



District/School Iowa Core Curriculum Implementation Plan
Working Plan
(An explanation of and directions to complete the working district/school plan)

This working plan has been designed to assist the district not only in meeting the requirements of the state plan, but to ensure that a quality plan with proven components is in place and operating by July 1, 2010. As the District Leadership Team (DLT) works through this document consider the following points:

1. That the working plan contains all the components of the state plan and are so noted for easy "cut and paste" into the state plan.
2. That the working plan contains proven components of a high quality action plan to ensure, if fully completed and implemented, alignment with the intent and expectations of the ICC.
3. That not every Outcome needs to be addressed immediately, but over time all Outcomes will need attention.
4. That the working plan provides a more detailed action plan to serve as the overall ICC picture and indicator of progress.
5. That the working plan requires completion of District Self-Study Guides and Scoring Rubrics for Outcomes 1-6. Outcomes 1, 2, 3, 5 were completed during 2008-09. See Consensus Rating forms. (Data from the self-study/rubrics is used in column 2 - baseline consensus - of the working plan.)
6. The Evidence/Data column on the right side of a Self-Study helps with monitoring of progress. Data from the self-study/rubrics is used in column 6 - evidence of progress - of the working plan.)
7. That the working plan will need to be updated, on an annual basis, based on progress indicating adjustments to be made and next steps addressed. (Data from the self-study/rubrics is used in column 6 - evidence of progress - of the working plan.)
8. That the start date for the implementation of the plan, at least at the High School level, is July 1, 2010.



District/School Implementation Plan
Working Plan

Outcome 1: School leaders build and sustain system capacity to implement the ICC. Target: (a) Implementation of leadership behaviors to sustain the ICC. (What are we going to accomplish?)

1 Actions - from the consensus rating form <i>(What are districts going to do to reach the target?)</i> Column 2 of the state form	2 Baseline rating 0-4 <i>(from spring '09 consensus rating form)</i>	3 Priority <i>(from spring '09 consensus rating form)</i>	4 Targets to Reach Desired State Column 2 of state form <i>(from action components on outcome rubrics in Self-study and Implementation Handbook)</i>	5 Activities/Resources Needed to Accomplish the Plan (clear & specific) Column 3 of state form	6 Evidence of Progress and Adjustments Needed to Accomplish the Plan Column 4 of the state form		7 Timeline Column 5 of the state form	8 Who Is Responsible	9 Technical Assistance
1.a.1 - Leadership team is established and operating to implement ICC.			The Leadership Team has <ul style="list-style-type: none"> ▪ membership representing multiple groups and ▪ defined roles and responsibilities and ▪ a clear schedule and meeting protocol and ▪ a monitoring plan is in place. 	Technology teacher, parent, community member and board need to be added to the ICC leadership team. Identify roles of each of the members of the Aquin Leadership Team (ALT) Coordinate monthly curriculum meetings for the 2010-11 school year.	List of members	Updated list of members Role definitions in meeting minutes Agenda & minutes	2010-11 2010-11 2010-11	Principal Curriculum Director (CD) Curriculum Director (CD)	
1.a.2 - Leadership team consistently communicates a clear and shared vision for the			The Leadership Team has <ul style="list-style-type: none"> ▪ developed a clear vision for ICC which is embedded within the current district vision and 	ICC vision needs to be imbedded in the Aquin school vision.	Archdiocese vision	School vision statement, website,	Fall 2010	Aquin Leadership Team (ALT)	



ICC.			<ul style="list-style-type: none"> communicated that vision frequently in multiple forms to all stakeholder groups. 	ICC will be a recurring item on all board, SIAC and faculty agendas.	Agendas	newsletter & all public postings Agendas	Ongoing starting from 2009	Principal/CD	
------	--	--	--	--	---------	---	----------------------------	--------------	--



				by the Archdiocese and Keystone Aquin Leadership Team (ALT) must bring back materials from development days to share with teachers and provide support with implementation	ICC Meeting Agendas	ICC Meeting Agendas Standing agenda item for faculty meetings	2010-11	Aquin Leadership Team (ALT)	
1.a.5 - Leadership team engages leaders and teachers in a collaborative process to create an ICC Implementation Plan.			A group of school leaders and staff, representative of all grade levels/departments jointly conceptualizes and meaningfully contributes to the Implementation Plan.	Completion of plan through a collaborative process of the self-study and working with the Archdiocese and Keystone	Consensus Rating	Implementation Plan	July 2010	Aquin Leadership Team (ALT)	



