

STANDARD 5: TEACHING AND LEARNING

The school's curriculum documentation guides and ensures teacher effectiveness and student learning.

Overview

Curriculum is the central guide for Lutheran educators as to what is essential for teaching and learning. A Lutheran school of excellence prioritizes the continuous development of its instructional program and the documentation that guides that program. In each grade level and each course, curriculum documentation should reflect the sequence of steps that provide a plan for instruction.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof assists the school in reaching an agreement on a rating. Potential evidence does not need to be included in the Self-Study but is to be available for the Validation Team to review.

- Descriptions and schedules of mentoring, coaching, and induction programs
- Examples of classroom learning expectations and standards of performance
- Examples of assessments that promoted modification of instruction.
- Examples of cross-curricular projects and interdisciplinary instruction
- Peer coaching guidelines and procedures
- Supervision and evaluation procedures
- Curriculum maps
- Curriculum scope and sequence
- Administrative classroom observation protocols and logs
- Examples of improvements to instructional practices resulting from the evaluation process
- Teacher evaluation criteria
- Student work demonstrating the application of knowledge.
- Interdisciplinary projects
- Authentic assessments
- Agenda items addressing strategies.
- Report cards
- Curriculum writing process.
- Lesson plans aligned to curriculum.
- Graduate follow-up surveys
- Ethical-use policy for use of technology, equipment, and software
- Inventory list of instructional hardware and equipment used by both teachers and students.
- List of classroom and library reference materials
- The school's short-range and long-range technology plans, including the review schedule and procedures for review of the plans.

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the

condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- Examples of teachers using technology as an instructional resource
- Examples of student use of technology as a learning tool
- Peer or mentoring opportunities and interactions
- Recognition of teachers regarding instructional practice
- Examples of improvement to content and instructional practice resulting from collaboration
- Student-led conferences
- Analysis of test score data

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. Indicate resources used in the construction of the curriculum.

Good Shepherd Lutheran School adheres to the Oklahoma Academic Standards and has integrated them into our comprehensive Curriculum Guide, spanning from PreK to 8th grade. This curriculum is enriched by our faith-based approach, where religious instruction is seamlessly woven into the academic standards. In addition to meeting or surpassing state requirements, we prioritize addressing the unique needs of each student, offering remediation as needed, and providing enrichment opportunities for those who excel academically.

2. Describe the integration of the Lutheran faith into the curriculum.

The integration of the Lutheran faith into our curriculum is at the core of our educational approach. Every subject, from math to history, is infused with Christian values and teachings, providing students with a holistic understanding of the world through the lens of their faith. Our curriculum includes dedicated time for religious studies, where students explore Scripture, engage in prayer, and participate in discussions that deepen their understanding of Lutheran theology and doctrine. Beyond formal instruction, the Lutheran faith permeates every aspect of school life, shaping our interactions, community service projects, and extracurricular activities. Through this intentional integration, we strive to nurture students' spiritual growth, equipping them to live out their faith with conviction and compassion in all aspects of their lives.

3. Describe the curriculum changes implemented in the school during the past three years and the impact of these changes related to student learning.

Over the past three years, Good Shepherd Lutheran School has implemented several curriculum changes aimed at enhancing student learning and ensuring alignment across grade levels. Led by Mr. Gary Kuschnerreit, whose expertise in curriculum development has been instrumental since the school's inception in 1999, our curriculum continues to serve academic excellence. One significant addition to our curriculum has been the incorporation of Studies Weekly (Oklahoma Edition) for social studies and science instruction in Kindergarten through 6th grade. This engaging newspaper format has not only increased students' enjoyment of these subjects but has also led to improved learning outcomes. We have also integrated a new curriculum in Math, Physical Education, and Health. Our commitment to refining curriculum alignment across grade levels has ensured that each year builds upon the skills acquired in the preceding years, providing a cohesive and comprehensive educational experience for our students. These curriculum changes have had a tangible impact on student learning, fostering a deeper understanding of core subjects and preparing students for success in higher levels of education and beyond.

