19 min 38 sec Role - District - Edit mode

Administrator 0126 8000-Bishop Garrigan Schools

Home | Contacts and Demographics | C-Plan Data Entry | Track Progress | View & Certify Plan | Signout

School Year: 2012-13

Application Year 2013, APR Year 2012, APR Dropout Year 2011, SINA/DINA Designation Year 2012

Select a District-School:

- 01268000 Bishop Garrigan Schools (8000)
- 01268000 Seton Grade School (8101)
- 01268000 Bishop Garrigan High School (8108)

Get District-School

View APR student achievement data

				Plans			
Plan Name	Assurances	District Certify	State Certify	Assurances	View/Print	Certify	
APR	☑	☑	☐	Go	Go	Go	*District certified by Administrator on 9/11/2012 9:35:07 AM*
CSIP	☑	☑	☐	Go	Go	Go	*District certified by Administrator on 9/11/2012 9:43:06 AM*

Plan	Contact	Email	Phone
APR	Cindy Butler	Cindy.Butler@iowa.gov	515-281-5332
CSIP	Cindy Butler	Cindy.Butler@iowa.gov	515-281-5332
DDSDP	Ellen McGinnis-Smith	Ellen.McGinnis-Smith@iowa.gov	515-725-2220
SINA/DINA	Karla Day	Karla.Day@iowa.gov	515-281-7145

Print Export To Word (.doc)

0126 8000-Bishop Garrigan Schools

APR-Assurances

1. All student achievement for each subgroup has been reported unless there are fewer than 10 students in a subgroup at a grade level. If the school had fewer than 10 students in a subgroup for reporting purposes, it still coded test forms (i.e., ITBS/ITED) appropriately for each individual student within the subgroup to ensure that statewide subgroup data are accurate. (●) Yes ( ) No

APR

Vision, Mission, Goals

1. What are the district's measureable, long-range goals to address improvement in reading?

   By 2017, our long range student achievement goal in reading is: To increase student competence in reading. Our annual goals will compare data involving cohort groups in 6th grade of the current testing year to the previous testing year. (i.e. 5th grade)

2. Please provide the district's annual reading goals for 2011-2012.

   2011-2012 reading target is: The percentage of students in 6th grade scoring at the proficient level or advanced level will increase using the following measure of comparing data involving cohort data in the 6th grade of the current testing year to the previous testing year.

3. Were the district's annual reading goals met in 2011-2012?

   ( ) Yes (●) No

   1. Since the district did not meet its annual reading goals, please provide the plan to meet future goals.

      Professional development with assistance from our AEA will focus on differentiated instruction, specifically Characteristics of Effective Instruction.

4. Please provide supporting data to demonstrate the district did or did not meet the annual reading goals in 2011-2012.

   Our percentage of students at the proficient level remained the same and did not increase.

   Iowa Tests

   4th gr. - 75%

   8th gr. - 57%

   11th gr. - 75%

5. Please provide the district's annual reading goals for next school year.

   2012-2013 reading target is: The percentage of students in 6th grade scoring at the proficient level or advanced level will increase using the following measure of comparing data involving cohort data in the 6th grade of the current testing year to the previous testing year.

6. What are the district's measureable, long-range goals to address improvement in mathematics?

   By 2017, our long range student achievement goal in mathematics is: To increase student competence in mathematics. Our annual goal will compare data involving cohort groups in 6th grade of the current testing year to the previous testing year. (i.e. 5th grade)

7. Please provide the district's annual mathematics goals for 2011-2012.

2012-2013 mathematics target is: The percentage of students in 6th grade scoring at the proficient level or advanced level will increase using the following measure of comparing data involving cohort data in the 6th grade of the current testing year to the previous testing year.

8. Were the district's annual mathematics goals met in 2011-2012?

○ Yes ◉ No

1. Since the district did not meet its annual mathematics goals, please provide the plan to meet future goals.

Professional development with assistance from our AEA will focus on differentiated instruction, specifically Characteristics of Effective Instruction.

9. Please provide supporting data to demonstrate the district did or did not meet the annual mathematics goals in 2011-2012.

Our percentage of students at the proficient level remained the same and did not increase.