1 Actions - from the consensus rating form <i>(What are districts going to do to reach the target?)</i> Column 2 of the state form	2 Baseline rating 0-4	3 Priority	4 Targets to Reach Desired State Column 2 of state form	5 Activities/Resources Needed to Accomplish the Plan (clear & specific) Column 3 of state form	6 Evidence of Progress and Adjustments Needed to Accomplish the Plan Column 4 of the state form		7 Timeline Column 5 of the state form	8 Who Is Responsible	9 Technical Assistance
1.a.6 - Leadership team deploys resources to support and sustain the vision and implementation of the ICC in their district/school.			The Leadership Team <ul style="list-style-type: none"> ▪ allocates resources, i.e. personnel, monetary and professional development time, based upon the analysis of all self studies and ▪ aligns such allocations with current district practices. 	Aquin Leadership Team (ALT) attends professional development for ICC Faculty meetings that address ICC AEA consultants and materials that support implementation of ICC	2009-10 meeting agenda Faculty meeting agenda	2010-11 meeting agenda Faculty meeting agenda Communication log with AEA	2009-10, ongoing 2009-10, ongoing	Aquin Leadership Team (ALT) Aquin Leadership Team (ALT) Aquin Leadership Team (ALT)	
1.a.7 - Leadership team has established processes and procedures to sustain the implementation of the ICC.			The Leadership Team provides <ul style="list-style-type: none"> ▪ professional development that reflects ICC concepts and district needs and ▪ curriculum development procedures to insure alignment with the ICC and ▪ assurance that job descriptions and teacher evaluation align with skills and knowledge needed to implement/sustain the ICC and 	Use of scoring rubrics to complete Implementation Plan Beginning, mid, and end of the year evaluation of implementation plan	Self-study	Completed implementation plan ALT Meeting Agenda & Minutes	2009-10, ongoing 2010-11	Aquin Leadership Team (ALT) Aquin Leadership Team (ALT)	



			<ul style="list-style-type: none">▪ a process for data collection and regular analysis to determine student growth toward the concepts and skills of the ICC.						
--	--	--	---	--	--	--	--	--	--



1 Actions - from the consensus rating form <i>(What are districts going to do to reach the target?)</i> Column 2 of the state form	2 Baseline rating 0-4	3 Priority	4 Targets to Reach Desired State Column 2 of state form	5 Activities/Resources Needed to Accomplish the Plan (clear & specific) Column 3 of state form	6 Evidence of Progress and Adjustments Needed to Accomplish the Plan Column 4 of the state form		7 Timeline Column 5 of the state form	8 Who Is Responsible	9 Technical Assistance
1.a.8 - Leadership team engages in discussion with the local school board regarding progress on the ICC.			The Leadership Team engages in 4 or more discussions a year with local school board about ICC using progress data.	ICC on board agenda monthly Discussion and approval of ICC implementation plan	Hand-outs that explain ICC	New informational hand-outs on ICC Completed implementation plan	2009-10, ongoing July 2010	Principal Principal	



Outcome 2: Community members and other supporting agencies work together to support the implementation of the Iowa Core Curriculum.

Target: (a) Coordination of community and other systems to support the ICC implementation. (What are we trying to accomplish?)