4. Describe the predominant teaching methods most often used by teachers in the classrooms.

Teachers at Good Shepherd Lutheran School employ a diverse range of teaching styles tailored to individual student needs and grade levels. Differentiated instruction is a primary focus, ensuring that lesson plans and activities cater to each child's unique learning style. Hands-on experiences are emphasized through the use of learning centers across all grade levels, recognizing that students learn best through interactive engagement.

Regular assessments are conducted to identify students' learning styles, abilities, and challenges, with a particular emphasis on assessing attitudes toward learning, especially in elementary and middle school grades. The overarching goal of teaching is to set precise academic objectives infused with Christian values, fostering positive attitudes, and establishing high expectations for every student.

5. Describe how teachers communicate and collaborate to ensure continuity and student success.

At Good Shepherd, we emphasize the importance of collaborative opportunities in fostering the holistic development of our students academically, socially, and spiritually. Given the diverse range of ages and abilities at Good Shepherd Lutheran School, collaborative efforts enable teachers to gain insights into the individual needs of all students. Despite being a small

school, our teachers are deeply invested in the well-being of every child, demonstrating care and concern regardless of whether they are directly responsible for their education.

Collaboration is not confined to scheduled meetings but permeates throughout our school day, beginning with devotions and extending into various interactions such as during lunch breaks, recess supervision, and even after-school hours. These discussions predominantly revolve around student needs and how teachers can best support them. Our lead administrator is kept informed of these collaborative efforts, ensuring alignment with our school's objectives. While written documentation of teacher collaboration may pose challenges, efforts will be made to provide documentation where possible.

6. How does the school accommodate students with unique differences and learning potential?

At our school, we are deeply committed to accommodating students with unique differences and learning potential, ensuring that every individual receives the support they need to thrive academically and personally. Volunteers regularly visit our school to conduct reading sessions or provide tutoring for students who require additional support, supplementing the efforts of our dedicated teaching staff. Teachers extend their commitment beyond regular hours by offering after-school tutoring sessions, demonstrating their unwavering dedication to every student's success. We prioritize accommodating individual differences by customizing lessons and activities to address the needs of both challenged and advanced learners, fostering an inclusive learning environment where every student can excel. One notable initiative is our tailored reading program, developed by the teaching staff and fully approved by our lead administrator. This program, conducted in the afternoons, assigns teachers to instruct different proficiency groups based on individual reading proficiency rather than age or grade level. By doing so, teachers can focus on meeting the needs of struggling readers without neglecting the needs of advanced readers, resulting in significant improvements in student learning outcomes. Additionally, our individual instruction teacher provides targeted support to students facing unique challenges in specific areas of their learning, ensuring that every student receives the personalized attention and assistance they need to reach their full potential. Through these initiatives and practices, we strive to create an inclusive and supportive learning environment where every student feels valued, respected, and empowered to succeed.

7. Describe the process of recording and reporting learner progress to parents or guardians.

- **Parent-Teacher Conferences:** We conduct two parent-teacher conferences each school year. The first conference will be held in October, coinciding with the issuance of the first report card. The second conference typically takes place in February or March. During these meetings, our teacher and parent discuss the student's progress, review the report card, and examine examples of student work. Strategies to support the child's development based on their strengths and weaknesses are also explored.
- **Communication with Parents:** Daily assignments and test results are regularly sent home for parents to review. Occasionally, tests are returned to be included in student portfolios for future assessment. Our teachers maintain an "open door" policy, encouraging parents to address any questions or concerns as they arise rather than waiting for scheduled meetings.
- **Informal Discussions During Student Pick-Up:** Since only a few students are enrolled in our before- and after-school care program, teachers are available during student pick-up times to engage in informal conversations with parents. These interactions provide opportunities for teachers to report on missing assignments and student behavior and highlight positive achievements such as improved performance on assignments and tests. When addressing any concerns, teachers strive to conclude the discussion on a positive note.
- **Iowa Test of Basic Skills (ITBS):** In April, students in Grades 1 through 8 take the ITBS to assess their progress compared to peers in the same grade level. The scores obtained from these tests inform curriculum planning and improvement efforts. While the results are typically received after the end of our school year, we plan to discuss them with parents during the first conference of the following year.