4th gr. - 75%

8th gr. - 75%

11th gr. - 87%

10. Please provide the district's annual mathematics goals for next school year.

2012-2013 mathematics target is: The percentage of students in 6th grade scoring at the proficient level or advanced level will increase using the following measure of comparing data involving cohort data in the 6th grade of the current testing year to the previous testing year.

11. What are the district's measureable, long-range goals to address improvement in science?

By 2017, our long range student achievement goal in science is: To increase student competence in science. Our annual goal will compare data involving cohort groups in 6th grade of the current testing year to the previous testing year. (i.e. 5th grade)

12. Please provide the district's annual science goals for 2011-2012.

2011-2012 reading target is: The percentage of students in 6th grade scoring at the proficient level or advanced level will increase using the following measure of comparing data involving cohort data in the 6th grade of the current testing year to the previous testing year.

13. Were the district's annual science goals met in 2011-2012?

○ Yes ◉ No

1. Since the district did not meet its annual science goals, please provide the plan to meet future goals.

Professional development with assistance from our AEA will focus on differentiated instruction, specifically Characteristics of Effective Instruction.

14. Please provide supporting data to demonstrate the district did or did not meet the annual science goals in 2011-2012.

Our percentage of students at the proficient level remained the same and did not increase.I

Iowa Tests

4th gr. - 78%

8th gr. - 74%

11th gr. - 85%

15. Please provide the district's annual science goals for next school year.

2012-2013 science tartet is: The percentage of students in 6th grade scoring at the proficient level or advanced level will increase using the following measure of comparing data involving cohort data in the 6th grade of the current testing year to the previous testing year.

Learning Environment

16. Please describe the district's locally defined indicators.

The ACRE (Assessment of Catechesis Religious Education), created and monitored by the National Catholic Education Association is given each year in grades 5, 8 and 11. This nationally standardized test assesses student knowledge and practice in the areas of God, Church, Sacraments, Revelation/Scripture/Faith, Life in Christ (moral behavior), Church History, Prayer/Religious Practices, and Faith Literacy. These relate to the student learning goals which deal with faith, doctrinal knowledge and ethical behavior.

17. Explain the progress the district has made on these indicators.

The results from the ACRE test are reviewed annually to assess progress on basic knowledge of the Catholic faith and also to assess the everyday actions that are at the core of our faith-based program.

Monitoring and Accountability

18. The School Improvement Advisory Committee (SIAC) has reviewed progress and made recommendations to the board concerning annual improvement goals.

◉ Yes ○ No

1. Date(s) SIAC recommendations were presented:

May 2012 School Board

19. All information required for this APR has been or will be reported to the local community.

◉ Yes ○ No

1. Date(s) the required APR content was or will be reported to the community.

Fall 2012

20. Did the district ONLY use the state accountability assessment to measure annual improvement goals in reading, mathematics, and science for 2011-2012?

◉ Yes ○ No

21. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in reading in 2011-2012.

Assessment	Other
Teacher Assessments	
BRI - Basic Reading Inventory (a.k.a. - John's BRI)	
PLAN (ACT product)	
Rubrics	
SAT (ETS product) Scholastic Achievement Tests	
Chapter Tests	
DIBELS - Dynamic Indicators of Basic Early Literacy Skills	
Explore (ACT product)	
ITBS - Iowa Tests of Basic Skills	
ITED - Iowa Tests of Educational Development	

22. Please explain how the students do on this/these reading assessment(s).

BRI 8/2012 Proficiency

	Accuracy	Comprehension	Fluency
4th gr.	100%	97%	69%
6th gr.	98%	92%	68%

Reading Assessment ILCC

11th Rdg. 64%

Rdg. IA Assessment

4th gr. 75% 8th gr. 57% 11th gr. 75%

23. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in mathematics in 2011-2012.

Assessment	Other
Teacher Assessments	
PLAN (ACT product)	
Chapter Tests	
Child Observation Record	
Classroom Assessments	
Classroom Observations	
Text Developed Tests	
Unit Tests	
0ther	Diocesan Developed
ITBS - Iowa Tests of Basic Skills	
Math Counts	
ITED - Iowa Tests of Educational Development	
AEA Assessment	

24. Please explain how the students do on this/these math assessment(s).

Math IA Assessment Proficienct

4th gr. - 75% 8th gr. - 75% 11th gr. - 87%

11th gr. Assessment ILCC 97%

8th gr. end of year test Math 100% proficient

25. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in science in 2011-2012.