1 Actions - from the consensus rating form <i>(What are districts going to do to reach the target?)</i> Column 2 of the state form	2 Baseline rating 0-4	3 Priority	4 Targets to Reach Desired State Column 2 of state form	5 Activities/Resources Needed to Accomplish the Plan (clear & specific) Column 3 of state form	6 Evidence of Progress and Adjustments Needed to Accomplish the Plan Column 4 of the state form		7 Timeline Column 5 of the state form	8 Who Is Responsible	9 Technical Assistance
2.a.1 - Community members understand the ICC.			The Leadership Team <ul style="list-style-type: none"> ▪ is involved in analysis of the self study data and ▪ engages in the discussion to develop the implementation plan and ▪ shares with all constituents the plan and the vision for the ICC. 	Information introducing and defining ICC (with emphasis on 21 st century skills) will be communicated to all stakeholders through newsletters and website	None	Newsletter and website	2010-11	Aquin Leadership Team (ALT)	
2.a.2 - Community members participate in the development and implementation of the implementation plan.			All stakeholder groups fully participate in <ul style="list-style-type: none"> ▪ the leadership team and ▪ completion of the self study and ▪ development of the plan and communicate regularly to all constituents. 	Identify business and industry stakeholders Build school-business community relationship		Letter, email, phone log Grade by grade partnership	2010-11 2012-13	Aquin Leadership Team (ALT) All faculty	
2.a.3 - Learning Supports are coordinated to support the ICC.			A continuum of strategies, programs, services, and practices will be provided to all students that <ul style="list-style-type: none"> ▪ support the six content areas of Learning Supports and ▪ focus on core, supplemental and intensive interventions. 	Student host and attend a local career fair Surveys to students and parents regarding their understanding of ICC		Flier, video, publicity Survey results	2012-13 2010-11	Committee to be formed Principal/CD	



				Continued review of ITBS trend line data		Trend line data review on agenda	Yearly and ongoing	CD	
--	--	--	--	--	--	----------------------------------	--------------------	----	--

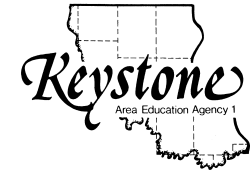


Outcome 3: A continuous improvement process to improve teaching and learning is used at the district and school level. Target: (a) Data used to develop and monitor the implementation of the ICC Implementation Plan; (b) Data used to monitor progress of ICC implementation over time; (c) Processes and procedures used to engage stakeholders, develop school improvement plans, and integrate various districts/school plans. *(What are we trying to accomplish?)*

1 Actions - from the consensus rating form <i>(What are districts going to do to reach the target?)</i> Column 2 of the state form	2 Baseline rating 0-4	3 Priority	4 Targets to Reach Desired State Column 2 of state form	5 Activities/Resources Needed to Accomplish the Plan (clear & specific) Column 3 of state form	6 Evidence of Progress and Adjustments Needed to Accomplish the Plan Column 4 of the state form		7 Timeline Column 5 of the state form	8 Who Is Responsible	9 Technical Assistance
3.a.1 - Leadership team uses Self Study baseline results to write the ICC implementation plan.			<p>The Leadership Team conducts and analyzes self study results and other appropriate data to develop the ICC implementation plan.</p> <p>The plan addresses, in part,</p> <ul style="list-style-type: none"> ▪ how the plan will be reviewed and ▪ how data was used to develop the plan; and ▪ how new staff and community members will be informed about the ICC plan. 	<p>Use self-study results to develop ICC implementation plan.</p> <p>Inform community members of ICC progress through newsletter</p>	Self-study	<p>Completed Implementation plan</p> <p>Newsletters</p>	<p>July 2010</p> <p>2010-11, ongoing</p>	<p>Aquin Leadership Team (ALT)</p> <p>Aquin Leadership Team (ALT)</p>	
3.b.1 Leadership team uses Self Study annual results to monitor progress of ICC implementation over time.			<p>The Leadership Team analyzes appropriate data to</p> <ul style="list-style-type: none"> ▪ annually review the ICC implementation plan and ▪ plan how new staff will be informed and trained and ▪ how new community members will be informed about the ICC plan. 	<p>Review self-study and implementation plan with faculty at the beginning of the year, mid-year and end of the year. Meet with new hires as needed.</p> <p>Inform community members of ICC progress through</p>		<p>Meeting agendas that include ICC implementation review</p> <p>Newsletter</p>	<p>2010-11, ongoing</p> <p>2010-11, ongoing</p>	<p>Aquin Leadership Team (ALT)</p> <p>Aquin Leadership</p>	



