



Okinawa Christian School International

Since 1957



Okinawa Christian School International Self-Study Report

**Submitted to the Association of Christian Schools
International and to the Accrediting Commission of the
Western Association of Schools and Colleges**

October 2006

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Okinawa Christian School International

School History

Since 1957, Okinawa Christian School International has been providing quality Christian education on the Japanese island of Okinawa. Our primary focus has been the English speaking, international community on Okinawa. The majority of our student body is Asian / bi-racial. Over 85% of our students come from non-Christian homes and many of these remain here as long-term residents. The school is an ideal place to introduce large numbers of children and their families to the gospel of Jesus Christ. God has used OCSI to evangelize thousands of children, with many giving their lives to Christ. Throughout the years OCSI has stayed true to its roots, never compromising Christian principles, while at the same time maintaining high academic standards.

In its earliest year the school was located near Urasoe in southern Okinawa, but in 1995 the school was relocated to its present location in Yomitan village. Now serving out of an impressive \$13,000,000 facility, students are able to enjoy the benefits of learning in a modern facility. Equipped with two libraries, three computer laboratories, a science lab, and a home economics room Okinawa Christian School is able to offer its students an environment that is both aesthetically pleasing and functional. For physical training and development the campus offers, a regulation sized gymnasium, a soccer field and two elementary playgrounds.

Now serving over 350 students Okinawa Christian School has maintained its vision and mission to share the gospel of Jesus Christ through Christian education. With over 60 committed believers serving on its faculty and staff, OCSI strives to provide students with a learning experience that is both academically challenging and spiritually inviting. As directed by the Holy Spirit, this school will continue to minister to the needs of students and families here in Okinawa by making quality Christian education available to as many students as possible.

Okinawa Christian School International Accreditation Committee Members

Steering Committee:

1.0 Philosophy, Goals, and Mission

*Randal Hadley, Tracy Bezner, Angie Calareso

2.0 School Organization

*Tracy Bezner, Katsuji Miyagi, Yoko Uehara, Suellen Hadley, Clainetta Jefferson

3.0 School, Home, and Community

*Mary Jo Wilson, Shu Aoki, Jessica Rhode (student leader),
Ikuko Hogue

4.0 School Personnel

*Cleopatra Thomas, Nancy Perete, Michael Wilson,
Randal Hadley

5.0 Instructional Program

OCSI Faculty and *Donna Russell

6.0 Library, Media Resources, and Technology

*Cindy Prindle, Gay Greninger, Regin Rodriguez

7.0 Student Services

*Suellen Hadley, Rumiko Nakasone, Beth Rodriguez,
Patrice Wheeler, Masako Migita

8.0 Support Services

*Etsuko Oechsle, Sayoko Shinjo, Takamori Miyagi,
Donna Russell

9.0 School Facilities

*Clainetta Jefferson, Max Cruzado, David Lacar

10.0 School Improvement Plan

***- Chairperson of the committee**

1.0 PHILOSOPHY AND FOUNDATIONS

ASSAP

Self-Study

1. Describe how the school's philosophy, mission, vision, and core values were developed.

a. How was the school community involved in the writing, revision, and/or review?

After studying several examples of the philosophy of Christian education, the Philosophy and Foundations Committee wrote a rough draft for revising the philosophy, mission, and vision. It was then scrutinized and re-written by the committee several more times. It was then taken to the administrative committee who made further revisions, before it was presented to the teachers where input was received and changes were made. There was input from a Christian parent who made recommendations leading to more revision. Finally the board made final review, revision and approval. The core values were developed in much the same way, starting with a committee then moving on to administration, with final approval by the board.

b. What issues of concern, if any, were identified in the development, revision, and/or review of the philosophy?

Most of the discussion concerning philosophy concerned the best way to communicate the concepts to various audiences. The major part of the concern was with writing the mission statement. Who is the target of our mission? Is our school only for internationals? Is it only for college prep? Our discussion emphasized the need for us to broaden the group of people we can serve.

c. What student learning expectations have been included in the core values?

Our core values are developed around four main areas of development: spiritual, academic, social, and physical. See attached ESO statements

2. What is the schedule for review of the school's philosophy statement?

The board reviews it annually. It is looked at thoroughly in the accreditation process every three years.

3. Describe the process used to evaluate the school's effectiveness in meeting its stated philosophy, vision, and mission:

- a. At the board level.
- b. By the administration, faculty, and staff.
- c. With students and parents.
- d. With the greater school community.

The board administration, faculty and staff begin each year by placing the philosophy of the school before them. They then proceed with decision making in light of that philosophy. An evaluative look at our program is made throughout the year to see how we are achieving our goals, which are derived from our philosophy. We send out surveys to parents, teachers, and students to give us feedback on their perspective.

4. How are current school families informed and educated in an ongoing way about the school's philosophy?

It is communicated to them at the original entrance interview. It is placed in the handbooks and on the web page.

5. How are all school personnel oriented to the philosophy, vision, and mission of the school?

It is presented annually to the faculty in both teacher orientation and the Philosophy of Christian Education class. Teachers are urged to make the connection between philosophy, practice and school programs. It is placed in the teacher handbook.

6. List the documents and publications that include statements of the school's philosophy, vision, and mission. Indicate whom these publications are designed to serve.

Board Policy Manual

Teacher Handbook

Teacher Application

Parent Handbook

Web Page: for prospective teachers and those introduced to our school

7. After you review the philosophy question in each of the self-study sections, comment on how effectively your school has integrated the philosophy into the school's programs and operations.

Because we follow the dictates of our philosophy when hiring personnel, and review our philosophy with them through meetings and devotions, our programs are run in a manner consistent with our philosophy. Our teachers are concerned for the spiritual well being of the child as well as the academic. We see the goal of discipleship reached for in every program rather it is sports, drama, or algebra. Our purpose is kept before us. The question of why are we doing this is asked often.

8. As you consider spiritual formation, decide what programs and activities encourage the students to integrate their biblical worldview with daily walk and service.

All courses strive to do this in both the written and living curriculum (the teacher as an example). However, it is especially focused with chapel and Bible classes, our NHS program which seeks to promote character and service, sports, in our elementary service projects, and in our discipleship groups such as FATS, STRONG, and individual discipleships groups led by coaches, teachers, and students.

9. What are the indicators you use to determine the spiritual health of your school?

We do this primarily by personal observation and interaction with one another. We are currently working on a survey that will help us to receive more feedback in this area.

Major Strengths and Needed Improvements

Strengths:

The mission, vision and philosophy statements were just revised with much scrutiny. They are sound documents based on biblical principles that will be effective for guiding us.

Needed Improvements:

We need to take a more deliberate look at these documents throughout the year to make sure that we have not strayed from them. They need to be more deliberately referenced when decisions are being made.

We need to continue to develop more tools to help us assess how well our philosophy is being implemented and our mission and vision are being fulfilled.

Our ESO statements need to be re-written so that they are more well defined and measurable and widely published in the school community.

We need to finish the development of a survey that will help us to measure spiritual health.

2.0 SCHOOL ORGANIZATION

ASSAP

Self-Study

2.0 ADMISSIONS

Admissions: Policies and Procedures

- 1. When was the written admissions policy last revised, and what changes were made? Who was involved in reviewing the admissions policy?**

While the board admission policies have not changed in recent years, the administrative committee has refined the interpretation of the policy in 2005/2006 school year to reflect the emphasis on literacy skill development or English proficiency. For example, students seeking admission may now be required to take a reading assessment as part of the admissions process.

- a. What issues, if any, need to be addressed regarding admissions?**

We have addressed the issue of literacy requirements for admission. In the future we expect this requirement to be reviewed, due to the shifting demographics of those requiring international education. As the military reduces its numbers significantly, we expect to have a greater percentage of Japanese students.

- b. How are applying families/students made aware of the mission of the school?**

It is printed in the front of the parent handbook, which is issued to all families.

- 1. How are entrance examinations and other student records used in the admissions process?**

We give a reading assessment and look at records from the previous school, especially grades, achievement test scores, and special services received.

- 2. Describe the school's procedures for assuring that admissions policies are followed.**

The interviewing principal is responsible for following the procedures. The office staff cannot accept registration until an application is signed by the principal and a grade level assigned.

- a. How successful have these procedures been?**

We have had a few mistakes, in which the office staff accepted registration for a student who had not yet met all the requirements and whose application had not been signed by a principal. Most of the time, however, these procedures are successful in making sure we and the families have all the needed information and we are reasonably sure the student will be successful in our school. If there is a concern, the student is put on academic or conduct probation, with an agreement signed by the student and parents.

b. What procedures are in place to assess newly enrolled families/students for their adjustment to and satisfaction with the school?

The counselor meets with new secondary students regularly during their first year. Elementary teachers are aware of any adjustment problems in their classes. During orientation at the beginning of the year and other parent conferences, the teachers have opportunity to assess the general satisfaction of the new families.

3. What individual or group generally makes the final decision regarding admissions? How does the school ensure that this individual/group has adequate information to make a decision?

After reviewing all the required documents, testing the student, and interviewing both the student and the parents, the principal makes the final decision for admission. In a questionable case – i.e. there is some concern regarding past behavior or school performance – the application is referred to the administrative committee.

a. To whom would an appeal of an admissions decision be directed?

The superintendent would hear any appeals.

b. What procedures are in place for dealing with the appeal of an admissions decision?

The education committee would review the appeal and make a recommendation to the superintendent or board.

4. What provision is made for scholarships, tuition assistance, or tuition reduction?

There is a needs based tuition discount plan.

a. How is eligibility determined and prioritized? Is an outside review group used to assess the level of need of families applying for financial assistance?

The business manager makes a recommendation to the administrative committee, based on paperwork the family has filled out regarding their need. He follows a chart of discount awarded according to the income and expenses of the family.

b. What individual or group makes the decision about who receives assistance?

The administrative committee, upon review of the recommendation by the business manager, makes the decision.

c. What are the major needs of the financial aid program?

We need to increase funding for the program so that more families can be assisted. We also need to make families aware that financial aid is available.

5. What evidence exists that the school is meeting the needs of all students who are admitted?

Generally speaking, we maintain small class sizes, so that teachers can give some individualized instruction and meet the needs of students learning English. Standardized test scores reveal that our students are at or above average in achievement.

6. International schools only: How do government policies regarding admissions of host country nationals impact the school's admissions policies?

While there has been significant restriction in the past, in recent years the local governments have relaxed these restrictions. A Japanese family is required to report to the local ministry of education their plan of sending their child to an international school. The education ministry of the local municipal offices keeps records of school enrollment. In some cases, they require an attendance report and grades.

2.0 SCHOOL GOVERNANCE

Organization:

1. Describe the structure of the school board/committee/entity

The governing body of Okinawa Christian School International is a seven-member board made up of the superintendent and six missionaries or full time Christian workers who live on the island of Okinawa.

2. List the spiritual qualifications for board membership.

Members of the Board must be evangelical missionaries, pastors or other full time Christian works such as chaplains or Christian education directors. They must be members of the Okinawa School Mission; therefore, they must subscribe to and support the doctrinal statement of the school.

a. Identify other criteria in the board member selection process.

No more than two members of the Board of Directors can be from the same mission or denomination.

b. What is the term of office for board members and board officers?

The board members serve a two-year term and may be re-elected up to two times for a total of six years consecutively. A board member is eligible to be re-elected after serving for six years only after a one-year break from the board.

3. Describe the selection process of board members. Evaluate the effectiveness of the process and note any trends and/or patterns.

The board forms a list of potential candidates or forms a nominating committee to do so. Each candidate is contacted and if willing to serve is asked to provide a resume that is given to the Okinawa Christian School Mission at large during the annual meeting. Additional nominations for board members may also be made from the floor during the annual meeting. Finally, the Okinawa Christian School Mission elects the board members during the annual meeting. This system seems to be working well. New missionaries are frequently considered for election, resulting in a good mix of veterans remaining on the board along with new members joining the board.

4. Describe your plan for orientation and ongoing training of board members.

Immediately following the annual meeting of the Okinawa Christian School Mission the returning board members and newly elected board members hold their first meeting. This meeting is for orientation and to elect board officers for the coming year. Each member is given a board manual with the schools' policies and procedures for reference. The superintendent conducts further training for the board during each monthly meeting depending on the needs of the board.

5. Explain the policy regarding school employees and their spouses or other relatives serving on the board or school staff. Which of these relationships, if any, currently exist?

Currently, policy dictates that school employees cannot serve on the board, but their spouses may. As of the writing of this self-study, the spouse of one board member is employed as a teacher. The spouse of the superintendent is at present the acting secondary principal.

6. Assess the policy regarding the employment by the school of spouses or children of board members.

OCSI is a small school and inevitably situations of this type arise from time to time. It has not led to any problems or conflicts of interest in the past or present, and the Board of Directors does not think a change in current policy is necessary. The Board of Directors is mindful, though, of the potential for conflicts of interest and is open to exploring how to avoid this danger.

7. What is the board’s policy and procedure regarding the hiring of the chief administrator?

The superintendent is directly hired by and responsible to the Board of Directors. When a vacancy occurs the board announces and seeks candidates for the position. The Board forms a search committee to review applicants in order to find the most qualified candidates (usually considering at least 3 to 5). A candidate’s spiritual, academic, leadership and physical qualifications are carefully considered. The Board search committee interviews potential candidates and submits a final recommendation to the Board of Directors for approval.

a. What individuals have input regarding this process?

While other school administrators and faculty along with anyone belonging to the Okinawa Christian School Mission can input a name to be considered it is the board and current superintendent that have direct input into the process.

b. How does the process indicate the board’s commitment to hiring the best candidate?

The Board of Directors takes the lead in the hiring process, but makes every effort to hear from the members of the OCSM in order to cast the widest net possible. It usually takes several months to find the most qualified applicant, who is subject to an exacting application and interview process. Because the process is deliberate, somewhat slow, and prayerful, the Board of Directors believes it is a process which delivers the best superintendent possible- the superintendent that God has intended for the school.

c. How effective is the system of mission-appointed board members in operating as a link between mission administrations and the school?

Not Applicable

Functions

1. What are the board’s primary functions, and what evidence suggests that the board fulfills its role effectively?

The Board of Directors performs the duties of the trusteeship in relation to the Corporation both in the United States and Japan. The Board is responsible for the overall operation on the school, establishing written policies and providing guidance to the superintendent. The Board ensures that the philosophy, goals and purposes of the school are scripturally sound. The Board meets once a month during the school year and once during the summer to perform their duties. The Board Secretary keeps minutes of each meeting. Additional meetings are called if necessary. Board members are also appointed to Board committees (Finance, Education, and any other committees established by the Board), which meet on a monthly basis. Board members appointed to these committees serve as the chairpersons.

The Board prays, applies biblical principles and places the spiritual well being of the students, families and personnel above all things.

2. What is the role of the chief administrator in working with the school board, and what evidence suggests that the administrator and board work together effectively?

The chief administrator (the Superintendent) provides and explains a written monthly report to the Board about school operations, upcoming events, potential opportunities and dangers, etc. He provides additional background information for procedures and actions undertaken by the administrators of the school, in addition to information that Board members would learn from their work as chairperson(s) of the various Board Committees. The superintendent works with the Board to ensure that administrative and academic decisions are appropriate and consistent with existing policy and procedures in the school. He ensures that all necessary materials are available to Board members for their consideration.

3. How are Board members trained to understand the distinctives of a Christian philosophy of education?

Board members are given access to two books to assist them in serving on a Christian school board: Insights for Christian School Board Members and Serving God on the Christian School Board, both by Dr. Roy Lowrie. These books outline the role of the board in light of the Christian philosophy of education. The Board also periodically reviews the school's philosophy and objectives that reflect the Christian philosophy of education. A revision of the school's philosophy was made and adopted by the Board recently after considerable discussion of the various distinctives of Christian education. The Board of Directors are periodically led in studies of Philosophy of Christian Education by the superintendent during "Board Training" times that are scheduled to coincide with monthly Board meetings.

4. How does the Board demonstrate the application of biblical principles in dealing with issues and problems?

The Board sets the example in following scriptural principles when dealing with issues and problems. The principles found in Matthew 18 are followed throughout the school by written policy and by the faculty and staff's understanding and acceptance of its validity. Because of the Board's view of its primary function as the spiritual leaders of the mission and school, all discussions and decisions are made in light of scriptural principles.

5. Describe the code of ethics established for the school.

High ethical standards based upon scriptural teachings are woven into the policies and procedures that are followed in the school's operation and administration. Currently, there is not a single document that expresses the school's code of ethics as a whole. Faculty and support staff are provided with a document entitled, "Lifestyle Expectations for OCSI Faculty & Support Staff," which outlines Biblical principles for living and working. The

Board of Directors is currently considering the need for drafting a single document (policy) which would become the school's code of ethics.

6. Describe the process that the board uses to formally evaluate the chief administrator.

The evaluation of the Superintendent is based upon the job description listed in the policies adopted by the Board of Directors, the accomplishment of school goals, and the Superintendent's personal goals. Guideline Criteria are written in to the policies of the school, which give the Board direction in formulating final evaluative statements. The Board interviews the Superintendent with these Guidelines in mind, and then meets in closed session to consider the evaluation further. After this meeting the Board chair is tasked with producing a final, written evaluation that indicates strengths, weaknesses, and suggestions for improvement during the next year. Both the Superintendent and the Chairman of the Board of Directors must sign the final evaluation. Space is provided on this evaluation for the Superintendent to make whatever written comments he/she deems necessary and appropriate.

a. How often is this formal written evaluation done?

This evaluation is done annually.

b. How effective is this evaluation process?

It seems to be a highly effective evaluation process leading to both appropriate encouragement and praise for a job well done, while also providing adequate means to correct or draw attention to weaknesses in the Superintendent's job performance which might inhibit the growth and stability of the school. The Superintendent is active in the evaluation process by providing key information for the Board of Directors to consider, which prevents misunderstandings or hard feelings that might be poisonous to the evaluation process.

c. What changes, if any, are warranted in the process, and when might they be implemented?

The Board of Directors is currently reviewing a great number of school policies. While the Board is pleased with the policy as it currently stands, it will be reviewed during the 2006-2007 school year with any changes made by that time.

d. What steps are followed to address unfavorable evaluations?

A key element to the evaluation process, especially in regards to potentially unfavorable evaluations, is the written evaluation itself (which requires the superintendent's input regarding his/her personal goals, etc.) and especially the opportunity it provides the superintendent to provide feedback by adding his/her comments to the document after it is presented. The Board will review this policy, and attention will be paid to this item

with the view to determine its adequacy as a way of dealing with unfavorable evaluations.

7. What processes does the board/administration use to gather employee feedback?

The Board primarily relies on the superintendent for employee feedback. Board members make every effort to keep communication lines open while also being aware of the need for communication to come through the proper channels. Employees are discouraged from approaching Board members directly and encouraged to work with the administration to address their complaints or concerns. The Board, therefore, is very dependent on the superintendent's reports and on asking questions in regularly scheduled meetings. The administrators also conduct informal exit interviews in order to collect feedback. Additionally we have begun surveying the faculty annually seeking their input and opinions on different aspects of the school.

a. How does the board/administration rate the effectiveness of these procedures?

The Board has seen that the current methods of gathering employee feedback are mostly adequate, although there is always room for improvement. The Board sees no need for new policies at this time, but is seeking to understand how more feedback might be collected through Parent-Teacher Fellowship meetings and other gatherings.

b. How often are these data formally collected?

It is collected annually.

8. How is the board involved in developing the school's strategic and/or long-range plan?

a. What individuals have input regarding the long-range plan, and how is this input accomplished?

Board members, school administrators, faculty and staff currently provide input into the strategic planning. Surveys, meetings and informal discussions make up the information gathering process. The Board of Directors has established the long-range plan as a policy of the school, which means that their input is the greatest.

b. Evaluate the school's planning process and current long-range plan.

The school's long-range plan policy calls for 5-year plans to be made and reviewed annually by the Board of Directors. The Board committees are also called upon by policy to review the long-range plan and submit changes for approval to the Board. The latest long-range plan for the school was completed in May 2006, additional review and revision were made in September 2006. These goals cover the 2006-2012 time frame. The current long-range plan calls for considerable attention to many of the obvious needs of the school: greater teacher longevity and more investments in the school programs, such as technology literacy, English literacy, etc. The Board is pleased with

the current planning process, but recognizes the need to be more proactive, rather than reactive, in this area.

c. How is the long-range plan communicated to the entire school constituency?

Long-range plans are made available to the administration and faculty

2.0 FINANCE

1. Give illustrations of God's provision in the finances of the school during the past three years.

OCSI has been facing significant financial pressures in recent years due to declining student numbers and the impact of a significant burden of debt related to the move of the school from Urasoe City to Yomitan Village in 1996. God has been faithful, however, as one of the biggest blessings received by the school in the past three years was a significant reduction in the interest rates charged to service this outstanding debt after entering into negotiations with local banks. The interest rate was reduced from 3.9% to 2.6%, thereby reducing the monthly payments from 2,190,000yen (approx. \$19,910) per month to 2,000,000yen (approx. \$18,180) per month. This realizes a savings of 2,280,000yen (approx. \$20,730) per year to the school, allowing for more financial flexibility and greater stability in the yearly budget.

Another blessing to the school has undoubtedly been the addition of Katsuji Miyagi as the Business Manager. It was through Mr. Miyagi's initiative and help that the loan mentioned above was re-negotiated, and his skills in organization and finance have been invaluable to the daily operations of the school. Mr. Miyagi has been instrumental in finding and eliminating wasteful spending habits and unnecessary expenses, which were allowed in the past to fester and create problems in the school's finances. A small example, but one which shows the effect that Mr. Miyagi's good financial management skills has had, has to do with the elimination of expenses related to disposal of items that have been donated to the school. In the past, OCSI would accept donations of all kinds of used or old items (computers, tables, old televisions, etc.) from those wishing to bless the school. The problem was that many of these items were near the end of use or were simply not usable. Since the school accepted them, however, the school became responsible for their disposal, which is very expensive in environmentally conscious Japan. A typical computer and monitor, for example, costs \$50-\$60 for proper disposal. Mr. Miyagi has put an end to this practice, resulting in yearly savings of approximately 400,000yen (approx. \$3640).

Another way to quantify the blessing that Mr. Miyagi has represented to OCSI is in the overall budgeting and financial health of the school. But first a bit of background is necessary. In 2002, a plan was formulated by the former superintendent to raise tuition 10% over a five-year period in order to solve budgetary problems. Tuition was indeed raised slightly according to the level called for in the first year of this plan. Through God's grace and Mr. Miyagi's excellent financial skills, however, various ways were found to reduce

expenses and raise revenues such that further tuition increases were not necessary. The financial operations of the school were improved greatly.

2. How and by whom is the annual budget constructed? What is the period of the fiscal year?

The fiscal year currently begins each July 1 and ends on June 30. In order to produce the budget each year, administrators are asked to submit their budgetary needs to the business manager in January, who then assembles them into a whole. A bit of guesswork is involved, since the final numbers of students for the following school year are unknown at that time. The budget is therefore revised yearly in October, once it is clearer how many students will be attending the school for the year. As a matter of policy the budget is submitted to the Finance Committee, who then discuss and amend the budget before it is sent for final approval to the Board of Directors.

a. How does the staff, who are affected by the various budget categories, give input regarding the budgeting process?

The staff is able to address budgetary concerns and needs to their immediate supervisors (administrators), and is also asked to submit yearly acquisition requests for textbooks and supplies.

b. Discuss the budget preparation timeline and any adjustments that seem to be indicated.

Administrators are asked to provide their budgets to the business manager by January, although at times they are not ready by February. A revision of the budget is made in October, and it is in this area that some change may be warranted. The school has several camps and retreats in October, which overlap with the budget revision process. Since administrators also participate in these camps, they are away from the school (and somewhat distracted) at a key time.

c. Describe the effectiveness of the budget preparation process.

The budgeting process is reasonably effective, although there is always room for improvement. One concern that has been raised is the lack of planning regarding student numbers, the single most significant factor in the budgeting process. Administrators often use student numbers from the previous year for their budgets.

3. How has the cost of educating students been determined?

To determine the cost of educating students, simply dividing the total budget (less the bus and lunch programs) produces a per-student cost.

4. How is the board kept up-to-date on budgetary matters?

The Board is provided enrollment, budgeting, and other financial information through regular reports from the Finance Committee at the monthly Board Meetings.

a. What types of reports are given to the board, and how often?

The Board of Directors receives minutes from the Financial Committee's monthly meeting, input from the Finance Committee Chairperson (a member of the Board), a monthly cash flow report, a monthly budgetary snapshot, and a monthly enrollment report.

b. How effective is this reporting procedure?

This method of reporting to the Board seems to be effective in communicating the kind of information about budgetary and other financial concerns that is necessary for appropriate decision-making. The Board takes advantage of this information to note enrollment and financial trends, forecast future expenses, and keep a watch on the financial health of the institution.

5. Report on the most recent audit/financial review by responding to the following items:

a. When was the last audit/financial review conducted?

Each month auditors from the Shiroma Tax Accounting Firm come to the school and 'check' the books. The business manager is asked various questions about the month's expenses and budgeting information. This 'check' is not a full audit (in the American sense) but does provide a thorough, outside investigation into the school's finances. Reports from these monthly 'checks' are used at year's end to produce a final report (required by Japanese law), which is provided to the Okinawa Prefectural Government. The Shiroma Tax Accounting Firm helps prepare and checks this final report. Currently, this is the level of auditing/financial accountability required by Japanese law. These requirements are changing and becoming much more exacting in the near future. Already-passed Japanese laws that will take effect in the next two years will require the school to submit to a full auditing process that will involve much more than the finances of the school. From what is currently understood, it appears that this auditing process will look into all aspects of the operations of the school and will be similar in many respects to the accreditation process required of OCSI.

b. Who conducted the audit/financial review?

A local Tax Accounting Firm called the Shiroma Tax Accounting Firm, or Shiroma Zeiri Jimusho in Japanese.

c. Describe the area(s) identified as strengths or weaknesses.

The Shiroma Tax office has not identified any areas as particularly weak OR strong. They help OCSI stay within the applicable guidelines and laws for the local municipality and the state government concerning financial matters.

1) What improvements, if any, have been suggested?

An example of the help the Shiroma Tax office has provided concerning the methods for the payment of consumption taxes which are accrued on school lunches and bus fees is a recent issue which came up. The tax office answered questions from the OCSI staff and Business Manager, while making suggestions as to how the process of reporting and paying the taxes might be streamlined.

2) What is the school's analysis of these suggestions?

The business manager is working to implement the suggestions so that the reporting process for these taxes might be made simpler.

d. How are the audit/financial review results made available to the school's constituency?

The results are open to any of the school's constituency (in keeping with Japanese laws) but no special meetings are called in order to report the results of the audit. In two years, because of changing Japanese laws, the results of the yearly audit process will be required to be published in a local newspaper or posted in certain public areas.

6. What accountability process and what procedures are in place to ensure the timely payment of the school's financial obligations?

a. If an account is past due, how does the school handle the situation?

The school's obligations are met through the use of a combination of credit accounts and agreed payment schedule plans which are administrated (with automatic funds transfers and account withdrawals) by local banks. This is standard practice in Japan. To Mr. Miyagi's knowledge (in two years on the job) there has not been a past due account. There have been slight problems with orders from the U.S. for textbooks and other school supplies. Significant differences in the financial systems in the U.S. and Japan (widely differing payment dates in the U.S. vs. standardized dates in Japan, use of checks vs. direct fund transfers for payment of bills, etc.) have exacerbated this problem. In order to alleviate this problem the best solution seems to be standardizing the order process among the administrators so that payment due dates and payment methods can be known and planned for in advance by the business manager. Currently, the order process is not standardized, leading to confusion about payment amounts due, how payments can or should be made, etc.

c. Is there a history of past-due accounts? If so, please explain.

The school does not have a history of past-due accounts.

7. How and by whom is the annual compensation schedule determined and communicated to the school staff? Reflect on how your compensation package compares with those of the educational community.

The compensation package offered by the school is determined by Board policy and based on a 'cost of living' allowance philosophy. This compensation package is communicated to teachers as they are in the application process, and then also prior to their signing a contract with the school.

The compensation package is currently under review by the Board of Directors because it does not compare very favorably with those offered by other educational institutions. Salaries are lower, are not adjusted for inflation, and are not based on experience and/or qualifications.

8. How and to what extent are financial matters reported to the school's constituents?

The financial matters of the school are reported in a formal way once yearly at the Annual Meeting held by the Okinawa Christian School Mission. The OCSM approves the new year's budget. Parents and others among the school's constituents are invited to the OCSM, although in order to participate membership in the mission is required. This requires confession of an active Christian faith.

9. Define the process by which tuition is established. In what time of the year is it established?

A yearly calculation is not performed to determine the current year's tuition. The tuition does not completely cover the expenses of the school, but since the school's enrollment has been falling, considerable effort has been made to keep tuition at current levels. This has been successfully done for 3 consecutive years, for fear of seeing a further decline in enrollment. Final decisions made concerning tuition levels are made in the late Spring/early Summer prior to the beginning of the fiscal year.

10. What is the policy on delinquent tuition accounts, and how effective is this process?

Tuition payments are due by the 10th of each month, and almost all parents elect to make payments through automatic withdrawals from accounts in local banks. This is the standard way monthly bills are paid in Japan. Once a payment is not received by the 10th, an invoice is produced on the 15th of the month and sent to the family in question. If payment still is not made in a timely manner, parents are asked to submit a form that explains their reasons for being late with payments. Usually, they are asked to have money prepared for two months tuition to be paid on the 10th of the next month. Sometimes, due to financial hardship, arrangements are made to divide the payments and provide a small time of relief

for struggling parents. These arrangements are made on a case-by-case basis. If payments become more than two months delinquent the superintendent is notified and the process of forcefully withdrawing the student(s) in question from the school begins. This process seems to work well at present, and the school has noticed a considerable drop in the rate of late payments over the past few years.

11. What is the total amount of long-term debt, if any, that is the school's responsibility?

In 1995, the school undertook a large loan to finance costs associated with moving the school from Urasoe City to Yomitan Village. This is the only long-term debt encumbering the school. The amount as of May 2006 is 327,000,000yen (approx. \$2,972,727).

a. What is the annual amount of debt service including both interest and principal payments?

According to information provided by Bank of Okinawa, the total Principal paid in 2006 will be 1,610,000yen (approx. \$146,360). Interest paid in 2006 will be 710,000yen (approx. \$6450).

b. What plans, if any, are in place to accelerate the payments toward indebtedness?

If payments on the long-term debt continue to be made consistently and on time, the amount owed will decrease to the point that the school will become eligible for even more favorable loan terms and interest rates. In approximately two years the school should be able to successfully apply for a re-financing loan plan that will lower the current interest rate of 2.675% to 2.1%. This move alone would eliminate three year's of payments from the current repayment plan (15.5 years at current payment levels as of May 2006).

d. What is the overall financial status of the school, and what concerns, if any, does the school have about its finances?

OCSI has been greatly blessed by God and with excellent financial managers. Steady progress has been made to reduce unnecessary waste of the school's financial resources. The budget situation, which was critical in 2002, has been stabilized. However, the school still faces great challenges in the days ahead. Enrollment has declined in the past few years, leading to a corresponding drop in revenues. Because Okinawa is facing the further reduction of U.S. Military forces because of base reductions/relocations, this will lead to a further decline of children of U.S. Government employees who are enrolled at OCSI. OCSI will need to explore more ways to attract new students or find other revenue sources in the near future.

13. What indicators demonstrate that the school has a sound fiscal reputation in the community?

OCSI has a good reputation among local businesses and is known for paying bills on time. OCSI is in contact with local businesspeople through organizations like the Chamber of

Commerce, and is viewed positively there. However, the school needs to do more to communicate financial information to parents and others in the school's constituency.

14. Analyze the flow of income into and/or out of the school. Does the school's program require subsidizing from other sources, or does excess income go to other ministry avenues? What is the justification of this flow, if it exists, and do all segments of the school community know of this financial arrangement?

Aside from tuition, the only other inflow of income to the school is the missionary support that teachers are required to raise under the current policies regarding personnel. Teachers are required to raise differing amounts based on their family size. Bus and lunch income and expenses are also handled by the school, but are done "at cost" or at a loss. All income and expenses incurred by OCSI are directly related to the operation of the school only. Other ministries are not supported directly by OCSI. Sometimes excess equipment or supplies are shared with other ministries. These items are limited to those things that OCSI has deemed it will never use.