Assessment	Other
PLAN (ACT product)	
ACT Assessment (ACT product)	
Chapter Tests	
Classroom Assessments	
Classroom Observations	
District made tools	
Teacher made tools	
Unit Tests	
0ther	Dicoesan Developed
ITBS - Iowa Tests of Basic Skills	

Locally Developed Tools	
ITED - Iowa Tests of Educational Development	
AEA Assessment	

26. Please explain how the students do on this/these science assessment(s).

Science IA Assessment Proficient

4th gr. - 78% 8th gr. - 74% 11th gr. 85%

8th gr. EAE Alternative Science Test - 100% Proficient

27. Which assessment does the district use as a measure for post-secondary success?

Prefilled ACT data is supplied by ACT International, B.V. and reported at the district level by the Iowa Department of Education.

28. What is the cut score for post-secondary success on the assessment the district uses? This cut score must be 20 if the district uses ACT.

20

29. Total number of 9-12 grade students in the district achieving a score that indicates probable post-secondary success:

24

30. Total number of 9-12 grade students in the district who took the test:

47

31. Percent of 9-12 grade students in the district achieving a score that indicates probable post-secondary success:

51.06

32. Total number of seniors in the district who intend to pursue post-secondary education/training:

37

33. Percent of seniors in the district who intend to pursue post-secondary education/training upon graduating:

89.74

34. Total number of seniors in the district who completed a core program:

39

35. Total number of seniors in the district who have graduated:

39

36. Percent of seniors in the district who completed a core program upon graduating:

100

37. Total number of 7-12 grade students in the district who are dropouts in 2010-2011:

0

38. Total number of 7-12 grade students in the district in 2010-2011:

242

39. Percent of 7-12 grade students in the district who are dropouts in 2010-2011:

0

40. Total number of 7-12 grade female students in the district who are dropouts in 2010-2011:

0

41. Total number of 7-12 grade female students in the district in 2010-2011:

127

42. Percent of 7-12 grade female students in the district who are dropouts in 2010-2011:

0

43. Total number of 7-12 grade male students in the district who are dropouts in 2010-2011:

0

44. Total number of 7-12 grade male students in the district in 2010-2011:

115

45. Percent of 7-12 grade male students in the district who are dropouts in 2010-2011:
0
46. Total number of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2010-2011:
0
47. Total number of 7-12 grade White (not of Hispanic origin) students in the district in 2010-2011:
238
48. Percent of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2010-2011:
0
49. Total number of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2010-2011:
0
50. Total number of 7-12 grade Black (not of Hispanic origin) students in the district in 2010-2011:
0
51. Percent of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2010-2011:
NaN
52. Total number of 7-12 grade Hispanic students in the district who are dropouts in 2010-2011:
0
53. Total number of 7-12 grade Hispanic students in the district in 2010-2011:
2
54. Percent of 7-12 grade Hispanic students in the district who are dropouts in 2010-2011:
0
55. Total number of 7-12 grade Asian students in the district who are dropouts in 2010-2011:
0
56. Total number of 7-12 grade Asian students in the district in 2010-2011:
0
57. Percent of 7-12 grade Asian students in the district who are dropouts in 2010-2011:
NaN
58. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2010-2011:
0
59. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district in 2010-2011:
0
60. Percent of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2010-2011:
NaN
61. Total number of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2010-2011:
0
62. Total number of 7-12 grade American Indian or Alaskan Native students in the district in 2010-2011:
1
63. Percent of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2010-2011:
0
64. Total number of 7-12 grade Multi-racial students in the district who are dropouts in 2010-2011:
0
65. Total number of 7-12 grade Multi-racial students in the district in 2010-2011:
1

