

**Comprehensive School Improvement Plan**  
**Work Document and Related Statues**  
**Under questions as indicated on Web Site**

**1. What do data tell us about our student learning needs?**

**a. What data do we collect?**

OCSI accredited private (nonpublic) K-8 school with enrollment at 178 K-8. Overall goals of educational program include these: (1) Develop each students understanding of what it means to be an image bearer of God. (2) Provide students with the knowledge, skills, and attitudes necessary for a life of effective discipleship for God. (3) Work with families in providing a safe and caring environment in which students are respected as God's image bearers.(4)With an attitude of gratitude and service to God all students at OCSI will be able to, obtain information, communicate effectively, think critically, solve problems, use technology effectively, practice citizenship, work together and independently. (LC4)

Twelve member board elected by the society governs and guides the school. Board conducts a Comprehensive Needs Assessment once every five years to determine perceived needs of the school (LRDA1). Administrator and Staff are authorized to guide the setting and attainment of academic goals. Since one of the basic premises of the board is that of promoting and maintaining the fundamental unity of the school and the home, parents are involved in their children's education. All new parents go through an application procedure. Part of this procedure is an interview where information is shared with them about the school along with informing them of achievement expectations. Teachers also keep parents up to date on achievement information throughout the year in a variety of communications. Report cards are distributed quarterly. Parent teacher conferences are held twice annually. Data collected to monitor progress are from:

- \* Trend line and subgroup data for Iowa Test of Basic Skills at grades 4, 8 (LRDA2)
- \* Trend line data for ITBS science for grade 8
- \* Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data K-2
- \* Cumulative folders of student records K-8
- \* SCASS science modules at grade eight
- \* ICAMS (Iowa Collaborative Assessment Modules in reading and math at grade eight
- \* End of year Math Test for eighth grade
- \* Student Attendance
- \* Accelerated Reader records on books read

Results of recently completed Comprehensive Needs Assessment Data:

- \* Continue to increase enrollment through work of Advancement Committee, tuition discounts, and look into development of entrance test to gauge ability level of new students for placement.
- \* Improve financial Stability by increasing endowment and preparing for long term building and grounds needs.

- \* Improve school community by demonstrating Biblically based teaching and instruction in all areas by loving nurturing Christian Teachers (LRDA3) (Staff Development includes inspirational foundations and techniques...Heartland Conference)
- \* Continue work on increasing parental involvement/ownership of the school in educational process.
- \* Continue to articulate the Reformed perspective of teaching to the constituency.
- \* Continue working on faculty and Staff compensation through additional lane changes in salary schedule along with diversifying staff.
- \* Evaluate the educational program through the development of a special needs program at OSCI that allows for additional time for students to spend with the school counselor, and provide professional development opportunities to staff for meeting needs of at-risk students.
- \* Use technology to maximize educational opportunities for students. LRDA1, LC3, LRDA4

### **b. How do we collect and analyze data to determine prioritized student needs?**

- \* Learned from the data gathered the level of performance attained by our students and progress they are making
- \* Target instruction and interventions as class groups and as individuals
- \* Oskaloosa Christian School's Advisory Committee (also called the Education Committee) meets monthly. This committee reviews the analysis of data collected by elementary and jr. high faculty. Principal is an active participant in this committee. Principal works with teachers in refining data analysis, develop action plans, and set goals for improving student achievement at the beginning of the school year. Progress is shared with the principal at end of the school year on goals set.
- \* Information is reviewed by the School Advisory Committee (also the Education committee) and the board. CSIP and APR data is shared with the school community through school newsletters.

### **c. What did we learn through this data analysis?**

- \* 100% of our 4<sup>th</sup> graders and 8<sup>th</sup> graders participated in our testing
- \* Our 8<sup>th</sup> grade trend line data (triennium data) indicates above 88% of our students proficient in areas of math reading and science.
- \* Our 4<sup>th</sup> grade trend line data (triennium data) indicates above 86.3% of our students proficient in math and science.
- \* We learned to question the alignment of ITBS with what we are presently teaching.
- \* We learned to set realistic, small increments for growth goals.
- \* We met all of our annual growth goals in Math, Reading, and Science (LRDA4). The School Improvement Advisory Committee (education committee) has shown some concern about the ability to continually grow in specifically reading and math based upon several learning needy students in our lower grades. Based upon this concern we are looking toward the following actions: Introducing new math curriculum in K-8 which is more rigorous. Plan for continued staff development on appropriate use of new math resources, introduction of supplementary reading material in 4<sup>th</sup> grade classroom, and

introduce additional supplementary reading material in the resource room for grades two and three.