Development Program

1. What percentage of the current operating income comes from tuition and fees?

The tuition and fees collected by OCSI provide 76% of the operating income of the school.

2. From what other sources has the school received income (foundation grants, corporate or matching gift programs, fund-raising activities, etc.)?

Income is raised through the sale of school lunches and through the charging of fees for riding on school buses. Funds are also received from mission organizations that support missionary teachers. The annual Walkathon, Bazaar, and other fund-raising activities are used for specific purchases of school equipment. They are not reflected in the school budget.

3. How much has the school received from each source?

The above sources provided income to the school according to the information below:

- a) School lunches 8,600,000yen (approx. \$78,180)*
- b) Buses 16,000,000yen (approx. \$145,450)*
- c) Missionary Support 12,000,000yen. (approx. \$109,090)*
- d) Walkathon 1,090,000 (approx. \$9,910)*
- e) Bazaar 800,000 (approx. \$7,270)*

4. How does the school raise money for capital expenses such as buildings and property?

The school currently does not raise money for capital expenses, except through the annual family fee. It is recognized that this needs to be a part of the long-term plan for the school

and discussions are underway about how best to formulate these plans. A capital improvement fee is a part of the annual family fee.

5. Describe the philosophy and organization of the school's fund-raising activities.

We only engage in fund-raising activities that are in keeping with Biblical teaching, and that don't involve students soliciting donations directly (except for one activity- the yearly Walkathon). The two major yearly fund-raisers (Walkathon & Bazaar) have organizing committees from among the administrators and faculty and parents.

9. How was the long-range development plan formulated? How frequently is the plan reviewed, and by whom?

Currently there is no long-range development plan in place, but in connection with the schools' 50th anniversary, plans are being made to establish a foundation which will lead to capital improvements, scholarship funds, and debt reduction.

Philosophy

Give evidence of how effectively the philosophy and mission of the school are reflected in the school organization.

When board policy is being considered, board members are compelled by training and conviction to consider if the policy is consistent with biblical truth and the philosophy of the school. Example: the grievance policy is based on Matthew 18.

Our philosophy states that:

Christian education ought to be available to all students regardless of race, language, cultural, background, financial means, religious beliefs, or educational and social needs. Christ has directed us not to hinder any children from coming to Him. There may be limitations placed upon specific schools for they, with integrity, must admit that they do not have the resources to meet the needs of some students, while still meeting the needs of the entire student body. However, we must strive to make Christian education available to all children.

Our financial aid policy and admission policy reflect this belief of striving to make a Christian education available to as any children as possible, while maintaining integrity in accepting only those of which we have the resource to help. The board continually strives to find ways in which we can broaden the scope of students we can serve.

Major Strengths and Needed Improvements

Strengths:

- 1) Financial stability in the face of declining enrollment due to greater financial restraint.*
- 2) Plan to eliminate debt more quickly by proactively seeking better financing terms.*

Needed improvements:

- 1) *Write a long range development plan including debt retirement.*
- 2) *OCSI will need to explore more ways to attract new students or find other revenue sources in the near future.*
- 3) *Foster greater parental awareness of OCSI's support structure and financial shape.*
- 4) *More documentation (more formal process) for employee feedback*

3.0 SCHOOL, HOME, AND COMMUNITY

ASAP

Self-Study

1. Complete and analyze a demographic study that includes enrollment history of the past three years, enrollment projections, reenrollment patterns, student withdrawal data, and descriptive data of the student body, the parent constituency, the local community served, and the alumni.

a. In what ways has the data collected regarding enrollment history of the past three years affected the programs and planning process of the school?

Though general enrollment patterns such as all class size and overall enrollment seem to be known in a general sense and has impact on short term planning, statistical data of enrollment history has not had a large impact on the long term planning process because it is not readily available. However, this year a new software program is being designed for the school's specific needs that will allow for better tracking of data needed to observe patterns and trends in enrollment. In the future it is hoped that this data will be available to empirically confirm trends and make necessary changes to future plans and programs.

b. What components of school operation have been affected by the enrollment projection/reenrollment data gathered from the study? What actions have been instituted or planned in response to this study?

Enrollment projections are primarily used for budgetary planning and projecting staff/teacher needs. This information is used in the recruitment of new teachers and staff for the following year.

In some cases the projections require adjustments to our use of classrooms and facilities.

Within our current system accurate reenrollment data was very difficult to track. It is suggested that this information be noted on each student's computer file and on the class list at the time of re-registration and a system for tracking this data be established.

c. How has information gathered from families who withdrew contributed to school improvement initiatives?

In the 2004-2005 school year necessary changes were made to the financial aid program eliminating the total discount for siblings, which resulted in an unusually large number of withdrawals for financial reasons (47%). This year (2005-2006) the second stage of changes were made to the financial aid program based on the school's overall financial picture. The current program better enables the school to provide assistance to families in need while maintaining a balance in the school's overall finances. An additional program allowing a 50% discount to families in full time ministry has been initiated and will be available for the 2006-2007 school year. This is expected to increase student enrollment significantly without a negative financial impact on the school.

It is suggested that a change be made to the withdrawal forms currently being used. Instead of a blank for the parents to fill in their reason for withdrawal, a list of options to choose from that is consistent with table 3b would be more useful. With this data in the computer, at any point in the year the reason for current withdrawals could be observed, any withdrawal trends could be analyzed and responded to as needed.

d. In what ways has the school used information about the student body to improve its enrollment policies and practices so that they are in accordance with its mission, vision, and objectives?

The mission of OCSI is to partner with families in the international and local communities of Okinawa by offering an excellent Christian education in the English language. In recent years the number of students from non-English speaking Japanese families has increased, shifting the ratio of native to non-native speakers.

In response to this shift, a new literacy policy was adopted at the end of last year (2004-2005) that requires all students' reading ability to be within a year of their grade level in order to be promoted. Low scores may result in repeating a grade (this is allowed once) or withdrawal. The STAR Test is given several times during the year to assess literacy level, and scores are tracked for each student.

In addition to the standard interview, it is now policy that all potential students applying for enrollment at the secondary level are required to take the STAR Test to objectively confirm that their English ability is within a year of their grade level. ESL classes are no longer available within the high school curriculum.

For kindergarten enrollment other tests are used to determine English ability. First grade admission requires a paper entrance exam in addition to the standard interview, and in the future the STAR Test will be required for students in grades 2-5.

e. Examine and evaluate the information collected regarding parental vocation, income level, church or mission affiliation, geographic proximity and communities of residence. How have these data assisted the school in developing plans and priorities for school improvement?

Currently 249 families have children enrolled at OCSI (2005-2006 school year). The parents range from lower to upper middle income (68% are above the median income in Yomitan). Many are single parent families and most are white-collar workers.

33% regularly attend a local church, 31% attend occasionally and 35% do not attend church. This represents 18 different local churches of various denominations and seven mission agencies. The communities represented are geographically spread out, with students commuting as much as an hour each way to school, an average one-way commute of approximately 30 minutes.

Culturally their communities can be quite different from living within an American military base to a Japanese family living in the Japanese community. This international aspect is a key strength of OCSI. It is truly the student body that puts the “international” in OCSI. The students are racially and culturally diverse, representing eleven countries around the world. One third of the students hold dual citizenship, many are bilingual and some speak three or more languages. The largest groups represented are Japanese (32%) and American (30%). The students and their families appreciate this international mix.

There are two key issues that this demographic represents.

The first is the linguistic issue as only 42% of students have a primary care giver that can provide English support to their education. The key factors to the student’s success seem to be appropriate placement, skilled teachers and committed parents. The school has responded with various literacy initiatives and in the future will do more to develop our ESL program, train our mainstream teachers and encourage parents in their role.

The second issue is seen in the large number of non-Christian and nominal Christian families represented (66%) within the school population. This is an ideal situation since the school vision includes the goal of introducing students to Christ, developing them in their Christian faith, encouraging a Christian worldview to know God’s love and to care for others. The challenge is in nurturing this spiritual development within the academic confines, dealing with various levels of interest among students and partnering well with local ministries.

f. If the school includes a high school program, what are the implications recognized by the school through follow-up studies of graduates, and how have these impacted the academic, student activities, and guidance services of the school? (How have the results of the demographic studies been used to modify or improve the programs of the school?)

Our goal at OCSI is that all graduating seniors leave school with a plan for their future and the tools to accomplish it. OCSI does not conduct follow-up studies of graduates but does note each senior’s plans/college acceptance at graduation. Approximately 66% of graduates leave OCSI with plans to enter college right away. Other students wait a year or more, attend technical school or begin working.

OCSI provides ongoing assistance to junior and senior high school students who are interested in college with SAT tests and navigating the college search and enrollment. Next year there are plans to provide more help to parents with issues related to college selection, preparation and financial aid.

Considering the fact that a large number of the current constituency is white-collar professionals it would seem appropriate to make the goal of seeing graduates advance to college a high priority.

It is also recommended that priority be given to developing the website for alumni to be useful for tracking alumni and follow-up studies.

g. If the school does not have a high school program, evaluate studies that have been completed of student performance and adjustment in the schools to which the students matriculate.

N/A

h. Using the data gathered from this study, in what ways do the alumni validate that the school has been successful in meeting its mission and objectives?

Only limited information is available from OCSI alumni, however our records show that approximately two-thirds of graduates go on to attend a wide variety of colleges, universities and technical schools. This breadth of academic pursuit shows how individual students are discovering their unique design, purpose and calling and affirms that they have been equipped to achieve their God given potential and that they have received a firm foundation of excellent Christian education in the English language.

We are unable to measure our alumni's spiritual development, which is an important part of our mission and objectives, but a recent survey shows that high school students, regardless of Christian commitment, agree that the Christian teaching received at OCSI has had a positive effect on his/her life.

It is hoped that the website mentioned above could facilitate an ongoing spiritual influence in the lives of our alumni.

2. In what ways can the school demonstrate that Christ is honored and that professional ethics are practiced in intraschool relationships with students, teachers, support staff, board members, and administrators?

Our written policy of exclusively hiring Christian staff is strictly followed. Background checks are conducted on all staff. There is a clear chain of command and procedures for handling any complaints and grievances.

The child protection policy has recently been updated.

Within the school's financial policies standard procedures are followed and all financial expenditures require the signatures of two individuals. Annually outside auditor is enlisted to conduct a financial audit in addition to ongoing monthly consultation.

Within the community we value our good reputation.

3. List and describe the parent fellowships/organizations currently in the school. How do these fellowships/organizations enhance communication and relationships within the school?

Though parents are currently volunteering in a number of areas of involvement, there is no formal parent organization at OCSI. The absence of a parent organization has been an issue and a weakness at OCSI for over a decade.

Given the language and cultural differences within our student body this obviously has some inherent challenges, yet those same differences make the need for a parent organization to enhance communication and relationships even greater. This deficiency for such an extended time has resulted in a communication gap between our school community and the school leadership.

Establishing a fully functioning teacher organization is a top priority for our current administration. A parent-teacher fellowship was formed at the end of the 2005/2006 school year, to be developed during the 2006/2007 term.

4. How does the school communicate and effectively foster positive relationships with like-minded churches or missions represented in the school community?

This is a critical area for OCSI since the objective of fulfilling the Great Commission in making disciples cannot happen in an exclusively academic environment. The ultimate desire is to make true disciples with a genuine faith who are transformed by the power of the gospel. OCSI's partnership with like-minded churches and ministries is essential to accomplish this. As this vision for genuine life change is continuing to be articulated, potential partners are coming to the forefront.

OCSI has many unofficial partnerships with local churches and ministries. Teachers are recruited from and personnel are shared with some area churches. Several local churches, and ministries are running weekly youth groups and activities associated with the school. Speakers for chapel volunteer from many area ministries. Local pastors and missionaries serve on the school's Board of Directors.

OCSI also refers students and their families to local churches, communicates with churches regarding programs and sends out musical and performing groups to churches and community events. A church holds services on campus each week and we sometimes provide seminars on campus for local churches and staff.

In the future OCSI plans to host a pastors/chaplains day to introduce new pastors to our school and thank supporting ministries for their partnership.

Philosophy

Give evidence of how effectively the school philosophy is reflected in the relationship between school, home, and community.

Because one of the goals of the school is to represent Christ in the community and to families, we give students and school personnel opportunities to be active in community service and witness. Programmed into the year's calendar are activities that bring parents and teachers together to build relationships and discuss student progress. In keeping with our evangelistic mission, we accept students from all families, regardless of their religious or faith background.

Major Strengths and Needed Improvements

Strengths:

- 1. The greatest strength of OCSI must be the personnel who genuinely love the students and are excellent models of true Christianity. In a recent survey parents responded strongly that they felt the Christian teaching their child is receiving at OCSI has had a positive effect on the student's life. This is a strong word of praise considering two thirds of parents are non-Christians or nominal Christians.*
- 2. As one parent wrote on her survey, "OCSI has distinguished itself as the only large-scale American school on the island of Okinawa" with the benefit of an excellent education in English, rich cultural diversity and a strong religious foundation. Students "strongly agreed" that these international relationships are of key importance to them. The education in English will only increase in value in coming years within the global community.*

Need Improvements:

- 1. Continue the annual survey of parents, students, and teachers*
- 2. Make demographic data easier to locate and process by the use of computer support*
- 3. The parent/teacher fellowship or organization, recently established, should be developed.*
- 4. The alumni website should be further developed for better follow-up.*
- 5. Continue further development of relationships with local ministries to facilitate partnership in evangelism and disciple making of students and their families.*

4.0 SCHOOL PERSONNEL

ASAP

Self-Study

Staff Summary

1. Complete the chart of personnel 4a.

Staff	Full-Time	Part-Time
Administrative	4	0
Instructional	25	2 Librarian is nearly full time, plus one part time high school teacher who may become full-time in the near future
Clerical	5	0
Maintenance and Custodial	5	0
Medical	0	0
Financial	3	0
Transportation	0	Bus Drivers = 3 They run both bus routes each day. Other two bus drivers work in maintenance also.
Other (specify)	Computer specialist = 1 Teacher aides = 5 Chaplain = 1 Kitchen staff = 2 Administrative Assistants = 2	0
Chapter 2 TOTAL	53	4

2. Explain how the number of administrative and instructional personnel is sufficient to implement the school's programs.

Certainly, one of the major goals of OCSI is to seek and maintain personnel that lend itself to the fulfillment of our philosophy of training up a child. Although we have been able to procure quality teachers, it has been a constant challenge to obtain enough teachers. At present our personnel are satisfactory for implementing our programs with a few exceptions. While, we are not offering any music programs, our fine arts department offers instruction in art. At this date we are currently short two teachers, one part-time music program director, and the availability of substitute teachers that would enable us to run our program most efficiently. The flexibility of administrators and teachers permits us to fill gaps when they exist. Our administrative team is sufficient and at present they have a good support system with the secretarial and administrative assistant staff. Our overall teacher to student ratio is quite good at about 1:14. However, our 4th grade is quite large for one teacher. We have a full-time aide to assist. Our second grade has just received a new teacher that is currently in training preparing to split a very large class that was formally run by a teacher and a full-time aide.

3. Discuss the number of part-time personnel and how they impact the effectiveness of the school.

a. In the secondary school, we employed a Spanish teacher on a part time basis during the 2005-2006 school- year. This was done to meet a special need of many students who needed a second year of Spanish as a foreign language. The addition of an extra 2-3 personnel employed during our J-term session, a 4-week term during the winter for our secondary students, allows for the offering of classes beyond our core subjects. We have found that the use of these j-term teachers over a short concentrated time for one dedicated purpose has been very effective. We currently have one part time high school teacher that was necessitated by an unexpected loss of a teacher. We have plans to move this individual to full-time in the near future.

At the elementary level, we seek continuity of instruction and find it more effective to utilize our teacher aides to support the classroom teacher.

We have a librarian who works nearly full time. With the exception of Monday morning our librarian supervises the library. Other personnel cover the few hours of supervision that she misses on Monday.

We have one teacher who serves full-time but splits her time between teaching two classes and doing a counseling practicum. She is assisting the counselor who is teaching 4 classes. The secondary school principal, who also has a counseling degree, gives overall supervision. This has worked very well.

b. There is no indication that we would need to use part-time personnel extensively in the future. We generally try to avoid this as much as possible.

4. Describe the policies and outline the procedures for selecting school personnel

a. OCSI is committed to strengthening our staff and has in place a process that allows for sufficient evaluation of potential candidates for hire. All applicants must be evangelical Christians. An applicant may fill out the application online or use a hard copy. The application documents also include, a doctrinal questionnaire, five referrals, transcripts, an autobiography, personal testimony and copies of certifications. Background checks are also conducted. Phone interviews and when possible face- to- face interviews are conducted. The superintendent and the education committee with the help of our stateside representative screen the applicants. The board gives final approval for contracts. Those with appropriate certification or equivalent experience are preferred, but circumstances may require consideration of personnel who are not credentialed or with educational training outside of the field of education. In the event a missionary couple is involved, the non-teacher trained spouse may be put into a position that is less classroom sensitive. Administrators have been typically hired from the ranks of present or previous OCSI staff with evaluations / screening by the education committee. However, outside application are sought and considered. Recently we have hired two different secondary principals, who were new to the school. The US office has extensive telephone contact with US missionary applicants and is vital in the screening process. The superintendent initially screens local hire applicants.

b. We rely on the experience and the direction of the Board of Directors for the final authority in the selection and hiring of qualified personnel.

c. Advertisements of job openings are placed in newspapers, on the web page and given to local churches. ACSI recruiting fairs and services along with Interchristo and college contacts are used stateside. During the recruiting process, requirements and responsibilities are clarified in detail.

d. These strategies are effective in opening dialogue that assists in the evaluation process of potential candidates.

5. What professional development opportunities are provided for all school personnel to grow spiritually and professionally?

a. List the professional development opportunities that have been provided over the past three years.

Teachers have gone to several conferences, and provided professional development mini-seminars as part of our teacher's meetings. We have brought in people to hold conferences at our school. For complete details see the list included with attached data

b. How much money is allocated in the current budget for professional development?

We have allocated 860,000 JPY in the current budget for professional development?

c. Evaluate the effectiveness of the professional development program.

The effectiveness of the professional development program is evident in those who participate. However, to take complete advantage of the programs, we continuously explore avenues so that those who go to conferences can make presentations and materials available for other teachers or administrators to examine.

6. Describe the policies and procedures for selecting, orienting, and evaluating substitute teachers.

Substitute teachers are a vital part in the continuity of instruction when a teacher is absent. We require substitute teachers to fill- out the same application as the teachers. The same spiritual qualifications are expected for our substitutes. There is a preference for certified teachers; however, persons who are experienced in the classroom and spiritually endowed are hired. Substitutes are provided with the Substitute Handbook. We often use in-house substitutes from our administrative assistants and teacher aides. This provides greater continuity as they are more familiar with the daily school programs, teachers, and students.

a. Evaluate the adequacy of these procedures.

We find these procedures to be adequate to fulfill the substitute requirements.

b. What evidences exist that substitutes are carrying out the instructional focus of the school?

Substitute teachers are given an evaluation form for the day(s) spent in the classroom. Each teacher should have substitute information that includes a substitute manual in the classroom. During the hiring process the applicant is offered an invitation to come to the school for an informal orientation. Administrators will oversee their performance with personal observation.

7. Explain how the number of clerical, maintenance, and custodial staff is sufficient to ensure the efficient operation of the school.

a. Are there areas where the school's professional staff is hindered by having to perform tasks that could more effectively be handled by non-instructional staff?

Generally speaking, the school's professional staff is not hindered by having to perform tasks because the above non-instructional staff effectively handles them. The maintenance staff has the ongoing task of keeping the grounds, as well as, the physical plant of the school. Our well-trained staff demonstrates emergency evacuation procedures and the proper handling of emergency equipment.

The custodial staff manages the cleanliness of the areas outside of the classrooms and major cleaning inside the classroom such as floor waxing. Daily classroom cleaning is done by students under the supervision of the teacher, which is used as part of teaching

students responsibility. A more consistent plan and implementation are needed to assist with managing the consistent cleanliness of all the classrooms.

The clerical staff ensures the smooth operation of the record keeping affairs of the school. (See facilities report for further effectiveness of the maintenance staff)

b. If problems exist, what plans, if any, are in place for correcting them?

Teachers report problems to principals who then apply the proper resource towards the solution of the problem, such as making a work request of the maintenance staff, or bringing the problem to the administrative committee to explore solutions. The current challenge of providing for a consistent classroom daily cleaning plan that works with in our budget, teaches student responsibility, and does not burden the teacher is being discussed and refined in the administrative committee.

8. What percentage of the faculty is currently teaching in the subject area(s) of their educational credentials and training? See appendix C, Certification Report.

Currently, 68% of the teachers are teaching in their subject area. However, 87% are teaching in the division in which they hold ACSI certification.

a. What are the implications of this data?

Often due to teacher shortages we are forced to use teachers in areas where they have not had extensive formal training. When doing so, we look for prior experience or provide training that will qualify them. However, it is important to maintain the following three factors, mentor teacher relationships, professional development opportunities, and the availability of the principals to be used as a teacher coach.

b. Explain the circumstances for teachers not teaching in their degree field or area of training.

Of the 10 who are technically not serving in their area, 7 of them have prior experience teaching in the area currently assigned. Three are native Japanese speakers serving as Japanese teachers. The Japanese teachers attend an annual Japanese teaching seminar. One of the other 7 mentioned above is an elementary teacher who has training in a related field and has been one of our best teachers.

In addition to the 7 mentioned above, one other of the 10 is an experienced teacher that is partially teaching in his area and has performed well in the other areas assigned. Of the remaining two teachers, one has extensive personal study in the area of which she is teaching and extensive experience in the home school environment. The remaining teacher is being trained on the job by a mentor teacher before being assigned to her own classroom.

Because of the small number of applicants, we may find ourselves with classes that have not been filled with a teacher for a particular subject or grade level. In such cases, we look for training and experience that would qualify the person to teach in a particular

area. We supply administrative support and training and/or mentorship from other teachers in the field.

9. What procedures do you have in place to assess the reasons employees choose to leave your school?

OCSI has informal exit interviews to assist in the evaluation of assessing the reason staff members choose to leave our school. These exit interviews are also in place for faculty members who have decided not to renew their contracts. Non-instructional staff is not under contract. The information becomes valuable as we look at ways to strengthen our school spiritually, academically, and physically.

a. What conclusions can you draw from the data?

Teacher's leave for a wide range of reasons, many of which we can do little about such as the rotation of sofa status personnel. However, a common factor that is woven through many of the stated reasons is difficulty coping with the stress being in a culture different from their own. This includes both the culture of Okinawa and the culture of Okinawa Christian School International. Simply put, they want to go home. In recent years we have had an increased number of teachers come with the mindset that OCSI is a temporary adventure on the way to a more permanent destination. There is never any intent of staying beyond two years.

b. What steps are you taking to address any noticeable patterns obtained from this data?

OCSI can function well with a number of two year people in certain positions as long as there is a long-term experienced mentor teacher available to guide them, adding continuity and leadership. We need to develop, obtain and retain more of the experienced long-term teachers. The following steps are being pursued:

- i. Recruiting teachers that are willing to commit to long-term service at OCSI, considering other sources of making missionary teacher contacts, increasing advertisement and contact with local ministries and the military community.*
- ii. Providing increased professional development opportunities.*
- iii. Providing incentives and recognition for signing additional contracts.*
- iv. Review the compensation package to ensure that needs are being met*
- v. Establish mentor relationships between experienced and non-experienced teachers.*
- vi. Provide additional opportunities for personnel to adjust to the culture, by providing more language training and increased contact with parents through the PTF.*
- vii. Continue to foster a sense of community and family*

- viii. *The establishment clear and focused goals, the measurement of them, and recognition of progress towards those goals in order that teacher's may be encouraged by their effectiveness.*

The School Administrators

1. Describe the spiritual qualifications, the academic preparation, and the educational experience of the chief administrator and other administrators.

Administrators must meet the same qualifications as teachers. Additionally we look for evidence that they are shepherd leaders and apt to teach. Our chief administrator has a master's degree and certification as an administrator with ACSI. He has nine years of experience as a shepherd leader at OCSI in the role of secondary school principal. He has taught Bible courses to children and adults in Sunday school and school settings. He has filled the pulpit many times in churches. He has served as spiritual leader at OCSI for 16 years. He has 24 years of experience in two ACSI schools. Our principals and guidance counselor have master's degrees and many years of spiritual leadership experience in mission work. Our elementary principal serves as a military chaplain's wife. Our secondary school principal has extensive experience in Christian counseling as well as in school administration with 35 years in school service.

2. Excluding the chief administrator, how and by whom are other administrators evaluated?

The superintendent evaluates the other administrators annually against their job description, using personal observation and information from surveys.

3. Assess the accuracy and adequacy of the job description for the school administrator(s).

The job description reflects accurate expectations. However, the nature of the description is broad and can not be easily administrated because of the number of duties assigned. The addition of the administrative assistant should help alleviate this problem by reducing the everyday managerial tasks and allowing the principal to concentrate more on educational leadership.

The Instructional Staff

Fill in table 4b, including only the full-time teachers for the current year.

Full-Time Faculty Teaching Experience w/o administration

	Years in This School		Years in Christian School		Total Years in Teaching	
	Chapter 2 Number	Percent	Number	Percent	Number	Percent
1	12	48%	10	40%	3	12%
2-5	8	32%	9	36%	12	48%
6-9	3	12%	3	12%	3	12%
10-14	1	4%	2	8%	2	8%
15-19	1	4%	1	4%	4	16%
20-24	0	0	0	0	0	0
25+	0	0	0	0	1	4%

1. Discuss the implications of data of this chart:

The high number of teachers that are new to the school along with the high number of teachers that are new to Christian education emphasizes a great need for mentorship, teacher development, and instruction in the philosophy of Christian education

2. Describe the school's policies on supervision and evaluation of the instructional staff by addressing the following items:

a. How and by whom are the teachers supervised?

The teachers are supervised by their respective principal, who meets regularly with them both formally and informally and observes class sessions.

b. How often are the teachers evaluated?

Principals are required to evaluate teachers twice a year for the first three years and once a year after that.

c. What opportunities are teachers given to have input in their evaluation process?

After preparing the written evaluation, the principal invites the teacher to meet with him/her to discuss it. Teachers can ask questions or discuss comments they think are inaccurate. In addition, there is a place on the evaluation form for the teacher to write his/her responses.

d. In what ways is the supervision program most commendable?

In most cases there is an open, friendly atmosphere between the principal and the teachers, so that the principal is always aware of what is going on in the classroom and whether there are any struggles. The formal process ensures that both the principal and the teacher have the opportunity to share information and assessments.

e. In what ways could the supervision program be improved?

It is very difficult for a principal to provide this very important element of leadership while burdened with many day-to-day responsibilities. Recently we have provided more administrative assistance to give the principals the time they need to enhance their supervision and evaluation of teachers.

3. Describe the methods used to keep evaluation information confidential.

Written evaluations are kept in the personnel files and available only to the appropriate principal and the superintendent.

4. How are the evaluations used in providing direction and in determining renewal or termination of contracts, and how effective are these procedures?

The evaluation process provides an ongoing conversation between principal and teacher. As teachers share what areas of teaching they are working on, the principal is able to provide resources or advice in those areas. In a case where termination of a contract is a possibility, the principal provides frequent feedback to the teacher, giving the teacher the opportunity to correct in the areas deemed deficient or to provide due reason for termination. The principals serve on the education committee, which makes recommendation to the board for renewal of contracts.

5. How are faculty commended for the effectiveness of their ministry?

Faculty are recognized both privately and publicly for their effectiveness, by personal contact or by recognition in a meeting.

6. What school procedures may a teacher follow when informed that a contract is not being renewed?

The teacher may talk with the superintendent and, if desired, with the board.

7. How are teachers helped to establish effective classroom control and create a stimulating learning environment, and how effective is this assistance?

The principals and curriculum director are tasked with the responsibility of observing teachers and providing the guidance they need. This may include observing and being mentored by another teacher. Principals also reinforce the authority of the teacher. In addition, a teacher may be directed to outside resources – reading materials, a class, seminar, or a conference. We have not had tremendous problems with classroom control.

8. How are teachers encouraged to develop a Christian philosophy of education, and what ongoing training is provided? What evidences exist that the instructional staff have an understanding of the Christian philosophy of education?

Each year a class is offered in the Christian philosophy of education. The evidence of the effectiveness of this class (or a similar class a teacher has had in another place) is in the daily teaching, relationships with students and others, and in curriculum development. Christian philosophy is often discussed in planning meetings, weekly teacher's meetings, or faculty devotions. It is always part of teacher orientation.

The Non-Instructional Staff

1. Describe the spiritual qualifications and job preparation of the clerical, maintenance, custodial, developmental, financial, other non-instructional staff.

All must be active, evangelical Christians. They must show evidence of training and experience required to do a good job. The required competency level in the English and/or Japanese language is determined by the job description. Allowances in any of these areas can be made depending on how critical the job area is and how much aptitude the individual shows for learning on the job. Personality is examined in terms of their ability to handle the pressures unique to the job area. There is a skills test for the secretarial and translator positions. Bus drivers must be properly licensed.

2. Describe the school's policies on supervision and evaluation of the non-instructional staff. How have these policies been effectively implemented?

a. How and by whom is the staff supervised?

Their immediate supervisor in their respective area of work supervises non-instructional staff. The school office personnel are supervised by the office manager and the business manager, maintenance personnel by the maintenance supervisor, and bus drivers by the bus coordinator. The kitchen personnel are under supervision of the superintendent. The business manager, office manager, maintenance supervisor and the bus coordinator are under the supervision of the superintendent.

b. How often is the staff evaluated?

Evaluation of a new employee is completed during the first three months of employment by the immediate supervisor. Recommendations are discussed with the employee to determine ongoing employment with the school. An annual evaluation is made for the first two years and beginning with the third year, written evaluations are done at least every three years.

c. What opportunities are staff members given to have input in their evaluation process?

The staff member meets with the immediate supervisor to review and respond to the evaluation. They have the opportunity to respond in writing on the form.

d. In what ways is the supervision program most commendable?

Although evaluation procedures have been implemented inconsistently which affects the evaluation process in the non-instructional staff, it did not directly affect the supervision program of the non-instructional staff members. Most supervisors are capable of verbally encouraging its staff members to be effective workers by talking to them, listening to their grievances, and giving counsel and advice.

e. In what ways could the supervision be improved?

Evaluation should be implemented consistently according to the school's policies and procedures. Supervisors maintain a record of their evaluation in each of the staff member's personnel file. The evaluation process will provide significant information on how their subordinates can improve their expertise in their working area.

3. Describe the methods used to keep evaluation information confidential.

The evaluation is conducted privately and the report filed in the employee's personnel file.

4. How are the evaluations used in providing direction and determining renewal or termination of employment? Describe the effectiveness of these procedures.

Non-instructional staff members are not under contract. The evaluation may be used as a basis for determining whether to continue or terminate employment. We have not had any staff personnel they we wanted to terminate.

5. How are staff commended for the effectiveness of their ministry?

Informal commendation (notes and personal contact) is given to the staff members.

6. What procedures do non-instructional staff members have available when informed that the contract is not being renewed?

They are not under contract. However, if termination of employment should occur there is a grievance policy that could be followed.

7. List of training opportunities, by category, for non-instructional personnel.

The school office personnel have in-service training on instructional curriculum or staff development days. They have also attended seminars conducted by the government of Japan:

Seminar/Training/Conferences/ Other Studies	Dates Attended	Category
Computer In-Service Training	Ongoing SY05-06	Office & Acctg.
Non-Profit Organization Sem.	7/05; 1/06	Accounting
Welding Seminar	12/04; 1/05	Maintenance
Gas Welding	1/05; 3/05	Maintenance
Traffic Safety Seminar	10/05	Maintenance
Seminar on New Acctg. & Bookkeeping Standards	4/06	Office & Acctg.
CPR Training	1/06	All available staff

Volunteers

Identify and explain policies and procedures for utilizing school volunteers, including their orientation and training.

School volunteers undergo the same application process as regular teachers. We have used school volunteers as teacher aides and maintenance help. Teacher aides attend the same orientation as teachers and receive additional orientation and training from their supervising principal. Maintenance help is given on the job training and orientation by the Maintenance Supervisor.

