggling and opportunity to get the help they need. The Board's choice of goals, strategies, and timeline will determine a course of teacher support for the future. This is in addition to what was outlined in the 2008-2009 CSIP answer to this question. **ECSIP 14b) 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 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

2009-2010

The change in curriculum to Saxon math has, for us, been beneficial. We were successful in reaching our 2009-2010 APR goal in math that said that 75% our students would show a growth of 2 RIT scores on the MAP test from spring of 2009 to spring of 2010. We surpassed that goal. The SFIP team consists of the student, parent(s), teacher(s) and administrator. Long range goals are set over a long period of time, such as “by the end of the school year the student will be able to...”, and subsequently short term goals are set over a shorter amount of time, such as 4-6 weeks. At the short term goal meetings, the data is collected, discussed, analyzed and used to determine success and the setting of future plans. It works very well in practically all situations. The Resource teacher evaluates progress and adjusts learning needs as necessary. Students move out of the program when goals are met. The board will have to develop goals, strategies and a timeline this fall directed at students learning and teacher support, and evaluate their progress in the future. We remain hopeful that the implementation of the Iowa Core Curriculum will bring positive outcomes to all student learning, not just in science, but throughout the entire curriculum. This, along with National Lutheran School Accreditation, will give us recommendations, plans, and a focus on what we need to do and how we are doing. ECSIP 1

(> 2010-2011

4A. We will be anxious to observe how students in kindergarten through second grade perform with the Saxon math curriculum. The PAT assessment, Fountas and Pinell , and Creative Curriculum are giving us informative data on how students in these grades are learning over time. Our preschool teacher, through consistent and constant monitoring and assessment, is helping parents determine whether another year of preschool would be beneficial for their student or whether their child is ready to move on to kindergarten. Eighth grade graduation and success in high school are indicators as we prepare students to be life long learners. Benton’s high school teachers and administration report to the parents of our graduates and CLS faculty that our students are indeed ready for high school **ECSIP1**

(>2010-2011

4B. We will continue to use the ITBS for students in grades 2-8. This assessment is giving us ongoing data over time. The MAP assessment information is valuable because it gives us data twice per year on student progress. Some of our professional development time this will be devoted to using this assessment to help us make more informed decisions on student learning. The assessment we are using in preschool through first grade (PAT, Fountas & Pinnel, Creative Curriculum, Get Ready to Read Online Assessment) are giving us data over time for these youngsters. They are one of the tools we are using to identify concerns and strengths in a student’s learning at

an earlier age. We will continue to use Honor Roll results each quarter from Benton Community High School as an indicator as to how our graduates are doing as they transition into high school and graduate. Eighth grade and high school graduation will be indicators of success. Students who are or are not ready for kindergarten coming from our preschool program will be indicators of future school success.

We will continue to monitor our annual goals as determined in the Annual Progress Report, strengths and concerns listed in the site visit, and any recommendations from the School Improvement Advisory Committee.

Our writing assessment is under review this year, and we will be making a decisions on how best to assess student writing so that it informs instruction, and helps develops strategies that will help our students be better writers.

We will continue to use the SFIP, resource room, teacher observations and interventions, other formative and summative assessments, etc. to identify and assist those students who are struggling and need extra attention.

Finally, the NLSA process over the next few months will help us to focus on 3-5 school wide goals for the next five years for ongoing comprehensive school improvement.

ECSIP1

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 **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)

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.

Verified **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)

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.

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>
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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: 160, for the 2009-2010 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	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">Name:</td><td style="width: 150px;"></td></tr> <tr><td style="padding: 2px;">Title:</td><td></td></tr> <tr><td style="padding: 2px;">Telephone: - - Extension:</td><td></td></tr> <tr><td style="padding: 2px;">FAX: - -</td><td></td></tr> <tr><td style="padding: 2px;">Email:</td><td></td></tr> </table>	Name:		Title:		Telephone: - - Extension:		FAX: - -		Email:	
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Year Site Visit Scheduled	2005										
Certified Dates	District: District not yet certified. Readers: Readers not yet certified. State: State not yet certified.										

Annual Comprehensive School Improvement Plan (CSIP)
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