66. Percent of 7-12 grade Multi-racial students in the district who are dropouts in 2010-2011:
0
67. Total number of 7-12 grade students with an IEP in the district who are dropouts in 2010-2011:
0
68. Total number of 7-12 grade students with an IEP in the district in 2010-2011:
16
69. Percent of 7-12 grade students with an IEP in the district who are dropouts in 2010-2011:
0
70. Total number of 7-12 grade English language learner students in the district who are dropouts in 2010-2011:
0
71. Total number of 7-12 grade English language learner students in the district in 2010-2011:
0
72. Percent of 7-12 grade English language learner students in the district who are dropouts in 2010-2011:
NaN

Print Export To Word (.doc)

0126 8000-Bishop Garrigan Schools

CSIP-Assurances

1. The school district/agency is in compliance with federal and state legislation which requires nondiscrimination on the basis of race, national origin, color, gender, religion, creed and disability including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Vocational Rehabilitation Act of 1973, the Americans with Disabilities Act of 1992 and Chapters 216.9 and 19B.11 of the Iowa Code. The district/agency utilizes multicultural, gender-fair approaches to its entire educational program as required in Chapter 256.11 of the Iowa Code. (●) Yes ( ) No
2. To the extent possible, the School Improvement Advisory Committee membership includes persons from diverse racial/ethnic backgrounds, a balance of men and women, and persons with disabilities. 281 - IAC 12.2 (256) (●) Yes ( ) No

CSIP

Vision, Mission, Goals

1. What are the district's measureable, long-range goals to address improvement in reading?

   By 2017, our long range student achievement goal in reading is: To increase student competence in reading. Our annual goals will compare data involving cohort groups in 6th grade of the current testing year to the previous testing year. (i.e. 5th grade)

2. What are the district's measureable, long-range goals to address improvement in mathematics?

   By 2017, our long range student achievement goal in mathematics is: To increase student competence in mathematics. Our annual goal will compare data involving cohort groups in 6th grade of the current testing year to the previous testing year. (i.e. 5th grade)

3. What are the district's measureable, long-range goals to address improvement in science?

   By 2017, our long range student achievement goal in science is: To increase student competence in science. Our annual goal will compare data involving cohort groups in 6th grade of the current testing year to the previous testing year. (i.e. 5th grade)

4. What actions does the district have in place to address the improvement of curricular and instructional practices for obtainment of annual and long-range goals in reading?

   As part of our professional development, Characteristics of Effective Instruction are being studied and implemented with assistance from AEA8.

5. What actions does the district have in place to address the improvement of curricular and instructional practices for obtainment of annual and long-range goals in mathematics?

   As part of our professional development, Characteristics of Effective Instruction are being studied and implemented with assistance from AEA8

6. What actions does the district have in place to address the improvement of curricular and instructional practices for obtainment of annual and long-range goals in science?

   As part of our professional development, Characteristics of Effective Instruction are being studied and implemented with assistance from AEA8.

Collaborative Relationships

7.

Describe the district's major education needs and how the district has sought input from the local community at least once every five years about these needs.

As part of our ongoing School Improvement Plan, Bishop Garrigan conducts the Diocese of Sioux City Education Survey every 5 years in conjunction with our diocesan and state site visit. The most recent survey was conducted online in the fall of 2011. Also, as part of our strategic planning, the Meitler Group was hired and retained with the assistance of the Diocese in regards to areas of curriculm, facilities, finance, development and Catholic Identity.

8. Describe the district's student learning goals and how the district has sought input from the local community at least once every five years about these goals.

Using this information, the Student Learning Goals which were adopted for Bishop Garrigan Schools include:

Students will:

1. demonstrate knowledge of Catholic tradition, doctrine and moral values, and will integrate these into their lives through daily prayer, liturgy participation, and service activities.
2. demonstrate effective communication skills, including strong reading comprehension strategies, listening, writing and speaking skills acceptable for their age level.
3. gain proficiency in math.
4. develop a strong background in the area of scientific study, and the ethical use of the tools and technology of science.
5. act in a way that demonstrates a knowlege of the principles of social justice and ethical social behavior.
6. participate in a variety of fine arts, athletics and other life-skill activities which tend to develop a well-rounded adult personality.
7. be proficient in the use of technology for personal use.

Learning Environment

9. What are the district's goals that support the incorporation of multicultural and gender fair curriculum into the educational program?