International Schools Only

1. Note the nature, locations, and effectiveness of the annual recruitment trips made by the school administrator.

This past year the Superintendent made recruitment trips to the ACSI recruitment fairs and convention at Wheaton, Moody and South Bend. We received several inquiries and have received to date two applicants, and one has signed a contract. Additional to this, a recruitment fair was attended in Orlando by a representative of OCSI, former Superintendent Paul Gieschen. From this we received one applicant whom a contract offer was extended to, but was turned down.

2. What is the role of sending agencies and mission boards in the recruitment of school staff?

We have a home recruiting office in Arizona. Our stateside representative is very actively involved in recruiting from there, receiving contacts through ACSI, Interchristo and from our own web site. His phone and personal contacts has been our most effective way of recruiting missionaries. Additionally we have received missionary teachers from other mission boards such as SEND and FEB. These contacts are also coordinated through our home office. Nearly all of our initial contacts for missionary teachers are made through our home office, which guides them through the application process and to the mission field at OCSI.

Philosophy

Give evidence of how effectively the philosophy and mission of the school are reflected in the personnel policies and procedures. In what ways does the school staff (instructional and support) evidence support for the school philosophy and mission?

Our philosophy describes the role of the Christian School teacher. We have set professional, personal and spiritual standards that applicants must meet in order to be offered a contract. Our application process rigorously searches for those who meet these qualifications. Applicants are gone over thoroughly by the education committee and the board. Our teachers have one mind concerning the gospel, the need to disciple, and excellence in education, and moral and ethical standards. We see teachers buying into the mission of the school. Many extend themselves beyond the classroom in discipleship activities, seeing the need to meet not only academic needs, but the spiritual and social development of child as well.

Major Strengths and Needed Improvements

Major Strengths:

- *Teachers, administrators, and staff who are committed, have demonstrated initiative, and tested faith*

- *U.S. Office staffed by a qualified, committed, and diligent leader that exhibits faith and integrity*
- *Availability of teachers related to the military community allowing for filling positions left open by an insufficient number of missionaries and a heterogeneous staff in terms of background and contacts*

Needed Improvements:

- *Decrease the rate of teacher attrition. See 9b above.*
- *Though teacher development is already offered, we need to increase it all the more to meet the needs of several new teachers.*
- *Increase contact with other ministries and agencies in order to generate more teacher and student applicants.*

5.0 INSTRUCTIONAL PROGRAM

Self-Study

General Characteristics

1. Define the meaning of quality instruction to your school.

Quality instruction addresses the mission and vision statements of the school, supports the school's philosophy, and is guided by the Expected Student Outcomes. It is characterized by clearly defined unit and course outcomes and advanced planning. It is faithful to the curriculum, focused on student learning, and centered on biblical truth. An integral part of quality instruction involves teaching strategies that recognize a variety of learning styles. Authentic assessments of student achievement are outcome-based, provide descriptive and evaluative feedback, and used to modify instruction.

2. Give some examples of biblical integration in the instructional program.

Some examples of biblical integration are

- Compare and contrast worldviews found in secular literature with Godly principles
- Students create model chapel programs
- Study various religious texts and compare such texts with the Bible
- Beach clean-up and outreach events in which students learn in a practical way what it means to take care of God's creation (both the environment and people in it)
- Discuss the differences between views on life after death in "The Monkey's Paw," "Life is Sweet," and the Bible. (2) Present guidelines for Christian reading and viewing before asking students to do the personal essay on the value of reading in the genres of mystery, horror, and suspense."

Because biblical integration is built into our written curriculum, with the textbooks as resources rather than determiners of the curriculum, we use textbooks of high quality that support our curriculum. Most of them are not published as "Christian" textbooks. In areas where there are moral or other concerns that may conflict with our biblical worldview, the teacher engages the students in critical thought about these opposing philosophies, presuppositions, and conclusions.

3. Describe the most significant curricular and/or instructional changes implemented during the last five years.

The elementary social studies curriculum in grades 3-7 was changed from a traditional American social studies curriculum to give students a more comprehensive view of the cultural diversity that is reflected in an international environment. Throughout these grades students study history and geography of the entire world.

We have purchased basal reading series for the elementary grades and revised our curriculum that was based on the reading of a group of novels for each grade. We have also added a college writing and speaking course to the high school curriculum. Middle school

and high school have increased their focus on vocabulary and purchased materials to enhance students' growth in that area.

The high school Bible program has been revised to include quarter courses in the areas of doctrine, Christian growth, Bible survey, topical studies, apologetics, and book studies.

We have adopted a school-wide literacy program that affects policies regarding admissions, retention, and continued enrollment. As a result, we have modified classroom instruction, increased resources/programs for students who are below grade level, and planned strategies for helping parents support literacy development in the home.

Because we consider the changes to be good for the students, better suited to the needs of our culturally diverse community, and more directly related to our Expected Student Outcomes, we judge the effects of these changes to be positive. Due to the recent adoption of these changes, however, concrete evidence of the impact on the lives and thinking of the students is not readily available. The effects of these curricular changes might best be seen over time. Because the faculty have been involved in making the decisions, they have been supportive and see the changes as benefiting the students and enhancing the curriculum.

4. In what areas/subjects/departments is the school considered most effective, and why?

The school is known as a place where classes are small, students receive individual attention, moral values are taught, and students are prepared for US higher education. The athletic teams and coaches are known for their graciousness and good sportsmanship. In Asia, longevity is valued. The fact that our school has been in existence for nearly 50 years and has been providing a solid education all that time gives us a very good reputation in the local community. The military community sees our school as a place where students are guided in personal, as well as academic, areas. They view the small classes as beneficial for their students. Families in the local community are often attracted to the school because of its emphasis on developing the individual student's abilities.

5. How does the curriculum design assist teachers in communicating to students an understanding of contemporary issues from a biblical worldview?

Biblical integration is a part of our written curriculum, included in each unit of each course. In addition, we have materials for teaching Christian Worldview to seniors as part of their social studies courses. Some of the high school Bible and social studies courses have the evaluation of contemporary issues built into the curriculum and course materials. During the elementary missions month, students study world issues such as poverty, child labor, and health related issues such as HIV and AIDS. Teachers are given a framework in which to incorporate worldview issues; but in many cases, the curriculum does not clearly express the issues to be discussed.

6. What methods of analysis are used to determine the overall effectiveness of the curriculum?

A variety of methods are used to determine the effectiveness of the curriculum in meeting our Expected Student Outcomes over the course of a student's enrollment. The Stanford 10, measures achievement in the language arts and math for grades 1-10. We are developing surveys to help us better evaluate personal and spiritual growth and development. Sophomores, juniors, and seniors take PSAT, SAT, and ACT. These help us assess, in part, the students' readiness for higher education.

What we have found is that students are generally well prepared for college admission. Graduates have a 70% college acceptance rate. Additionally, students that have demonstrated leadership in the community and in ministry continue that level of service after graduation. Our US representatives and on-island networks maintain formal and informal relationships with graduates to determine their educational achievement, current job status, and social/family connections.

7. In what ways does the curriculum accommodate the special needs and interests of exceptional and learning-disabled students?

Although we have supports and classes for children who use English as their second or third language, we do not have programs for children who have special learning needs. Teachers are encouraged to adjust for students who need more time on a test or assignment or need questions and text read to them. We are beginning to order the CD version of textbooks, some of which present the text orally. We have provided AP classes for high school students who have shown themselves to be capable of more advanced work. Many of the projects and other assignments teachers give are flexible enough to allow opportunity for those with more ability to become engaged in creating products of high quality. The librarian and computer specialist assist students with more advanced skills in producing presentations and reports. There are advanced math and computer courses for students who excel in those areas.

8. How do the curriculum design and instructional program meet the needs of the various cultural, ethnic, and racial groups in the school community?

Because more than half our students speak a language other than English in their homes, we place a heavy emphasis on the teaching of reading and composition, with pullout classes in ESL at the elementary level. In middle school, each grade is divided into two levels, with students functioning at a lower level of English grouped for more basic instruction in English. In the high school, there is a remedial English course.

In recent years we have redesigned our social studies program to include world studies, so that the program does not follow a typical American social studies curriculum completely. Grades 4-7 study world geography and history. Grade 4 curriculum includes a unit on Okinawa. Grade 5 has a unit on Japan, with a trip to mainland Japan as a culminating activity.

Math instruction places a strong emphasis on the metric system, which is used in most of the world. Elementary students have lessons on Japanese currency.

The library and the English curriculum include books by and about Asian Americans and translations of Asian literature.

9. Describe the uses of technology in the instructional program.

Overall, students in middle school and high school use computers for research and composition. Students in grades 1-8 and high school reading/writing workshop read Accelerated Reader books and take the quizzes using computers. Teachers regularly use overhead projectors, videotapes, and DVD's to support instruction.

We are currently completing a computer installation project in order to improve access to technology. Consideration has been given to the cost of implementing a program that would place computers in each classroom and make them more readily available for student use. Currently computers are housed in three computer labs, servicing elementary and secondary students. We are planning to increase the number of computers in both libraries and are prepared to track circulation electronically. We have recently purchased a new computer system for the office and plan to equip the student labs with a similar networked system by the end of this year. This will connect the secondary labs with the library and the elementary lab. We also plan to begin keyboard instruction in third grade, as soon as this becomes feasible.

10. What policies exist concerning grading and the monitoring of learning over grading periods and school years? Have these policies ensured equity and fairness from teacher to teacher and from student to student?

Elementary teachers, grades 3-5, use a 10-point A-D grading scale, with 60% passing. The secondary school uses a traditional 7-point scale, with 65% passing. We are currently reviewing ways of making our grading more standardized in grades 3-12, including the weight given to tests, projects, independent reading, homework, etc. New grading guidelines were given to teachers in the fall of 2006. Secondary teachers record grades electronically and issue reports to those who are achieving below a C in their classes. Our goal is to reach the place where grading is standard from teacher to teacher.

11. Describe the assessment methods used by the school.

Teachers use tests, quizzes, book reports, presentations, writing samples, and research and other projects. We are beginning to compile archival files for grades 1-5 - including writing samples, standardized test results and anecdotal records - to follow the students from grade to grade. Please see the department reports for details on assessments.

a. How are these methods appropriate in evaluating student learning?

While we recognize the appropriateness of tests and quizzes for some skills, we are trying to decrease teachers' dependence on them. Projects engage students more and give them opportunity to reflect on their learning and present what they have learned. Students enjoy giving presentations and being the audience. The teachers learn from the presentation what impressed the student and whether or not the student achieved the lesson or unit outcomes.

b. How does assessment relate to the philosophy, mission, and vision of the school?

We use assessment primarily for feedback to the student and parent and for evaluation of the teaching process. Because our curriculum is focused on outcomes in the spiritual, intellectual, social, and physical development of the student, we ask teachers to base their assessment tools on the outcomes. By creating outcomes-focused assessments, opportunity is given for the student to express his or her achievement of the outcomes.

c. How do these methods of assessment used by the school promote improvement of the instructional program?

Based on what we learn from assessments, we revise teaching strategies and curriculum to better suit the learning needs of the students.

12. International schools only: What procedures exist within the school to incorporate children from non-English speaking homes into the academic program? How successful are these procedures?

For the most part, students from homes where English is not used are accepted only in K4. During the summer, there is an 8-week introductory class for 4-year-olds. The children learn basic classroom English and kindergarten routines.

Elementary students who struggle with English receive regular instruction from the ESL teacher. There is also an after-school homework club, in which high school students coach elementary students on their homework. The library is open to parents; books and audio materials are available for them to check out and use at home to help their children with English.

Middle school English classes are divided into two levels. Those whose English and reading are below grade level have instruction focused on bringing their English ability, vocabulary, and reading level up to grade level (or within a year) before the students enter high school. There is a homework club after school, where students can get assistance from a teacher.

At all levels, we keep our classes small in order for teachers to give individual attention. Teachers are available after school to assist students.

Built into our literacy program are procedures for identifying students who are not likely to be successful in an English language education. We explore with the parents possible alternatives to study at our school. The goal is to identify these students by third grade, while it is still fairly easy for them to transfer to public or private Japanese schools.

While these strategies are helpful, we continually evaluate and adjust our strategies and instructional methods and materials for incorporating English learners into the academic program.

Curriculum Development

1. Describe the means by which curriculum and/or instructional decisions are made in the school.

Ideas for curriculum usually begin with the teachers. They are tasked with reviewing curriculum and recommending revisions, under the guidance of the curriculum director or the principal. Any issues requiring board action, such as changing graduation requirements or major changes in grading, go to the education committee and then to the board.

a. Evaluate the effectiveness of this procedure.

This procedure has been working well, allowing for adequate input on decisions from the people who are affected and from those responsible for major decisions.

b. Indicate how the professional expertise of the faculty is used in this process.

All teachers in a department review and revise curriculum. Elementary teachers are involved in reviewing curriculum for all the major subject areas. If a textbook needs to be replaced, the curriculum director or principal obtains sample textbooks for teachers to review and to select a text that supports our curriculum.

2. How have external resources and outside consultants been used in curriculum planning, assessment, and development?

Teachers have some opportunities to attend conferences. Principals and the curriculum director give seminars on curriculum and assessment. The Internet has been used view curriculum standards of other organizations.

3. Explain how the curriculum is under continuous evaluation.

a. What are the procedures?

In the past we have used a cyclical schedule of curriculum revision. This works for elementary teachers, since they cannot work on all subjects at once. In the secondary, where teachers work in just one or two departments, we have encouraged constant revision.

b. How are faculty committees used in this process?

Faculty members, by department, are responsible for writing the curriculum documents and evaluating textbooks. All the faculty teaching in a particular department are on the committee for that subject.

4. What is the process of keeping the curriculum guides up-to-date?

Under the guidance of the curriculum director, teachers are asked to update their curriculum whenever they recommend a change in content or textbook. The curriculum director (or principal) assigns revision work when it becomes clear that the documents are outdated.

a. How are revisions to the guides accepted for inclusion?

The curriculum director reviews suggested changes. In the case of major changes, the recommendations go to the education committee.

b. How often does this occur?

The elementary focuses on one subject a year. Secondary revision occurs whenever it is needed or when a new course is added. We usually ask an experienced teacher to revise curriculum, rather than revise it in a year when we have new teachers in a department.

c. Assess the effectiveness of this process.

Although it is not as clear-cut as we would like, it seems to be effective for now. In departments where we have experienced teachers, curriculum revision is ongoing. In departments where the teachers are new to the school, the curriculum director or principal has to be heavily involved in keeping documents up to date.

5. Define the relationship between textbooks and the school curriculum. How are textbooks selected in the school?

Teachers review sample textbooks to select one that supports the curriculum. In addition, they give attention to readability and appropriateness for students whose first language is not English.

Philosophy

Give evidence of how effectively the philosophy and mission of the school are reflected in the instructional program.

While in our curriculum documents every assessment and strategy is related to one or more Expected Student Outcomes (ESO), in practice teachers tend to get bogged down in the details

and may not keep these ESO's and the school's mission central in their day-to-day instruction. Nevertheless, we see evidence of students developing in their Christian faith, growing academically, doing well in college, and living lives of service to the Lord.

Major Strengths and Needed Improvements

Major Strengths

- 1. Because of our low student-teacher ratio and the commitment of the teachers to the school's mission, students receive individual attention and care. A student who is not working or who needs extra help does not go unnoticed. Students are held accountable. There is the attitude that, with care, students can achieve and grow.*
- 2. Our J-term program offers a variety of classes that are not available in the first and second semester curriculum. Block scheduling gives students the opportunity to concentrate on just 2 or 3 courses. Teachers and students enjoy the break that this change in schedule gives them.*
- 3. Although we are a small school, we offer diversity in our curriculum. All students in grades 1-8 study Japanese language and culture. Four levels are offered in high school. We have ESL for elementary students who need it, leveled English classes in middle school, and a remedial English class in high school. We also budget for full time art and music teachers and offer additional art and music during J-term. Because teachers are willing to give extra time to students and because of good community support, there is an active sports program after school for students in grades 3-12. High school students earn PE credit for participation in sports.*

Needed Improvements

- 1. Ensure that teachers use more authentic assessment tools. The curriculum, as it is currently designed, needs not only to expect that teachers will vary their assessment tools, but require it. Administrators should be responsible for ensuring that these assessments are appropriate for the instruction and tied to the stated outcomes.*
- 2. Adjust the curriculum guides so that outcomes are more clearly tied to ESO statements*
- 3. The system of how we arrive at grades needs to be thought through and standardized, so that grades more accurately reflect student learning and are similar, regardless of subject. Grades should indicate whether the student achieved the outcome by the end of the lesson or unit, rather than the rate at which a student learned a skill. For example, if two third grade students achieve the outcome of writing a paragraph, the assessment of their skills should show that they accomplished the outcome. A system of testing students before the end of a teaching unit and averaging all the grades risks grading giving an inaccurate picture of what the student has learned. We also need to decide and standardize how non-academic factors (participation, behavior, effort, etc.) influence grades.*
- 4. Develop and build into the curriculum the teaching of information literacy skills that will*

better equip the 21st century student to process their information overload environment.

- 5. Provide more opportunities for teachers to receive professional development in their subject area.*
- 6. Revise an upgrade art, computer, and vocational curriculum guides.*

**Elementary Instructional Program
(Grades 1-5)**

Elementary Bible Grades 1 - 5

1. How is this subject area taught from a distinctively Christian viewpoint? How is spiritual growth fostered in the students through instruction in this subject area?

Biblical truth is central to all instruction at Okinawa Christian School. As such, the Bible is presented as the inerrant Word of God that should be sought as a source of instruction, correction, comfort, and guidance. Through the coordinated efforts of the school administration, faculty and staff, OCSI seeks to provide Bible instruction and related ministry that is holistic in its approach. Biblical teaching is designed to present the historical and doctrinal truths of Scripture, share the plan of salvation through Jesus Christ, disciple students in ways that help them discover God's plan for their lives, and train students to apply God's word to contemporary issues and daily living.

Okinawa Christian School begins to accomplish these goals by employing only faculty and staff who can give personal testimony of faith in Jesus Christ. Faculty and staff are carefully interviewed to determine that their understanding of Scripture is in keeping with the tenets of the Biblical teaching. With a faculty that represents a diversity of faith traditions, students are exposed to various ways of viewing Biblical truths. It is this "living curriculum" that provides the greatest impact on how students perceive Christianity and their willingness to accept the gift of eternal life offered through Jesus Christ.

Additionally, these goals are accomplished through direct instruction in the classroom that is supported by school ministries such as weekly chapel, prayer groups, service opportunities, and one-on-one discipleship. Each elementary class seeks out no fewer than two ministry or service opportunities annually in which students engage in sharing God's Word with the local Okinawan and military communities.

2. How does this curriculum area build on the previous instruction and adequately prepare students for future expectations in the curriculum?

Currently, Okinawa Christian School uses the Association of Christian Schools International published Bible teaching materials for students in first through fifth grades. With Bible serving as the text, these materials provide a quality Biblical foundation from which teachers can present age-appropriate instruction about God's word, those who were used to accomplish his plan as shown in the New Testament, and train students in the disciplines of the Scripture memorization and daily devotion time. Beginning in kindergarten students are introduced to the truth that there is one God who loved and created them for a purpose. By third grade students are learning the books of the Bible and studying the lives of great Bible heroes. During the crucial fourth and fifth grade years students learn about the doctrines of sin, salvation, forgiveness, prayer, and faith. Before the end of their elementary years, students complete an overview of the Old Testament in preparation for middle school Bible instruction.

a. How is the effectiveness of this sequence assessed?

Each year teachers conduct informal surveys of the students' knowledge of Scripture and Biblical concepts. Supported by observations of student behavior, teachers determine whether or not it appears that students understand how to practically apply God's words to their lives and daily situations. These informal assessments are generally recorded in some anecdotal record for teacher reference. To further assess student progress with Biblical skills and knowledge, Okinawa Christian School administers the Bible component of the Stanford 10 as (effective 2004) part of its annual standardized testing. Teachers also assess students using objective tests, dramatic play, etc.

Although the informal assessments give the classroom teachers insight into the students Bible knowledge and understanding of basic concepts, it is recommended that a formalized system of documentation be developed to allow teachers from year-to-year to record and monitor personal growth and development. It has been suggested an age-appropriate survey be conducted by teachers and stored in a cumulative (not permanent) file that would be available for teachers to review. Having such a file would allow teachers to more fully understand the events that have shaped a child's behavior and understanding of Biblical truth, their willingness to accept Jesus, as well as establishing some 'bench mark' or point of reference from which to assess personal growth and development.

b. How is student progress in skills and content evaluated in this subject area?

Teachers primarily assess student spiritual growth and development through observation, daily interaction, and formal assessment. It is the purpose of the classroom teacher to ensure that the message of the gospel is clearly presented. Those who respond with a decision for Christ are disciplined through a number of ministry opportunities such as after-school fellowships and Bible-study groups. In the classrooms, teachers assess students' knowledge of the Bible through objective tests (knowledge), role-play, demonstration of Scripture memorization, etc.

3. How does this subject/department utilize the media center's related information resources?

Based on the subject being covered in Bible instructions teachers use a variety of media-related services such as musical CD's, videos, and children's literature. Upper elementary students are part of the annual Missions Emphasis Month use media center

research materials and on-line computer sites to locate information about missionaries and mission organizations both in and outside the '10/40 Window.'

4. On the basis of collected evidence and observation, evaluate the degree to which the students engage in a variety of high-level learning experience?

Beyond classroom instruction (including Scripture memorization) and the recitation of Biblical knowledge, students are challenged to engage in critical thought about how to apply God's word to life situations at home, in the classroom, and in their neighborhoods. Students are asked to compare and contrast the messages they receive from the world with the Biblical truths taught in God's Word. When confronting inappropriate behavior or attitudes, teachers are advised to challenge students to incorporate the Biblical truths they have learned into observable behaviors. Students also demonstrate higher levels of learning when given opportunities to prepare dramatic presentations for weekly chapel programs, coordinate student-led discipleship groups, or coordinate service/ministry opportunities for the community.

5. What efforts are made to keep the staff current on the research in this subject area?

In keeping with accreditation standards for teacher certification, Okinawa Christian School offers the Philosophy of Christian Education course to its faculty biannually. Teachers are encouraged maintain membership with a local congregation so that they may receive Biblical instruction, fellowship, and be a part of another system of accountability. Although the faith traditions of the faculty vary, the school does offer support through daily faculty devotions as well as offering a joint time of praise and worship one morning a week. Formal Bible instruction is available to teachers through weekly Bible studies (which provide CEU's) and on-line or video courses.

Knowing that everyone needs a time of refreshing that comes only from spending personal time with the Lord, elementary teachers are advised to take a "Spiritual Retreat" day each semester as allowed by school policy.

6. What have achievement tests indicated about the students' performance in his subject?

While results indicate that elementary students knowledge of the Bible could be classified as "Basic," in the first grade, the students' scores were almost evenly divided between "Basic" and "Proficient." Scores for students in second and fourth grades were in the "Basic" range. Although fifth graders still had the majority of its students score on the "Basic" level, this grade also had the largest number of students who scored "Below Basic."

Teachers suggest that as English Language Learners the students' ability to grasp religious terminology may be beyond their language ability. In contrast, teacher observations, along with formal and informal assessments, seem to indicate that our students have a good knowledge of the Bible but their application of the Word is still lacking. In part, many of our students come from non-Christian homes where support for Biblical instruction is either absent or nominal. In an effort to make the gospel clear and easy for young children to understand, the teachers have often use vocabulary that is simple. Therefore, it is recommended that teachers maintain the evangelical focus of their Bible instruction but do so with vocabulary that will allow students to more accurately demonstrate their knowledge in a standardized testing format.

7. (International school only) Describe and evaluate strategies and procedures used to recognize cultural diversity of the student body and to enhance cultural sensitivity, first to cultures within the school and second to the host culture around the school.

Rich in its diversity, this school celebrates the cultural diversity present among the students body by allowing pastors and missionaries from our host country and other places in Asia to share with the students how the Lord is using them to further His kingdom. Students hear the Scriptures read each morning in several different languages (Tagalog, Japanese, English, French, Spanish, etc.), students are taught to sing songs of praise in Japanese, and students are encouraged to actively participate in ministries that serve the local community. At various school events students, parents, faculty, and community friends are allowed to share performing arts with the school. There talents are most often reflected in the form of traditional dance, martial arts, singing, or the playing of some instrument.

During Missions Emphasis Month, students in upper elementary are called on to research countries both in and outside the '10/40 Window' to learn of the spiritual and natural needs of people groups living in various places around the world. Additionally, students are called upon to identify missionaries or mission organizations that share the gospel or address the physical needs of those suffering. Most recently, elementary students shipped over 250 personal hygiene kits to tsunami victims, donated \$350 to Samaritan's purse for Katrina evacuees, and collected money for World Vision as part of the 2005 Missions Emphasis Month ministry activities.

Strengths :

Christ remains the central focus of all instruction; the goal being to share His plan of redemption to all students in a way that is easily understood.

Biblical instruction is provided by a faculty of believers that are able to share perspectives from various faith traditions

Needed Improvements:

Better document students' understanding of Biblical teaching and spiritual development by writing age-appropriate surveys, which record growth over time.

Provide professional training that supports the development of a Christian worldview and effective methods by which to share that worldview through classroom instruction.

*Develop purposeful and meaningful opportunities for ministry at the elementary level
Maintain Biblical instruction that is Christ-focused, age-appropriate, and yet incorporates the use of more difficult vocabulary such as salvation, sanctification, redemption, doctrine, etc.*

Elementary Mathematics

Grades 1 - 5

1. How is this subject area taught from a distinctively Christian viewpoint? How is spiritual growth fostered in the students through instruction in this subject area?

Mathematics is the study of order, pattern, probability, and the relationship of countable things within our physical world. At OCSI, we seek to guide the students into recognition of the attributes of God that have established those patterns. Instruction in both lower and upper elementary grades focuses on identifying the shapes, symmetry, order and patterns that have been designed into the very fabric of the universe and touch every aspect of our daily lives. In kindergarten, students identify patterns and shapes in nature and discover the order that has been designed therein. At this point, students begin to see how God allows us to participate in His creativity through the manipulation of those patterns and the manipulation of our physical space. Students also begin to see the reliability and consistency of our God that is the basis for a strong faith in Him. In first and second grades, students grasp addition and subtraction, use money, work with time, and understand greater than and less than equations. Students at OCSI learn through these studies the pleasure that God takes in order, the joy that He has in things both great and small, and the relationship and interdependence that He has established in all of creation. In the upper grades, students continue to study the associative properties of numbers through multiplication and division. A study in fairness and probability in statistics is also a study of how Christian values and a Christ-like character are important. Understanding fractions and decimals is both a reinforcement of relationship in the numerical world, as well as the concept of how parts work together to make a whole. In all of these studies, spiritual growth is fostered through an understanding of our faithful, reliable, and wholly trustworthy Mathematician who has carefully designed our world and placed the principles of mathematics within our grasp to use as we grow into the image of our Creator.

2. How does this curriculum area build on the previous instruction and adequately prepare students for future expectations in the curriculum?

Students in kindergarten and lower elementary lay the foundation for higher-level math by teaching students number recognition, basic addition and subtraction, basic geometry, money, time, and word problems. Third grade teaching reinforces previously learned skills while memorizing multiplication and division facts, continuing to work with word problems, and basic fractional concepts. Fourth and fifth grade teaching further grounds students in these skills, while advancing in two and three digit multiplication and division, fractions, geometry, and decimals.

a. How is the effectiveness of this sequence assessed?

Teachers communicate student readiness and skill level between grades as well as adhering to curriculum guidelines and referring to scope and sequence charts.

b. How is student progress in skills and content evaluated in this subject area?

Students are evaluated in classroom math centers, projects such as: running a store for "Kids Helping Kids," conducting surveys and creating graphs and charts to display data, mad minute drills, objective tests, and recitation of math facts.

3. How does this subject/department utilize the media center's related-information resources?

Kindergarten classes can make use of counting books and other visual aids housed in the media center. First through fifth grades make use of math games for skill building as well as newspaper clippings for projects and examples for students. We are in the process of building up the elementary computer laboratory so that students can play math games, work on drills, and learn how to display data in graphs and tables using computer software. Teachers access online information, and teaching web-sites, as well as asking students to listen to television commercials, listen for sales and math vocabulary on the radio, and work to bring media into the classroom whenever possible.

4. On the basis of collected evidence and observation, evaluate the degree to which the students engage in a variety of high-level learning experiences.

Students synthesize mathematical skills by collecting data and compiling surveys for classroom comparison and school newspapers, charting time and distances during Math instruction as well as connecting to other subjects like; Physical Education: running times, throwing distances, etc., Social Studies: Time Zones, time in other countries, distances on maps, etc. Students measure and compare a variety of objects such as the length of the gym, height of windows, student height, daily temperature readings in both Celsius and Fahrenheit, etc. Students use fractional concepts to make recipes within the class as well as for out of school projects such as "Kids Helping Kids," fundraising bake sales, and STRONG (Students and Teachers Relating Over Nutritious Grub).

5. What efforts are made to keep the staff current on the research in this subject area?

Teachers attend yearly conferences and seminars, such as the ACSI conference and Japan ASCD conference. Educational journals are available for teacher use in the lounge Library and the Elementary Teacher Resource Room.

6. What have achievement tests indicated about the students' performance in this subject?

Students overall score very highly in Mathematics Procedures but struggle with Problem Solving. Most of the students at OCSI are second language learners and struggle with mathematical vocabulary and language.

7. Describe and evaluate strategies and procedures used to recognize cultural diversity of the student body and to enhance cultural sensitivity first to cultures within the school and second to the host culture around the school.

Japanese language classes are available to all students. We sing, pray, and read scripture in the languages that are represented in our school during morning praise time and chapel times. We host an annual Culture Fair and invite groups from Korea, Hawaii, and other places to minister to the students in chapel. We host students from Japanese schools and visit Japanese schools ourselves. Students study Okinawan and Japanese culture and history. Parent involvement in school events enhances international communication and appreciation. Students compete with and interact with teams from various countries through athletics. English language classes are offered to our parent community. Yomitan Baptist Church is an international church that meets on campus. Students participate in a number of community service activities.

Strengths:

Math instruction is structured to make God visible through mathematical concepts such as patterns, order, shape, symmetry, etc.

Assessments of math skill development and understanding are conducted using a variety of instruments including hands-on projects, objective tests, graphs, etc.

Students routinely incorporate and apply math skills and knowledge to other content areas

Needed Improvements

Further develop standards for mathematics instruction across the elementary grades to help ensure that students continue to achieve at the same high level that are in keeping with NCTM standards

Develop strategies for learning that enhance the ELL (English Language Learner) students' ability to more competently solve simple and complex word problems

Elementary Science Grades 1 – 5

- 1. How is this subject area taught from a distinctively Christian viewpoint? How is spiritual growth fostered in the students through instruction in this subject area?**

Science is taught from a distinctively Christian viewpoint by focusing on God as the author and creator of all things. It is emphasized that all wisdom and knowledge comes from the Lord and should be examined in light of Scripture. Bible passages having to do with the various areas of Science are discussed (earth science, life science, physical science, space, weather, etc). Spiritual growth is fostered through activities such as beach clean-up and outreach events in which students learn in a practical way what it means to take care of God's creation (both the environment and people in it). Students are taught that our bodies were created to worship God, and are given avenues to do so.

- 2. How does this curriculum area build on the previous instruction and adequately prepare students for future expectations in the curriculum?**

The Science curriculum builds on previous instruction by going into greater depth as a student progresses through elementary school. For example, students in Kindergarten receive an introduction to plants and animals, 1st graders begin naming them, 2nd graders begin labeling and discussing habitats, 3rd graders will diagram and examine the physiology of the organism, and 4th and 5th graders would then focus on relationships and dissect the details having to do with each organism. Third through fifth grades use Scott Foresman Science texts which build on each other. Assessments are done through observation, discussion, testing prior-knowledge, and hands-on experimentation.

- 3. How does this subject/department utilize the media center's related-information resources?**

Some of the ways the media center is utilized in Science include the viewing of various videos on scientific topics (such as plants/animals, human body, and weather), library books that supplement the areas of science, and various Science magazines. Teachers also utilize on-line resources for science research and activities.