8. Describe the instructional materials, other than textbooks, that are used regularly by teachers and students.

In addition to textbooks, our teachers and students regularly utilize a diverse array of instructional materials to enrich the learning experience. Laptops and iPads are integrated seamlessly into lessons, providing access to interactive digital resources and educational apps that cater to diverse learning styles. Wall charts and posters visually reinforce concepts and foster a

stimulating classroom environment. Hands-on learning is facilitated through manipulatives, encouraging tactile exploration and conceptual understanding. The Bible serves as a foundational text, guiding spiritual growth and reflection. Newspapers and CDs/DVDs offer real-world context and multimedia experiences, enhancing comprehension and critical thinking skills. A dictionary stands as a reliable resource for expanding vocabulary and language mastery. Teacher-made center activities, online and offline games, and flashcards promote active participation and collaborative learning. Art supplies such as crayons, paste, and scissors enable creative expression, while maps and globes facilitate geographical exploration. Commercial games and reading resources online diversify learning opportunities, catering to individual interests and abilities. Field trips provide firsthand experiences that complement classroom instruction, fostering a deeper understanding of the subject matter. Additionally, resources such as Scholastic Magazine and math resources online further enrich the curriculum, ensuring a dynamic and comprehensive educational experience for all students.

9. How are students provided with access to resource materials that enhance learning?

Students are provided with access to a wide range of resource materials that enhance their learning experience through various channels within our school. Our school library offers a diverse collection of books and reference materials catering to different interests and reading levels. Additionally, each classroom is equipped with its own library, ensuring convenient access to age-appropriate reading materials that complement the curriculum and foster a love for reading. Students have access to computers, enabling them to explore digital resources, conduct research, and engage in interactive learning activities. Field trips provide opportunities for experiential learning, allowing students to connect classroom concepts with real-world experiences. Centers within the classroom offer hands-on activities and manipulatives that reinforce key concepts and promote active engagement. Participation in reading contests not only encourages literacy skills but also instills a sense of competition and motivation to excel. Through these various avenues, students are empowered to access resource materials that enhance their learning, fostering intellectual curiosity, critical thinking, and lifelong learning habits.

10. How do teachers use instructional materials to communicate the Christian faith?

Teachers employ a variety of instructional materials to communicate the Christian faith effectively within our educational environment. Through thoughtful discussions, students engage in dialogue about our faith, exploring its significance and relevance to their lives. Letter-writing activities provide opportunities for students to express their thoughts and reflections on Christian principles and values. Memory work, focusing on passages from the Bible and other Christian works, helps students internalize essential teachings and scriptures. Writing assignments allow students to articulate their beliefs and personal experiences related to their faith. Posters and charts adorned with biblical verses and Christian symbols serve as visual reminders of God's presence and guidance. Daily behavior incentives encourage students to exemplify Christian virtues such as kindness, compassion, and respect in their interactions with others. Bibles are utilized as foundational texts, guiding students in their spiritual growth and understanding of Christian doctrine. Through the strategic use of these instructional materials, teachers effectively convey the principles of the Christian faith, nurturing students' spiritual development and fostering a deeper connection to their religious identity.

11. Describe how students who struggle academically are supported.

Our school employs various strategies to support our students who struggle academically, ensuring that they receive the help they need to succeed. Here are our approaches:

- **Individualized Education Plans (IEPs) or 504 Plans:** Our school, in coordination with Mid-Del Schools, develops individualized education plans (IEPs) or 504 plans for our students with learning disabilities or other special needs. These plans outline specific accommodations, modifications, and support services tailored to our student's needs, such as extended time on tests, preferential seating, or access to assistive technology.
- **Response to Intervention (RTI) Programs:** RTI programs provide a tiered system of support for our students who are struggling academically. These programs typically involve three tiers: (1) universal screening and high-quality classroom instruction for all our students, (2) targeted interventions for our students who require additional support, and (3) intensive interventions for our students who continue to struggle despite targeted support.
- **Tutoring and Academic Support Services:** Our school offers tutoring programs and academic support services to provide our struggling students with extra help outside of regular classroom instruction. This is accomplished with one-on-one tutoring, small group instruction, or after-school academic support.