				newsletter				Team (ALT)	
--	--	--	--	------------	--	--	--	------------	--



1 Actions - from the consensus rating form <i>(What are districts going to do to reach the target?)</i> Column 2 of the state form	2 Baseline rating 0-4	3 Priority	4 Targets to Reach Desired State Column 2 of state form	5 Activities/Resources Needed to Accomplish the Plan (clear & specific) Column 3 of state form	6 Evidence of Progress and Adjustments Needed to Accomplish the Plan Column 4 of the state form		7 Timeline Column 5 of the state form	8 Who Is Responsible	9 Technical Assistance
3.c.1 - Leadership team develop and follow a cycle for documentation/plan review purposes of incorporating elements of ICC and integrating various planning processes.			The Leadership Team integrates actions and data from the implementation of the ICC with student achievement data to develop and evaluate the district's CSIP. In addition, ICC implementation data is part of the district's Annual Progress Report.	Use ICC implementation plan data (progress) when developing APR and CSIP goals.		CSIP & APR Goals	Ongoing	Principal/CD	



Outcome 4: District/school leaders and other educators monitor and use data to increase the degree of alignment of each and every student's enacted curriculum and other relevant educational opportunities to the Iowa Core Curriculum. **Target:** (a) District/school staff develops necessary alignment expertise; (b) District/school staff prepares to implement alignment processes and tools; (c) District/school staff implements alignment processes and tools. *(What are we trying to accomplish?)*

1 Actions - from the consensus rating form <i>(What are districts going to do to reach the target?)</i> Column 2 of the state form	2 Baseline rating 0-4	3 Priority	4 Targets to Reach Desired State Column 2 of state form	5 Activities/Resources Needed to Accomplish the Plan (clear & specific) Column 3 of state form	6 Evidence of Progress and Adjustments Needed to Accomplish the Plan Column 4 of the state form		7 Timeline Column 5 of the state form	8 Who Is Responsible	9 Technical Assistance
4.a.1 Educators learn about alignment processes to implement the ICC.			The Leadership Team attends and informs all stakeholders about the alignment training process.	Attend informational sessions on ICC alignment		Meeting Agenda & Notes	2011-12	Principal/CD	
4.b.1 Educators select the processes and tools that will be used locally (LEA).			The Leadership Team selects the alignment process and tools using <ul style="list-style-type: none"> ▪ Characteristics of Quality Alignment work and ▪ other local data and ▪ input from all stakeholder groups and ▪ implementation data 	Research and determine which processes and tools will be used for alignment.		Documentation of alignment processes and tools	2011-2012	Principal/CD	
4.b.2 Educators learn to use the processes and tools selected.			The Leadership Team identifies <ul style="list-style-type: none"> ▪ a process to select and engage staff in the required alignment work and ▪ the knowledge and skills needed to do the work and ▪ the current level of knowledge and skills of identified staff and ▪ appropriate training to the staff based upon their needs. 	The Aquin Leadership Team (ALT) will identify a process to engage staff in required alignment work (knowledge and skills of alignment).		Professional Development Day Agendas	2011-2012	Aquin Leadership Team (ALT)	



1 Actions - from the consensus rating form <i>(What are districts going to do to reach the target?)</i> Column 2 of the state form	2 Baseline rating 0-4	3 Priority	4 Targets to Reach Desired State Column 2 of state form	5 Activities/Resources Needed to Accomplish the Plan (clear & specific) Column 3 of state form	6 Evidence of Progress and Adjustments Needed to Accomplish the Plan Column 4 of the state form		7 Timeline Column 5 of the state form	8 Who Is Responsible	9 Technical Assistance
4.c.1 Educators implement the alignment selected processes and tools.			All K-12 staff are engaged in alignment activities that include <ul style="list-style-type: none"> ▪ observations and ▪ collaborative dialogue and ▪ summative self-reports. 	All staff participates in professional sharing of the ICC alignment process. Updated curriculum mapping for Social Studies and Science curriculum.		Meeting Agenda and Minutes Curriculum Maps (updated)	Ongoing 2010-2011, 2011-2012	Principal/CD Principal/CD	
4.c.2 Educators use alignment data to help make decisions regarding the alignment of the enacted to the intended curriculum.			The Leadership Team collects and analyzes <ul style="list-style-type: none"> ▪ all summative self-reporting data and ▪ observation/dialogue data to determine the extent teachers' instruction aligns with the Core and The Leadership Team <ul style="list-style-type: none"> ▪ plans for 100% alignment with the Core and ▪ plans for continued common understanding of the concepts and skills at all grade levels and subject areas. 	Aquin Leadership Team determines if any gaps or overlaps are present in the Science and Social Studies curriculum maps. As new curriculum is adopted, new mapping and reviews will need to take place. Professional development time devoted to discussions on concepts and skills needed at all grade levels for better understanding.		Curriculum maps and ALT report Professional Development Day Agenda and Minutes	2010-2011, ongoing 2010-2011, ongoing	Aquin Leadership Team (ALT) Principal	