- 4. On the basis of collected evidence and observation, evaluate the degree to which the students engage in a variety of high-level learning experiences.**

Because we have many ESL students, we emphasize the language development through Science. Students engage in hands-on experimenting, comparing/contrasting, and relating what they see to real-life experiences. We are working on implementing more high-level learning experiences in our classrooms through organizing, sharing, and ordering supplies.

5. What efforts are made to keep the staff current on the research in this subject area?

To keep staff current in Science, brand new textbooks have been purchased for third, fourth and fifth grades, and Science seminars have been attended by staff when available (on mainland Japan and ACSI conferences).

6. What have achievement tests indicated about the students' performance in this subject?

We do not take Science achievement tests because our main emphasis is on English reading and writing development.

7. International schools only: Describe and evaluate strategies and procedures used to recognize cultural diversity of the student body and to enhance cultural sensitivity, first to cultures within the school and second to the host culture around the school.

To recognize cultural diversity of the student body, and the host culture, students discuss God's creativity in our physical bodies and appearances, take field study trips to experience Okinawan culture, and examine nutrition through various cultural foods. Students also study local weather patterns and disasters common to this area such as typhoons, earthquakes, and tsunamis. Study of the ocean/ocean life and our environment is emphasized since we live on an island.

Strengths:

Scientific instruction is inquiry-based and includes hands-on, minds-on learning that involves experiments, illustrations, and role play.

Varied use of assessment designed to measure a student's knowledge and ability to think critically about science are employed.

The beauty of God's creation and evidence of His being are at the core of science instruction

Needed Improvements:

Revise instruction so that students are more consistently challenged to engage in critical thinking and analysis

Increase the use of media resources and other technological resources in the area of science instruction

Further develop standards of learning across grade levels in this content area that are in keeping with national standards

Elementary Language Arts Grades 1 – 5

1. How is this subject area taught from a distinctively Christian viewpoint? How is spiritual growth fostered in the students through instruction in this subject area?

Language Arts is a good area to teach from a Christian viewpoint. Many stories are written with morals; these are discussed from the Christian viewpoint. The stories that are not written from the Christian viewpoint are discussed as to how the characters would have reacted if they were Christians. The teacher also asks how the story could be changed to bring out Christian values.

The Bible is used as a textbook whenever possible. The children read stories from the Bible and write their reactions to these stories. Spiritual growth is fostered as the children read the Bible. Children are encouraged to apply Biblical principles to their own lives as they learn the truths of the Bible.

At each grade level students memorize and recite verses from the Bible. Some classes perform the memorized verses as part of a chapel program in the form of choral speaking. Stories from the Bible are acted out as plays both in the classroom and for chapel performances.

Once the children are aware of the Biblical perspective through their knowledge of what the Bible says, they are asked to analyze how other materials demonstrate Christian values or a lack there of.

2. How does this curriculum area build on the previous instruction and adequately prepare students for future expectations in the curriculum?

In the elementary grades we try to use the several of the same series for our instruction. Starting with second grade through fifth grade we are all using the ACSI Spelling and Harcourt series for reading as well as grammar. At the present time, the lower elementary students are using the Harcourt Collections reading program and the upper elementary students have recently begun using the Harcourt Trophies reading program. First and second grade students are using the Steck-Vaughn Phonics series. There is a natural progression of skills represented as deemed appropriate by the company and monitored by the teachers.

a. How is the effectiveness of this sequence assessed?

At the beginning of each year teachers routinely assess students using a variety of diagnostic testing, i.e. Harcourt Beginning of the Year Reading Test, STAR Reading test, and other assessments designed to determine the level at which students are functioning.

b. How is student progress in skills and content evaluated in this subject area?

Various reading tests are given throughout the year to assess student progress. Students routinely take Accelerated Reader Tests to show the progress made with reading comprehension. Each quarter the students need to obtain a higher point level from their Accelerated Reader tests. For example, in second grade they will need to acquire 2.0 points the first quarter, 2.5 the second quarter, 3.0 the third and 3.5 for the last quarter. At the start of each quarter, the students will take a comprehension test with 25 questions to determine their Zone of Proximal Development and Individualized Reading Level on the computer. Based upon their progress on this test, they can begin to choose harder books when their level rises. Also as the books become more challenging, it takes more effort to reach the point goals for each quarter, so the students have to read more.

As far as writing is concerned, we seem to have a natural progression from kindergarten to fifth grade. In kindergarten students learn about concepts of print such as left-right progression, top bottom, capitals versus lowercase letters and basic phonemic awareness skills. In first and second grade sentence writing is developed. In third grade, paragraph writing is developed. In fourth and fifth grade students compose individual books called "Written and Illustrated By: (student's name)". These books require a tremendous amount of time to write and then go through the full writing process before they are ready for the students to showcase for the younger students. They write for a variety of purposes and audiences for this task.

3. How does this subject/department utilize the media center's related-information resources?

Our elementary computer lab is available for STAR Testing, which helps in determining a child's reading level, and AR (Accelerated Reader) testing, which tests comprehension of the books they have read independently. Our librarian works very closely with the teachers to help the students find books at their reading level. Some videos and books on tape are also available to supplement our reading curriculum.

4. On the basis of collected evidence and observation, evaluate the degree to which the students engage in a variety of high-level learning experiences.

Our language arts program provides a springboard for several avenues providing high-level learning experiences. Students extend their comprehension of grade-level literature by participating in activities involving drama. They act-out favorite parts of the story, pantomime scenes, and use tableaux to depict certain parts of the story. Some methods that are used to increase understanding of new vocabulary are having the students play games (ex. "Vocabulary Jeopardy"), drawing pictures that depict the words, and using drama (acting, pantomime, and tableaux). Literature circles and book making are also utilized to increase reading comprehension, understanding of vocabulary, and ability to produce various genres of writing.

5. What efforts are made to keep the staff current on research in this subject area?

Our staff is encouraged to read educational articles regularly. Administration also provides us with articles to read and discuss. The faculty tries to implement strategies learned. In the teachers` lounge there is a subscription to Educational Leadership, and newspapers. In the library, the kindergarten teachers have a subscription to a quarterly magazine Your Big Back Yard. Many teachers regularly use the Internet to find research on educational topics.

6. What have achievement tests indicated about the students` performance in this subject?

Students from grades 1 through 5 took the 10th Edition of the Stanford Achievement Test in April of 2005. The scores for students who were Below Average on the various segments of the test were as follows:

Reading Comprehension—1st grade 21%; 2nd grade 15%; 3rd grade 19%; 4th grade 11%; 5th grade 21%

Language—1st grade 15%; 2nd grade 12%; 3rd grade 14%; 4th grade (Language Mechanics 11% and Language Expression 4%); 5th grade (Language Mechanics 9% and Language Expression 15%)

Spelling—1st grade 21%; 2nd grade 10%; 3rd grade 38%; 4th grade 11%; 5th grade 15%

*Listening—1st grade 35%; 2nd grade 68%; 3rd grade 38%; 4th grade 22%; 5th grade 44%
These scores show that the weakest area of the language arts program is in the area of listening skills. The above results reflect our student body, which has a large number coming from homes where either no parent or only one parent speaks English.*

7. International schools only: Describe and evaluate strategies and procedures used to recognize cultural diversity of the student body and to cultures within the school and second to the host culture around the school.

OCSI has students from many cultures, including many bi-cultural families. The students are encouraged to share about their culture and their experiences. Being in a multicultural environment, helps students to be open to other cultures. The teachers and staff also come from different cultures, which enriches the student learning. Teachers are encouraged to get connected and involved in the local churches. Our school library carries books about other cultures. Students study Japanese language, beginning in grade 1. Grades 3-5 have a culture fair every year, making group presentations on different countries. OCSI also goes out in the community during special holidays to visit elderly homes, Rainbow House (a residential facility for battered women and children) and elementary schools.

Strengths:

Content instruction includes the integration of Biblical truths that involve reading, writing, and oral language development

Skill development and content knowledge is age-appropriate and progressive

A rich, multi-cultural, multilingual learning environment is provided which supports examining literature and the language arts from various cultural perspectives

Needed Improvements:

Document assessments of student progress in writing, reading, and oral language as a part of the departmental records

Explore means by which media resources could be more effectively employed in language arts instruction

Further develop standards of learning in the areas of writing, reading, and oral language

Elementary Social Studies Grades 1 - 5

1. How is this subject area taught from a distinctively Christian viewpoint? How is spiritual growth fostered in the students through instruction in this subject area?

At OCSI kindergarten instruction begins with a study of community helpers. Emphasis is placed on a worker's God-given talents and abilities. Students learn to respect the differences in each member of the community who work together to serve one another. Studies in first and second grade focus on economy and society as students learn the value of money and a Biblical understanding of how we can use our assets to be a blessing to others. Upper elementary students focus on history and culture within various people groups. Students recognize God's creative joy in the various cultures and people groups that He has created. We teach the students that all power and authority in every realm belongs to the Lord and that as His people we can obey those in governing authority over us and pray for them as His servants. Students identify structures of government and debate the strengths and weaknesses of each according to Biblical principles. We identify the cycles of sin and brokenness that occur throughout history in every culture when people stray from God's precepts and authority.

2. How does this curriculum area build on the previous instruction and adequately prepare students for future expectations in the curriculum?

As students progress through the lower elementary grades, they continue to develop social skills, respect for community helpers, and how to interact positively in society. Upper elementary studies focus on countries and people groups, giving the students an overview of both eastern and western hemisphere's histories and societies. Secondary curriculum begins with eastern hemisphere studies and progresses to western societies with greater emphasis, discussion, research and analysis of historical figures, governments, science and technology, global connections, and ideals and practices within people groups.

a. How is the effectiveness of this sequence assessed?

At present, the effectiveness of this sequence is assessed through discussions and meetings within the elementary and secondary schools independently. However, we are in the process of ensuring a smooth and effective transition from elementary to secondary through similar meetings and discussions between teachers from each department.

b. How is student progress in skills and content evaluated in this subject area?

Student progress is assessed through observation of daily interaction between students from different cultures; service and interaction with community helpers and those in positions of authority; exchange with our local Japanese schools and hosting of groups from other cultures; student research; tests; projects; student initiated mission fundraising; and student led prayer groups for other cultures, peoples, and governments.

3. How does this subject/department utilize the media center's related-information resources?

The library provides books, videos, and other literature. Students use the computer lab for Internet research and activities that will enhance their knowledge of themselves, their place in their own society, and other cultures.

4. On the basis of collected evidence and observation, evaluate the degree with which the students engage in a variety of high-level learning experiences.

Students demonstrate their knowledge and understanding of subject matter through student-led community service. Students teach each other in a variety of ways, synthesizing their learning through discipleship, academic tutoring and mentoring both in school and outside of school. They work together to teach one another a variety of cultural arts. They plan and fund raise for mission trips to other countries and to other islands. Fifth graders participate in the "Kids Helping Kids" project in which students are given "seed money" and are asked to multiply their money in order to be a blessing to a mission organization. Students in lower elementary participate in a "Harvest Festival" in which they recreate the story of Thanksgiving and move from room to room experiencing the parts of the first Thanksgiving meal and fellowship between people groups. Students in all grades are given opportunities to plan and lead chapel for other classes. Fourth and fifth graders write and revise articles for an all student newspaper and gather and organize information for the school yearbook.

5. What efforts are made to keep the staff current on the research in this subject area?

Educational journals and instructional classes are offered. Teachers are encouraged to attend ACSI conferences that are hosted in various places, most recently Thailand, as well as other conferences and cross-cultural seminars as they are available.

6. What have achievement tests indicated about the students' performance in this subject?

OCSI currently does not perform standardized achievement tests in the area of Social Studies.

7. Describe and evaluate strategies and procedures used to recognize cultural diversity of the student body and to enhance cultural sensitivity first to cultures within the school and second to the host culture around the school.

At OCSI we include Japanese culture as part of our curriculum. We observe Japanese, as well as American holidays. We sing songs and hear scripture in Chapel and during our school wide praise time in some of the languages represented by our student population and faculty. We offer instruction in the Japanese language to all students. We expose students to other cultures by offering a Missions Emphasis Month that culminates in a Culture Day for the entire elementary. We focus on mission minded activities, and host

groups from other countries. Students in fourth grade study Okinawa history and culture. Students in fifth grade study Japanese history and culture and take a trip to mainland Japan to visit historical sights and understand the contrast between Japanese traditional religion and Christianity.

Strengths:

Instruction in social studies center around unveiling God's purpose as seen in cultural diversity, historical events, various types of governments, and other related themes

Learning in this content area is greatly enhanced by the student-involved approach adopted by the school e.g. student-led fund-raising activities for relief and mission efforts around the world, cultural exchanges with host country organizations and schools, etc.

Needed Improvements:

Further develop standards of learning across the elementary grades that are in keeping with those set forth by the National Council for Social Studies

Implement a standardized assessment of social studies in the upper elementary grades

**Middle School Instructional Program
(Grades 6-8)**

Middle School Bible
Grades 6-8

- 1. How is this subject area taught from a distinctively Christian viewpoint? How is spiritual growth fostered in the students through instruction in this subject area?**

Since this is Bible class, we use the Bible as our main textbook and teach with a biblical, Christian viewpoint. Various assessments require students to reflect on real-life applications of Scripture personally, culturally, and socially.

- 2. How does this curriculum area build on the previous instruction and adequately prepare students for future expectations in the curriculum?**

The sixth grade teaches the life of Christ for the first time since third grade, building on the doctrine characteristics of God and major Christian doctrines taught in fourth and fifth grades. Grades 7 and 8 spiral back to the nature of God, Old Testament, and Christian doctrines.

- a. How is the effectiveness of this sequence assessed?**

Assessment is evaluated through discussion among teachers. Some changes in sixth grade curriculum are under consideration.

- b. How is student progress in skills and content evaluated in this subject area?**

Assessments include journals, quizzes, tests, class discussions, illustrations, dramatizations, writing, and conduct.

- 3. How does this subject/department utilize the media center's related-information resources?**

The students use the Internet for research. There also some movies that support instruction.

- 4. On the basis of collected evidence and observation, evaluate the degree to which the students engage in a variety of high-level learning experiences.**

Students engage in simulations, dramatizations, creation of chapel programs, creation of modern-day parables, relating Bible to other subjects, creative essay writing, and projects.

- 5. What efforts are made to keep the staff current on the research in this subject area?**

The teachers attend Bible studies, daily faculty devotions, and are encouraged to be active in their churches. They are also given information on Internet or video courses they can take to provide ongoing instruction.

6. What have achievement tests indicated about the students' performance in this subject?

We do not have achievement tests in Bible at present. We plan to begin using the Bible component in our 2007 Stanford 10 administration.

7. International schools only: Describe and evaluate strategies and procedures used to recognize cultural diversity of the student body and to enhance cultural sensitivity, first to cultures within the school and second to the host culture around the school.

The following factors enhance cultural sensitivity:

- *multicultural staff*
- *World People studies incorporated into the curriculum*
- *visiting missionaries*
- *chapel speakers, musicians, and military chaplains*
- *mission trips*
- *8th grade trip to Hiroshima*

Strengths:

Curriculum allows for planning in order to personalize lessons, making them relevant to students

Many character building lessons are provided

Needed Improvements:

6th grade needs a classroom curriculum set that is more appropriate to 6th grade

Provide more supplemental materials are needed for all levels

Middle School Mathematics Grades 6-8

1. How is this subject area taught from a distinctively Christian viewpoint? How is spiritual growth fostered in the students through instruction in this subject area?

Students are encouraged to realize that God is the center of every aspect of life, including mathematics. Mathematics and Christianity are intertwined; most laws governing the behavior of living and non-living objects (gravity, atoms, populations, etc.) in God's creation can be described with mathematical models. The revelation of God through the Bible is held as authority and does not contradict mathematic facts. Students are encouraged to use critical judgment and logic to solve problems, prove a given theorem or evaluate the soundness of statements. They learn to be able to demonstrate why something is said to be true or false, skills important to defend our Christian faith. References to biblical truths that parallel the material studied are made whenever possible.

2. How does this curriculum area build on the previous instruction and adequately prepare students for future expectations in the curriculum?

The curriculum is built on concepts learned in previous years and allows students to acquire a comprehensive understanding of these notions. The lessons start from what the students know already to arrive at newer concepts or facts. The general sequence of mathematics courses is the following: general math principles (grades 6-7) and pre-algebra (grade 8). Through this, the students are given the prerequisite instruction that will be necessary to perform adequately during their high school education. Students that are more proficient in Mathematics are offered to begin their high school trek of Mathematics.

a. How is the effectiveness of this sequence assessed?

To achieve well in a course, the students need to have mastered the concepts learned in previous years of instruction. The results are therefore a testimony to the effectiveness of the learning process that took place already. A student with a solid background in mathematics will, in all likelihood, be able to grasp the notions presented in a given course more rapidly and more thoroughly than one who is lacking in that respect.

b. How is student progress in skills and content evaluated in this subject area?

The student progress in skills and content is evaluated through several means: tests, quizzes, projects, homework, activities, class assignments and class discussions.

3. How does this subject/department utilize the media center's related-information resources?

The students are strongly encouraged to use the facilities provided by the media center, such as the library or the computer laboratory, for research purposes whenever a project is assigned. Internet sites for math practice may be utilized.

- 4. On the basis of collected evidence and observation, evaluate the degree to which the students engage in a variety of high-level learning experiences.**

The curriculum incorporates several opportunities for hands-on projects and in-class activities that allow students to have significant and complex learning experiences. These projects combine many concepts covered in a given unit as outlined in the grade 6th and 7th textbooks.

- 5. What efforts are made to keep the staff current on the research in this subject area?**

Although there is no organized effort currently made to keep the staff current on research, teachers are encouraged to individually stay up-to-date in their respective subjects, both in technological and pedagogical areas.

- 6. What have achievement tests indicated about the students' performance in this subject?**

Students take the Stanford Achievement Test, tenth Edition (Stanford 10). The typical student in middle school math scored in the middle range, which means that the group performance was average.

- 7. International schools only: Describe and evaluate strategies and procedures used to recognize cultural diversity of the student body and to enhance cultural sensitivity, first to cultures within the school and second to the host culture around the school.**

Japanese is taught as a second language for all students. Bible readings are sometimes done in languages other than English. A respectful and loving attitude toward other cultures is encouraged, for example, discussions of various holidays or celebrations may take place either in an informal or formal setting and cultural school exchanges. Regarding mathematics, students are exposed to U.S. and metric units of measurements.

Strengths:

An integrated math program, which starts in the elementary school and carries through the high school.

A Spiral curriculum that allows for new learning, while maintaining and reinforcing existing skills.

Opportunities for advanced students to take higher level courses

Needed Improvements:

Provide more professional development opportunities provided.

Review of texts to ensure greater uniformity and consistency in the program.

Review of standards and benchmarks to be sure that they reflect current standards.

Develop a program for those performing consistently below grade level.

Middle School Science
Grades 6-8

1. How is this subject area taught from a distinctively Christian viewpoint? How is spiritual growth fostered in the students through instruction in this subject area?

Students are encouraged to realize that God is the center of every aspect of life, including science. Science and Christianity are intertwined; they offer complementary perspectives on life. The revelation of God through the Bible is held as authority and does not contradict scientific facts. Students are encouraged to use critical judgment to validate or disprove scientific theories. They learn to be able to defend every aspect of their Christian beliefs, including creation. References to biblical truths that parallel the material studied are made whenever possible.

2. How does this curriculum area build on the previous instruction and adequately prepare students for future expectations in the curriculum?

The curriculum is built on concepts learned in previous years and allows students to acquire a comprehensive understanding of these notions. The lessons start from what the students know already to arrive at newer concepts or facts. The general sequence of science courses is the following: general science (grade 6), life science (grade 7) and earth science (grade 8). Through this, the students are given the prerequisite instruction that will be necessary to perform adequately during their high school education.

a. How is the effectiveness of this sequence assessed?

To achieve well in a course, the students need to have mastered the concepts learned in previous years of instruction. The results are therefore a testimony to the effectiveness of the learning process that took place already. A student with a solid background in science will, in all likelihood, be able to grasp the notions presented in a given course more rapidly and more thoroughly than one who is lacking in that respect. In this particular sequence it has been determined that general science should precede the other courses as it covers the basic concepts for life and earth sciences. However, the order in which life and earth science is taught is of no particular consequence.

b. How is student progress in skills and content evaluated in this subject area?

The student progress in skills and content is evaluated through several means: tests, quizzes, laboratories, projects, homework, class discussions, journals and class assignments.

3. How does this subject/department utilize the media center's related-information resources?

The students are strongly encouraged to use the facilities provided by the media center, such as, the library or the computer laboratory for research purposes whenever a project is assigned. Several videotapes on varied scientific topics are used in the classroom as teaching aids, to add a visual and practical dimension to the subject learned.

- 4. On the basis of collected evidence and observation, evaluate the degree to which the students engage in a variety of high-level learning experiences.**

The curriculum incorporates several opportunities for hands-on projects and experiments that allow students to have significant and complex learning experiences. One or more projects are assigned per quarter, as well as many laboratory experiments which allows students to incorporate different scientific concepts learned previously.

- 5. What efforts are made to keep the staff current on the research in this subject area?**

Although there is no organized effort currently made to keep the staff current on research, teachers are individually keeping up-to-date in their respective subjects.

- 6. What have achievement tests indicated about the students' performance in this subject?**

Students take the Stanford Achievement Test, tenth Edition (Stanford 10). The typical student in middle school science scored in the middle range, which means that the group performance was average.

- 7. International schools only: Describe and evaluate strategies and procedures used to recognize cultural diversity of the student body and to enhance cultural sensitivity, first to cultures within the school and second to the host culture around the school.**

Japanese is taught as a second language for all students. Bible readings are sometimes done in languages other than English. A respectful and loving attitude toward other cultures is encouraged, for example, discussions of various holidays or celebrations may take place either in an informal or formal setting and cultural school exchanges.

Strengths:

Materials are written from Christian perspective

Needed Improvements:

More visual aides needed

More help for 2nd language learners in understanding the text.

Middle School English Grades 6-8

- 1. How is this subject area taught from a distinctively Christian viewpoint? How is spiritual growth fostered in the students through instruction in this subject area?**

Middle School Curriculum is written to integrate the Christian world view into every unit. Christian literature is utilized to broaden students' faith experience. For example seventh grade literature students are assigned to compare and contrast C.S Lewis' "The Magician's Nephew" with the Biblical creation story. The Bible is used as a supplementary textbook in the sixth grade when students are assigned to analyze the plot in the book of Jonah.

Students are to do spiritual reflective and analytical writing in eighth grade by comparing and contrasting the gods of Greek myths with the God of the Bible. Students are asked to write their testimonies and then to share them with their classmates. When Christian and secular world views are found to clash in literature, students are asked to identify and describe the differences.

- 2. How does this curriculum area build on the previous instruction and adequately prepare students for future expectations in the curriculum?**

Literature, grammar usage, vocabulary, and writing units are all presented in the Middle School grades. These units are written and curriculum is selected to build on previous instruction. Middle school teachers work as a team, meeting periodically to discuss curriculum needs and concerns. The sixth grade teacher conferences with the fifth grade teacher to determine how prepared incoming students are to receive the sixth grade curriculum. The eighth grade literature, grammar usage, vocabulary, and writing curriculum is the "Language Network" series published by McDougal Littell which is the same series used in the ninth, tenth and eleventh grade English classes. This sequencing provides for consistent expectations, with curricular continuity and it prepares students for successive levels of difficulty.

- a. How is the effectiveness of this sequence assessed?**

Teacher pre-assess students in the three core areas of the English curriculum, grammar usage, vocabulary, and writing to determine present level of functioning and to identify any areas needing strengthening. The results are fed back to the previous grade's teacher. Post assessment is also conducted to determine if expected outcomes are being met.

b. How is student progress in skills and content evaluated in this subject area?

Standardized tests are given at each grade level to determine student competency in reading, language skills, vocabulary, and spelling. These skills are also assessed using publisher and teacher-made tests. These skills, along with writing, are also enhanced and measured through student journals, essays, and other writing projects.

3. How does this subject/department utilize the media center's related-information resources?

The media center has a broad range of resources available to OCSI students (books, magazines, newspapers, reference works and computers). A wide screen TV is available to teachers for class showings of curricular videos and DVDs. Students have access to the computer lab for internet research. It is a requirement of the English curriculum that teachers utilize the media center for writing projects.

4. On the basis of collected evidence and observation, evaluate the degree to which the students engage in a variety of high-level learning experiences.

The students come from a skill and drill culture. This limits their training in critical thinking skills. However at OCSI, with a majority of American teachers, students are exposed to high-level learning experiences both through daily instructions and formal assessments

5. What efforts are made to keep the staff current on the research in this subject area?

Staff is encouraged to explore internet web sites for the latest research available in their subject area. The English staff is also encouraged to belong to professional organizations such as The National Council of Teachers of English.

6. What have achievement tests indicated about the students' performance in this subject?

Stanford Achievement Test scores show that children from English speaking households, in general, are achieving at or above grade level in reading and language. However students whose first language is not English, are achieving, in general, below grade level in reading and language.

7. International schools only: Describe and evaluate strategies and procedures used to recognize cultural diversity of the student body and to enhance cultural sensitivity, first to cultures within the school and second to the host culture around the school.

- a. Writing assignments describing different cultures holidays*
- b. Literature books contain writing from different cultures*
- c. English classrooms decorated with various cultures represented (ie. flags, holidays, different languages, cultural items)*
- d. English is the language of education and enforced in the classrooms*
- e. Local hires share knowledge and experience with non-local hires*
- f. Japanese tradition is integrated into extra curricular activities*

Strengths:

Classroom materials meet curriculum needs very well

Curriculum allows flexibility to meet needs of other students

Needed Improvements:

Implement more departmental and intra-departmental meeting for the coordination of curriculum and instruction.

Further develop benchmarks and standards.

Middle School Social Studies
Grades 6-8

1. How is this subject area taught from a distinctively Christian viewpoint? How is spiritual growth fostered in the students through instruction in this subject area?

- *Bible is used as a supplementary textbook*
- *Spiritual reflective and analytical writing*
- *Compare and contrast world socio-political views and World Religions with Godly principles*
- *Studying the life of Christian Historical Figures as well as other Religious Leaders*
- *Study various religious text and compare such texts with the Bible*
- *Study of major religious historical events*
- *Students develop a missions-centered view of the world and learn to pray for different people around the world*

2. How does this curriculum area build on the previous instruction and adequately prepare students for future expectations in the curriculum?

- *In theory, each grade should build on each other. Teachers should be able to meet and conference with both prior and subsequent grade level teachers to discuss curriculum needs and concerns. However, at OCSI, due to the reality of the high turnover of teachers, this practice becomes difficult.*
- *The curriculum for the six and seventh grade overlaps too much and makes the material repetitive. While the reviewing of material is important, the sixth and seventh grade curriculums should be distinctly different.*

a. How is the effectiveness of this sequence assessed?

The sixth and seventh grade teachers have recognized the problem and are currently correcting this issue through the redistribution of course material.

b. How is student progress in skills and content evaluated in this subject area?

- *Tests*
- *Written papers*
- *Essays*
- *Journals*
- *Projects*
- *Oral presentations*
- *Reading Comprehension Questions*
- *Graphic organizers (charts, graphs, outlines)*
- *Current event reports*
- *Computer Software*
- *Debate*

3. How does this subject/department utilize the media center's related-information resources?

- *Typing word documents*
- *Internet research*
- *Library resources (books, magazines, newspapers)*
- *Media resources (radio speeches and movies)*

4. On the basis of collected evidence and observation, evaluate the degree to which the students engage in a variety of high-level learning experiences.

The students come from a skill and drill culture. This limits their training in critical thinking skills. However at OCSI, with a majority of American teachers, students are exposed to high-level learning experiences through daily instructions, group work and creative assessments

5. What efforts are made to keep the staff current on the research in this subject area?

The school's access to continuing education is limited due to our isolation from other American schools and available human and financial resources. Therefore, each teacher is responsible to stay current on the latest research using the Internet and any other available school resource.

6. What have achievement tests indicated about the students' performance in this subject?

On the Stanford 10 our students score in the average range, with students proficient in English scoring 2 stanines higher than those who struggle with English.

7. International schools only: Describe and evaluate strategies and procedures used to recognize cultural diversity of the student body and to enhance cultural sensitivity, first to cultures within the school and second to the host culture around the school.

- *New missionaries are given an orientation to the local culture and literature discussing the profile of the student body*
- *Individual teacher address, discuss, and celebrate cultural differences*
- *Assignments comparing and celebrating the difference between Eastern and Western cultures*
- *Social Studies books contain writing from different cultures*
- *Social Studies classrooms decorated with various cultures represented (i.e. flags, holidays, different languages, cultural items)*
- *English is the language of education and enforced in the classrooms*
- *Sing songs in various languages during praise and worship time*
- *School provides English classes for local community residents*
- *Local hires share knowledge and experience with non-local hires*
- *Japanese tradition is integrated into extra curricular activities*

Strengths:

Curriculum allows for flexibility to meet needs of individual students

Small class sizes allow for individualized attention

Needed Improvements:

Implement meeting for coordination across the curriculum of social studies instruction.

Upgrade 8th grade social studies classroom materials

Further develop standards and benchmarks

**High School Instructional Program
(Grades 9-12)**

High School Bible Grades 9-12

- 1. How is this subject area taught from a distinctively Christian viewpoint? How is spiritual growth fostered in the students through instruction in this subject area?**

The Bible is the main reference to all classes. Teachers' encouragement to participate in personal growth outside of school Bible classes helps students learn and grow as each class is taught.

- 2. How does this curriculum area build on the previous instruction and adequately prepare students for future expectations in the curriculum?**

Bible classes begin with the basics of the Bible, such as who God is, move towards more advanced topics like apologetics, and end with Christian world view.

- a. How is the effectiveness of this sequence assessed?

Teachers at higher levels observe whether the students have retained information from previous classes.

- b. How is student progress in skills and content evaluated in this subject area?

Progress is evaluated by assignments, quizzes, tests, and projects.

- 3. How does this subject/department utilize the media center's related-information resources?**

Many videos relate to Bible class topics. The students use the Internet and Bible reference books for research.

- 4. On the basis of collected evidence and observation, evaluate the degree to which the students engage in a variety of high-level learning experiences.**

Students engage in high-level learning by applying their knowledge and experiences in school mission trips, chapels, and community service. Students also make presentations, create projects, and participate in class discussions.

5. What efforts are made to keep the staff current on the research in this subject area?

The teachers attend Bible studies, daily faculty devotions, and are encouraged to be active in their churches. They are also given information on Internet or video courses they can take to provide ongoing instruction.

6. What have achievement tests indicated about the students' performance in this subject?

We do not have achievement tests in Bible at present. We plan to begin using the Bible component in our 2007 Stanford 10 administration.

7. International schools only: Describe and evaluate strategies and procedures used to recognize cultural diversity of the student body and to enhance cultural sensitivity, first to cultures within the school and second to the host culture around the school.

Students are encouraged to share personal experiences that compare and contrast cultural characteristics. They interact with the host culture through cultural exchanges with students of other schools. There re opportunities for mission trips and seniors visit another Asian country. Students also contribute money for disaster relief and evangelism throughout the world.

Strengths:

The Bible training has had a positive impact on our students. Students have been willing to take spiritual leadership on worship teams, discipling other students, and in prayer.

The curriculum provides opportunities for meaningful and thoughtful discussions.

Chapel provides opportunities for students to lead

All students being required to memorize a set of key verses.

Needed Improvements:

Curriculum maps need more development

More supplemental materials are needed for each class.

More opportunity for training in Bible teaching

High School Mathematics Grades 9-12

1. **How is this subject area taught from a distinctively Christian viewpoint? How is spiritual growth fostered in the students through instruction in this subject area?**

Students are encouraged to realize that God is the center of every aspect of life, including mathematics. Mathematics and Christianity are intertwined; most laws governing the behavior of living and non-living objects (gravity, atoms, populations, etc.) in God's creation can be described with mathematical models. The revelation of God through the Bible is held as authority and does not contradict mathematic facts. Students are encouraged to use critical judgment and logic to solve problems, prove a given theorem or evaluate the soundness of statements. They learn to be able to demonstrate why something is said to be true or false, skills important to defend our Christian faith. References to biblical truths that parallel the material studied are made whenever possible.

