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## 6961 8000-Seton Catholic School System

### CSIP-Assurances

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

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?

All students graduating from 8th grade will be proficient using the NSS (232 - 292+) on the reading subtest of the Iowa Assessments.

2. 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?

Seton will continue to strive to implement the Iowa Core Literacy Standards with Rigor and Relevance. Teachers will work together collaboratively to identify areas needing attention and developing common assessments in PLC's.

Instructional strategies, programs, and practices currently in place that address the improvement of curricular and instructional practices for obtainment of reading goals include, but are not limited to, the following:

Guided Reading program, Jolly Phonics, Use of Daily 5 and Cafe Philosophy, Emphasis on individualized direct instruction, heavy focus on reading conferences and readers workshop, differentiated curriculum, emphasis on reading and writing connection, use of 6+1 writing traits, wide selection of books, cross curricular reading instruction, early identification of those who need extra assistance in reading, Title one reading group, special needs teachers trained in Orton Gillingham and visual phonic, commitment to providing students with many opportunities to read, large selection of materials at all age levels, strong emphasis on using mentor text to teach both reading and writing.

Schoolwide fluency routine in place. Use of FAST assessment to identify students in need of interventions.

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

All students graduating from 8th grade will be proficient using the NSS (229 - 281) on the math subtest of the Iowa Assessments

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 mathematics?

Seton will continue to strive to implement the Iowa Core Math Standards with Rigor and Relevance. Teachers will work together collaboratively to identify areas needing attention and developing common assessments. A team of teachers are enrolled in CGI training through our local AEA. They are sharing the information with all teachers at inservice times and through PLC's. Whole group inservices will focus on high yield math routines.

Instructional strategies, programs, and practices currently in place that address the improvement of curricular and instructional practices for obtainment of math goals include but are not limited to the following:

Research based spiraling math program grades K - 5 (Everyday Math), differentiated math instruction, accelerated math program grades 6 - 8, research based instruction focusing on Cathy Richardson conceptual development model, emphasis on hands on math program, incorporation of technology into instruction, early intervention and assistance given for those students who struggle, Focus on problem solving and reasoning, communication and connections to real world situations. Extended time block for math instruction. Inservice on the math core standards.

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

All students graduating from 8th grade will be proficient in science as measured by the Iowa Assessment.

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?

Seton will continue to strive to implement the Iowa Core Science Standards with Rigor and

Relevance. PLC's provide teachers the opportunity to tework together collaboratively to identify areas needing attention and developing common assessments.  
Instructional strategies, programs, and practices currently in place that address the improvement of curricular and instructional practices for obtainment of science goals include but are not limited to the following:  
Focus on cooperative group learning, scientific vocabulary, an emphasis on accessing non fiction text features, learner centered environments, using real world application whenever possible, promoting cricial thinking, making use of multiple intelligences, guiding the students to move from concrete to abstracts thinkers.

### ***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.

Seton's major education needs are accomodating those with special needs who choose to attend a Catholic School. In additon we are constantly working to meet individual learning needs at both ends of the spectrum. A subgoal of this goal is to establish a problem solving process that consistently meets individual learning needs. In addition, a major educational need is to have more collaboration among teachers. This will allow them to share their expertise and challenge each other to grow.  
Techers will observe a coworker teaching a minimum of 3 times each year. A conference between teachers and administrator will be held as a followup.  
Input from the local community is sought in several ways. Each year the local SIAC group meets to review data and set goals. In addition, every five years a needs assesement is conducted through the Archdiocesan office. This survey is given to all continuents and input is sought.

8. Describe the district's student learning goals (general statements of expectations for all graduates) and how the district has sought input from the local community at least once every five years about these goals.

Seton Cathoic School graduates will be prepared academically and spiritually for high school.

Input is sought from the following

- \* Every five years an archdiocesan needs assesement is given
- \* SIAC meets yearly
- \* Parent teacher conferences average 100% attendance
- \* Yearly gatherings with senior citizens and interested parties
- \* Monthly school board meetings which are open to the public

### ***Learning Environment***

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

Seton Catholic School students will treat others as Jesus asks us to. Recognizing and embracing ALL differences.

### ***Curriculum and Instruction***

10. By law, local standards are to be identical to the Iowa Core Standards in literacy. What steps is the district/school taking to ensure that the standards are being implemented in literacy?

Seton is a phase one school with C4K. We have worked closely with our AEA contact person throughout the past year as we implemented the FAST and IGDI's assessments. Our inservices focus on research based literacy instruction. I can statements have been written at each grade level. Progress reports reflect standards. Students use data notebooks aligned with the standards to track their progress.

11. By law, local standards are to be identical to the Iowa Core Standards in mathematics. What steps is the district/school taking to ensure that the standards are being implemented in mathematics?

Using MAP assessment data students have been placed in intervention groups to focus on areas of the Core Standards that are at their achievement level. These groups meet twice weekly. A team of teachers and administrators are attending Math CGI training provided by our local AEA. These trainings will take place during the 2015-16 school year. PLC work is focused on standards. Students keep data notebooks in which standards are identified and report on.