- **Differentiated Instruction:** Our teachers employ differentiated instruction techniques to meet the diverse learning needs of our students in their classrooms. This involves adapting teaching methods, materials, and assessments to accommodate our students with varying academic abilities, learning styles, and interests.
- **Peer Tutoring and Mentoring Programs:** Our school implements peer tutoring or mentoring programs in which our academically successful students provide assistance and support to their peers who are struggling academically. The program helps our struggling students build confidence, improve their skills, and develop positive relationships with their peers.
- **Parental Involvement and Communication:** Our school encourages parental involvement in their child's education and maintains open lines of communication with our parents regarding their child's academic progress and any areas of concern. This involves regular progress reports, parent-teacher conferences, and opportunities for our parents to support their child's learning at home.
- **Specialized Instructional Interventions:** For our students with significant academic challenges, we provide specialized instructional interventions designed to address specific skill deficits or learning difficulties. This includes targeted instruction in areas such as reading, math, or executive functioning skills.
- **Social and Emotional Support:** Our school recognizes that academic struggles can often be linked to underlying social or emotional issues. Therefore, we provide social-emotional learning programs, counseling services, and access to mental health professionals to support our student's overall well-being and address any barriers to academic success.

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach the required documentation.

- Curriculum documentation is developed and implemented for every grade level for religion, mathematics, science, reading, language arts, social studies, world languages, art, music, physical education, and any other subject taught. (Early Childhood Centers need not segment learner outcomes into specific subject areas.)
- A current schedule is prepared for each classroom or teacher, indicating clearly when subjects (activities) or classes are taught and during what periods.
- Provide a chart illustrating the semester/yearly instructional minutes of all content offered, the percentage of each school week allocated to each subject (activity) at each level, including a comparison with state guidelines (If your state does not have minute requirements, provide all other information, and note there are no state requirements).
- Analysis of the results of standardized tests administered for each grade level (required for 3rd Grade and above) for the past three years, including a description of how this information is used to evaluate and improve student learning, is provided.

Required Indicators of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

5:01* The teaching of the Christian faith is recognized as the major purpose of the school, is allotted appropriate time in the daily schedule, and is integrated intentionally throughout the curriculum and instruction.

- YES
- NO

Identify and list supporting Evidence or Practices:

The teaching of the Christian faith is not only recognized as our major purpose but is also woven intentionally throughout every aspect of our daily schedule and curriculum. Dedicated time is allotted in our daily schedule for religious studies, allowing students to delve into Scripture, engage in prayer, and explore the principles of their faith. Christian values and teachings are seamlessly integrated into all subjects and instructional activities, ensuring that students develop a deep understanding of how their faith relates to every aspect of their learning. By incorporating our Christian faith into our curriculum and instruction, we strive to empower students to grow spiritually, intellectually, and morally, preparing them to lead lives guided by their faith long after they leave our classrooms.

Comments:

N/A

5:02* Curriculum documentation is developed and provided for religion, mathematics, science, reading, language arts, social studies, world languages, art, music, physical education, and any other subject taught by the school. (Early Childhood Centers need not segment learning outcomes into specific subject areas.)

YES

NO

Identify and list supporting Evidence or Practices:

We have a comprehensive curriculum documentation program that is developed and provided for every subject taught, ensuring clarity, consistency, and alignment with our educational goals. From religion to mathematics, science, reading, language arts, social studies, art, music, and physical education, each subject area is planned and documented to facilitate effective teaching and learning. These curriculum documents outline the scope and sequence of learning objectives, instructional strategies, assessment methods, and resources utilized in each subject. By providing educators with structured guidelines and resources, we ensure that instruction is purposeful, cohesive, and tailored to meet the diverse needs of our students. Through this commitment to rigorous curriculum documentation, we uphold the highest standards of excellence in education and empower our students to achieve their fullest potential across all academic disciplines.

Comments:

N/A

General Indicators of Success

General Indicators of Success help the school quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee using the criterion below with the corresponding point value. A written response is required for every indicator in the "Comments" section.

Highly Functional (4) — This is an area of outstanding strength of the school. It not only meets ALL the benchmarks related to the General Indicator of Success but is supported by extensive documentation and/or observable practices that exceed expectations related to the indicator. This indicator establishes practices for other Lutheran schools to consider. The Validation Team verifies that these practices and/or documentation exceed the Operational (3) level.