2. **How does this curriculum area build on the previous instruction and adequately prepare students for future expectations in the curriculum?**

The curriculum is built on concepts learned in previous years and allows students to acquire a comprehensive understanding of these notions. The lessons start from what the students know already to arrive at newer concepts or facts. The general sequence of mathematics courses is the following: algebra 1 (grade 9), geometry (grade 10), algebra 2 (grade 11) and functions, statistics and trigonometry (grade 12). Through this, the students are given the prerequisite instruction that will be necessary to perform adequately during their college education. Students that are more proficient in mathematics are offered a calculus course to further their college preparation. A business mathematics course is also available for those interested in the financial application of mathematics, usually after having completed the geometry course.

- a. **How is the effectiveness of this sequence assessed?**

To achieve well in a course, the students need to have mastered the concepts learned in previous years of instruction. The results are therefore a testimony to the effectiveness of the learning process that took place already. A student with a solid background in mathematics will, in all likelihood, be able to grasp the notions presented in a given course more rapidly and more thoroughly than one who is lacking in that respect.

- b. **How is student progress in skills and content evaluated in this subject area?**

The student progress in skills and content is evaluated through several means: tests, quizzes, projects, homework, activities, class assignments and class discussions.

3. How does this subject/department utilize the media center's related-information resources?

The students are strongly encouraged to use the facilities provided by the media center, such as the library or the computer laboratory, for research purposes whenever a project is assigned. The students use graphing calculators regularly in the more advanced mathematics courses, learning to use this tool to gain efficiency in solving problems.

4. On the basis of collected evidence and observation, evaluate the degree to which the students engage in a variety of high-level learning experiences.

The curriculum incorporates several opportunities for hands-on projects and in-class activities that allow students to have significant and complex learning experiences. These projects combine many concepts covered in a given unit. Bigger projects are sometimes assigned to link the various aspects of the material studied in multiple units.

5. What efforts are made to keep the staff current on the research in this subject area?

Although there is no organized effort currently made to keep the staff current on research, teachers are encouraged to individually stay up-to-date in their respective subjects, both in technological and pedagogical areas.

6. What have achievement tests indicated about the students' performance in this subject?

Students do not participate in achievement tests other than SAT, ACT or other college entrance examinations. The results of these tests vary as it depends on the individual learning progress of each student.

7. International schools only: Describe and evaluate strategies and procedures used to recognize cultural diversity of the student body and to enhance cultural sensitivity, first to cultures within the school and second to the host culture around the school.

Japanese is taught as a second language for all students and Spanish is also offered as an elective to high school students. Bible readings are sometimes done in languages other than English. A respectful and loving attitude toward other cultures is fostered through speech, action and example. Regarding mathematics, students are exposed to American and Japanese units of measurements.

Strengths:

Availability of large variety of study options

Needed Improvements:

Organization of resources in one easy to find location

Review of texts to ensure cultural sensitivity and effective instruction

High School Science Grades 9-12

- 1. How is this subject area taught from a distinctively Christian viewpoint? How is spiritual growth fostered in the students through instruction in this subject area?**

Students are encouraged to realize that God is the center of every aspect of life, including science. Science and Christianity are intertwined; they offer complementary perspectives on life. The revelation of God through the Bible is held as authority and does not contradict scientific facts. Students are encouraged to use critical judgment to validate or disprove scientific theories. They learn to be able to defend every aspect of their Christian beliefs, including creation. References to biblical truths that parallel the material studied are made whenever possible.

- 2. How does this curriculum area build on the previous instruction and adequately prepare students for future expectations in the curriculum?**

The curriculum is built on concepts learned in previous years and allows students to acquire a comprehensive understanding of these notions. The lessons start from what the students know already to arrive at newer concepts or facts. The general sequence of science courses is the following: physical science (grade 9), biology (grade 10), chemistry (grade 11) and physics (grade 12). Through this, the students are given the prerequisite instruction that will be necessary to perform adequately during their college education.

- a. How is the effectiveness of this sequence assessed?**

To achieve well in a course, the students need to have mastered the concepts learned in previous years of instruction. The results are therefore a testimony to the effectiveness of the learning process that took place already. A student with a solid background in science will, in all likelihood, be able to grasp the notions presented in a given course more rapidly and more thoroughly than one who is lacking in that respect.

- b. How is student progress in skills and content evaluated in this subject area?**

The student progress in skills and content is evaluated through several means: tests, quizzes, laboratories, projects, homework and class assignments.

- 3. How does this subject/department utilize the media center's related-information resources?**

The students are strongly encouraged to use the facilities provided by the media center, such as the library or the computer laboratory, for research purposes whenever a project is assigned. Several videotapes on varied scientific topics are used in the classroom as teaching aids, to add a visual and practical dimension to the subject learned.

4. **On the basis of collected evidence and observation, evaluate the degree to which the students engage in a variety of high-level learning experiences.**

The curriculum incorporates several opportunities for hands-on projects and experiments that allow students to have significant and complex learning experiences. One bigger project is assigned per quarter, as well as many laboratory experiments (the number varies according to the topics studied).

5. **What efforts are made to keep the staff current on the research in this subject area?**

Although there is no organized effort currently made to keep the staff current on research, teachers are individually keeping up-to-date in their respective subjects.

6. **What have achievement tests indicated about the students' performance in this subject?**

Students do not participate in achievement tests other than SAT, ACT or other college entrance examinations. The results of these tests vary a lot as it is depending on the individual learning progress of each student.

7. **International schools only: Describe and evaluate strategies and procedures used to recognize cultural diversity of the student body and to enhance cultural sensitivity, first to cultures within the school and second to the host culture around the school.**

Japanese is taught as a second language for all students and Spanish is also offered as an elective to high school students. Bible readings are sometimes done in languages other than English. A respectful and loving attitude toward other cultures is fostered through speech, action and example.

Strengths:

Resources for labs are good

Small class sizes

Needed Improvements:

More instruction on problem solving needs to be built into the curriculum.

More help for 2nd language learners in understanding the text.

High School English Grades 9-12

- 1. How is this subject area taught from a distinctively Christian viewpoint? How is students' spiritual growth fostered through instruction in this subject area?**

The English department curriculum was written with "Biblical Integration" as a part of almost every unit plan. For example, in the 10th grade short story unit, the Biblical integration section says: "(1) Discuss the differences between views on life after death in "The Monkey's Paw," "Life is Sweet," and the Bible. (2) Present guidelines for Christian reading and viewing before asking students to do the personal essay on the value of reading in the genres of mystery, horror, and suspense." See curriculum for other examples of Biblical integration.

To foster spiritual growth, teachers ask students to evaluate literary characters and their decisions against Biblical standards. Students are often asked to apply truths learned to their own lives in their journal entries.

- 2. How does this curriculum area build on the previous instruction and adequately prepare students for future expectations in the curriculum?**

The English Department at OCSI has been set up in such a manner that students are prepared for the next level of learning. For example, freshman students are taught a higher level of vocabulary and are instructed on how to write a grammatically and mechanically correct two-three page essay. This prepares them for their sophomore year where an increase in vocabulary and writing level is expected.

- a. How is the effectiveness of this sequence assessed?
- b. How is student progress in skills and content evaluated in this subject area?

The beginning of each year the students are given writing assignments, which assess their level of learning from their previous years (vocabulary, grammar, mechanics, etc.).

- 3. How does this subject/department utilize the media center's related-information resources?**

All high school students are reading a self-selected book checked out from the classroom, school media center, or base libraries. Students go to the media center to check out and return books, as well as for occasional reading time. Students use the computer lab for lessons in composition.

4. On the basis of collected evidence and observation, evaluate the degree to which the students engage in a variety of high-level learning experiences.

OCSI students exhibit a wide range of abilities in English. The reading and analysis of literature contributes to a deeper understanding of self, others, family, and relational dynamics. These understandings foster social and personal growth. Literature also enables the reader to examine the motives and consequences of various moral decisions. Related discussions and written assignments promote both spiritual and intellectual growth.

5. What efforts are made to keep the staff current on the research in this subject area?

The administration keeps the staff informed about upcoming conferences.

6. What have achievement tests indicated about the students' performance in this subject?

On achievement tests, students generally score below or on grade level in reading comprehension and vocabulary and usage. For many of our students, English is a second language and is not used frequently in their homes.

7. Describe and evaluate strategies and procedures used to recognize cultural diversity of the student body and to enhance cultural sensitivity, first to cultures within the school and second to the host culture around the school.

*At each grade level students are introduced to many different cultures through multicultural novels such as the following: *The Endless Steppe* (9th), *Farewell to Manzanar* (10th), and *A Light in the Forest* (11th).*

Strengths:

Outcomes are clearly defined and communicated

Opportunity and requirement to integrate Biblical teachings with literature are abundantly available.

Needed Improvements:

Curriculum guides and materials should be organized into easily accessible document and location, with more curriculum development.

Development of benchmarks for each course and grade level should be made.

A system for communicating information from outgoing teachers to incoming teachers should be established.

Assessment tools and standards need more development.

Implement more departmental and intra-departmental meeting for the coordination of curriculum and instruction, and to provide mentorship opportunities.

Textbooks with a biblical worldview should be provided.

High School Social Studies Grades 9-12

- 1. How is this subject area taught from a distinctively Christian viewpoint? How is spiritual growth fostered in the students through instruction in this subject area?**

The teachers integrate Bible verses and concepts into the subject by showing/reading the relevant verses to the students and by having the students find the verses on their own by using concordances. The Christian viewpoint on many subjects is discussed at the start of the year in each class and is reinforced throughout the year. Students are encouraged to find out what the Bible says about the subject and how it should impact their life.

- 2. How does this curriculum area build on the previous instruction and adequately prepare students for future expectations in the curriculum?**

The high school subjects expand and dig deeper into the material that is taught in the middle school. We prepare students for their future by emphasizing the material needed to deal with later issues. We also give them opportunities to think about and solve problems on their own. We follow the curriculum material, which is laid out to ensure a logical progression.

- a. How is the effectiveness of this sequence assessed?**

By observing and testing students, contacting them at college, and tracking achievement test scores.

- b. How is student progress in skills and content evaluated in this subject area?**

Through traditional forms of testing, class discussions, and college follow-up

- 3. How does this subject/department utilize the media center's related-information resources?**

We use many videos during instruction. We also use the Bible concordances and have students do book reports on books found in the library.

- 4. On the basis of collected evidence and observation, evaluate the degree to which the students engage in a variety of high-level learning experiences.**

Through frequent contact with former students that have gone on to college, most of them do well and are successful in their higher education.

5. What efforts are made to keep the staff current on the research in this subject area?

We read/study current news, magazines, and internet articles that deal with our subjects.

6. What have achievement tests indicated about the students' performance in this subject?

Our 9th and 10th grade students test in the 50th percentile on most social studies tests.

7. International schools only: Describe and evaluate strategies and procedures used to recognize cultural diversity of the student body and to enhance cultural sensitivity, first to cultures within the school and second to the host culture around the school.

We emphasize the Biblical concepts of loving your neighbor and that God loves ALL the people of the world (and so should we). We also discuss that not all cultural practices are acceptable and that there are times to take a Biblical stand. In most of the classes, especially geography and world history, different cultures are studied and are compared to the students' native culture and a Biblical worldview.

Major Strengths:

Through the years OCSI has been able to recruit High Social Studies teachers with a sound Christian world view. Consequently, High Social Studies has been and remains an area with a solid infusion of the Christian view point.

Needed Improvements:

Too many of the High Social Studies textbooks and teacher's resources have a secular format. This has led to an inconsistent presentation of the Christian world view across the subject area. This inadequacy will be rectified through the purchase of textbooks that have a Christian world view.

Additional resources are needed.

**Cross-Divisional Instructional
Program
(Grades 1-12)**

Physical Education Grades 1 - 12

- 1. How is this subject area taught from a distinctively Christian viewpoint? How is spiritual growth fostered in the students through instruction in this subject area?**

The Physical Education Department recognizes sport play as God's gift and chooses to make sports play a celebrative part of life. Students learn that their bodies are important (divinely-created). God gives each person physical attributes or talents to care for (stewardship) in order to function most efficiently to serve God and others ("temple of the Holy Spirit).

PE can also help students grow in their decisional realm – making choices, commitments, practice personal integrity, co-operation, self-respect, responsibility and perseverance.

- 2. How does this curriculum area build on the previous instruction and adequately prepare students for future expectations in the curriculum?**

In K-1, sensorimotor attributes and manipulative skills form the foundational block.

In grades 1-3, creative movement perceptions and motor ability is developed.

In grades 4-12, integrative skill learning and specialized sport, dance, and gymnastic skills, rules, and tactics are developed – all towards the goal of expressive, creative, and competitive play.

- a. How is the effectiveness of this sequence assessed?**

Observation and skill testing.

- b. How is student progress in skills and content evaluated in this subject area?**

Students are given written and practical skill tests to evaluate their knowledge and skill development.

- 3. How does this subject/department utilize the media center's related-information resources?**

Currently the PE department utilizes its own personal videos and literature. The PE/Athletic Departments also has videos and literature that are sport specific and are concurrently utilized as necessary.

- 4. On the basis of collected evidence and observation, evaluate the degree to which the students engage in a variety of high-level learning experiences.**

Not applicable

5. **What efforts are made to keep the staff current on the research in this subject area?**

We subscribe to a journal for P.E. teachers and order new teaching resources periodically.

6. **What have achievement tests indicated about the students' performance in this subject?**

Not applicable

7. **International schools only: Describe and evaluate strategies and procedures used to recognize cultural diversity of the student body and to enhance cultural sensitivity, first to cultures within the school and second to the host culture around the school.**

Okinawa Christian School International, including the PE/Athletic department has in the past either invited various groups or gone to the Japanese school/community to:

- 1. Participate in volleyball and soccer friendship games.*
- 2. Introduce Taiko dance and karate movements to lower elementary PE.*
- 3. Introduce Kinball to the secondary level students and to the faculty.*
- 4. Attend a practice session of a professional baseball team.*
- 5. Attend a professional Japanese league soccer game.*
- 6. Attend an international volleyball game between the USA and Japan Olympic teams.*

Strengths:

Curriculum provides students with a broad range of individual, team and life sports.

Curriculum prepares students for developing a self sufficient physical fitness routine.

The program is well equipped.

Needed Improvements:

Review and development of benchmarks

Improve awareness of community opportunities.

Development of assessment tools

Elementary Japanese Language Grades 1-5

- 1. How is this subject area taught from a distinctively Christian viewpoint? How is spiritual growth fostered in the students through instruction in this subject area?**

Language is a tool to survive in this world. If we would like to have a better life, we need good communication. For spiritual growth, we need to interact with many people and know how to build good relationships using appropriate language.

- 2. How does this curriculum area build on the previous instruction and adequately prepare students for future expectations in the curriculum?**

We focus on listening, speaking, reading and writing (we divided into 6 classes based on the students' level) so students will use the language as a tool for their lives and able to express their thoughts and opinions effectively. First graders learn orally. Then the writing systems are added as the students advance.

- a. How is the effectiveness of this sequence assessed?**

The Japanese teachers meet frequently to discuss the student's progress.

- b. How is student progress in skills and content evaluated in this subject area?**

There is progressive assessment in listening, speaking, reading and writing - oral test, Grammar test, Vocabulary test, sentence test and so on.

- 3. How does this subject/department utilize the media center's related-information resources?**

We do not use them. We use only class activities.

- 4. On the basis of collected evidence and observation, evaluate the degree to which the students engage in a variety of high-level learning experiences.**

Students who are well balanced in listening, speaking, writing and reading skills do, of necessity, use higher level thinking skills. They must process both the receptive and expressive language in order to use it.

- 5. What efforts are made to keep the staff current on the research in this subject area?**

In order to gain new skills and teaching ideas, the teachers attend a yearly summer seminar.

6. What have achievement tests indicated about the students' performance in this subject?

We do not give standardized tests in Japanese.

7. International schools only: Describe and evaluate strategies and procedures used to recognize cultural diversity of the student body and to enhance cultural sensitivity, first to cultures within the school and second to the host culture around the school.

Students have cultural exchanges with Japanese students. They also take group trips to places in the community, where they can practice their language skills, including service projects to homes for the elderly or handicapped. Fifth grade students make a trip to the Kansai area of Japan, the location of the original capital and other important historical and religious sites.

*See **Strengths and Needed Improvements** for all levels at the end of the Japanese section.*

Middle School Japanese Language Grades 6-8

- 1. How is this subject area taught from a distinctively Christian viewpoint? How is spiritual growth fostered in the students through instruction in this subject area?**

Language is a tool to survive in this world. If we would like to have a better life, we need good communication. For spiritual growth, we need to interact with many people and know how to build good relationships using appropriate language.

- 2. How does this curriculum area build on the previous instruction and adequately prepare students for future expectations in the curriculum?**

We focus on listening, speaking, reading and writing (we divided into 6 classes based on the students' level) so students will use the language as a tool for their lives and able to express their thoughts and opinions effectively. First graders learn orally. Then the writing systems are added as the students advance.

- a. How is the effectiveness of this sequence assessed?**

The Japanese teachers meet frequently to discuss the student's progress - oral test, Grammar test, Vocabulary test, sentence test and so on.

- b. How is student progress in skills and content evaluated in this subject area?**

There is progressive assessment in listening, speaking, reading and writing.

- 3. How does this subject/department utilize the media center's related-information resources?**

Students who are well balanced in listening, speaking, writing and reading skills do, of necessity, use higher level thinking skills. They must process both the receptive and expressive language in order to use it.

- 4. On the basis of collected evidence and observation, evaluate the degree to which the students engage in a variety of high-level learning experiences.**

As well as listening and reading, students create compositions and speeches. They also have opportunities to process and use their language skills by interacting with students in local public schools. These activities require a high level of mental processing and creativity.

- 5. What efforts are made to keep the staff current on the research in this subject area?**

In order to gain new skills and teaching ideas, the teachers attend a yearly summer seminar.

6. What have achievement tests indicated about the students' performance in this subject?

We do not give standardized tests in Japanese.

7. International schools only: Describe and evaluate strategies and procedures used to recognize cultural diversity of the student body and to enhance cultural sensitivity, first to cultures within the school and second to the host culture around the school.

Students have cultural exchanges with Japanese students. They also take group trips to places in the community, where they can practice their language skills. Eighth grade students make a trip to Hiroshima to gain sensitivity to a non-US perspective on the nuclear bombing of the city and to experience some Japanese culture.

*See **Strengths and Needed Improvements** for all levels at the end of the Japanese section.*

High School Japanese Language Grades 9-12

1. How is this subject area taught from a distinctively Christian viewpoint? How is spiritual growth fostered in the students through instruction in this subject area?

Language is a tool to survive in this world. If we would like to have a better life, we need good communication. For spiritual growth, we need to interact with many people and know how to build good relationships using appropriate language.

2. **How does this curriculum area build on the previous instruction and adequately prepare students for future expectations in the curriculum?**

- a. **How is the effectiveness of this sequence assessed?**

The teachers review and revise their curriculum yearly, to make sure the sequence is appropriate for the students.

- b. **How is student progress in skills and content evaluated in this subject area?**

There is progressive assessment in listening, speaking, reading and writing.

3. **How does this subject/department utilize the media center's related-information resources?**

Students who are well balanced in listening, speaking, writing and reading skills do, of necessity, use higher level thinking skills. They must process both the receptive and expressive language in order to use it.

4. **On the basis of collected evidence and observation, evaluate the degree to which the students engage in a variety of high-level learning experiences.**

As well as listening and reading, students create compositions and speeches. They also have opportunities to process and use their language skills by interacting with students in local public schools. These activities require a high level of mental processing and creativity.

5. **What efforts are made to keep the staff current on the research in this subject area?**

In order to gain new skills and teaching ideas, the teachers attend a yearly summer seminar.

6. **What have achievement tests indicated about the students' performance in this subject?**

Students take a practice test for Nihongo Noryuku Kentei, Level 4. The Level 4 test is for evaluating whether we let the students join the advanced class or not in the beginning of the year. If they pass the level 4 pre-test, they don't have to take Japanese class. Level 4 is beyond the advanced class level. We do have some students who are able to pass that test, proving that they have advanced beyond the level of Japanese that we offer.

7. International schools only: Describe and evaluate strategies and procedures used to recognize cultural diversity of the student body and to enhance cultural sensitivity, first to cultures within the school and second to the host culture around the school.

Students have cultural exchanges with Japanese students. They also take group trips to places in the community, where they can practice their language skills, including service projects to children's homes and homes for the elderly or handicapped.

Strengths:

Excellent staff professional development opportunities are available to Japanese teachers each summer through local seminars.

OCSI student are immersed in Japanese language and culture.

OCSI student scores on National Kanji test have continuously improve over the past three year.

OCSI Japanese teachers have considerable teaching experience at the school and within the local community.

Needed Improvements:

Higher level students need more effective writing instruction.

Resources are needed to motivate mid-level students not planning to live in Japan.

Okinawa Christian School International
5.0 Instructional Program (1 – 12)
Fine Arts Instruction

- 1. How is the subject taught from a distinctively Christian viewpoint? How is spiritual growth fostered in the students through instruction in this subject area?**

Each art class is taught from a perspective that focuses on God's purposes and creation. Classes begin with prayer and instruction is tied to historical facts recorded in Scripture, or related to the history of Christianity. Along with planning instruction that incorporates historical contexts, the art classes are designed to allow creative expression in ways that make faith, and the interpretation and expression of faith through various mediums creative and exciting. Thus students, especially in the elementary grades, experience new and "fun" ways to share their knowledge of Christ and the Bible.

- 2. How does this curriculum area build on the previous instruction and adequately prepare students for future expectations in the curriculum?**

Until this year, OCSI was only able to provide elementary students with classroom instruction in the area of music. Although art instruction had been provided previously, it has been several years since OCSI employed a full-time art teacher. On a more limited basis, secondary students have participated in drama and music classes during the semester known as "J term."

The newly hired art teacher is currently in the process of assessing student knowledge of the foundational elements of art. Using Art Express (Harcourt) as a text, the art teacher is determining the proper sequence of instruction for both elementary and secondary students. The instructional goals are as follows: 1) build a foundation of art, 2) teach students to appreciate and value different perspectives of art, 3) apply knowledge of art and art skills in the production of finished works, and 4) develop an understanding of art as expression of faith and culture.

- 2a. How is the effectiveness of this sequence assessed?**

Art instruction is geared to follow a logical progression of complexity, that is, from simple to complex. Instruction is intended to address not only students' knowledge and understanding of the elements of art, but the ability to apply those elements through a demonstration of skills. Students are being challenged through instruction that is both developmentally and conceptually appropriate.

For example, the art teacher considers whether the skill to be introduced is appropriate for the fine and gross motor skills of young children. Additionally, concepts that are too abstract for young children are reserved for students whose thinking allows for a better understanding of abstract ideas.

2b. How is student progress in skills and content evaluated in this subject area?

As with any form of the fine arts, the assessment of student development must be varied and consistent. The students in both the elementary and secondary departments are evaluated using a combination of the following: sketch books (submitted weekly), research projects, rubrics (product evaluation), teacher observations of artistic skill, the ability to transfer artistic knowledge to other content areas, and quizzes.

3. How does this subject/department utilize the media center's related-information resources?

Students in the secondary department are tasked with researching various periods of art and artists. Using the computer lab, Internet sources, and library resources, students are required to prepare written reports about modern artists and other topics related to art. These projects not only include written and oral presentations, but also must incorporate visual component(s).

4. On the basis of collected evidence and observation, evaluate the degree to which the students engage in a variety of high-level learning experiences.

Based on the most recent teacher observations and assessments of student work, it appears that many students have a limited understanding of the foundations of art. This fact can primarily be attributed to the inconsistent instruction provided in this area in recent years. However, the instruction currently being provided is intended to remedy that situation by helping students develop a basic knowledge of art, art history, and art related concepts. Future art instruction will be geared toward incorporating prior knowledge with classroom instruction.

5. What efforts are made to keep the staff current on the research in this subject area?

The current fine arts staff consists of an art teacher who is 2006 graduate from a liberal arts college where she earned a Bachelors degree in Art education. As such, she is knowledgeable about the best practices and current trends in arts education. Having just arrived on the island of Okinawa, the art teacher is working to establish professional relationships with local artists, museums, studios, etc. Additionally, she hopes to further her studies through a series of on-line courses that will allow her to pursue a Masters degree in Studio Art.

6. What have achievement tests indicated about the students' performance in this subject?

Like most performance and visual arts, this content area is not subject to standardized testing.

7. International schools only: Describe and evaluate strategies and procedures used to recognize cultural diversity of the student body and to enhance cultural sensitivity, first to the cultures within the school and second to the host culture around the school.

Okinawa Christian School has always sought to incorporate diverse cultures into its school environment. For example, as part of its Missions Emphasis Month, the elementary department hosts a Culture Fair at which parents and students are invited to share food, dance, music and other important forms of cultural expression. Fourth graders studying Okinawan history and culture, participate in field studies to local villages to learn about tea ceremonies, glass blowing, pottery, lacquer ware, taiko drumming, and more. When possible, artisans are invited to speak to and/or provide classroom demonstrations for our students.

Additionally, secondary students are invited to share their knowledge of instruments, song, dance, and other performance or visual arts. Students throughout the school are routinely asked to share cultural arts as part of the chapel worship experience, instruction in social studies, or as part of outreach ministries initiated by the school.

As part of our music instruction, secondary students visit the military community at Camp Foster where they tour the base music facilities and receive small group instruction from professional musicians. Each year these professional musicians from the III Marine Expeditionary Forces (3 MEF) Band provide the music the high school graduation ceremony.

Strengths:

We have good art instruction, supported by a well trained teacher.

We are well supplied with resources.

Needed Improvements:

Curriculum development is needed.

Additional personnel is needed for music instruction

Vocational Education
(Computer, Shop, and Home Economics)
Grades 6- 12

Courses covered in this section are:

Sixth grade Typing and Word processing
Eighth grade Basic Woodworking and Home Economics
High School Basic Woodworking, Home Economics, Computer Applications, and
Computer Programming

2. How is this subject area taught from a distinctively Christian viewpoint? How is spiritual growth fostered in the students through instruction in this subject area?

The existing Vocational Education is currently being revised. Vocational Education consists of courses which develop skills that require coordinated mental and physical activity. Since these activities are often a new experience, students can become frustrated. Classes will begin with prayer designed to ease tensions and create an atmosphere of hope and optimism.

Teachers will be asked to read and have students study Scripture that encourages them and increases their tolerance for frustration. Teachers will also be asked to have students do a written comparisons of vocations described in the Bible with the vocations of today.

3. How does this curriculum area build on the previous instruction and adequately prepare students for future expectations in the curriculum?

Vocational Education courses are largely stand-alone electives taken for personal interest with no sequencing occurring. Sixth grade Typing and Word processing is taught during J-Term for the purpose of developing keyboarding and word processing skills to be used in future coursework. (J-Term is a twenty-day interim course taught between first and second semesters.)

a. How is the effectiveness of this sequence assessed?

There is no sequence to assess.

b. How is student progress in skills and content evaluated in this subject area?

Because Vocational Education courses are largely stand-alone electives, student progress is evaluated by each instructor in each class. Written tests are given along with hands-on practical exams and evaluations of completed projects. Training in the safe use of hand and power tools and appliances is emphasized and evaluated.

4. How does this subject/department utilize the media center's related-information resources?

Vocational Education teachers will utilize the media center for student research and for the showing of course videos and DVDs as needed.

- 5. On the basis of collected evidence and observation, evaluate the degree to which the students engage in a variety of high-level learning experiences.**

Because Vocational Education often involves learning new skills that require a variety of hand/eye coordination activities, many students will be stretched to achieve. This is an anticipated outcome.

- 6. What efforts are made to keep the staff current on the research in this subject area?**

Staff is encouraged to explore internet web sites for the latest research available in their subject area.

- 7. What have achievement tests indicated about the students' performance in this subject?**

Student performance in Vocational Education is not measured on any of the achievement tests used at OCSI.

- 8. International schools only: Describe and evaluate strategies and procedures used to recognize cultural diversity of the student body and to enhance cultural sensitivity, first to cultures within the school and second to the host culture around the school.**

Vocational Education students will be asked to study the cultural aspects of their school and community as they relate to the course in which they are enrolled. Students in Home Economics will study and prepare foods representative of the school and community. They will do the same with clothing construction, style and design. Hobbies and crafts involving food and clothing will be explored.

Basic Woodworking students will study how local craftsmen work with wood and the tools they use. Wood projects will reflect the school and community cultures.

Major Strengths

The Vocational Program has been blessed with excellent facilities and equipment.

There are two computer labs with fifty-two computers available to students and faculty. There are five computers available to faculty in the staff library/lounge area. The Home Economics classroom is equipped with a full range of kitchen appliances and cooking utensils. There are also sewing machines available. The Wood shop has a full complement of power tools, including a band saw, lathe, and table saw.

Vocational courses are offered during J-Term.

Needed Improvements

Vocational Education lacks a comprehensive written curriculum. Presently, due to a lack of teachers, Vocational classes are not offered during the regular semester.

6.0 LIBRARY, MEDIA RESOURCES, AND TECHNOLOGY

Self-Study

1. Evaluate the effectiveness of the selection, training, and professional development of the staff in library/media services and technology.

Selection: The school's goal when selecting a librarian / media specialist is to have qualified personnel in these positions. We are an international school and it is sometimes difficult to achieve. Currently we are fortunate to have nearly a full time librarian with a master degree in her field.

Training: The librarian has organized files to follow for procedures in the media center. Past lesson plans were utilized the first year of teaching media center classes and have been revised and updated. Hands on training, trial and error in new procedures for the media center, and faculty input has helped tremendously in orienting and training the librarian.

Professional Development: Since our librarian has just begun at OCSI, she has don't done much professional development while with us. She has had considerable training before coming to us. Attendance at seminars and workshops related to library science whenever available on Okinawa will be a priority for the library personnel. We hope to use informational resources to further strengthen the library personnel's knowledge of library science.

2. Evaluate the use of volunteers in library/media and technology services.

We have aides to come in from time to time to provide library supervision and to run the circulation desk. Through the high school directed teaching elective class (DT), students who are interested in working in the media center are selected and trained by the librarian. The student comes in everyday for 1 period during the course of a semester. The library aide spends initial time with volunteers / DT students to orient them to the media center set-up and systems of fiction and nonfiction cataloging. Time is taken to be sure they understand the basic mechanics of shelving books properly.

3. Explain how each grade level or department utilizes the library, media resources, and technology resources to support the learning objectives of their instructional program. How adequate is this program in meeting the goals of the school?

Grade Level Uses of Library: Students in K5 to grade 5 are scheduled 30 minutes of library time each week. This time is spent on teaching library skills and checking out books for the week. The librarian assists them in finding the appropriate books according to grade, reading, and interest levels. Secondary students use the Library as a resource to complete classroom assignments.

Department Uses of Library: Grade level teachers generally ask for specific books related to the subject matter they are teaching. The teachers also sign up for specified times in the

media center for various other instructions in their classes. Each department/teacher is asked to give suggestions when new books are being order for the media center.

4. Evaluate how accessible the media center and technology resources are to all students, staff, and faculty in respect to location and hours of service.

Students may come in during open library, 10:00 to 10:30, and during D.E.A.R. Time 12:00 to 1:00. Teachers may have their classes sign up for the media center room to do research on projects, papers, etc. The media center is also available after school from 3:00 to 4:00. The location of the media center is on the third floor in the center of the main building. It is accessible to all students, staff, and faculty. It is available for secondary students before school, after school and during lunch

The secondary computer labs are available throughout the day and after school for individual and class work. Teachers schedule use of the elementary computer lab for Accelerated Reader, STAR, and other activities.

5. How effective are the procedures that are used in evaluating the acceptability of resources and the handling of complaints from the school community?

Because the core of the school's philosophy is the strong belief that Jesus Christ is Savior and Lord, and that the Bible should be the center of all that is taught, the selection and acceptability of resources is made with this in mind. Complaints are extremely rare and are handled case by case, consulting with faculty as to why a particular book is in our possession, and if we desire to continue having the material in our media center. The procedures for the acceptability of resources and the handling of complaints have been very effective.

6. How adequate is the space allotted for media center and technology usage in regard to the comfort and work space for individual and group users?

Students and faculty have plenty of room to move about while browsing for books and materials. Various classes have been able to use the media center for different activities that were not easily done in their classrooms. The elementary library can seat 18 students at tables; additional chairs are available for larger classes. The high school library can seat 30 students at tables. Since the library is carpeted students may be seated on the floor if needed. About 50 students can be seated comfortably on the floor.