Outcome 5: Educators engage in professional development focused on implementing Characteristics of Effective Instruction and demonstrate understanding of Essential Concepts and Skills Sets. **Target:** (a) Data guide professional learning; (b) Effective professional development is provided. *(What are we trying to accomplish?)*

1 Actions - from the consensus rating form <i>(What are districts going to do to reach the target?)</i> Column 2 of the state form	2 Baseline rating 0-4	3 Priority	4 Targets to Reach Desired State Column 2 of state form	5 Activities/Resources Needed to Accomplish the Plan (clear & specific) Column 3 of state form	6 Evidence of Progress and Adjustments Needed to Accomplish the Plan Column 4 of the state form		7 Timeline Column 5 of the state form	8 Who Is Responsible	9 Technical Assistance
5.a.1 - Educators collect and use data across ICC outcomes and student achievement to guide professional development.			The Leadership Team has <ul style="list-style-type: none"> ▪ collected, shared and discussed findings from across all the outcomes in the self study and ▪ analyzed student data to inform decisions about student learning needs and professional development and ▪ focused discussions on implications and professional development target(s) and ▪ selected professional development goal(s), aligned with results from data analysis. 	Share and discuss self-study results with staff. Use multiple sources of data (BRI, ITBS) to set goals and determine student needs and professional development targets.	Self-study Professional Development Day Agenda	Professional Development Day Agenda	2010-11 2009-10, ongoing	Aquin Leadership Team (ALT) Principal/CD	



1 Actions - from the consensus rating form <i>(What are districts going to do to reach the target?)</i> Column 2 of the state form	2 Baseline rating 0-4	3 Priority	4 Targets to Reach Desired State Column 2 of state form	5 Activities/Resources Needed to Accomplish the Plan (clear & specific) Column 3 of state form	6 Evidence of Progress and Adjustments Needed to Accomplish the Plan Column 4 of the state form		7 Timeline Column 5 of the state form	8 Who Is Responsible	9 Technical Assistance
5.b.1 - Educators engage in professional development that contains all elements of effective professional development for student achievement (IPDM).			Leadership Team has reviewed and follows <ul style="list-style-type: none"> ▪ the structure of the IPDM and ▪ the Iowa Professional Development Model District/Building Profile and ▪ all parts of the IPDM to design, deliver and monitor professional development. Leadership Team's total combined score is 26 or less on the full Iowa Professional Development Model District/Building Profile.	Review IPDM with staff and use to drive goal-setting. Use IPDM to design, deliver, and monitor professional development.		IPDM Hand-outs and Teacher Goals IPDM Profile data & Professional Development Schedule	2010-11, ongoing 2010-11, ongoing		



Outcome 6: Educators implement effective instructional practices to ensure high levels of learning for each and every student. Target: (a) Educators deepen their understanding of the Iowa Core Curriculum's characteristics of effective instruction through collaborative teams; (b) Educators study and implement instructional practices that support the characteristics of effective instruction. *(What are we trying to accomplish?)*