Operational (3) — This is the expected rating for a strong Lutheran school. ALL benchmarks must be met completely for this indicator to be considered Operational. The condition is supported with documentation and/or observable practices that support the rating.

Emerging (2) — Improvement is required in this area. If one or more benchmarks are not fully met, the rating must be Emerging. This indicator is recognized as important by the school but is inconsistently applied. Any benchmark not fully met must be addressed in the School Action Plan.

Not Evident (1) — There is observable conflict or deficiency with this indicator at the school. A majority of the expected benchmarks are not met or addressed with sufficient practice, evidence, or documentation. This rating may result in the assignment of Provisional Status. This must be addressed in the School Action Plan.

5:03: The school community builds and maintains a vision, direction, and focus for student learning.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

- The school prepares students for the next level of education and life.
- The school aligns its goals, curriculum, and measures to those of the next level so that students transition successfully.
- The school quantifies, tracks, and publicly celebrates student success.
- School leaders monitor and support the improvement of instructional practices used by teachers to ensure student success.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4) Operational (3) Emerging (2) Not Evident (1)

Identify and list supporting Evidence or Practices:

- Our dedicated teachers diligently adhere to our written curriculum, ensuring that students are well-prepared for their next educational level and future endeavors.
- Our administrators actively monitor and support instructional practices employed by teachers through various means, including providing professional development opportunities, participation in Lutheran Schools Conferences, access to up-to-date technology, implementation of programs aimed at enhancing learning, and an evaluation process that enables the integration of new materials or curriculum.
- Student achievements and successes are celebrated and showcased through publicly displayed bulletin boards and displays, fostering a culture of recognition and encouragement within our school community.

Comments:

This section was included in our 2018 NLSA School Action Plan.

Concern: More intentional work must be done to map the curriculum across the grade levels.

Action Taken: We are currently mapping our curriculum.

5:04: The school’s Christ-centered curriculum provides challenging learning experiences and ensures that students have sufficient opportunities to develop life skills, critical thinking skills, and applied learning.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the “operational” level. Place an “X” in the boxes below which currently apply to the school.

- The curriculum is aligned with delineated standards.
- The curriculum is documented, assessed, monitored, and challenges all students.
- The curriculum reflects research, best practices, and high standards in education, and it is designed to ensure that every student receives Christ-centered, rigorous, and sequential academic preparation.
- The curriculum is aligned with LCMS teachings.
- The curriculum ensures that students can pursue their God-given talents and passions.
- The curriculum is used as an opportunity to proclaim the Gospel.

Place an “X” in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4) **Operational (3)** **Emerging (2)** **Not Evident (1)**

Identify and list supporting Evidence or Practices:

- Good Shepherd Lutheran School aligns its curriculum with both Oklahoma State Standards and national standards, collaborating with other Lutheran schools to establish comprehensive standards suitable for all students.
- Our curriculum guide is a comprehensive document outlining our standards. It guides teachers in seamlessly integrating the Christian faith throughout the educational day.
- Students undergo periodic assessments through various forms of testing, including weekly, quarterly, and end-of-year assessments. Additionally, the Iowa Test of Basic Skills (ITBS) is administered annually in April.
- Emphasizing best practices and high standards, teachers frequently assess students to tailor instruction effectively. This commitment is evident as teachers engage with students individually, either assisting them around the classroom or providing privacy at our teacher's desk. Employing diverse teaching methods to accommodate various learning styles, teachers prioritize compassion, embodying Biblical principles such as patience and kindness.
- Pastor is available to address inquiries and assist with aligning teachings with LCMS principles.
- Students showcase their diverse talents, including art, music, and writing, which are prominently displayed throughout our school. These talents are highlighted during events such as the Christmas program, Sunday singing for the congregation, and the Spring Sing.
- Our curriculum offers students ample opportunities to proclaim the gospel of Jesus Christ, fostering discussions on Christianity's relevance to various aspects of life. Encouraged to ask questions and engage in dialogue, students express their faith through activities such as drawing, writing, and group discussions, reinforcing the significance of Jesus' sacrifice on the cross in their lives.