The elementary computer room has 10 computers. The secondary division has 2 computer labs, accommodating 25 students total.

7. How adequate and accessible is space for storage and for the processing of materials?

The storage and the processing of materials space are done the library office. There is plenty of room to store donated or new books and materials for processing. Because the office is located between the elementary and high school libraries, it makes it easy for the librarian to process materials and be available to assist student when needed.

8. Assess the degree to which the technology plan has been effective in directing the school in technology. Has the plan worked?

OCSI's over all plan is to centralize our information structure to eliminate redundant control and maintenance. This school year the initial plan has begun; we introduced the SPO Sun System server and Thin Clients in our office core system, which would be the foundation of the overall computer plan. This has greatly increased the reliability of our Internet service for classes. Currently we are using our existing machines and software in parallel with the new servers. By the next school year we hope to install client system in our laboratory classrooms as well. At the completion of the plan we aim to place at least a single Thin Client Machine in each classroom.

Philosophy

Give evidence of how effectively the school philosophy and mission are reflected in the library, media, and technology areas of the school.

Philosophy: Because the core of the school's philosophy is the strong belief that Jesus Christ is Savior and Lord, and that the Bible should be the center of all that is taught, the selection processes is greatly affected. The librarian tries to select books with lasting value because its message and writing style is in conformance to the standards of excellence distinguished in the Bible.

Mission: With the establishment of the Parent Learning Library, the school's mission to partner with the families of the local and international community is being fulfilled. Through the on-going process of upgrading the library inventory we are striving for excellence in Christian education. We plan to survey the faculty annually to get their recommendations for making the resources they need for instruction available.

Major Strengths and Needed Improvements

Strengths:

- 1. Over 300 accelerated reader books and tests have been added to the secondary library*
- 2. The computerization of both libraries is complete. (2006)*

- a. *All books have a bar code*
 - b. *Students, staff, and faculty have been issued library cards*
 - c. *Bar code scanner has been installed for easy checkout.*
3. *A Parent Lending Library was established in 2005.*
- a. *There are 32 titles currently available to parents. These titles are for parents with students in the lower elementary. (Books on Tape & Learning Packets)*
Books throughout the library are available to parents as well.

Needed Improvements:

Books:

- a. *High School: Reference books for chemistry and physics*
 - b. *Middle school: Recently published books on science topics such as plants, fungi, insects, and ecology, etc.*
 - b. *Elementary: Accelerated Reader titles in the range from 0.5 – 1.0 and also more titles up to 3.9 book level. Non-fiction books for young readers.*
 - c. *Both libraries need more fiction books for recreational reading*
- Computers: Need more Internet-ready computers to be used for research, which should now be available after the upgrade done in the summer of 2006.*

7.0 STUDENT SERVICES

Self-Study

STUDENT ACTIVITIES

General Characteristics

1. What is the purpose and rationale of the student activities program?

The purpose and rationale behind the student activities is to expose our students to a number of activities outside of the classroom that will encourage their physical, social, and spiritual development.

2. List the student activities by category and level of participation by gender using the chart below. What conclusions do you draw from the data?

ACADEMIC

Activity	# Girls	# Boys
NHS	14	9
French Club	4	4
Spanish Club	1	1

FINE ARTS

Activity	# Girls	# Boys
Worship Teams	12	4

ATHLETIC

Activity	# Girls	# Boys
JV-Varsity Sports	20	30
MS Sports Club	15	15
Elementary Sports Club	12	12

OTHER

Activity	# Girls	# Boys
Student Council	10	2
Yearbook	8	6
Discipleship Groups	30	15

The activities that we are able to offer every year depends largely on the teachers we are able to hire, and the abilities of our current teachers to help in a certain area. This year we are deficient in fine arts; however, we have an art teacher for the 2006-07 school year.

3. What special opportunities do the geographical location and/or facilities of the school provide for the types and varieties of activities?

Our campus provides a large gymnasium and playing areas for our students. It is within easy walking distance of the ocean. The proximity of U.S. bases and Japanese schools allows us opportunity for interscholastic athletic competition. There are many ministry opportunities available because we are in an overseas situation.

4. What role do students play in initiating and leading student activities (e.g., student government)?

There is currently a student government at the middle and high school levels. The students, elected by their peers, are fundamental in planning and leading most of the student activities on campus that are not related to sports and ministry.

a. What leadership training is offered in student activities (for junior/middle and/or high school levels)?

Student leaders are encouraged to attend on and off island leadership conferences. We have occasionally attended stateside leadership conferences as a team. Coaches are continually teaching leadership principles to their participants, especially those serving as a captain of a certain sport. We are planning a weekend leadership conference in the spring for students involved in student leadership.

b. What mechanisms exist for student feedback?

Student feedback is channeled from the students to their student counsel and class leaders to advisors and then to administrators. In the athletic portion, student feedback is given to the captain to the coach and then to the appropriate administrator.

c. What impact does student feedback have upon the activities program?

Student feedback is taken into consideration in the athletic program. In after school activities student feedback has a huge influence on how the event is planned the next time and which programs are initiated.

4. How are the advisors and coaches selected, oriented to their responsibilities, and supervised?

As much as possible, advisors are selected on a volunteer basis. First priority in selecting advisors is to find qualified faculty/staff personnel. If none are available, then the search goes outside of the school. They are orientated to their responsibilities by those who have had experience in the program and are supervised by those responsible for oversight of the program.

a. How are the individuals compensated for working with these activities?

Because of the size of the school and limited resources there is no direct compensation from the school. Whenever possible, those with greater extra curricular duties are given reduced responsibilities in other areas.

b. Are the responsibilities for activities spread among enough members of the staff?

The responsibilities are shared among several of the faculty. More faculty participation would permit us to offer more activities.

5. How do advisors and coaches effectively integrate biblical principles within the activities program, and how is that evaluated?

Coaches and advisors have devotionals and prayer times in their activities. Numerous teaching opportunities come up within the course of the activity for opportunities to teach biblical principals.

6. Describe the role and program of auxiliary organizations that support student activities.

OCSI does not have auxiliary organizations that support student activities.

Facilities and Equipment

1. Discuss the adequacy of the facilities utilized for the activities program.

The Lord has blessed us with beautiful and adequate facilities. The gym is large enough for two volleyball or basketball teams to practice. The soccer field is regulation size and grassed. The computer lab serves well for yearbook production. There is a music room for choral and instrumental groups to practice. There is a piano and sound equipment in the cafeteria, providing practice opportunities for worship teams and other musical or drama groups. In addition, the village has a very nice series of halls that we can rent for special events; and the military bases allow us to use their facilities for games, meets, and banquets.

2. Describe the budgeting process and explain how priorities are determined.

Annual budget requests are made. In the case of an immediate need, special requests can be made to the administration. Activities are prioritized by coordination between administration and the persons submitting the requests.

3. Explain the procedure for scheduling the facilities for student activities.

A student activity request is submitted for approval, and events are put on the master calendar after approval.

a. How are conflicts in the schedule resolved?

Conflicts are resolved by the administration.

b. Who constructs and controls the facilities calendar?

The facilities calendar is constructed by the sponsors, and is coordinated by the administration. The office staff assist in keeping track of facilities use.

4. Describe the condition of facilities and major equipment.

Because the building is new, the facilities are in good condition. We replace equipment as it is needed, sometimes through the annual budget and sometimes through our regular fund raising events.

a. Is there adequate maintenance and custodial support for the activities?

We have a contract with a custodial company, who does the routine cleaning. Students help with set-up and clean-up for an event (sweeping the gym, setting up bleachers inside or outside, laying mats on the gym floor, putting mats away, opening or shutting windows, putting equipment away after a game, setting up and cleaning the cafeteria before and after an event or activity). Our maintenance staff keeps the facilities and equipment in good condition.

b. Is there a regular safety review of activity areas?

There is a constant review for safety of activity areas. Some inspections are required by the government.

5. What is the transportation plan for student activities? Is this plan effective?

The transportation plan is built into the Student Activity Request procedure. Coaches and sponsors usually drive school vans for off-campus games and other activities. If a larger vehicle is needed, the school hires a bus driver to drive one of the school's buses.

Guidance Services

1. Describe the organization and distinctives of the school's guidance services.

a. For the elementary and/or middle school/junior high level.

- 1) If the school does not have an organized and staffed guidance department, indicate how guidance services are performed and who has the major responsibility for meeting these needs.

For grades K-5, guidance services are provided by the elementary school teachers and principal. In the middle school, the middle school teachers and coordinator primarily handle guidance services. The counselor, chaplain, and secondary principal also provide middle school guidance services.

2) What is being done in career awareness at these levels?

Nothing is being done specifically in this area, except what may be included in the curriculum

b. For the high school level.

- 1) Include all of the components of the program (college selection, pre-college admissions testing, career guidance).

PSAT is offered to sophomores and required of all juniors in October of each year; assistance is given in filling out forms. A career unit, which includes a career inventory, is in the tenth grade English curriculum. A college seminar is provided in the junior year, and juniors and seniors are encouraged to take the ACT, SAT, and TOEFL. There is a college seminar for parents of students in grades 8-12 near the end of the school year. Individual counseling is provided for each student in regards to college planning.

- 2) List the guidance personnel and note the specific training and responsibility of each person.

The counselor, chaplain, and secondary school principal provide high school guidance services.

Secondary School Principal- Gene Taylor

Specific Training: MA in Counseling

Responsibilities:

- a) Responsible for students receiving counseling on graduation requirements and overseeing schedule changes.*
- b) Interview prospective students and determine placement in middle school, high school, and ESL programs.*

- c) *Handle discipline situations mandated by policy and /or referred by teachers and make recommendations to the superintendent on suspension or expulsion cases.*
- d) *Oversees and coordinates all counseling in the secondary school*

Administrative Counselor-Cary Oshiro assisted by Patrice Wheeler doing a practicum in a masters degree program

*Specific training: Masters in Educational Counseling
Responsibilities-(Responsible to Secondary School Principal)*

Academic Counseling

- a) *Work with the principal to determine schedule of classes*
- b) *Schedule students into classes.*
- c) *Meet with freshman and new secondary school students periodically to discuss problems they may be having and goals for their high school experience*
- d) *Supervise students on academic probation and others with academic struggles*
- e) *Ensure accuracy of transcripts*
- f) *Supervise students who are on independent study.*

College and career counseling

- a) *Administer PSAT testing in the fall.*
- b) *Organize a career day in the spring.*
- c) *Meet with the seniors in fall quarter to discuss credits and future plans.*
- d) *Meet with juniors during the 3rd quarter to discuss PSAT scores, credits, and future plans*
- e) *Meet with sophomores during the 4th quarter to discuss personal goals and college/career goals*
- f) *Inform seniors of SAT, ACT, and TOEFL tests and of scholarship opportunities*
- g) *Organize a yearly parent seminar on college for all high school parents.*

Provide personal counseling for troubled students

Chaplain-Chisako Oshiro

Specific training:

BA in ESL/Japanese studies

Mentorship in pastoral ministry

Bible training at International School of Theology and by correspondence (total 18 credit hours)

Responsibilities: (Responsible to Superintendent and to Principals in matters related to their area)

- a) *Promote on-campus spiritual activities, such as Bible clubs, retreats, and fellowship groups and provide Chapel services from kindergarten to twelfth grade.*
- b) *Provide spiritual and personnel counseling for students.*
- c) *Put interested families in contact with the local evangelical churches, home bible studies, and other Christian ministries.*
- d) *Work with the Parent/ Teacher Fellowship (PTF) in arranging parenting seminars for parents of OCSI students.*

Our staff seeks to reflect our school philosophy in all they do. The principles listed in our philosophy are applied in our guidance programs as they are in all areas of the school. Examples would be that each child is made uniquely by Christ and parents should have the major responsibility in raising their children.

3) How are high school students assisted in planning their secondary school schedules?

Students receive individual counseling from the Secondary Principal and Administrative counselor to ensure that credits are being met, a four year plan is made for each student.

2. Describe the responsibilities of the teachers in the guidance program for each school division.

The teachers provide personal guidance to their students in regards to academics and behavior. If a problem persists, the teachers refer the students to the school counselor for further counseling. If disciplinary actions are to be acted upon, the counselor then refers the students to the Secondary School Principal.

3. Assess the effectiveness of the guidance services for each school division and indicate how that was determined.

Every student who seeks help for college entrance receives it. Two-Thirds of our students enter college. We are working hard to increase parent understanding and involvement in getting their child into college. A very concerted effort is made to ensure that all students meet graduation requirements and that communication is given to parents. All students receive the opportunity to receive the courses that they need. The above statements are based on direct observation and statistics taken for college entrance. We are currently working on a survey to help us better measure the social development of graduating students.

4. Explain how the services of the guidance program are communicated to parents and students, and assess the effectiveness of this communication.

Parent meetings are held. Individual parents are brought in for conferences when academic problems present themselves. The counselor also communicates with parents via letter and email to discuss problems or give information. The counseling staff is available during parent-teacher conferences to discuss students or provide information on counseling

services. The counselor and chaplain speak to student groups to let them know of their availability and what services they offer.

5. What additional counseling/guidance resources are readily available to the school? How is it determined when and how to utilize these resources?

The school has referred students to the Department of Neuropsychiatry, at a local university (University of the Ryukyus Hospital), for psychological testing. For SOFA status families, services are available at on-base clinics and the Naval Regional Medical Center. In preparation for a professional consultation, teachers document observations of student behavior and report the accommodations they have made for the student.

6. If your school offers a complete high school program, what are the future educational plans of the current seniors?

	<i>Boys</i>	<i>Girls</i>	<i>Total Number</i>	<i>Total Percent</i>
Attend 4-year college or University	6	8	14	58%
Attend Jr. or Community College	1	3	4	17%
Attend Business or Technical Institute	1	3	4	17%
Continue Ed., but undecided on Type of School	1	1	2	8%
Stop Formal Ed. Upon Graduation				
Undecided About Further Ed.				
Unknown				
Total Members of Seniors Class	9	15	24	100%

Testing Program

1. Describe the school’s entire standardized testing program.

Stanford 10 is administered each spring to students in grades 1-10. Since juniors and seniors are taking the SAT and ACT, they do not take the Stanford 10, but the school receives score reports from ACT and SAT. The PSAT test is taken by all 11th graders and optional for 10th graders. Students in grades 2-8 take a reading assessment (STAR) quarterly.

2. What is done to assist classroom teachers to administer, interpret, and use standardized tests? Assess the effectiveness of this preparation and training.

Teachers are given a brief orientation before administering the tests. When the results come in, teachers receive copies for their classes. In team and teacher meetings, teachers discuss the implications of the scores and how they should impact their teaching. The teachers identify areas where many students show deficits and plan ways to address the deficiencies. The principals and curriculum director review the scores and address curricular concerns with the teachers. The test results are taken into consideration when ordering curricular materials for classes. Test results are one of several factors considered when recommending promotion or continued enrollment.

3. What special services does your school offer to meet the needs of students as indicated by achievement results?

We have recently changed the middle school language arts program to include an English class at each grade level especially for those whose test scores and other assessments indicate they need focused instruction in understanding and using the English language effectively. In all the classes, however, we are giving intense attention to vocabulary building and fluency in speaking and writing. Homework assistance is offered to elementary and middle school students with serious needs in any curricular area.

4. What information is given to parents about standardized test scores, and how is it communicated?

Parents receive the children's test results and a written explanation of their meanings. Those who have questions are invited to speak with the teachers.

School Records

1. What information is kept in the students' cumulative records folders?

Health records, attendance, disciplinary actions, transcripts, standardized testing results, GPA, credits, SAT scores are kept in the records.

2. Who has access to the cumulative records, and what is the procedure for accessing the records?

Teachers, administrators, and secretarial staff have access to the records. Files are kept in the file room. Teachers, without administrative permission, cannot remove files. Any folder removed must be signed out

3. How are transfer credits evaluated and recognized by the school?

a. From accredited schools.

Credits are transferred directly.

b. From nonaccredited schools.

We require that they produce an official transcript and evaluate on an individual basis.

c. From nontraditional schools.

We accept documented credit.

d. From home schools.

Credits must be documented by a third party educational organization.

4. To what extent do counseling and referrals rely on an informal network of teacher communication, and what are the implications of this fact?

As a small school, we rely heavily on our informal network to identify possible needs. This initiates a more formalized process.

Special Needs

1. What process does the school have in place to identify students with special needs?

The teacher identifies the student and informs the parent of the academic or behavior problem in class. If the problem persists, the teacher then consults with the counselor and/or principal. Individual counseling then ensues. If necessary, there is a parent conference with student and teachers and possible referral to outside resources (testing, further counseling...).

a. How are guidance personnel/teachers trained to identify students who have special needs?

This school year, we had no training in this area. However, we are in the process of scheduling training sessions for teachers in the following areas:

- *Documentation of observations of a student in the classroom.*
- *Providing accommodations in the classroom for students who are having difficulty in class (e.g. front row seating, one-on-one tutoring, personal counseling).*
- *Documentation of accommodations.*
- *Written recommendations for academic and/or psychological testing*

b. How effective is this training?

Not yet observed

2. Describe the program for the students identified with special needs.

Currently, the school provides service for students with limited English proficiency. Elementary and middle school students with limited English proficiency are identified and

provided small group instruction. We do not have services for children with learning or other disabilities.

3. What responsibility do the guidance staff and/or teachers have for dealing with students who have special needs?

The guidance staff (Administration) and teachers work collaboratively to document their observations of students in the classroom and implement accommodations that may help the students. They also refer students to outside agencies for testing and treatment.

4. What categories of special needs have been identified in your current student population, and how many students are in each category?

At the secondary school level, there are two students with individual education plans from their previous schools. One student has moderate hearing difficulties/ auditory processing and the other is ADHD. There are 19 children in the elementary ESL program and 30 in the middle school adjusted English classes. The high school sheltered English class has 6 students.

5. How is the school adequately providing for the students identified with special needs?

Currently, teachers communicate their concerns to the guidance counselor, whether academic or personal. Teachers document the accommodations they have made for the student. The counselor then conducts counseling sessions with the student on a weekly basis. If the problem persists, a parent conference is scheduled to discuss the concerns. Interventions and/or recommendations for academic or psychological testing are then determined.

HEALTH SERVICES

1. Describe the extent of the student health services program.

The health service program at OCSI is in place to assure that we have eliminated as many barriers, as possible to the learning program. The physical exam students take to enter the school is designed to identify any health problem we as educators need to know. As health issues are raised at school we give individual care to each student, assess what action is needed, and inform the parents/guardians of action taken and needed. All contact with a student is documented.

2. What evidence indicates compliance with local and state health requirements, codes, and reporting procedures? If the school is located in a non-English-speaking area, have relevant regulations been translated into English for staff use? Present evidence that, in addition to local requirements, the school complies with generally accepted requirements of developed countries.

We require a school health record for all new students entering OCSI. The health record includes a physical and a current immunization record. OCSI requires each student have DPT (5 doses for American children and 4 doses for Japanese children.) two polio doses, and one dose of MMR. The school requires each student to have a TB test every two years. The health professional has a sheet for each student with their name and any relevant health information to be used for the care given to the student during the school year. The Japanese Government has placed OCSI in a separate category. Therefore the evidence that would “indicate that the school is in compliance with or exceeds any local government health requirements, codes, and reporting procedures” would not apply. There are no local requirements put on the school that we must comply with, because of OCSI being placed in the special category. All relevant Japanese health regulations will be translated into English for the staff’s use. The office staff at OCSI is bi-lingual so all relevant regulations can be interpreted orally as needed until the written translation is finished.

3. What is the school’s procedure for handling a communicable disease situation?

At OCSI the health professional would inform the parent/guardian (or call the “emergency contact person” if necessary) of our suspicions of a disease. The student would need to go see a physician and initiate a suitable treatment plan. After the establishment of a specified treatment plan the student may return to school, in conformity with the school policy. This would involve having a physician examine the student until the physician says the student is no longer contagious and should be allowed to return to school.

- 4. Describe the visual, auditory, scoliosis, or other health screening done at the school.**
- a. How often are these screenings administered, and to whom?**
 - b. Who administers them?**
 - c. Are they optional or required?**

Vision Screening is done by a professional when the student enters OCSI. A vision screening is also required on all sports physicals, which are required once a year for all athletes. If the teacher notes a vision problem, a recommendation will be sent to the parent/guardian asking to have a professional check into the problem.

We currently do not have auditory screening.

Scoliosis screening is not routinely done. If a teacher or our health professional notes a problem, the child is referred to the appropriate medical professional. During P.E. class, if a problem is encountered resulting from a child's inability to perform routine moves, the P.E. teacher will inform our health professional, who in turn will inform the parent/guardian.

- 5. How are school personnel prepared to deal with blood-borne pathogens, HIV, and related issues involving a blood-related injury accident? Describe the procedures for these types of injury accidents. Teachers are instructed to follow the policy and procedure when dealing with blood-borne pathogens, HIV and other issues involving a blood related injury accident.**

The procedures for injury/accidents that involve blood or body fluids are as follows: (as demonstrated during orientation before the beginning of the school year, and as stated in the Teacher Handbook pages 41a and 41b.)

- ✓ *Have the child hold pressure directly on the site and elevate if possible. Depending on the amount of blood lost the health personnel would be called or the student would be escorted to the health office.*
- ✓ *Each classroom has a "Blood Kit" that the teacher or designated individual will use to clean up the spill. Guidelines are included in the kit.*
- ✓ *The kit has disposable towels to soak up the spill. The gloves in the kit are put on at this time. The bio-waste bag is opened and placed near the site in order to place the bloody towels in. The kit includes Lysol, (an ACSI acceptable cleaner) and it will be used to clean the area. The towels used to clean the site will be placed in the bio-waste bag. After the area is clean the gloves are removed one inside the other. The gloves are carefully placed in the bio-bag. Once the bag is secured it will be properly disposed of. The place of disposal will depend on the amount of blood lost.*

- 6. What are the defined procedures for the reporting of alleged or suspected child abuse?**
- The new "child protection policy" was adopted in the 2004-05 school year. The policy can be found in the teacher and board handbooks.*

7. What are the qualifications of personnel working in any aspect of student health services (i.e., first-aid training or CPR)?

a. What are the first-aid training requirements for all faculty members?

First aid training is not required for all faculty members. It is offered to any who would like the training. During orientation time we identify the personnel on staff that have training to handle emergencies and give direction on how emergencies should be handled.

b. Are there special first-aid training requirements for some staff?

P.E. teachers, coaches, and teacher's aides are asked to have CPR and first-aid training.

c. How current is the training?

CPR and First Aid training certificates are renewable for one year.

d. What are the implications of these data?

We have several people on staff who are trained health professionals. We have adequately handled every emergency situation. We also have the Japanese emergency service within a short distance from the school. Their response time is about 5-10 minutes.

8. How are teachers, staff, and coaches trained to handle injuries, emergencies, etc.?

a. Minor emergencies?

Any school personnel may send a student to the school health professional for evaluation of a real or potential problem. The procedure for handling minor accidents or illnesses can be found in the teacher handbook on page 28. This information is reviewed during teacher orientation at the beginning of the school year.

b. Major emergencies?

The school personnel are instructed to contact the appropriate person or persons responsible for response to a specific emergency. If it is a medical emergency, one of the trained medical professionals will be called. If it has to do with fire, or natural occurrence we would refer to our procedures. (See Fire drill Procedures and evacuation plan.)

c. Comment on the adequacy of these training procedures.

We have drills for the teachers prior to school starting and with the students during school hours, so that if an emergency occurs all will do what they have been trained to do.

9. What is the emergency medical information card procedure?

We require all students to have an emergency medical information card. Their parents update this card yearly. When a student presents with a health problem, these cards are referred to.

a. Where are the cards kept?

The card information is kept in the student files. Sponsors/coaches of groups or teams that travel may take a copy with them.

b. When are these cards used?

The cards are referenced when a student is injured or is sick.

10. Describe the school's accident report system and assess its adequacy.

The school's accident report system consists of completing the schools accident form (Okinawa Christian School Student Accident Report form for School Jurisdiction Accidents) by the teacher or individual in charge at the scene of the accident. Both the relevant principal and the individual's classroom teacher signs the form. The parent/guardian is informed and given detailed information of the incident or illness in case further evaluation is needed. The report will then be filed in the student's record. This reporting system is adequate at this time.

11. How are health records maintained and kept confidential?

Individual health records are kept in each student's file. The files are locked in the file room. All health records are kept confidential. The health professional or office staff is responsible for collecting health data, documenting student care and ensuring the confidentiality of school health records. In the absence of a health professional the office staff handles this responsibility.

School/health records may include:

- ✓ Immunization records, and the results of health screenings and physical examinations.*
- ✓ Records of student visits to the health room.*
- ✓ Health history and medical records provided to the health professional for the development of the plan of care as needed.*

12. What steps are in place to inform the faculty about the health needs of individual students and about the responsibility of the faculty to the student?

The health professional is responsible for knowing the special health needs of the individual students. It is also the health professional who will disseminate that knowledge to the classroom teachers and the administrator over that area. He/she will also inform the

classroom teachers and administrators what steps would be necessary in case an emergency should arise out of a certain situation.

PHILOSOPHY

Give evidence of how effectively the philosophy and mission of the school are reflected in the student services.

Our mission statement and vision states that we partner with parents to encourage growth in all aspects of our student's lives. Student services works mainly in the area's of physical and social growth. By providing quality programs and activities we encourage out students to grow in these areas. When problems or difficulties arise an adequate counseling office works to resolve conflict and bring about peace and stability for all parties involved. A consistent health service will provide guidelines to a healthy future for our students, and life long skills in fitness and health. A variety of co-educational activities allow our students to experience and grow in areas that are not necessarily in the arena of academia.

MAJOR STRENGTHS

- 1. OCSI has a high rate of success of our students being accepted into U.S. colleges. (67% in 2004 and 65% in 2005) and a very low rate of college dropout.*
- 2. The beautiful facilities that God has provided for us here in Yomitan, including a large gym and soccer field for athletic competition.*
- 3. Both our Standardized testing program and the new implementation of STAR testing helps us identify problems our students may be encountering and come up with solutions either individually or school wide.*

NEEDED IMPROVEMENTS

- 1. Develop a more effective plan for documenting and identifying students with learning difficulties.*
- 2. Provide more after-school activities, especially in the middle school.*
- 3. Develop tools to measure social, physical, and spiritual achievement of the ESO statements.*

8.0 SUPPORT SERVICES

TRANSPORTATION

- 1. Who oversees the transportation needs of the school, and what are the qualifications for this role?**

The person holding the title of bus coordinator is in charge of the transportation needs of the school. The bus coordinator reports to the superintendent. Assisting the bus coordinator is the bus maintenance supervisor, who oversees the maintenance of all the OCSI vehicles.

The bus coordinator must be familiar with the area covered by the routes and be able to speak Japanese. In addition, normal staff qualifications apply.

- 2. Describe the qualifications for all drivers who transport students for school activities and evaluate how these qualifications comply with government regulations.**

Drivers must have qualifications required of all school staff (Christian faith and practice, commitment to the mission of the school), in addition to the appropriate operation licenses. They must also have a good driving record.

- 3. Evaluate how the school's policy for using vehicles not owned by the school ensures the safe transportation of students.**

Teachers, staff, or parents who use their own vehicles to transport students must carry liability insurance. Students may not transport other students for school activities.

- 4. How effectively is the school meeting all government requirements?**

The school's Japanese office staff, as well as the person on the maintenance staff assigned for the care of the vehicles, ensures that the school is meeting all requirements, including regular inspections and servicing. Copies of driver's licenses and insurance policies are kept on file.

- 5. Assess the adequacy of the liability, vehicle, and property-damage insurance policies carried by the school.**

The school carries liability, as well as vehicle and property damage insurance on all vehicles, higher than the government requirements. Please see the attached insurance paper for details.

- 6. Describe the in-service training provided by the school for its drivers and assess its effectiveness.**

Occasional meetings are held for all bus drivers to discuss issues such as safety, handling student' behavior, and whatever other issues may arise. Before allowing prospective drivers to transport students, the vehicle maintenance supervisor rides with them to assess their skills.

7. Give evidence that the school is adhering to its policies for routine safety inspections, servicing, and repair of school-owned vehicles.

Vehicles are inspected and registered every year and certified by the government. Certification is kept in each vehicle. Other routine servicing is supervised by the bus maintenance supervisor.

8. Describe the frequency and kinds of student evacuation drills. Analyze the effectiveness of these drills.

At present, we do not have evacuation drills.

9. Evaluate the effectiveness of the policy for reporting school vehicle accidents, including communication with parents, media, and the community.

The policy requires immediate report to the bus supervisor and local police. We have not had an accident since the formulation of these procedures, so we have not had an opportunity to evaluate them. The procedures are kept in the vehicles in both Japanese and English.

FOOD SERVICES

1. Describe and evaluate the effectiveness of the food services program.

A full lunch is available each day. Students have the options of bringing their lunch from home or purchasing the school lunch. The students eat in the cafeteria or in the picnic area. The lunchtime is divided into 4 lunch periods: lower elementary, upper elementary, middle school and high school. Since third graders eat with the 4th and 5th graders, it would be better if their lunch fee were the same.

The kitchen is quite far from the cafeteria, and the food needs to be transported down a steep slope. It would be better if the kitchen could be moved closer to the cafeteria and on the same ground level.

2. Give evidence that the food services program complies with all applicable codes.

Since most private schools in Japan do not have lunch service as part of their school programs, there are no codes for school lunch services. (Lunches in Japanese schools are typically provided by private companies.) Our kitchen and cafeteria are kept clean, food is handled hygienically, and menus are planned with good nutrition in mind. All the food is prepared in the school's kitchen. We do not serve any fast food. When the present kitchen was installed, the government Health Department agents came to inspect it and make recommendations to meet local standards, which have been met.

3. Evaluate the effectiveness of the school lunch program in light of the percentage of students purchasing school lunches or other school-prepared foods.

An average of 35-45% of the students buy lunch daily, depending on the popularity of that day's lunch. This percentage keeps the lunch program close to self-supporting.

SAFETY AND CRISIS PLANNING

1. Summarize how the Crisis Management Plan addresses the following concerns:

a. Non-custodial parents.

Visitors to campus must obtain a visitor pass from the office and wear it while on campus. Non-custodial parents are not allowed to pick up students from school.

b. Campus intruders.

Visitors must park in the visitor parking area and register their cars in the office. Unregistered cars will be towed away. Should an intruder threaten or commit a violent act, the office would be informed, the police summoned, and a lock-down order given to teachers. Evacuation will be considered, based on police advice.

c. Bomb threats or other threats to campus safety.

The presence of suspicious items will be reported to the police. The building will be evacuated, according to fire drill procedures.

d. Violent threats by students.

Any violent threat will always be taken seriously and dealt with in the strictest manner.

First incident – The teacher writes a note to the parents, to be signed and returned.

Second incident – The student is sent to the principal, who contacts the parents.

Third incident – The student is suspended.

If there is a threat of imminent violence, the procedures for violent intruder will be followed.

e. Weapons on campus.

Possession of weapons is strictly prohibited and is punishable by suspension or expulsion. Any weapons found would be immediately confiscated. If an imminent threat of violence is present then the procedure in section b above would be followed.

f. Natural disasters (i.e., earthquakes, hurricanes).

In case of a typhoon, warnings are given on TV. Parents and staff are instructed on how to interpret the US military conditions of readiness announcements, which we use to determine whether we have school or not. When a typhoon is approaching, teachers prepare the

classrooms, and the maintenance staff prepares the campus. A message of school closing is placed on the web site and recorded for the office answering machine.

In the case of an earthquake, students move to the center of the room, and away from ceiling fans, taking cover under desk if possible. After a check of the building, students and staff will be notified to use the fire evacuation routes and procedures.

Japan has a tsunami warning system. Warnings are given at least 2 hours before a possible tidal wave, giving the expected height of the wave. Because of our location 100m above sea level, the likelihood of a tsunami reaching us is low. If, however, a strong tsunami were predicted, we would have time to bus the students up to the public baseball field, which is slightly higher than our campus and is the official tsunami evacuation site for our village. Fire drill procedures would be used to begin evacuation and loading of vehicles.

2. Evaluate the effectiveness of decision-making and the communication between employees, parents, and separate buildings/campuses during times of crisis situations.