\* DIBELS data gives individual growth information which is very valuable to us. We will continue to build on the DIBELS resources.

#### **d. From this data analysis what is our prioritized needs?**

- \* Continue work at enhancing the value of Christian education and Christian Perspective in the classroom.
- \* Improve math problem solving
- \* Implement new math curriculum, including professional development for staff in effective strategies.
- \* Implement new supplementary reading material for grades two, three (in resource room setting), and four.
- \* Consider adding 3<sup>rd</sup>-5<sup>th</sup> grade to current plan of K-2 DIBELS probes.
- \* Continue training teachers in DIBELS probes.
- \* Continue Professional Development on Best Practices for instructional strategies.
- \* Homework policy needs to be in place.
- \* Improve school community by demonstrating Biblically based teaching and instruction in all areas of school by loving nurturing Christian Teachers.
- \* Our grades and discussions will continue to give feedback to parents and students individualized progress in lesson objectives.

#### **e. How will we develop goals and actions based upon the prioritized needs?**

- \* We will use prioritized needs to generate and recommend goals to the Board, Staff Committees, and Advisory Committee. Principal will assist in formulating goals. Formative and summative data is used to evaluate goals.
- \* Staff committees along with individual teachers will analyze data provided from various assessments. We will continue to seek assistance from AEA for assessment interpretation and staff training.
- \* We will continue to develop goals and actions based upon our objectives of Christian instruction at OSCI which are: (1) to make children aware of what it means to be God's image bearer; (2) to enable children to grow in their knowledge, understanding, and appreciation of the wonder of the Lord's vast, complete and interrelated creation; (3) to enable children to better understand the effects of sin upon God's perfect creation - including themselves and the culture in which they live - and to encourage them to respond positively to God's call to live as disciples, assuming their responsibilities as Christ's agents of reconciliation; (4) to demonstrate and develop Christian stewardship of the entire creation, including mankind; (5) to instill an understanding of the need for, and wonder of, God's all-sufficient grace, nurturing each child's faith in Jesus Christ, their Lord and Savior; (6) to help children see God's faithfulness in the lives of his people, including their own; (7) to nurture those characteristics considered necessary in the lives of Christians: love, joy, peace, patience, kindness, goodness, faith, gentleness, and self control; (8) to increase children's intellectual abilities through the acquisition of skills in reading, writing, speaking, listening, and computation and then to encourage them to use

those skills to better analyze, evaluate, and respond as God's disciples to the world in which they live; (9) to provide opportunities for children to discover, develop, and use their individual and collective talents for service in, and as, the Body of Christ; (10) to demonstrate and develop a loving, joyful Christian community in which we work and play.

## **2. What do/will we do to meet student learning needs?**

### **a. What long range goals have been established to support prioritized student needs?**

OSCI goals and principals that drive the educational program are:

- \* Develop each students understanding of what it means to be an image bearer of God.
- \* Provide students with the knowledge, skills, and attitudes necessary for a life of effective discipleship for God.
- \* Work with families in providing a safe and caring environment in which students are respected as God's image bearers.
- \* With an attitude of gratitude and service to God all students at OCSI will be able to obtain information, communicate effectively, think critically, solve problems, use technology effectively, practice citizenship, and work together and independently. (LC6)

Results of Comprehensive Needs Assessment Conducted February, 2004 (LC5)

Strengths of OSCI:

- \* Continue development of Christian perspective in classrooms
- \* Promote parent involvement and support
- \* Up-to-date technology network
- \* Continue to increase support and participation of parents
- \* High degree of satisfaction in the quality of education provided at OSCI
- \* Serve academic needs of children (resource room)
- \* Work ethic and dedication of staff and administration
- \* Strong board support and dedication to Reformed Christian education tradition.

Goals set as a result of SWOT analysis conducted by teachers and board with input from parents using the comprehensive needs assessment.

- \* Continue to increase enrollment through work of Advancement Committee, tuition discounts, and look into development of entrance test to gauge ability level of new students for placement.
- \* Improve financial Stability by increasing endowment and preparing for long term building and grounds needs.
- \* Improve school community by demonstrating Biblically based teaching and instruction in all areas by loving nurturing Christian Teachers (LRDA3) (Staff Development includes inspirational foundations and techniques...Heartland Conference)
- \* Continue work on increasing parental involvement/ownership of the school in educational process.
- \* Continue to articulate the Reformed perspective of teaching to the constituency.
- \* Continue working on faculty and Staff compensation through additional lane changes in salary schedule along with diversifying staff.

\*Evaluate the educational program through the development of a special needs program at OSCI that allows for additional time for students to spend with the school counselor, and provide professional development opportunities to staff for meeting needs of at-risk students.