- Multi-Cultural and Gender Fair Standards

The Board of Education for the Sioux City Diocese, in conjunction with the board of the Bishop Garrigan Schools, has in effect a policy that ensures students are free from discriminatory practices in the educational program. The religious education curriculum of the Catholic School is an integral part of the exploration and delivery of our MCFG goals. Within our 5-year cycle, teachers monitor implemetation of these in their lesson plans throughout all areas of the curriculum.

MCGF Standards

Promote Christian Values

Be aware of cultural differences

Show respect toward self and others

Be responsible for one's own actions

Make good choices

Make positive contributions to society

Be aware of global issues

Be able to work cooperatively with others

These are promoted by such things as textbook selection, and by teachers who take advantage of opportunities in the course of their daily classwork to emphasize these value.

Career/Global Education

The careeer and global education program is integrated within the regular PreK-12 program of studies. Thus, students are reminded daily of the need to look at the world in a global perspective.

Some specific examples include, but are not limited to:

Career Day at gr. 5-8 in a 3-year cycle; at gr. 10 annually,

Participation in Native American Days

Attendance at Agricultural Safety Day

Field trips to places with different job possibilities

Job shadowing at gr. 9-12

Guest presentations from religious persons who work in mission areas of the world

Days of reflection for grades 8-12 yearly

Participation in at least one service activity in grades K-12 yearly

Participation in prayer activities which emphasize our duty to respect all people

Curriculum and Instruction

10. Please list the district's content standards for science for all grade levels of students who attend the school/school district.

As part of the diocesan schools of Sioux City, the following science standards have been adopted:

The major reference for these standards is the Mid-Continent Regional Educational Laboratory (McREL) standards. McREL has consolidated many national- and state-level decouments including National Science Teachers Association - NSTA. Based upon the document entitled Content Knowledge - A Compendium of Standards and Benchmarks for K-12 Education, 4th edition, nine standards were identified for the science curriculum.

Summary of Standards for Science:

1. Understand atmospheric processes and the water cycle
2. Understands Earth's composition and structure
3. Understands the composition and structure of the universe and the Earth's place in it
4. Understands the principles of heredity and related concepts
5. Understands the structure and function of cells and organisms
6. Understands relationships among organisms and their physical environment
7. Understands biological evolution and the diversity of life
8. Understands the structure and properties of matter
9. Understands the source and properties of energy
10. Understands forces and motion
11. Understands the nature of scientific knowledge
12. Understands the nature of scientific inquiry
13. Understands the scientific enterprise

11. Please list the district's content standards for reading for all grade levels that the district serves.

To build a foundation for college and career/readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts.

Through extensive reading of stories, dramas, poems, and myths and exposure to visual media from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements.

By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas.

Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
2. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
3. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowlege and Ideas

1. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
2. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
3. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

1. Read and comprehend complex literacy and informational texts independently and proficiently.

12. Please list the district's content standards for mathematics for all grade levels that the district serves.

In 2010, the Department of Education adopted the common core standards. Our diocesan schools will also be using the common core standards as a base for learning for our students. Listed below is an introduction to the common core as adopted by the State of Iowa.

Iowa Core Mathematics includes recommendations for curriculum, instruction, and assessment, as well as standards for mathematical content and mathematical practices. In particular, Iowa Core Mathematics is built upon:

Iowa Core's Characteristics of Effective Instruction

- Teaching for Understanding
- Student-Centered Classrooms
- Teaching for Student Differences
- Rigor and Relevance
- Assessment for Learning

Common Core State Standards for Mathematics

- Standards for Mathematical Practice

- Standards for Mathematical Content

To faithfully implement Iowa Core Mathematics requires teaching with rich mathematical tasks.

Rich Mathematical Tasks

As stated in Common Core Mathematics, "Mathematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness." (pg. 6). By teaching through rich mathematical tasks, students develop deep conceptual understanding and skill proficiency. Rich mathematical tasks involve both:

- Teaching through Problem Solving with Problem-Based Instructional Tasks
- Using Distributed Practice that is Meaningful and Purposeful

Problem-Based Instructional Tasks

Problem-based instructional tasks are the heart of teachng for understanding. A world-class mathematics curriculum should be built around rich instructional tasks focused on important mathematics.