12. By law, local standards are to be identical to the Iowa Core Standards in science. What steps is the district/school taking to ensure that the standards are being implemented in science?

A new science program was implemented during the 13/14 school year. This program is aligned with the Iowa Core Standards. In addition students in grades 6 - 8 have a new webbased science program where standards are identified in each unit of study and cross curricular references to standards are made.

13. By law, local standards are to be identical to the Iowa Core Standards in social studies. What steps is the district/school taking to ensure that the standards are being implemented in social studies?

Students in grades 6 - 8 have a new webbased science program where standards are identified in each unit of study and cross curricular references to standards are made. Teachers in K - 5 continue to implement social studies standards and work to develop common assessments for the standards in their PLC groups.

14. By law, local standards are to be identical to the Iowa Core Standards in 21st century skills. What steps is the district/school taking to ensure that the standards are being implemented in 21st century skills?

Many of the Twenty first century skills are being implemented through technology class. The technology teacher is using the digital literacy skills to guide her instruction. Career literacy is primarily being focused on in 8th grade this year. In addition, Junior Achievement is used at all grade levels. Financial literacy is provided through programs offered through the local banks, and in math class.

### ***Learning Environment***

15. Does your district offer any online courses?
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Yes  No

### **Professional Development**

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

1. Iowa Professional Development Model
2. Using Data to Guide Decision Making
3. Continued Implementation of PLC's
4. Continue Implementation of MTSS
5. C4K phase one school. Implementation of FAST and IGDI's during the 2014-15 school year.
6. Implementation of CGI Training during the 2015-16 school year.
7. Inservices focused on Research Based Practices in Literacy during the 15-16 school year.
8. Training in PRESS intervention program
9. Training in High Yield Routines

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

1. Implementation of CGI Training during the 2015-16 school year.
2. Inservices focused on Research Based Practices in Literacy during the 15-16 school year.
3. Training in PRESS intervention program
4. Training in High Yield Routines

### **Monitoring and Accountability**

18. Districts are required to upload an ELL Plan (Word or pdf file) updated for the current school. This plan must be submitted using the Title III state-required Lau (ELL) Plan template. The Lau (ELL) Plan template and Lau (ELL) Plan Reference Guide are found at [https://www.educateiowa.gov/pk-12/learner-supports/english-language-learners#Lau\\_ELL\\_Plan](https://www.educateiowa.gov/pk-12/learner-supports/english-language-learners#Lau_ELL_Plan)

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

In the past we have primarily used ITBS scores to determine progress over time. Each individual student's ITBS scores were graphed. We met with students and went over their graphs indicating their strengths and growth areas. We also tracked classes as they moved through the system. Effective in the fall of 2012 we have implemented MAP testing in order to track progress over time on a more immediate and consistent basis. More emphasis will be given to individual progress versus group progress. In addition more emphasis will be given to NSS scores as opposed to NPR scores.

An electronic data wall has been created and shared with all teachers. Student performance level is identified on each assessment and tracked over time.

20. Describe the district's long-range needs assessment analysis for all state indicators (reading, math, science, dropouts, seniors intending to pursue post-secondary education, indicators of post-secondary success, graduates completing core program). Analysis means examining the data/information to answer questions about how well

students are learning, determining priorities, and focusing instruction.

Seton Catholic School Collects the following data: Trend line and subgroup data for Iowa Assessment reading, math, and science at grades 4 and 8; Grade 7-8 dropout percentages (aggregate and by subgroup), Trend line data for the Iowa Youth Survey ( Grades 6 - 8)

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

In addition to the assesment analysis for state indicators data is collected from climate surveys, parent input before conferences, instructional time allocations, monitoring student progress, student discipline data, Seton lunch program participation and problem solving meetings.

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

In addition to the assesment analysis for state indicators data is collected from climate surveys, parent input before conferences, instructional time allocations, monitoring student progress, student discipline data, Seton lunch program participation and problem solving meetings. During the 2012-13 school year we will implemented MAP testing. This data helps us better meet the needs of individual students.

During the 2013 - 14 school year we became a phase one C4K school. The data provided to us helped us set some school wide goals in the area of reading fluency.

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 reading in 2014-2015.

Assessment	Other
Fluency Tests (a.k.a. - Fluency Probes; Fluency)	
high frequency words	
Teacher Created Assessment	
CBM – Curriculum-based Measurement	
Checklists	
Classroom Observations	
teacher observations	
Letter and Sound (a.k.a. – Letter Sound Identification; Letter/sound knowledge)	
Observation Data	
Oral Reading Fluency	
Measures of Academic Progress	

24. 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 2014-2015.

Assessment	Other
Basic Math Facts Test	

Textbook assess	
Measures of Academic Progress	

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 2014-2015.

Assessment	Other
Teacher Created Assessment	
Teacher Designed Alternate Assessments	
Teacher Designed Authentic Tasks	
teacher observations	
Text Designed Tests	
Measures of Academic Progress	

26. 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.

All students are given district wide assesments in a common time frame and under the same conditions. All accomodations are documented. Results are analyzed both vertically and horizontally. Some changes have been made to curriculum due to analyzing these results. We continue to work on establishing standard treatment protocol for those students who are not proficient.

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