In cases that are not covered by routine procedures (such as typhoon procedures), the superintendent gathers as much information as possible, consults with appropriate school staff, and makes decisions. If necessary, parents are contacted by telephone.

Announcements for school staff and students are given over the public address system. In case of a fire, there are programmed announcements in both Japanese and English that are broadcast automatically all over the campus. Our fire drills have been very successful with evacuation in seven minutes or less. The system for communicating school closer for typhoons has been very effective. We have not had other emergency situations to date.

3. How are faculty and staff members trained to handle emergency situations? Evaluate the adequacy and effectiveness of these training procedures.

PE teachers, maintenance workers, teacher's aides, some office staff, and several other teachers are trained in CPR. In addition, the local fire department observes our fire drills and gives our fire safety person instructions on training teachers in any deficient areas. We have performed very well on fire drills.

4. Identify and analyze the types of counseling services that are provided to students and school employees following a crisis.

We have never had a crisis that requires counseling and have not developed plans for providing counseling in case of a crisis. We would use our teachers to help our counseling department.

5. Describe any situations in the past three years in which the school has had to implement any portion of its Crisis Management Plan. Discuss any changes that were made as a result of evaluating the effectiveness of the plan in each situation.

We have not had any crises aside from typhoons, which we have 3-5 times every year. Procedures are in place for typhoons and have been fine tuned over the years. We have had no injuries due to typhoon or school closure due to facilities damage.

Philosophy

Give evidence of how effectively the philosophy and mission of the school are reflected in its support services.

Providing transportation in a wide area removes some barriers to students attending, supporting our philosophy that Christian education should be available to all. We provide a lunch service that supports our concern for good nutrition in the encouragement of a healthy lifestyle. Our concern for safety and love for our students requires plans for meeting any crisis. We submit to the government in cooperating with all inspections and regulations for the safety of our campus, our vehicles, and our people. Our maintenance staff, food service staff, and bus drivers are all Christians and care about the personal and spiritual development of the students. They feel a part of the school. They attend school events and take an interest in the students they serve.

Major Strengths and Needed Improvements

Strengths

Transportation service is provided in a wide area. Students are picked up and dropped off daily from Naha (in the south) to Ishikawa (in the north). We have a maintenance worker assigned to vehicle maintenance. Our bus drivers are very faithful and kind. Some are local pastors. Our bus service provides part-time income to pastors and other Christian workers. The maintenance staff is available to substitute for a driver who cannot drive. We have a plan for replacing vehicles as they become too old to be reliable. We are adding a 65-passenger bus for the 2006/07 school year.

The meals are tasty, abundant, and usually well balanced. Most meals are hot lunches.

Needed Improvements

Because our drivers are not always available for extracurricular activities, it would be helpful if some of the faculty who serve as coaches had chauffeur licenses.

The kitchen is quite far from the cafeteria, and food needs to be transported by cart from the kitchen to the cafeteria. It would be better if the kitchen were closer to the cafeteria. In the meantime, it would be good if a route were created that does not use the narrow walkway that goes along the end of the gym and includes access to the locker rooms.

Develop a plan for ensuring students know how to evacuate buses in case of a crisis.

Provide more supervision on the buses

Review the lunch menus and pricing to ensure there is high nutritional value and pricing that will support the program.

9.0 SCHOOL FACILITIES

General Information

1. Describe the setting of the campus including the size (acreage) of the property and number of buildings and their square footage.

The school is located on the side of a hill in a rural area known as Yomitan-son. The campus, located on an 11,774 square feet (or nearly nine acres), is comprised of three main buildings:

- Office/ Classroom Building – 3,132.74 square meters (Blocks A, B & C)*
- Gymnasium – 1,405.13 square meters*
- Apartment Building – 1,094.4 square meters*

Until 2003, there had been a pre-fabricated building located on the school grounds which was used primarily for storage. Destroyed by a typhoon in 2003, all that remains of this building is the concrete slab foundation on which it once stood.

a. How many classrooms are on the campus?

There are 32 classrooms, 2 libraries, and 3 computer labs housed in the main office/classroom building.

b. Is there a master site plan for the campus; and, if so, how current is it?

Reviewed on a regular basis, the site plan currently in place was just been approved by the Board of Directors on March 21, 2006. The sight plan has been revised to reflect the accomplishment of capital improvements and to include newly identified for which project planning and development is required.

2. Describe the major campus buildings including the approximate age, use and notable features of each.

Built in 1996, all buildings on the campus are ten years old. Each building was specifically designed to service the educational and learning needs of the students:

Office and Classroom Building – This three-story building serves as the main educational facility for the entire school. The office and administrative services are located on the first floor along with the cafeteria, and kindergarten classrooms. Elementary and middle school classrooms, as well as science labs and music rooms are located on the second floor. On the third floor are high school and elementary classrooms, the Home Economics room, three computer laboratories, two libraries, and the high school locker bays.

Gymnasium – Located at the rear of the campus, the gymnasium includes a two-story indoor athletic court designed for basketball, volleyball, and a host of games and activities. On the first floor of the gymnasium there is the office of the Athletic Director and other physical

education instructors, the storage room, male and female locker rooms, restrooms, and showers. Just inside and outside the entrance to the gymnasium are service windows to the school store operated by high school seniors. Upstairs in the gymnasium are a weight room, wood shop, and some maintenance offices.

a. What is the average square footage of the classrooms?

The average square footage of each classroom is approximately 78 square feet.

b. How many square feet is this for each child if the classes were at enrollment capacity?

The square footage available to each student varies with class enrollment limitations set for each department. These estimates are as follows:

- *Elementary kindergartners (10 – 12 students) – 8 – 9 square feet*
- *Lower elementary (12 – 15 students) – 5 – 7 square feet*
- *Upper elementary (15 – 20 students) – 4 – 5 square feet*
- *Middle/ High school – (20 – 25 students) – 3 – 4 square feet*

If the school had an enrollment that met its current capacity (640), the average square foot per student would be approximately 4.9 square feet.

3. Describe in general terms, the playgrounds, activity areas, and athletic fields.

There are four outdoor spaces used to accommodate the play and outdoor activities of the school: kindergarten playground, elementary playground, soccer field, and an outdoor eating/fellowship area commonly referred to as “the cathedral.”

Kindergarten playground - Located at the entrance (front) of the main building, the kindergarten playground consist of a two swing sets, a set of monkey bars, a jungle gym, and a large piece of playground equipment. The new playground equipment (installed in 2004) includes two towers, three slides, a clover-leafed climber, suspension bridge, cargo net climber, and tree climber. Except for an area located at the end of the building (asphalt surface), the entire kindergarten playground has a sand surface.

Elementary Playground – Found just behind the main classroom building, this playground is partially only partially grassed. Equipment available to for students from first to fifth grades include a water fountain, monkey bars, (kindergarten) bike path, balance beam, cycle bar, one slide, a jungle gym, and basketball goal.

Soccer Field – Measuring 120 yards by 60 yards, this field is primarily used for athletic training and sports competition. This field was seeded in 2004 to improve field condition for athletic and recreational use. Equipped with two permanent soccer goals, and protective netting, this field is often used for a variety of school events and activities.

Fellowship Area ('The Cathedral') – Equipped with several picnic tables, bicycle racks, and a grill, this area is situated between the gymnasium and the cafeteria. Used by student during lunch, this fellowship area is located underneath and protected by that portion of the main classroom building in which the high school department is located.

4. How does the school's geographical location affect the type of facilities and/or campus?

While the school possesses a magnificent panoramic view of the East China Sea, its proximity to this salty body of water does present structural concerns for the school. The concrete building suffers no ill effects of salt water, but the salt water has caused significant corrosion to many of the metal structures attached to the building. As a result of ongoing rust, the metal sheathing covering for the entire school had to be removed during the summer of 2005. Because the roof of the building was then exposed to the damaging heat of direct sunlight, the roof was sealed with a special heat reducing paint and sealed to prevent to prevent water damage from leaks. Additionally, the metal railings along the exterior walkways of the school were replaced with cement block. In 2003, the exterior stairwell located nearest the sea was sanded and repainted with a special rust-resistant paint.

Buildings

1. How adequate is each building for the size of the school, the school divisions, and the instructional program?

Now ten years old, the school continues to serve the needs of the divisions and instructional program well. Depending on the enrollment in various classes or divisions, classes may have to be moved or rooms re-purposed, but overall the building more than meets the current needs of the school. Any significant growth over the next few years will place the school in a position to need more space.

2. How adequate and accessible are the storage facilities?

With the loss of the pre-fabricated building, the storage needs of the school have proven lacking. There are available to teachers and the maintenance department three full-sized trailers in which are kept maintenance supplies, office furniture, and/or classroom supplies such as bookcases, filing cabinets, desks, etc.

a. Does each regular classroom have adequate storage space?

Teachers have available to them file cabinets, storage cabinets, and bookcases but in most cases the storage space for large items or textbooks is inadequate.

b. Is the space suitable to its needs?

Due to the nature of instruction in early childhood and elementary classes the space available to store the many manipulatives, games, and other instructional materials, the space in elementary appears to be insufficient.

3. Describe the features of each of the following specialty rooms that are a part of the campus.

a. Auditorium, sanctuary or chapel including stage, backstage areas, storage, audio, and projection equipment, and furnishings.

The campus does not have a designated auditorium. Rather, the cafeteria serves as a multi-purpose area in which lunch is provided, and chapel, and other public events are held. In 2005, new draperies were installed over two side areas to create much needed storage space for folding chairs, sound equipment, and stages.

b. Band and choral music rooms.

There is a music room located on the second floor of the classroom building. Designed to be soundproof, the music room has paneled walls and carpeted floors. This area is an air-conditioned space to ensure that musical instrument such as keyboards, pianos, and brass instruments are damaged by the heat and humidity of the local climate.

c. Computer classrooms.

All three computer laboratories in the main building are located on the third floor. One computer lab containing 10 computers is located in the elementary department; the other two serve the needs of middle school and high school students. The larger of the secondary computer labs (16 computers) is reserved for instruction in computer technology and yearbook production. The smaller computer lab (10 computers) is used by classes wishing to do composition and online research related to classroom instruction.

d. Gymnasium, including locker rooms, equipment storage, and related areas (e.g. athletic fields, and playgrounds) used for physical education and athletics.

The gymnasium primarily consists of a standard-sized basketball court with a wooden floor. Adjacent to the gymnasium are two locker rooms – one for girls and the other for boys, which include restrooms, showers and benches. To provide added safety and comfort to this facility, the gymnasium has had padding added to the concrete walls and pillars located in the interior of the gym. Tip and roll bleachers were purchased for the gymnasium to provide adequate seating for students, parents, and guests attending sporting or school events.

From the carpeted entryway of the gym, is a stairway leading to the weight room located on the second floor. Although there was a small weight room included in the design plans of the building, one half of the wood shop was re-purposed to make space for more weight room equipment.

e. Home economics laboratory, including its safety features.

Complete furnished, the home economics rooms is equipped with two ovens, a full-sized refrigerator, wall-mounted cabinetry, a microwave, a service countertop, kitchen sink, tables and chairs. Used not only for instruction in cooking, there are storage cabinets in which sewing machines and other equipment is stored. As a matter of safety, there is a smoke detector and a fire extinguisher available in case of emergency.

f. Industrial arts, including safety features for the room and the equipment.

The wood shop, located on the second floor of the gymnasium, contains equipment such as a drill press, sander, circular saw, and more. There is also a smoke detector, fire extinguisher, and shop sink located in the wood shop area.

g. Science laboratories, including equipment, safety features, storage of chemicals and other hazardous materials, prep rooms, etc.

There is a well-equipped science laboratory with two separate classrooms for secondary use. Included in this laboratory are 5 laboratory stations with water, electric, and gas supplies. There is a smoke detector, fire extinguisher, and an eye wash/shower available in case of emergencies.

Hazardous materials are stored in locked metal cabinets with glass doors. To provide additional safety for these materials the acid and base materials are housed in separate cabinets. While the lab and related classrooms have large windows that provide ventilation, there is no formal ventilation system in the science laboratories (fume hoods) available for the workstations.

h. Special Education Rooms

Currently, the only special services offered for students at this school are English as a Second Language classes (ESL). In the secondary department these special services are provided in regular classroom. Only in the elementary department is there a special room designated for ESL services. This carpeted and air-conditioned classroom, comfortably seats 10 – 12 students. In this room are a teacher's desks, eight student desks, a kidney-shaped table for group work, and a small computer station used for testing students.

i. Visual and performing arts rooms

There is an art room located on the second floor of the classroom building. This art room is equipped with a storage room, and a balcony with a wash sink.

j. Teachers' rest areas and workroom.

The teachers' lounge is located in the office area of the main building. The faculty/staff lounge provides tables, chairs, professional library texts, computers, teacher mailboxes, office supplies, and a sofa for teachers to enjoy. Additionally, there is a full-sized refrigerator and two microwaves to aid teachers with lunch preparation. Adjacent to the teacher's lounge is the copy room /work room that contain a copier, mimeograph, paper cutters, and a ready supply of paper.

4. How are distracting sounds and activities prevented from disturbing the atmosphere of instructional classroom?

Due to the lack of air-conditioning in most of the main building classrooms, teachers usually leave windows open to allow for cross-ventilation of the classrooms. As a result, sounds from outside the classroom including maintenance equipment, children at play, military aircraft, and other sounds are heard from time-to-time in the classrooms. Fortunately, the campus is located in a rather exclusive area that is surrounded by hillsides on two sides. This location helps to limit the school's exposure to extraneous sounds from off-campus.

5. Evaluate the adequacy of the office area. If there is more than one area, address each separately.

There is only one office area to serve eight office workers. From this office area the receptionist, Business Manager, Office Manager, and other office staff carry out their respective duties. Included among these office spaces are the administrative offices for the principals, the nurse's office, a detention room (used primarily for storage), teacher's lounge, and conference room. These offices provide adequate space for routine daily operations but are lacking the space needed to house official documents that must be archived for tax purposes.

6. Evaluate the adequacy of the school's communication system.

There is a public address system that includes speakers located in classrooms, outside play areas, and the gymnasium. Not only is this system used to make morning and afternoon announcements; it is also used to identify secondary class periods through a series of pre-scheduled bells. In the event of an emergency this system is used to issue warnings of fire or other dangers and give directions for exiting the building.

7. Describe the adequacy of the office equipment including copy machines and the like.

Office staff and faculty have ready access to several types of office equipment including copiers that double as fax machines and printers. In the office area on the main floor there are two copiers (one in the office and the other in the Copy Room), one mimeograph for mass

productions, and eight printers. Three of the printers found in the office area are designated for administrator use only. On the third floor in the central library is a copier, and a mimeograph machine for teacher use.

Fire, Safety, Health, and Sanitation

1. Does the school identify all emergency exits?

Although all classroom exits lead to the outside, the only exits that are currently marked are those found in the gymnasium.

a. How is the flow of student traffic directed to each exit?

As part of the daily routine, classroom teachers are responsible for directing students to exits. In emergency situations, faculty, staff, and paraprofessionals bear the responsibility of ensuring that students are carefully directed to the nearest exit. Locating and moving through these exits is rehearsed as part of the annual fire drills.

b. Does each room have a clearly posted evacuation route?

The school Fire Marshall is responsible for ensuring that each classroom has an evacuation route posted near the exit of each classroom. In each classroom there can be found a color-coded map indicating the appropriate evacuation route for each classroom based on its location in either A Block, B Block or C Block of the main office/classroom building.

2. Does the school comply with all required safety codes?

As an international school, Okinawa Christian School International is bound to comply with the safety standards established by Japanese regulatory agencies. The regulations not only relate to the maintenance of the main office/classroom building but also include the residence hall and gymnasium. To date, we are in complete compliance with all regulations pertaining to a private, not-for-profit institution.

a. Does the school utilize the local fire marshal, other officials, or other means to sure it is complying with local, city, provincial, and country codes?

Fire safety is a high priority in Japan. In order to maintain abreast of local requirements and regulations, one of the Japanese maintenance workers serves as the school's representative with local fire officials.

b. How frequent are the school's fire drills and other evacuation drills?

Annually, the school executes a fire drill to ensure that all present are aware of how to exit the building, where to stage the attendance counts, etc. In the most recent fire drill the school was evacuated in timely and safe manner that was acceptable to local fire officials who observed the drill. Other unannounced fire drills can be scheduled during the school year as the administrators deem necessary.

c. What types of emergency warning devices does the school utilize?

As part of the public address system, the school has a fire announcement that states in both English and Japanese that a fire has been detected in the building. The pre-recorded message advises listeners to exit the building using the nearest exit. Listeners are advised to following the direction of those who are in charge of the area in which they find themselves.

d. How effective is the evacuation warning system and process?

Based upon the most recent drills held it appears that the evacuation plans and procedures are adequate to meet Japanese safety standards. The plan being used not only accounts for personnel and students, it ensures that the building (classrooms and office spaces) are adequately secured as a part of this process.

e. How often can and by whom is the campus inspected for general safety issues?

Each year Kyodo Sangyo is hired to perform required electrical inspections. Additionally, fire warning systems, extinguishers, and water storage tanks are inspected every six months. Even though the school has self-cleaning water fountains, the sewer and water system are inspected every month.

2. Evaluate the following at it relates to creating a comfortable and pleasing environment for the school:

a. Heating

Located on a sub-tropical island the climate is generally mild most of the year, and there is rarely a need for heating classroom or the entire building. On days when the weather is cold enough to require heating, small kerosene heaters are provided for all elementary classrooms and some secondary rooms.

b. Cooling

The only areas of the main building that have centralized air-conditioning are the front office, administrative offices, music room, library, computer laboratories, the elementary ESL room, science rooms, and kindergarten classrooms. Using donations from a local charitable organization, the school was able to purchase air-conditioning units designated for kindergarten classrooms. The architectural features of the building allow classrooms to maximize the cross-breeze available from its hillside location near the East China Sea. Additionally, classrooms are equipped with ceiling fans for those days when sea breezes do not adequately cool classrooms.

c. Ventilation

The large windows in each classroom provide ventilation for the each classroom.

d. Lighting

Florescent lights are the primary source of lighting in both the office and classroom areas.

3. How often are the restrooms and drinking fountains cleaned and inspected?

Through a maintenance contract with Kyodo Sangyo, the restrooms, general office areas, and administrative offices are cleaned daily. The drinking fountains are self-cleaning.

4. What security plans have been established for a campus crisis?

The school has well-defined security plans that provide guidance for dealing with natural disasters such as typhoons and fires. These plans give specific details that identify under what conditions the school will be closed and/or evacuated.

In terms of securing the campus and surround properties there are several security procedures in place. For example, the main and rear entry gates are opened only during certain hours of the day, visitors to the campus are required to report to the front office where they are issued a visitors badges, and students must be signed-out by a parent or authorized individual before leaving campus.

a. How are the faculty members oriented to these plans?

In addition to the plans (typhoon and fire) being provided in the OCSI Teacher Handbook, the fire evacuation plan is practiced annually in an effort to familiarize faculty, staff, and students with the procedures for evacuating the building.

b. Evaluate the adequacy of these plans.

The current plans are adequate in that they not only clearly define what procedure should be used in the event of a natural disaster, but they also provide instructions for how faculty and staff are expected to deal with crises involving threats of personal harm and danger.

Building Maintenance

1. What organized maintenance procedures does the school follow?

Faculty and staff may request maintenance services using the Work Request Form. These requests must be submitted to the appropriate administrator for approval. If the request requires funding outside the maintenance budget, the administrator is responsible for identifying the appropriate account for budgetary purposes.

a. Do the procedures include both responsive and preventive maintenance?

Using a pre-planned schedule, the maintenance department works to provide both preventive and responsive services throughout the school. Due to the limited maintenance staff, non-critical services may be delayed so that the staff can attend to more vital services that impact the overall functioning of the school.

b. Evaluate the adequacy of the maintenance program.

Given the current staffing, the maintenance department does an exceptional job of caring for the campus grounds and buildings.

2. What procedures does the school have for keeping the building clean?

Okinawa Christian School contracts with Kyodo Sangyo, a cleaning company, to provide custodial services in all of the public spaces of the building including the restrooms, cafeteria, main office, and outdoor areas. The cleaning contractor is responsible for ensuring those areas are swept, mopped, and cleaned on a daily basis.

a. What personnel are responsible for cleaning the building?

In addition to the cleaning contractor, classroom areas are primarily the responsibility of the classroom teachers and/or paraprofessional staff. In keeping with the Japanese cultural expectation that students will help maintain the school, students enrolled in the Work Study Program are required to provide light cleaning services to elementary classrooms. With volunteer support from students, secondary teachers are responsible for ensuring that their classrooms are cleaned on a daily basis.

b. Evaluate the adequacy of the custodial program.

Between the contractor, maintenance personnel, faculty, and student workers, the school is able to maintain a clean and attractive appearance. Consideration should be given to ensuring that the secondary classrooms are serviced or cleaned on a more consistent basis.

Grounds

1. What are the most aesthetically pleasing qualities of the school?

Located on a hillside just blocks away from the Okinawa coastline, the school enjoys a beautiful panoramic view of the East China Sea. This proximity to the sea provides a scenic backdrop for the campus. Along with the beauty of local flora, guests are greeted by a lush entry garden filled with green grass, manicured topiaries, and flowering plants.

2. How adequate is the provision for maintenance of the play areas, fields, and grounds?

Maintenance personnel are able to provide adequate care for the play areas, fields, and grounds. Routine care of the grounds includes mowing, seeding, watering, and trimming hedges as needed or scheduled. The services provided to the play areas usually include inspections of playground equipment to ensure proper working condition of all equipment.

3. Describe the condition and evaluate the adequacy of the parking areas for faculty, students, and visitors.

There are three main parking areas located on the campus: faculty and bus parking (located behind the main building), short-term visitor parking area (directly in front of the main office), and long-term visitor parking (located nearest the main gate). The surfaces of the parking lots, except for the short-term parking, are covered with a type of loose pea gravel. This is light weight and can be easily moved by vehicles and pedestrian traffic. The size of the parking areas is sufficient for day-to-day activities, except when school-wide events involving exceptionally large numbers of people are sponsored.

4. How has student safety been safeguarded in the school vehicle and carpool loading and unloading zones?

To safeguard students two specific zones have been designated for morning drop-off and afternoon pick-up. In the morning cars are directed through the semi-circular entry with the drop off point located closest to the school. After busses have been loaded and dismissed from the campus, students riding in private vehicles are picked up at the rear of the building. Traffic patrols are stationed in key positions to ensure that pedestrian and vehicular traffic do not merge in ways that are dangerous to students.

5. How was the safety and supervision plan developed for play, recreation areas, and athletic fields?

The plan for supervising play in the elementary area is based on the needs of the young children. There are always at least two adults present when children are at play on both the kindergarten and elementary playgrounds. There is supervision provided on the middle school play area before school and during lunch.

6. What provision has been made for fire and medical vehicles to have unobstructed access to the property and buildings during an emergency?

There is no parking allowed on any of the school's driveways during the school day. The traffic lanes remain clear and are posted with 'No Parking' signs. One of the main roads leading onto the campus gives ready access not only to the main building but also to the gymnasium and dormitory building. A fire lane is located between the gym and the residence hall to allow for emergency vehicles.

a. Have emergency procedures ever been practiced?

The school conducts fire drills annually at least once during each school year.

b. Discuss the adequacy of the emergency procedures?

Based on the results of evacuation/ fire drills conducted over the past two years, the school has met or exceeded the standards established by Japanese safety officials.

7. What provision has been made for the safe storage of ground maintenance equipment and related chemicals?

Maintenance equipment and tools are housed in two separate areas located at the rear of the school. Outdoor equipment and power tools are kept in areas that are strictly off-limits students and unauthorized personnel. Paint is stored in a separate concrete block building.

a. How is the use of maintenance equipment regulated in areas where children are present?

Other than small handle held garden tools, maintenance personnel do not use electric power tools or other heavy equipment in the presence of students.

b. How well are maintenance and utility areas posted and safeguarded from unauthorized personnel?

Located behind the gymnasium and at the farthest end of the school building, the maintenance area is in a separated from the areas in which students engage in learning or play activities.

8. How well is the campus lighted for evening activities?

For evening activities there are several lights strategically placed around the campus. On each floor of the building there are located exterior lights which provide adequate visibility on each level. On the top of the building there is a broad light used to light the entire playground and field. Other motion-detecting lights have been placed in the elementary breezeway, the outdoor picnic area, and just outside the gymnasium entrance. Although the buildings are lighted, there is no lighting in any of the parking lots or along the main drive around the perimeter of the campus.

a. How is security provided during those events?

Faculty and staff members attend all events. Following all evening school events and regular school days however, faculty members are assigned the responsibility of securing the campus buildings and grounds. These security measures include checking classroom doors, gym entrances, windows, lights, and closing exterior gates leading to the campus. Additionally, the office area and computer laboratories are outfitted with special electronic surveillance systems.

b. How adequate is this system?

The system being used is adequate to secure the all classrooms, main building, and gymnasium.

9. What procedures are in place to ensure that visitors to the campus are directed to the school office before visiting classrooms or coming in direct contact with students?

Signs are posted directing visitors to the office; however, the architectural design and positioning of the building make it extremely difficult to control access to the classrooms and student areas without constant monitoring.

a. How is this controlled access monitored?

Large signs are posted directing visitors to the office. Teachers and staff are always instructed to direct visitors to the office to sign in and obtain a visitor's badge.

b. Assess the compliance of this system with reasonable student safety precautions.

The system that is in place is designed to provide for student safety before, during and after school. Students are supervised at all times. The safety of students is of the utmost importance and is evident in every area of school life including, but not limited to, transportation, play, and study.

Major Strengths and Needed Improvements

Strengths

The campus is aesthetically pleasing, providing an unparalleled atmosphere in which students can learn and grow. The campus has undergone continued improvement since being built including paving the entryways, painting classrooms and other general areas. Well-designed and maintained, the campus facilities provide adequate support for the instructional program of the school.

Needed Improvements

Work toward air-conditioning all classrooms.

Improve the kitchen facilities.

10.0 SCHOOL IMPROVEMENT

RESPONSE TO PREVIOUS MAJOR RECOMMENDATIONS

THE COMMITTEE RECOMMENDS

1. That the administration and faculty further define and develop Expected School-wide Learning Results (ESLR's), as well as developing a plan for implementing one or two of these each year as an integral part of the instructional program and educational experience, so that these broad school-wide goals are developed as fully as possible in each student. (ACSI standard 7: Instructional program; WASC Criteria B: Curriculum and Instruction; Conference with administration and faculty; Observation of Curriculum Guides)

The Expected School- Wide Learning Results have been written. What were previously listed as goals were revised. More definition was added to each area. However, the school is still not satisfied with the final product. Further development and definition has been listed as a needed improvement.

The process of examining an ESO (ESLR) and then implementing a related instructional program has begun. Since the major challenge of our school has been with English Language learners, we began with ESOs associated with literacy development. In 2004, a concerted effort was made to assess student literacy skills. The measurements indicated a high number of students who were below grade level in reading. As a result, in the 2004-2005 school, interventions and policies were developed to respond to the need. The following schedule and results have been developed

School year 2005/2006

Academic – Verbal

Reading skills

Students grades 1-8 were tested using STAR (Renaissance Learning) each quarter. Middle school students were required to achieve points in Accelerated Reading. (Elementary students have been using this program for several years.) A new literacy program was developed for making decisions on accepting and promoting students, taking into consideration their reading and expressive language abilities. The STAR and AR requirements will continue. The curriculum review cycle will focus on English for grades 6-12 in 2006/2007, with new literature books scheduled to be ordered for grades 9, 10, and 12 and new textbooks considered for the middle school grades (6-8).

School year 2006/2007

Academic – Verbal Writing skills

The following steps were established for enhancing writing instruction:

- 1) *Promote the need for improving student writing skills with teachers.*

- 2) *Develop outcomes for each grade level.*
- 3) *Develop assessments tools to measure writing ability at each grade level.*
- 4) *Review and revise writing objectives in curriculum maps. Use a 1-12 curriculum team*
- 5) *Provide teacher training to facilitate writing instruction, and encourage writing across the curriculum*

School year 2007/2008

Academic – Verbal Listening and speaking

School year 2008/2009

Academic – Mathematics Computation and Problem Solving

- 2. That the administration and faculty revise and complete curriculum guides so that course content is clear and defined, and so that continuity can be maintained throughout the program as there are changes in instructional personnel. These should include:**

- **. general course description**
- **. general course objectives**
- **. a time-line**
- **. course content expressed in the form of learning objectives**
- **. materials and equipment needed**
- **. suggested instructional strategies**
- **. biblical integration**

(ACSI standard 7: Instructional program; WASC criteria B: Curriculum and Instruction; Conference with administration and faculty; Observation of Curriculum Guides)

This is an ongoing process, with revisions scheduled for each year. At present all courses, except those scheduled for review and probably revision next year, have current curriculum outlines in the curriculum guides. Those still written in the old format will be rewritten according to our curriculum review schedule. Because we have not had a qualified high school computer and Art teacher, curriculum for the high school courses has yet to be developed in outcomes format.

The curriculum guides are located in the elementary office (K-5) and in the secondary principal's office (grades 7-12). The appropriate curriculum guides are provided for teachers at the beginning of the school year. In addition, curriculum maps for all courses are on in the curriculum director's files and are provided to teachers at the beginning of the school year.

- 3. That the administration and faculty work towards the completion of Scope and Sequence Documents for the entire K-12 instructional program to be certain that there are not gaps and unnecessary duplications in curriculum. (ACSI standard 7: Instructional program; WASC Criteria B: Curriculum and Instruction; Conference with administration and faculty; Observation of Curriculum Guides)**

Scope and Sequence Charts have been developed for Bible, writing and language, mathematics, science, social studies, physical education, and Japanese for all grades K-12 and reading for

grades K-8.

4. **That the school board, administration, faculty and staff, with input from other school stakeholders, develop a school-wide plan for growth and improvement using the format described in Section 15 (Plans and Priorities) of the School Accreditation Manual (International Edition), including a prioritized list of the challenges and needed improvements facing the school, with each item addressing the following:**
 - a brief explanation of why that improvement is considered significant
 - what strategies the school may use to make this improvement
 - a description of how the improvement plan will help the school attain its stated goals and objectives
 - human and budget resources this improvement Will require
 - major impediments to implementing the improvement
 - who will be accountable for implementation
 - who will monitor and report the status of the plan
 - a time-line for the reasonable accomplishment of this objective
 - a format that allows for communicating plans, priorities, and progress to the school community.

(ACSI Standard 15: Plans and Priorities; WASC Criteria A. 7: School Improvement Process; Conference with school board, administration, faculty, parents, and staff; Observation of Self-Study)

Six year goals have been approved by the board. They were established upon thorough study and consideration of our school by the board, administration, faculty, the steering committee of the 2005-2006 self-study report, as well input from our parent survey. See the Action plan for details.

5. **That the school board and administration implement a plan to review and update the master site plan at least every two (2) years, including an annually prioritized list of needs, with input from representatives of the school's stakeholders in order to continue with controlled development, respond to changes in the land plot, particularly the settling and erosion problems, and identify expenditure priorities. (This is a minimum due to the settling of the ground and the identified need for adequate drainage.) (ACSI Standard 15: Plans and Priorities; WASC Criteria A: Organization for Student Learning: 7. School Improvement Process; School Report, page 182)**

The site plan was revised and approved last in the 2005-2006 school year. A system was devised whereby a numeric value could be assigned to each planned project that would be used to prioritize them. The numeric value is based upon the need, the availability of funds, and the attainability of the resources. As monies become available, needs change, or items are added to the list, the priorities listings can be updated by resorting the numeric values. Input is sought from the Facilities Control Manager, Maintenance Supervisor, Finance Committee and requests from faculty when considering adding projects to the list and evaluating them. Many projects from the previous and current site plans have been completed, including those associated with the settling of land, such as replacements of side-walks. There are still projects to be completed associated with the settling of land. The settling rate of the land has slowed. The site plan is

updated at least once per year.

RESPONSE TO NEW MAJOR RECOMMENDATIONS FROM MID-TERM REPORT

- 1. That the faculty develop assessment strategies to determine the degree to which school wide student outcomes are being achieved. These assessment strategies should be included in the curriculum documents of the school.**

A list of assessment strategies have been added to curriculum maps for each course. More needs to be done in training teachers in selecting appropriate choices from the list and varying their assessment tools.