1 Actions - from the consensus rating form <i>(What are districts going to do to reach the target?)</i> Column 2 of the state form	2 Baseline rating 0-4	3 Priority	4 Targets to Reach Desired State Column 2 of state form	5 Activities/Resources Needed to Accomplish the Plan (clear & specific) Column 3 of state form	6 Evidence of Progress and Adjustments Needed to Accomplish the Plan Column 4 of the state form		7 Timeline Column 5 of the state form	8 Who Is Responsible	9 Technical Assistance
6.a.1 Educators form and maintain collaborative teams			<p>Faculty members are prepared to</p> <ul style="list-style-type: none"> ▪ serve as skilled facilitators and ▪ use structures to organize and facilitate the collaborative teams <p>School leaders routinely</p> <ul style="list-style-type: none"> ▪ participate in collaborative team meetings and ▪ consistently contribute to facilitation and ▪ model engagement in discussion and reflection and ▪ monitor to ensure that time is well used. <p>Collaborative learning teams regularly</p> <ul style="list-style-type: none"> ▪ use structured methods to share and ▪ reflect together on classroom practices that support the Iowa Core 	<p>Aquin Leadership Team (ALT) attendance at Archdiocesan and Keystone ICC sessions.</p> <p>Monthly curriculum meetings led and monitored by Curriculum Director.</p> <p>10 (all staff) professional development days devoted to ICC: Characteristics of Effective Instruction.</p>	2009-2010 Agenda & Handouts	<p>2010-11 Agenda & Handouts</p> <p>Agenda and Minutes</p> <p>Professional Development Day Agendas</p>	<p>2009-2010, ongoing</p> <p>2010-11, ongoing</p> <p>2009-2010, ongoing</p>	<p>Aquin Leadership Team (ALT)</p> <p>CD</p> <p>Principal/CD</p>	



			<p>Teachers observe in other teachers' classrooms utilizing protocols for collaborative interaction</p> <p>Collaborative learning team members</p> <ul style="list-style-type: none"> ▪ change classroom practices based on research and district priorities to implement the essential concepts and skills and ▪ change practices based on the characteristics of effective instruction and ▪ track their implementation and students' responses to the changed practice. 	<p>Provide opportunities for teachers to observe in other classrooms.</p> <p>Professional development opportunities that are devoted to change practices based on the Characteristics of Effective Instruction.</p> <p>Quadrant D Activities (one/quarter)</p> <p>Track student progress with implementation of new strategies</p>		<p>Schedule of Teacher Observation</p> <p>Professional Development Day Agendas</p> <p>Quadrant D Reflection form</p> <p>Test Scores & Trend Line Data</p>	<p>2010-2011</p> <p>2010-2011</p> <p>2010-2011, ongoing</p> <p>2009-2010, ongoing</p>	<p>Principal</p> <p>Principal/CD</p> <p>Principal</p> <p>Principal/CD</p>	
6.a.2 Educators acquire awareness of the characteristics of effective instruction.			<p>All educators study and reflect upon the</p> <ul style="list-style-type: none"> ▪ definitions and ▪ briefs and 	<p>Professional Development Days devoted to learning about the 5 Characteristics of Effective Instruction</p>		<p>Professional Development Handouts</p>	<p>2009-2010, ongoing</p>	<p>Principal/CD</p>	



			<ul style="list-style-type: none"> literature reviews about the characteristics of effective instruction. 	<p>(definitions, briefs, and literature reviews)</p> <p>Staff share days on activities they have tried based on their new knowledge of effective instruction.</p>		<p>Staff Share Day (Agenda)</p>	<p>2009-2010, ongoing</p>	<p>Principal</p>	
--	--	--	--	---	--	-------------------------------------	---------------------------	------------------	--



1 Actions - from the consensus rating form <i>(What are districts going to do to reach the target?)</i> Column 2 of the state form	2 Baseline rating 0-4	3 Priority	4 Targets to Reach Desired State Column 2 of state form	5 Activities/Resources Needed to Accomplish the Plan (clear & specific) Column 3 of state form	6 Evidence of Progress and Adjustments Needed to Accomplish the Plan Column 4 of the state form		7 Timeline Column 5 of the state form	8 Who Is Responsible	9 Technical Assistance
6.a.3 Educators engage in dialogue about practices that support the characteristics of effective instruction.			All educators engage in facilitated discussions about <ul style="list-style-type: none"> ▪ implications of the characteristics of effective instruction on teaching practice and ▪ how they connect with different strategies, models, and/or approaches and ▪ specific practices that are or are not representative of each characteristic and ▪ the review or examination of instruction from an external source to identify practices that are or are not in place and ▪ implications for their individual practices. 	Collaboration amongst teachers on the implications of effective instruction, and how they connect with different strategies/approaches. Identify practices that are not representative of each characteristic. Formal Teacher Evaluations		PD Agenda & Handouts PD Agenda & Handouts Evaluation Form	2010-2011, ongoing 2010-2011, ongoing 2009-2010, ongoing		
6.a.4 Leadership team facilitates a process to determine the degree to which practices that align with the			The Leadership Team collects, examines and analyzes <ul style="list-style-type: none"> ▪ practices that support the characteristics of effective instruction and 	Aquin Leadership Team (ALT) observations in all classrooms to determine which practices are currently being		Observation Forms	2010-2011	Aquin Leadership Team (ALT)	