\* Use technology to maximize educational opportunities for students.

Long Range Goals:

Reading: Students continue to grow in the general skills and strategies of the reading process as indicated by increasing percentages of students above proficiency. (LRG1)

Math: Students continue to grow in the general skills and strategies of the math process as indicated by the increasing percentages of students above proficiency. (LRG2)

Science: Students continue to grow in general skills and strategies as indicated by increasing percentages of students above proficiency. (LRG3)

Annual Goals for 2004-2005 are:

Reading: Oskaloosa Christian will increase its average amount of growth as measured by the grade equivalence on the Iowa Test of Basic Skills. The Biannual Average in reading from the 2002-2003 and 2003-2004 amounts to 1.15 years of growth per year of schooling. Our goal for 2004-2005 will be to show an average growth of 1.16 years when averaging the 2004 and 2005 grade equivalence (new biennium data). This would constitute an increase of .01 years per year of schooling from the 2003 and 2004 biennium average.

Math: Oskaloosa Christian will increase its average amount of growth as measured by the grade equivalence on the Iowa Test of Basic Skills. The biennium average in math from the 2002-2003 and 2003-2004 amounts to 1.12 years of growth per year of schooling. Our goal for 2004-2005 will be to show an average growth of 1.13 years when averaging the 2004 and 2005 grade equivalence (new biennium data). This would constitute an increase of .01 years per year of schooling from the 2002-2004 biennium average.

Science: Oskaloosa Christian will increase its average amount of growth as measured by the grade equivalence on the Iowa Test of Basic Skills. The biennium average in math from the 2002-2003 and 2003-2004 amounts to 1.05 years of growth per year of schooling. Our goal for 2004-2005 will be to show an average growth of at least 1.06 years when averaging the 2004 and 2005 grade equivalence (new biennium data). This would constitute an increase of .01 years per year of schooling from the 2002-2004 biennium average.

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

Principal and teachers will continue to develop remedial services for jr. high students. We have established benchmarks in reading, math, and science. Instructional planning and alignment of assessment coincides with the benchmarks. We are insuring that

material is appropriately challenging. We target our instruction to the weaknesses. School Improvement Advisory (also known as Education) Committee, Board, Staff, and Curriculum Committees assist in establishing and carrying out action plans for meeting goals.

**c. What is our current practice to support these long range goals?**

- \* Administering the ITBS annually to 3-8 and DIBELS K-2 to determine which students need assistance in resource and which additional challenge.
- \* Staff Training in Best Practices in Reading, Math, and Science (PD 5)
- \* Reading: Accelerated Reader, Classroom Reading Aids, High School Peer Tutors, Title I material specific to need, Graphic organizers providing students with extensive and varied reading materials. We provide Title I services for those who qualify as determined by our indicators, one of which is the results of the Iowa Test of Basic Skills tests. (Reading grades 3-5) DIBELS interventions are carried out following probes given (AMN1) Supplementary reading material implemented in fourth grade for students who have difficulty with reading fluency.
- \* Math: Small groups in math to teach each other, study hall tutoring, match curriculum to student level of achievement, Implementation of more rigorous math series (AMN2). Summer school program for students who are in need of additional instruction
- \* Science: Continue to align SCASS assessment modules with instruction
- \* Continue to implement FOSS science instructional materials (AMN3)
- \* Students ITBS progress is graphed year to year and recorded in cumulative folder...consistent measure of progress and analysis of peaks and dips.
- \* A resource room program is established and running.
- \* Multicultural and Gender-Fair goals of recognizing diversity, understanding realm of many cultures, evaluating for discrimination, bias, prejudice, and stereotyping, are addressed in a variety of ongoing ways. Recent examples: An ELL consultant at AEA15 has been very helpful helping us to grow and be educated in meeting the needs of these students and their parents. Students and staff attended an assembly on the Watoto Children's Choir, an group of African Children on tour in the United States, and an assembly hosted by Anton Matthews a Chicago inner-city missionary who shared information on his missionary along with a message of using your gifts to honor God. Along with these examples our teachers integrate MCGF goals into their entire curriculum throughout the year.(MCGF3)

**d. How is our current practice aligned with or supported by the research base?**

Staff development has been conducted on Accommodations, Reading: the big five, Multiple Intelligences, Using Data to Create Accommodations. (PD5)

OSCI works with area Christian Schools to plan joint in-services based on research based instructional strategies.

**e. What gaps exist between our current practice to support long-range goals and the research base (include curriculum and instruction)**

- \* Curriculum mapping: aligning theory, practice, instruction
- \* applying best practices strategies as presented/abandoning ineffective practices
- \* Considering implementation of reading probes at 3-5
- \* Time allotment for reading and math
- \* Homework policy consistent across grade levels
- \* A talented and gifted program to work alongside our resource room
- \* Making connections between math and real life.