Comments:

This section was included in our 2018 NLSA School Action Plan.

Concern: The state-mandated time for P.E. must be met for each grade level.

Action Taken: We now have a part-time P.E. teacher, and each student receives more than the mandated time for P.E.

5:05: Teachers use instructional strategies that engage students and ensure mastery of learning expectations.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

- Teachers implement classroom instructional strategies that provide students with the knowledge, creativity, skills, and understanding to become problem solvers, decision-makers, and responsible Christian citizens.
- Classroom instruction involves teaching strategies and settings that address diverse student needs and accommodate individual learning styles as fully as possible.
- Evidence of active student engagement exists in every classroom.
- Service learning is a component of the school's required program.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4) **Operational (3)** **Emerging (2)** **Not Evident (1)**

Identify and list supporting Evidence or Practices:

- Assignments are tailored to accommodate the diverse needs of our students. Teachers strive to provide challenges for advanced learners while adjusting tasks for those requiring remediation or those who work at a slower pace. Employing a variety of learning modalities, such as music and art, teachers ensure that all students are engaged. For instance, students may learn the books of the Bible or parts of speech through song.
- Lessons incorporate technology, writing exercises, and partner reading to cater to different learning preferences. Students are given the flexibility to work independently or collaboratively based on their preferences.
- Engaging in service projects forms an integral part of our curriculum, including initiatives such as food drives and offerings for missions. Each year, we collect offerings during chapel time to support various mission projects, fostering a spirit of giving and community service among our students.

Comments:

At Good Shepherd Lutheran School, our teachers employ a variety of instructional strategies to ensure that students are actively engaged and able to master learning expectations. Assignments are tailored to accommodate the diverse needs of our students, with teachers providing challenges for advanced learners while adjusting tasks for those requiring remediation or extra support. By incorporating various learning modalities, such as music and art, teachers ensure that all students remain engaged in the learning process. Lessons are enriched with technology integration, writing exercises, and partner reading to cater to different learning preferences, offering students flexibility in working independently or collaboratively. Additionally, engaging in service projects is integral to our curriculum, fostering a spirit of giving and community service among our students. Mrs. Lynn Cunningham, our individual instruction teacher with 37 years of teaching experience, works closely with students in areas where they may be struggling, providing individualized or small-group support using the curriculum provided by their teachers. Through these tailored approaches, our school ensures that every student has the opportunity to thrive academically, socially, and spiritually.

5:06: Teachers intentionally communicate and collaborate to improve instruction and student learning.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

- Teachers regularly participate in staff development activities designed to provide professional growth, improve instruction, and enhance student learning.
- Teachers pursue opportunities to interact with colleagues, seeking ways to improve.
- Teachers work together to share responsibility for student learning.
- Teachers regularly share content, resources, instructional techniques, and management skills.
- School leaders empower teachers with time and resources that facilitate opportunities for communication and collaboration.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4) **Operational (3)** **Emerging (2)** **Not Evident (1)**

Identify and list supporting Evidence or Practices:

- Teachers at our school actively engage in various activities to foster their professional growth and enhance student learning. This includes participating in professional development sessions, attending Lutheran school conferences, and engaging in an evaluation process that facilitates the adoption of new materials or curricula, such as the yearly construction of preschool and elementary curricula. Documentation of their professional development endeavors is maintained in their personnel files.
- Collaboration among teachers is paramount to our educational approach. Through activities like field trips and informal discussions during shared planning times, teachers exchange insights and ideas related to all areas of the curriculum and student development. We prioritize providing dedicated time for teachers to collaborate effectively, fostering an environment where creativity flourishes, and continually seeking enrichment opportunities for students.
- Regular meetings among teachers serve as valuable forums for discussing lesson plans, sharing best practices, and addressing everyday challenges. By collaboratively designing the curriculum, teachers integrate diverse perspectives and expertise, enriching the learning experience for students.
- Peer observation and feedback are integral parts of our professional development culture, offering educators valuable insights into their teaching strategies and areas for growth.
- Through professional learning communities, teachers have ongoing opportunities for professional development and the exchange of best practices. Research consistently highlights the positive impact of teacher collaboration on student achievement and engagement levels, reaffirming our commitment to fostering a collaborative learning environment.