Problem-based instructional tasks:

- Help students develop a deep understanding of important mathematics
- Emphasize connections, across mathematical content areas, to other disciplines, and especially to the real world
- Are accessible yet challenging to all
- Can be solved in several ways
- Encourage student engagement and communication
- Encourage the use of connected multiple representations
- Encourage appropriate use of intellectual, physical, and technological tools

Distributed Practice that is Meaningful and Purposeful

Practice is essential to learn mathematics. However, to be effective in improving student achievement, practice must be meaningful, purposeful, and distributed.

Meaningful Purposeful Distributed Practice:

- Meaningful: Builds on and extends understanding
- Purposeful: Links to curriculum goals and targets an identified need based on multiple data sources
- Distributed: Consists of short periods of systematic practice distributed over a long period of time

Professional Development

13. What research-based staff development practices does the district have in place?

Through assistance from our AEA and Diocesan office of Education, Characteristics of Effective Instruction has been researched and implemented at various levels throughout the entire K-12 system. Also in keeping with our faith-based approach, faith formation education and strategies are presented annually.

14. What staff development does the school have in place that aligns with district goals?

Aug. Faith Formation AM/Building time PM

Aug. Yearly Mandates/Goals etc. AM/Building time PM

Aug. Building Time

Aug. Building Time

Sept. Differentiated Instruction-Preassessment/Learning Profiles-Team Lead

Oct. Differentiated Instruction-Symboloo-Technology

Oct.	Faith Formation
Nov.	Differentiated Instruction-Generalization
Dec.	Faith Formation
Jan.	Differentiated Instruction
Feb.	Building Time
Feb.	Faith Formation
Mar.	Brenda Hamilton Seminars
Mar.	Differentiated Instruction
Apr.	Faith Formation
Apr.	Calendar Meeting
May	Overview and planning for Professional Developement

15. Describe how professional development contains all the elements of effective professional development for student achievement (theory, demonstration, practice, observation, reflection, collaboration, mentoring, and peer coaching). Include specific activities, resources, and timelines.

Our professional development is planned by a team of faculty members who collaborate with representatives from AEA 8. Professional development is based on evaluation of our needs and progress toward our school improvement goals. At the AEA's suggestion, our ongoing focus has been on the characteristics of effective instruction outlined in the Iowa CORE. In 2011-2012 and 2012-2013 we have focused specifically on teaching for learner differences. After learning general theory, faculty have worked in collaborative teams, where they have observed and mentored each other and discussed practical methods for implementing changes in their classrooms.

Monitoring and Accountability

16. Describe how the district administers district-wide assessments and analyzes results of these assessments for all students (IEP, ELL, FRL, etc.) in reading and mathematics.

Assessments occur at all levels and include district -wide as well as classroom assessments. Assessments are documented and used to review instructional decisions. This is done by department and curricular areas throughout the entire system. This information is also presented to the SIAC committee for their review and is used as a basis for change.

17. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in reading in 2011-2012.

Assessment	Other
Teacher Assessments	
BRI - Basic Reading Inventory (a.k.a. - John's BRI)	
PLAN (ACT product)	
Rubrics	
SAT (ETS product) Scholastic Achievement Tests	
Chapter Tests	
DIBELS - Dynamic Indicators of Basic Early Literacy Skills	
Explore (ACT product)	
ITBS - Iowa Tests of Basic Skills	
ITED - Iowa Tests of Educational Development	

18. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in mathematics in 2011-2012.

Assessment	Other
Teacher Assessments	
PLAN (ACT product)	
Chapter Tests	
Child Observation Record	
Classroom Assessments	
Classroom Observations	
Text Developed Tests	
Unit Tests	
Other	Diocesan Developed
ITBS - Iowa Tests of Basic Skills	
Math Counts	
ITED - Iowa Tests of Educational Development	
AEA Assessment	

19. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in science in 2011-2012.

Assessment	Other
PLAN (ACT product)	
ACT Assessment (ACT product)	
Chapter Tests	
Classroom Assessments	
Classroom Observations	
District made tools	
Teacher made tools	
Unit Tests	
Other	Dicoesan Developed
ITBS - Iowa Tests of Basic Skills	
Locally Developed Tools	
ITED - Iowa Tests of Educational Development	
AEA Assessment	

20. Describe how the district collects and analyzes data over time to determine the accomplishment of the district's goals.