The following school wide assessments are also used to measure achievement of academic ESOs: The SAT 10, PSAT for all 11th grade, SAT scores for Seniors, and Star reading test. Additionally, we are developing writing assessment instruments.

Instruments for the school wide assessment of physical, social, and spiritual ESOs are being developed this school year.

- 2. That a comprehensive staff development plan be implemented to address how to increase student learning in the areas identified by the school as school-wide learning expectations.**

We have developed a plan whereby regular staff development takes place in weekly teacher's meetings. We have also set aside extra teacher development days, where training takes place. We send personnel to conferences in related areas when they become available.

- 3. The 2002 ACSI Accreditation Manual for North American and International Schools contains new standards which, according to that accrediting agency, now become major recommendations. They must be achieved by the time of the next accreditation visit.**

We believe that the standards have been met

10.0 SCHOOL IMPROVEMENT PLAN

Self-Study

1. List all the challenges and needed improvements from the “Major Strengths and Needed Improvements” items of each self-study section.

1.0 Philosophy and Foundations

We need to take a more deliberate look at these documents throughout the year to make sure that we have not strayed from them. They need to be more deliberately referenced when decisions are being made.

We need to continue to develop more tools to help us assess how well our philosophy is being implemented and our mission and vision are being fulfilled.

Our ESO statements need to be re-written so that they are more well defined and measurable and widely published in the school community.

We need to finish the development of a survey that will help us to measure spiritual health.

2.0 School Organization

Write a long range development plan including debt retirement.

OCSI will need to explore more ways to attract new students or find other revenue sources in the near future.

Foster greater parental awareness of OCSI's support structure and financial shape.

More documentation (more formal process) for employee feedback

3.0 School, Home, and Community

Continue the annual survey of parents, students, and teachers

Make demographic data easier to locate and process by the use of computer support

The parent/teacher fellowship or organization, recently established, should be developed.

The alumni website should be further developed for better follow-up.

Continue further development of relationships with local ministries to facilitate partnership in evangelism and disciple making of students and their families.

4.0 School Personnel

Decrease the rate of teacher attrition.

Though teacher development is already offered, we need to increase it all the more to meet the needs of several new teachers.

Increase contact with other ministries and agencies in order to generate more teacher and student applicants.

5.0 Instructional Program

Ensure that teachers use more authentic assessment tools. The curriculum, as it is currently designed, needs not only to expect that teachers will vary their assessment tools, but require it. Administrators should be responsible for ensuring that these assessments are appropriate for the instruction and tied to the stated outcomes.

Adjust the curriculum guides so that outcomes are more clearly tied to ESO statements

The system of how we arrive at grades needs to be thought through and standardized, so that grades more accurately reflect student learning and are similar, regardless of subject. Grades should indicate whether the student achieved the outcome by the end of the lesson or unit, rather than the rate at which a student learned a skill. For example, if two third grade students achieve the outcome of writing a paragraph, the assessment of their skills should show that they accomplished the outcome. A system of testing students before the end of a teaching unit and averaging all the grades risks grading giving an inaccurate picture of what the student has learned. We also need to decide and standardize how non-academic factors (participation, behavior, effort, etc.) influence grades.

Develop and build into the curriculum the teaching of information literacy skills that will better equip the 21st century student to process their information overload environment.

Provide more opportunities for teachers to receive professional development in their subject area.

Revise an upgrade Art, computer, and vocational curriculum guides.

6.0 Library, Media Resources and Technology

Books:

- c. High School: Reference books for chemistry and physics*
- d. Middle school: Recently published books on science topics such as plants, fungi, insects, and ecology, etc.*
- c. Elementary: Accelerated Reader titles in the range from 0.5 – 1.0 and also more titles up to 3.9 book level. Non-fiction books for young readers.*

d. Both libraries need more fiction books for recreational reading

Computers: Need more Internet-ready computers to be used for research. which should now be available after the upgrade done in the summer of 2006.

7.0 Student Services

Develop a more effective plan for documenting and identifying students with learning difficulties.

Provide more after-school activities, especially in the middle school.

Develop tools to measure social, physical, and spiritual achievement of the ESO statements.

8.0 Support Services

Because our drivers are not always available for extracurricular activities, it would be helpful if some of the faculty who serve as coaches had chauffeur licenses.

The kitchen is quite far from the cafeteria, and food needs to be transported by cart from the kitchen to the cafeteria. It would be better if the kitchen were closer to the cafeteria. In the meantime, it would be good if a route were created that does not use the narrow walkway that goes along the end of the gym and includes access to the locker rooms.

Develop a plan for ensuring students know how to evacuate buses in case of a crisis.

Provide more supervision on the buses

Review the lunch menus and pricing to ensure there is high nutritional value and pricing that will support the program.

9.0 School Facilities

Work toward air-conditioning all classrooms.

Improve the kitchen facilities.

4. From that list, rank in order any that are viewed as major improvements needed by the school.

Major Improvements Needed:

1. Decrease rate of teacher attrition.
2. Provide more faculty development.
3. Rewrite our ESOs
4. Develop an information literacy curriculum
5. Increasing the number of students

6. Increase our contact with other ministries and agencies in order to generate more teacher and student applicants
7. Writing of a long range development plan

Improvements already Begun:

- Annual survey of parents
- Reestablishment of the PTF
- Making more computers ready for internet use
- Developing more measurement tools for ESOs

a. How were these prioritized?

The steering committee discussed the needs presented by the self-study committees and selected and prioritized items according to their greatest impact on our ministry and the need for maintaining the mission and expanding it in the future.. The board made final discussion and approval of the goals below.

b. Who had input to the prioritizing of the needs?

The steering committee, including the heads of the self-study committees, discussed the improvements and prioritized them. The school board also had input as they approved the SIX-YEAR GOALS.

5. **List strategies that the school may use to make the major improvements noted on the prioritized list.**

Please see the OCSI Action Plan below: This is adapted from the board's SIX-YEAR GOALS.

ACTION PLAN

ADAPTED FROM THE SCHOOL BOARD'S SIX-YEAR GOALS, (2006-2012)

The following action plan has been developed as a road map that will lead us to needed school improvements, so that we can better obtain our mission, operate consistently with our philosophy, achieve our Expected Student Outcomes, and realize our vision. Upon thorough study and consideration of our school by the board, administration, faculty and the steering committee of the 2005-2006 self-study report, the areas below were identified as most essential in helping us achieve our goals and objectives. This plan will be used to guide the endeavors of the school as well as the agenda of all school meetings, including faculty, administration, board, and all committees. It will be the responsibility of the Superintendent to keep the school community focused on the completion of this plan. The Superintendent will provide in the monthly Superintendent's Report updates on the progress of this plan and an annual update in the Superintendent's Report at the Annual Okinawa Christian School Mission (OCSM) meeting. Appropriate portions of the plan and updates on progress will be given to parents via the PTF, school web site, and other school communiqués.

The seven areas below will be the focus of the school improvement plan.

Instruction Development

More Ministry Opportunities

Partnership Development

Raising Funds

Organizational Development

Venue Development

Evangelism and Discipleship

Description of Items:

Instruction Development: The mission of OCSI is to partner with families of the local and international community of Okinawa by offering an excellent Christian education in the English language. To continue excellence in education, we must continue to develop our curriculum to meet the needs of students in changing times, better equip our teachers, and achieve our ESOs.

More Ministry Opportunities: Plans to move out 7000 American troops from Okinawa promises to bring us fewer students with an American heritage. The proposed establishment of an international graduate school in Onna along with the growing number of Japanese citizens who are seeking an English education indicates that there will still be many students looking for an English education and an opportunity to be prepared for American colleges as well as colleges abroad. If we are to keep education as an effective vehicle for reaching out with the gospel, we must adjust our educational program to better fit the needs of those available to us for ministry. It should be noted that our philosophy statement recognizes that, “Christian education ought to be available to all students regardless of race, language, cultural, background, financial means, religious beliefs, or educational and social needs. Christ has directed us not to hinder any children from coming to Him. There may be limitations placed upon specific schools for they, with integrity, must admit that they do not have the resources to meet the needs of some students, while still meeting the needs of the entire student body. However, we must strive to make Christian education available to all children.” Recent school enrollment numbers have been around 350. Finances and educational service can improve with a student body of 400. Therefore, we are compelled to consider programs that can serve a greater number of students.

Partnership Development

OCSI has managed to provide a quality education despite the challenges it faces due to a lack of people resources. Our current situation does not always allow us to obtain all the help that we need. Thus we need to develop partnerships with various organizations so that we may increase the pool of people that can join with us in accomplishing the mission of OCSI.

Raising Funds

Our lack of financial resources has hindered the development of our school program, the compensation of personnel, and the availability of our school to families with low income. Mission support has traditionally allowed us to keep the tuition lower, within reach of more families. It has become increasingly more difficult to raise mission support. Although there are families that could easily pay more for tuition, many families are already on financial aid. The financial aid available has not been enough to meet the needs of all students. A higher tuition price causes some families to never even inquire about the school. Our philosophy statement sets forth that Christian education ought to be available to all children, hindering none of them from coming. We are compelled to remove the obstacle of finances by seeking ways to raise additional funds.

Organizational Development

In order for the organization to continue to thrive, it must continually grow and be shaped by the hand of God. It is essential that the organization maintain focus on its mission, philosophy, purpose, and objectives. Additionally, as our organization grows and changes personnel it is essential that we maintain pathways of communication that connect all parts of the school. It is also necessary that we be guided purposefully by an overall plan.

Venue Development

We need to continue to make sure our school building, grounds, furnishings, and equipment are serving the needs of our changing student body. It is also essential that we maintain good stewardship of the physical resources that God has given us.

Evangelism and Discipleship

We want to see a higher percentage of our students being fully disciplined upon graduation. Fully disciplined is defined here as believers in Christ who have yielded their lives completely, evidenced by a willingness to pursue God's calling for their life and dedication to serving as God's ambassadors in reaching out to a lost world. In order to see this increase it becomes necessary that we measure so that we may be able to know our relative effectiveness. It is understood that because man cannot look upon the heart, our ability to assess spiritual growth will be somewhat limited and inaccurate. Yet an effort must be made to ask our students honestly to reveal their hearts so that we may have some indication of the effectiveness of the ministry of OCSI. Furthermore, we recognize that lack of spiritual development in the family, and the lack of training of teachers in the art of discipleship will also hinder the spiritual nourishment and subsequent spiritual development of students.

Strategies, Justification, and Time Line:

Instruction Development

(7 Strategies for Instructional development)

1. ESO development: Our ESOs will be written to make them more defined and measurable so that we can more easily see progress resulting in improved achievement. (June 2007.)

2. Curriculum development: Like the wash, curriculum always needs to be done in order to keep the school prepared to offer excellent education.
 - Curriculum and supporting materials will be evaluated and revised according to the approved curriculum revision schedule. Emphasis will be placed on developing more authentic assessments and ensuring their use, Biblical worldview and achieving Expected School Outcomes. (annually)
 - Our art and vocational education curriculum guides and maps need updating. (August of 2007.)
 - While we offer computer courses and use computers in instruction, we do not have a comprehensive technology education curriculum from K-12. In order to meet standards of 21st century education, we need curriculum that fosters information literacy skills. (Technology education curriculum will be completed by January 2008.)
 - Our curriculum guides do not connect the unit and course outcomes to a specific ESO. Doing this will help us more clearly see how curriculum components fit together, allowing us to more clearly focus on our goals. (January 2008)

3. Measuring ESO achievement: We currently assess academic ESO achievement with the SAT 10 test, PSAT for 11th graders and with the STAR reading test. We do not have an effective tool for assessing writing, or assessing the achievement of spiritual, social, and physical ESOs. We need assessment tools in these areas to ensure that we are accomplishing them. (Assessment completed by June 2007.)

4. Focusing on ESO statements and outcomes: (To ensure that we are hitting the target)
 - ESO statements and course outcomes will be displayed so that they are clearly and consistently visible for students, teachers, and parents. This is to be completed by fall 2007.
 - We will focus on developing instruction in one or two of our ESOs each year so that more students will achieve expected outcomes. This process has already begun and will follow the following schedule:

School year 2005/2006

Academic – Verbal Reading skills

Students grades 1-8 were tested using STAR (Renaissance Learning) each quarter. Middle school students were required to achieve points in Accelerated Reader. (Elementary students have been using this program for several years.) A new literacy

program was developed for making decisions on accepting and promoting students, taking into consideration their reading and expressive language abilities. The STAR and AR requirements will continue. The curriculum review cycle will focus on English for grades 6-12 in 2006/2007, with new literature books scheduled to be ordered for grades 9,10, and 12 and new textbooks considered for the middle school grades (6-8).

School year 2006/2007

Academic – Verbal Writing skills

School year 2007/2008

Academic – Verbal Listening and speaking

School year 2008/2009

Academic – Mathematics Computation and Problem Solving

5. Improve our system of grading: Inconsistent grading has lead to inconsistent measurement of student achievement of outcomes resulting in obscuring of the target making the students less likely to hit it. The following steps will help to eliminate this problem.

- Develop and implement school-wide standards for outcome based grading. The policy has already been published and the implementation is ongoing.
- Provide an online grading system to make it easier for teachers to give students, parents and administrators more regular feedback on outcome achievement (August 2007)

6. Upgrade Library Resources: to provide better resources to support instruction. (2007-2008 school year)

7. Develop a more effective plan for identifying and documenting student learning difficulties. The identification is easy but lack of complete and precise documentation sometimes slows follow-up, losing valuable time for students. (August 2007)

More Ministry Opportunities:

(3 Strategies for creating more ministry opportunities)

1. To make our school available to more students we will study the feasibility of beginning the following programs and make a plan to begin where programs are found feasible. Feasibility studies to be completed by June 2007

- A. International Baccalaureate Curriculum (2009-2010)
- B. Japanese Junior High School Entrance program (2008-2009)
- C. ESL programs for K-12 (2007-2008)
- D. Program for students with learning difficulties. (2011-2012)
- E. Providing services to supplement Home School education. (2007-2008)

2. Developing a comprehensive advertisement strategy with many media options. (Fall 2007)

3. Establish stronger community relationships (ongoing)

Partnership Development

(7 Strategies for increasing partnership for people resources)

1. Provide parent resources by reinstating the PTF that will be used to: (June, 2006)
 - A. communicate with the school community
 - B. provide parent to parent help
 - C. provide support for school programs
 - D. provide input of ideas for school improvement.
 - E. provide interaction with and support for teachers

2. Foster stronger partnerships with local churches so that they can assist us by providing: (Ongoing)
 - A. further discipleship for our families
 - B. more teacher resources
 - C. more students

3. Establish a more effective link to our Alumni. (This process has begun and should be completed January 2008)
 - A. provide more students
 - B. volunteer help
 - C. teacher resources
 - D. financial support

4. Establish partnership with state-side Christian colleges so that they can assist us by providing us with the following: (Ongoing)
 - A. more teacher candidates
 - B. opportunities for our students to seek higher education in a Christian environment.

5. Establishing stronger partnerships with state-side and other churches who support our missionaries so that they can assist us by providing us with: (ongoing)
 - A. prayer support
 - B. financial support
 - C. more candidates for long and short term missionaries

6. Establish stronger partnerships with other mission agencies so that they can assist us by providing us with more candidates for long and short-term missionaries. This is an ongoing endeavor as well.

7. Increase teacher longevity by:

- A. Recruiting teachers that are willing to commit to long-term service at OCSI, (Ongoing)
- B. Providing increased professional development opportunities. (Ongoing)
- C. Providing incentives and recognition for signing additional contracts. (Incrementally up to 2012)
- D. Review the compensation package of all employees to ensure that needs are being met (2007)
- E. Establish mentor relationships between experienced and non-experienced teachers.(ongoing)
- F. Provide additional opportunities for personnel to adjust to the culture, by providing more language training and increased contact with parents (ongoing).
- G. Continue to foster a sense of community and family. (ongoing)
- H. The establishment of clear and focused goals, the measurement of them, and recognition of progress towards those goals in order that teacher's may be encouraged by their effectiveness.(2007)

Raising Funds

(7 Strategies for raising alternative funds)

1. Determine and implement whatever steps are necessary to retire in the shortest time possible, the debt incurred for completing the OCSI campus. (2012)
2. Investigate and make recommendations to the board of directors on the feasibility of establishing planned giving, endowments, and/or foundation grants for the ongoing development and improvement of the entire ministry of OCSM. (February 2010)
3. Increase funds available for financial aid and scholarships. This would increase our income, while allowing students of low income to attend at price they can afford. (August 2010)
4. Reevaluate current fund-raisers. We need to research ways to enhance and improve the walkathon and bazaar. Currently most of the money raised from the walkathon, comes from the school community (August 2007)
5. Investigate possible grants that may be available to the school. (Continuing)
6. Work towards raising support for school projects from state-side churches and organizations. The disposition of today's churches lends itself more to the raising of funds for short term tangible projects rather than for long-term missionary support. (Continuing)

7. Develop a brochure that explains to parents how OCSI finances are used. Many of our parents are unaware of the finances of the school and how little our teachers get paid in order to make the school available to them. Some of our parents would be willing to donate more if they were more aware of the school's financial condition. (Fall of 2007).

Organizational Development

(3 Strategies for organizational development)

1. Continue to keep our philosophy, vision, and mission statements focused, so that we continue to move towards our target. (ongoing)
2. Provide more documentation (more formal process) for employee feedback and avenues for communication so that we maintain unity of purpose. (Fall 2007)
3. Write a long range development plan including debt retirement. (Spring 2008)

Venue Development

(3 strategies for venue development)

1. Continue implementing our technology development plan so that adequate computer and technical support is provided to support instruction and office management. Ensure that our office data system is equipped to track school demographics, so that we will have the needed data to aid in decision making. (ongoing)
2. Develop a plan for air- conditioning installation in each room so that we may facilitate education and draw more students to the school. (January 2010)
3. Develop a plan for upgrading or replacing the kitchen and evaluating our lunch program so that we can continue to offer a quality lunch program. (May 2008)

Evangalism and Discipleship

(3 strategies for fulfilling our mission of discipleship.)

1. Develop a survey that will measure student beliefs, as well as spiritual attitude and practice (May 2007)
2. Develop a program that will train and equip teachers to evangelize and disciple the children. (April 2007)
3. Increase our outreach to parents: One major reason many students are dwarfed in their Christian growth is because they come from a non-Christian home environments that do not cultivate or may even impede spiritual development. (Ongoing)

Assignments, Impediments and Resources:

Instruction Development:

1. ESO development:

The secondary school principal will be assigned to do a preliminary re-write of the ESOs. His copy will then be brought to the education committee for review, discussion and revision. It will then be shared in teacher meetings to receive further input and further revision made under the direction of the education committee. The final revision will be sent to the board for approval. ESLR or ESO statements of other schools can be used as resources. Time is the only impediment to this goal.

2. Curriculum development:

The leadership of this project is normally assigned to the curriculum director, in the absence of the curriculum director it becomes the responsibility of the principals. An impediment to achieving this goal is time. Time can be set aside for teachers to work on curriculum development in the following ways: providing substitutes, making it a summer project in lieu of summer school. Also curriculum from other schools can be used as guides. The art and vocational teachers can work on revised curriculum by keeping notes as the course progresses. Technology education standards, scope and sequence are already provided in the Technology Development Plan. Re-writing of curriculum guides to reference course outcomes to ESO statements will have to wait until ESO statements are revised. However, we can start the process by numbering our current ESO statements, and then in teacher's meetings have teachers pencil in an ESO statement number next to outcomes in their curriculum.

3. Measuring ESO achievement:

Writing assessments are being considered by the administrative team. Examples from other school are being considered.

New measurement instruments for the social, spiritual and physical ESOs will be developed by the counselor, chaplain, and athletic director respectively. Since our ESOs for spiritual, social, and physical areas primarily reflect attitudes, it is recommended that a survey be used as measurement tools in these areas. Examples from other sources should be sought.

4. Focusing on ESO statements and outcomes:

Principals are leading in having the teachers post course and unit outcomes. ESO statements need to be posted in the school. We are hindered by the fact that we will soon be re-writing the ESO statements. Therefore, it is not wise to post them in a permanent fashion. The Secondary Principal is tasked with seeing that current ESO statements are posted on the cafeteria wall. We will be focusing on developing writing. Principals are leading teachers through the steps below:

- 1) Promote the need for improving student writing skills with teachers.
- 2) Develop outcomes for each grade level.
- 3) Develop assessments tools to measure writing ability at each grade level.
- 4) Review and revise writing objectives in curriculum maps. Use a 1-12

curriculum team

- 5) Provide teacher training to facilitate writing instruction, and encourage writing across the curriculum

Step one above has been completed. Teachers are meeting together discussing writing strategies. Consideration for writing across the curriculum has begun, being required by most secondary teachers. GUMS grades on each assignment that requires writing is being used by some teachers, and being considered as policy. Principals are doing internet research to help formulate writing standards for each grade level. We are preparing to consult with a Maryland University instructor on effective writing assessments. The administrative committee will lead in establishing future schedules and strategies in focusing on this year's and next year's ESO.

5. Improve our system of grading: Grading policies have been published. It will be the principal's responsibility to ensure that they are being implemented properly. This will require consultation and instruction during teacher's meeting as well as personal consultation and observation of each teacher. This will be a challenge as there are many teachers to check with. Once teachers are established as grading well, they should be used to mentor others.

Online grading systems have been researched and a selection has been made. The computer specialist is now tasked with exploring how data can be transferred from our current system to the online system. Teacher frustration with the computer system will be a major deterrent to the success of the system. Therefore it is essential that all bugs in the computer system are worked out before implementation begins. We must also design an effective training plan for teachers before implementation. There is not sufficient time in the school year to change grading systems. During the second semester, we will have at least one teacher from each division who is comfortable with technology use the new grading system for their class. These teachers will be used as part of a training plan that will be implemented during the teacher orientation for the 2007-2008 school year. The superintendent will be tasked in leading in the development of this plan.

6. Upgrade Library Resources: The principals with the librarian have compiled a list of books needed for the library. The PTF will be purchasing these books with their funds then encouraging parents to buy and donate them the library, thereby replenishing PTF funds. In January of 2007 the principals with the librarian will make a final assessment for library needs. The remaining books needed, can be placed in the budget for next year.

7. Develop a more effective plan for identifying and documenting student learning difficulties. The counseling office will be tasked with devising an efficient plan and presenting it for approval to the administrative committee. The principals will be responsible for implementing it. Practices of other schools should be explored.

More Ministry Opportunities:

1. The education committee is tasked with investigating the programs for increasing ministry opportunities. The ability to predict the market will be a major challenge.

Programs should be designed in such a way that there is a low overhead. A current plan has been drafted for Japanese Junior High School entrance which is currently being considered by the education committee. Examples from other school programs should be studied. Standards for I.B. curriculum can be found on the internet. The heads of home school programs should be contacted to discuss possible service that could be coordinated through them.

2. The finance committee will be tasked with developing a comprehensive strategy for advertisement. They will need to make a list of all media that they would like to develop and the content of the message that it should have. A list of agencies with whom they would like to advertise should be devised. The best option for advertising with the home school community should be considered. There is a current budget for advertisement, but it may not be sufficient to cover all that is desired. Therefore a budget plan for this year and next fiscal year should be devised. We have as a resource The Moody Bible Institute Electronic and Print Media short term mission team arriving in March. Efforts should also be coordinated with the 50th anniversary committee who are also working on promotions.
3. To develop community relationships we should strengthen attempts that are already in process, which include the following:
 - The Business Manger developing relationships with local area businesses,
 - The Safety Control Manager attending local village meetings and
 - The Superintendent attending the American Chamber of Commerce,
 - Invitations to local officials and community members to participate in the walkathon, bazaar, graduation, and other OCSI public performances.

Other opportunities should continue to be explored by the board. Formal guidelines and strategies should be drafted by the finance committee during the 2006-2007 school year.

Partnership Development

1. The PTF has begun, we simply need to support their efforts and encourage them in order to let them grow. They are well founded and directed. The PTF Director and assistant director are tasked with developing the PTF.
2. Our chaplain is making an effort to refer families to churches and involving local ministries in helping with school chapels, programs and discipleship groups. Additionally, we advertise through churches for personnel, and all of our personnel are partnered with a local church in some way. The partnership can be strengthened by doing two additional activities:
 - Holding a pastors and missionaries luncheon at the school. This should be organized by the superintendent.
 - Developing groups that visit and perform at churches. This is to be done by the music director.
3. The computer specialist is tasked with developing an alumni web page. The 50th anniversary committee is tasked with establishing an alumni association, and providing scholarships for children of alumni, though the promotion of the 50th

anniversary monument. Getting the word out to alumni is our largest challenge.

4. The impediment with developing partnerships with colleges is the difficulty in making and maintaining contacts. This can be achieved in the following ways:
 - Recruiting from college educational programs for our summer school programs. This should be led by our state-side representative and superintendent.
 - Attending college fairs and visiting college educational departments. This is done by the superintendent, state-side representative, and other present and former OCSI personnel who have contact with a college.
 - Arranging for short term mission trips from colleges. We have one from Moody this year. The arrangements of these trips should be initiated by our state-side representative and superintendent.
5. Partnership with state-side churches is done by each missionary at their supporting churches. They are encouraged to also raise funds for projects in their area of the school. The projects should first be approved by the finance committee before promotions are done.
6. We currently have a strong partnership with SEND and a developing partnership with GBIM. Our state-side representative and the superintendent will lead in this.
7. Improving teacher longevity will be led by the joint efforts of the education committee, finance committee, school board and the superintendent. We do not have the funds to increase teacher pay. Compensation packages plans are being constructed by the superintendent. The business manager will calculate its cost, the finance committee will explore ways in which the package could be afforded. The board will give approval when they are confident that the new compensation package can be funded.

Raising Funds

1. We have not been able to locate sufficient donations to retire the debt after nearly 10 years. We have successfully lowered the payments by re-financing. The budget is balanced even with the debt. The finance committee, school, board, superintendent, and the state-side representative are tasked with looking for sources for debt retirement. The 50th anniversary gives us opportunity to do fund-raising. Our efforts in building partnerships may lead to debt retirement sources.
2. Finding sufficient donors to begin an endowment is a challenge. The plan to start an alumni association with funds raised from the 50th monument project, may lead to regular giving from alumni as well as past faculty. The finance committee, school, board, superintendent, and the state-side representative are tasked with looking for sources to serve this need.
3. Donations to a financial aid fund can be used to help students attend school. Proper promotion of this need through advertised media may bring donations. Currently we

are receiving funds from the CFC. Promotion of the CFC on our website and at American churches and chapels on island can increase our donations to this fund. The computer specialist with state-side representative is tasked with providing the web site with the proper information. The superintendent will promote it with on-island ministries.

4. It has been proposed that we make the walkathon a community event by sponsoring a biathlon and seeking sponsors for our check-points, thereby drawing in the community. The organization of an event of this size will be considerable. Therefore we must appoint a walkathon committee to begin consideration of it as soon as the 2006 walkathon is concluded. Japanese business are not accustomed to the idea of sponsorship. Businesses represented by the American Chamber of Commerce should be approached. The bazaar is already more of a community event, however, the PTF that directs the bazaar needs to examine it closely searching for improvements.
5. The school receives no grants at this time. Research needs to be done to find appropriate grants and grant proposals need to be written. The Superintendent will assign a person to search for grants. The finance committee will review the proposals and make approval.
6. Mission support has become increasingly more difficult to raise. Churches are more interested in short-term tangible projects. The finance committee will construct a list of projects and prices from the site plan. This will be published to the school community so each may have opportunity to promote a project with an interested group. Additionally, OCSI missionaries will be encouraged to promote approved projects of interest in their area with their own supporting churches.
7. The contents of the brochure will be determined by the superintendent with input from the business manager, and state-side representative. Moody Bible Institute is sending a print media team, to the school in March of 2007. They can be used to assist in the design of the brochure. Monies for the production of the brochure can be set aside, in next year's budget.

Organizational Development

1. In a busy school it is easy to become so focused on everyday tasks, that the overall vision and mission is forgotten. Thus, we must maintain focus by:
 - providing philosophy of Christian education classes,
 - emphasizing our philosophy, vision and mission statements in faculty and board orientation,
 - deliberately referencing our philosophy, vision and mission statement when making board, curriculum decisions, and when rewriting our ESO statements,
 - annually cross-referencing our philosophy, vision, and mission statement with results of surveys to ascertain if we are achieving our objectives.These endeavors are to be led by the superintendent.

2. There are many avenues for communication at OCSI. However, it is not always organized and documented allowing for things to fall through the cracks. A survey of faculty has begun. This survey should be expanded to include the staff. It is difficult to process all of the channels and paperwork resulting from multiple communication channels. However, using the computer as a resource, this can be managed. The superintendent along with the help of the office manager and computer specialist are tasked with developing an electronic communication box. This box will house, all office forms, be the center of e-mail and postings, provide for surveys, and for suggestion box. It should also be designed to organize and store certain key data.
3. The site plan, our six-year goals and this action plan all contain elements of a development plan. However, many of the items contained in these documents are still in the research stage. After completion of the research, these documents should be used to complete a comprehensive development plan. There are many duties in the area of development. Most of them are not specific to any one person's job description. They often do not receive priority attention. The feasibility of having a development director should be considered. The board with the superintendent with input from the finance committee should lead in the construction of a development plan.

Venue Development

1. The technology development plan gives detailed outline of the process of computer development. This plan needs to be followed, reviewed and revised annually by the board, finance committee, administrative committee, and the computer specialist. The superintendent is tasked with making sure the plan is followed, reviewed, and revised.
2. The major hurdle that keeps OCSI from installing air-conditioning is not installation, but operating cost. The finance committee will develop a plan to help us save on utility use. They will consider the feasibility of the following resources: solar power, wind power, gas powered air conditioning. They should also consider the feasibility of catching rain water for irrigation use.
3. Our kitchen badly needs revision. Our kitchen supervisor is near retirement after 35 years of service. Funds for major renovation are not readily available. Many parents on the parent survey have called for change in our lunch program. This project needs comprehensive study and planning. The finance committee will research and devise a plan for future food service.

Evangelism and Discipleship

1. The Spiritual survey is to be completed by the Chaplain and approved by the administration. ESO statements should be used in determining what is to be measured, questions should be developed that will shed light on students heart attitude.

Assessments already developed for this purpose should be identified and used as a resource.

2. Develop a discipleship training program to be implemented as part of ongoing teacher training that will instruct teachers in specific methods of evangelism and leading students in Christian growth. The program should be specifically designed for the OCSI environment by developing a list of culturally sensitive, felt-needs of students. Teachers should be trained to tailor their Bible class to deal with those felt-needs and move on to the real needs met by Christ. This should be completed by the administrative committee with input from the Chaplain and faculty. Various existing programs should be reviewed and considered. Currently we are trying the BE FOCAL program from GBIM.

Additionally, we need to continue to provide the spiritual nourishment of the teachers through times of prayer, worship, and focused Bible studies. This is currently being done through our prayer groups, morning devotions and Tuesday night Bible study. The practice needs to continue and be kept vibrant by receiving fresh ideas and input from all OCSI faculty and staff. The administration and chaplain are tasked with overseeing This endeavor.

3. The major impediment that keeps us from reaching homes is that we do not have the opportunity to deliver the Christian message to them through word and personal contact as we do with students the following resource can be used to overcome this.

A. Include in the annual survey of parents questions that will help us assess family beliefs, as well as spiritual attitude and practice. This should be completed by February 2007 under the direction of our chaplain and PTF director with the approval from the administrative committee.

B. Increase the interaction between parents and the school by developing a priority list of activities, which will encourage interaction between parents/teachers and parents/parents for support, encouragement and edification. These activities should include the parent seminars now being sponsored by the PTF. These seminars are designed to meet the felt needs of parents so that they will see the relevance of Christ in their lives The list should include activities that we already provide with a fresh look at how we can strengthen the quality of contact through the activities. This list should be completed and implemented by the fall of 2007. This should be compiled by the administrative committee with input from faculty and staff, other school examples, PTF, and parent surveys.

C. Increase the number of ways in which we witness to families by:

- continually providing Christian media in both Japanese and English such as the Jesus videos for families, (Obtained from Campus Crusade for Christ)
- including biblical messages in newsletters and other publications, including those that give tips on parenting.
- including biblical messages on the web page (Directed by administration and chaplain, implemented by the computer specialist)

This should be a continuing effort led by the administration and implemented by the faculty and staff