Comments:

N/A

5:07: Technology enhances and enriches the students' learning environment.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

- Faculty members are users, instructors, and participants in the process of engaging technology with the learning process in schools.
- Faculty members acquire the necessary technology skills to use personally and integrate and guide student learning.
- Clear and intentional planning and protocols for technology are in place.
- Technology enhances curriculum, instruction, and assessment and is used by teachers to personalize, enhance, and improve instruction.
- Student technology is monitored and filtered to promote appropriate integration of technology into the learning process.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

- Highly Functional (4)** **Operational (3)** **Emerging (2)** **Not Evident (1)**

Identify and list supporting Evidence or Practices:

- Good Shepherd has recently made significant investments to improve technology infrastructure across the entire school. Over the past three years, upgrades to the network wiring and our mainframe have been completed, ensuring reliable internet access for all staff members throughout the building.
- Each classroom has a large smart television that is connected to the Internet and to classroom computing devices to enhance instructional capabilities.
- Our IT provider installed an anti-viral firewall and is responsible for securing our school network and ensuring the safety and integrity of our digital environment.
- Teachers at Good Shepherd Lutheran School actively integrate technology into various disciplines, enriching students' learning experiences. Even our Pre-K students benefit from interactive learning games designed to reinforce concepts such as colors, shapes, the alphabet, and numbers.

Comments:

N/A

5:08: Curriculum, instruction, and assessment are regularly monitored and adjusted through the collection and analysis of data-driven information.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

- The school monitors, reviews, evaluates, and modifies its curriculum based on the use of school-wide student data that is generated by multiple tools and surveys.
- Multiple forms of student assessment drive instructional strategies.
- Student learning is monitored, tracked, recorded, and reported regularly and continuously during the time the student is enrolled at the school.
- A comprehensive program that examines student achievement with frequent progress monitoring is used to personalize instruction for student success.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

Highly Functional (4) **Operational (3)** **Emerging (2)** **Not Evident (1)**

Identify and list supporting Evidence or Practices:

- Our school demonstrates a commitment to continuous improvement by closely monitoring, reviewing, evaluating, and adapting its curriculum based on comprehensive student data obtained from various tools and surveys.
- Various forms of student assessment inform instructional strategies, ensuring that teaching methods are tailored to meet the diverse needs of learners.
- Student progress is monitored, tracked, recorded, and reported from enrollment to graduation, allowing for personalized support and intervention as needed.
- A program is in place to assess student's readiness for the next level of education, comparing their current achievements with the expected outcomes.
- Both the administrators and teachers actively engage in the ongoing monitoring, review, evaluation, and modification of the curriculum, utilizing assessment data from regular assessments, unit assessments, and standardized tests.
- Students undergo assessments following each unit of study, enabling teachers to adjust teaching strategies and allocate instructional time effectively to ensure a comprehensive understanding of the material.
- Student learning is systematically monitored and tracked through a variety of assessment methods, including standardized testing, such as the IOWA Tests of Basic Skills, weekly assessments, unit assessments, observations, and daily assignments.

Comments:

This section was included in our 2018 NLSA School Action Plan.

Concern: A formal and comprehensive analysis of the Iowa Test of Basic Skills (ITBS) must be completed to drive instruction appropriately.

Action Taken: We are now performing a formal and comprehensive analysis of our ITBS results.

Summary and Response Actions

Summary and response actions related to the school's strengths and items needing improvement are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. Are the Required Indicators of Success met for Standard 5?

YES

NO

B. Based on evidence, what are the strengths of the school related to Standard 5?

One of our administrators at Good Shepherd Lutheran School possesses a master's degree in curriculum development. Our school aligns with the latest standards set by the State of Oklahoma, infusing our Christian values into the curriculum to enhance our academic program.

C. Based on the evidence, what are the challenges of the school related to Standard 5? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.

N/A

D. What is the school's average rating for all General Indicators of Success for Standard 5, rounded to the nearest tenth?

STANDARD	RATING
5:03	3
5:04	3
5:05	4
5:06	3
5:07	3
5:08	3
Total:	19
Average: (Total ÷ 6)	3.2