**f. what actions/activities will be used to address prioritized needs, established goals, and any gaps between current and research-based practice?**

- \* A faculty committee to study homework policy and set guidelines.
- \* Solicit assistance from AEA for possible DIBELS reading probe implementation in grades 3-5.
- \* Implement new math curriculum
- \* Continue to develop and refine the remedial program
- \* Enhance hands on science instruction

**g. How shall we support implementation of the identified actions?**

- \* Clarify our expectations
- \* Continue to improve documentation and study of baseline and trend line data
- \* Provide appropriate resources to support our actions
- \* Equip persons responsible for steps of implementation
- \* Evaluate effectiveness of implementation.

**3. 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?**

We will continue to use tools that provide accurate data, becoming more data driven in our instruction. New goals will be developed thoughtfully and carefully, using annual goals in developing and reviewing long range goals. We will use multiple data sources to determine if student learning has changed. This will include a combination of standardized assessments and grade level and classroom assessments. We will monitor progress of our students in the following ways:

- \* Iowa Test of Basic Skills tests are administered to all students in grades 3-8. (DWAP1) Student results are studied, charted, and progress made graphed and shared with parents. Reading and Mathematics receive special attention, but complete tests are administered.
- \* ITBS reading Comprehension and Math Total results are compiled in proficiency levels as well as subgroups at grades 4 and 8.
- \* Science results are monitored in grades 3-8 with ITBS
- \* DIBELS reading assessment is used in grades K-2

- \* Reading results monitored with use of ICAMs (Iowa Collaborative Assessment Module) at grade eight. (DWAP6)
- \* Math results monitored with use of ICAMs (Iowa Collaborative Assessment Module) at grade eight. (DWAP7)
- \* SCASS science modules are administered at grade eight. (DWAP8)

A teacher has been trained in the ITAP process, so work is underway on aligning assessments with goals.

- \* Title I program and student services provided
- \* Technology is utilized to improve student achievement.

We will continue to monitor these data sources:

- \* Professional development of staff
- \* All data points included in school's annual progress report.

In the future we plan to

- \* Look at the possibility of expanding DIBELS to grades 3, 4, and 5 for fluency.
- \* Become more refined about interpretation of ICAM and SCASS score results.
- \* Continue to study and chart ITBS data of students.

#### **4. How will we evaluate our programs and services to ensure improved student learning (implementation data)?**

##### **a. What strategies/processes will we use to evaluate how well the activities included in section II F were implemented?**

OSCI will use formative and summative evaluation. All classroom teachers will participate in refining classroom assessments: aligning student goals to assessments. In depth Comprehensive Needs Assessment will be conducted at least once every five years. Strategies/Process included are: (ECSP1 follows)

- \* Implementation of new math curriculum will be monitored through professional development provided to teachers. Student success in mathematics.
- \* Possibly implement DIBELS in grades three through five
- \* Staff committee setup to develop procedures and processes for homework, working with the teachers and parents, and purposes and guidelines to be followed at each grade level.
- \* Curriculum mapping, training, implementation.
- \* Continue to offer staff in-service on Accommodations, Modifications, and Special Needs of students.
- \* Continue developing FOSS units (7-8) and acquiring materials for Hands on Science for all grades.
- \* Continue refining the alignment of SCASS modules with the science curriculum and implications of results.
- \* Continue study of ICAMs (reading and math) and most effective way to utilize results.
- \* Implementation and evaluation of Homework Policy standardized guidelines for all families.

\* Document/Request AEA assistance in professional development in Curriculum Mapping, Accommodations, Modifications, and Special Needs of Students, Alignment of Assessments.

**b. What implementation data will we collect, analyze, and use to determine how well each program/service selected in section II G has been implemented to support our CSIP goals.**

IN ADDITION to indicators data associated with CSIP goals listed in CONSTANT CONVERSATION #2, we will collect, analyze and use the following indicators to monitor our effectiveness:

- \* Monitor homework given at each grade level and determine alignment with policy.
- \* Student growth in math problem solving/ challenges.
- \* Expanded resources/materials for teaching science.
- \* Professional development conducted in collaboration with AEA and local Christian Schools.
- \* Expanded use of ICAMs and SCASS for student achievement and classroom refinement
- \* Implementation logs for staff members participating in Best Practices in-services

We will continue to expand and refine our resource assistance, whether that be in or out of the classroom through

- \* Professional development Best Practice Instructional Strategies for all staff
- \* Math in-service for all teachers of math