The principal, staff and SIAC/Core Team Study results as they are gathered, and standardized test are charted yearly to provide up-to-date trend data for general population and all subgroup categories in which there are at least 10 members in the grade.

Data collected are as follows:

1, General; ITBS/ITEDS grades 1-11 (yearly)

2. Early primary (3 times per year)

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) gr. K-1

BRI (Basic Reading Inventory) gr. 2-3

3. Multiple Assessments in reading, math, science (yearly)

Reading: BRI gr. 3, 8 ASSET gr. 10

End of Year assessment gr. 4, 8 , ASSET gr. 10 (Former) AEA 3 Science Assessment gr. 8, 11

Results of these assessments are studied by the appropriate groups, including curriculum (department) committees Prek-12, which meet at a minimum yearly, as well as by individual grade level and department level groups on an ad hoc basis.

Analysis of test results, and subsequent discussion of possible improvement plans, let to an implementation of ongoing work with staff and students in reading comprehension skills in reading and in the content areas. This is being done with the assistance of AEA personnel and outside consultants.

Needs Assessment

Needs assessment surveys are conducted every 5 years.

The instrument used to assess the school program was developed and monitored by the Diocesan Office of Education in Sioux City, Input came from students, parents, parishioners, board members, staff and a sampling of community members. Areas covered included: Instructional Program, Personnel, School Climate/Relationships, Facilities, Finance, and Extracurriclar Activities. Input from this survey assists in determing major educational needs and consequent student learning goals.

Long range needs assessment analysis is used to establish student learning goals. We continue to be involved with the diocesan office in strategic planning.

21. Describe the district's long-range needs assessment analysis for state indicators.

Evaluating our programs to ensure improved student learning. The Iowa tests, along with the multiple assessments, will be the basis for evaluation of progress in the 3 major academic areas of reading, math and science. Locally determined indicators will be assessed by observation and by use of the National Catholic Education Association ACRE instrument.

These assessments are administered by teachers. Teachers and administrators evaluate the assessment results, and these are reported to board, AEA, parents and public as stipulated by state and local requirements.

The multiple assessments listed in the assessment plan are administered by teachers and other trained personnel from AEA and Algona Community School District who work with Bishop Garrigan students. These results are also studied by teachers and administrators, and reported to the appropriate publics.

As a Catholic School, faith formation and character development will be part of our planning and assessment for the CSIP. Progress in this area will be determined through the use of the National Catholic Education Association ACRE test.

22. Describe the district's long-range needs assessment analysis for locally determined indicators.

Assessment of Locally Determined Indicators

The ACRE (Assessment of Catechesis Religious Education), created and monitored by the National Catholic Education Association, is given each year in grades, 5, 8 and 11. This nationally standardized test assesses student knowledge and practice in the areas of God, Church, Sacraments, Revelation/Scripture/Faith, Life in Christ (moral behavior), Church History, Prayer/Religious Practices, and Faith Literacy. These relate to the student learning goals which deal with faith, doctrinal knowledge and ethical behavior.

Other measures used to evaluate this area of the curriculum include:

- participation in service activities each year
- participation in prayer and worship services
- staff observation of student behavior
- feedback from cmmunity members

23. Describe the district's long-range needs assessment analysis for locally established student learning goals.

Assessment Plan for Bishop Garrigan Schools

All students (except those whose IEPs designate otherwise) in grade 1-11 are assessed yearly in the areas of reading, math and science by means of the Iowa Tests of Basic Skills/Iowa Tests of Educational Development

Multiple Assessment used yearly are as follows:

Grades 3 and 8 take Basic Reading Inventory; gr. 10 take the ASSET Language Arts test

Grades 4 and 8 take the Diocese of Sioux City Math Assessment; gr. 10 take the ASSET math test.

Grades 8 and 11 take the AEA 3 Science Assessment

Early Primary Assessments, reported to parents 3 times per year, are as follows:

- Grade PreK-1 take the DIBELs assessment of early literacy skills.
- Grades 2-3 take the Basic Reading Inventory
- Students in grades 5, 8 and 11 take the National Catholic Education Association ACRE test which gives direction to our locally determined goals in character and faith development.