<p>characteristics of effective instruction are in place in classroom instruction.</p>		<ul style="list-style-type: none"> ▪ the level to which these practices are currently being implemented in their classrooms and <p>The Leadership Team</p> <ul style="list-style-type: none"> ▪ holds discussions and examines existing professional development plans and initiatives within the district and buildings and ▪ uses <i>Discussion Guide: Considering How Existing Initiatives Support the Implementation of the Iowa Core Curriculum</i> to determine whether existing initiatives help increase the knowledge and skills educators need to implement the Iowa Core and ▪ engages in discussion and summarizes connections among the educators perception of current implementation of practices, current professional development efforts, the characteristics of effective instruction, and essential concepts and skills and ▪ shares the summary with all staff and develops recommendations for next steps. 	<p>implemented.</p> <p>Aquin Leadership Team (ALT) will help determine professional development plans that will increase the knowledge and skills needed for staff to effectively implement the ICC.</p>		<p>ALT Agenda and Minutes</p>	<p>2010-2011</p>	<p>Aquin Leadership Team</p>	
--	--	---	--	--	-------------------------------	------------------	------------------------------	--



1 Actions - from the consensus rating form <i>(What are districts going to do to reach the target?)</i> Column 2 of the state form	2 Baseline rating 0-4	3 Priority	4 Targets to Reach Desired State Column 2 of state form	5 Activities/Resources Needed to Accomplish the Plan (clear & specific) Column 3 of state form	6 Evidence of Progress and Adjustments Needed to Accomplish the Plan Column 4 of the state form		7 Timeline Column 5 of the state form	8 Who Is Responsible	9 Technical Assistance
6.b.1 Leadership team makes decisions about how to strengthen its professional development plans based on the IPDM (see Outcome 5)			<p>Leadership Team discusses and shares</p> <ul style="list-style-type: none"> ▪ summary of connections (Actions 6.a.3 and 6.a.4) and ▪ recommendations to improve the existing professional development plan and ▪ shares recommendations with staff members and <p>The Leadership Team</p> <ul style="list-style-type: none"> ▪ provides opportunities for input about the professional development plan and ▪ refines existing plan or replaces with a new professional development plan that reflects decisions made based on the analysis of data and available resources and ▪ shares new plan with faculty and community. 	<p>The Aquin Leadership Team (ALT) will meet to review 6.a.3 and 6.a.4, recommend activities for professional development, and share with staff on a yearly basis.</p> <p>The Aquin Leadership Team (ALT) will refine the professional development plan based on staff input, analysis of data and available resources.</p> <p>Professional development plan will be posted on the school website.</p>		<p>Professional Development Plan</p> <p>Refined Professional Development Plan</p> <p>PD plan on website</p>	<p>2010-2011</p> <p>2011-2012</p> <p>2011-2012</p>	<p>Aquin Leadership Team (ALT)</p> <p>Aquin Leadership Team (ALT)</p> <p>Technology Coordinator</p>	



--	--	--	--	--	--	--	--	--	--



1 Actions - from the consensus rating form <i>(What are districts going to do to reach the target?)</i> Column 2 of the state form	2 Baseline rating 0-4	3 Priority	4 Targets to Reach Desired State Column 2 of state form	5 Activities/Resources Needed to Accomplish the Plan (clear & specific) Column 3 of state form	6 Evidence of Progress and Adjustments Needed to Accomplish the Plan Column 4 of the state form		7 Timeline Column 5 of the state form	8 Who Is Responsible	9 Technical Assistance
6.b.2 Educators engage in professional development that follows the IPDM to implement instructional strategies, models, and/or approaches supportive of the characteristics of effective instruction (see Outcome 5)			Leadership Team has reviewed and follows <ul style="list-style-type: none"> ▪ the structure of the IPDM and ▪ the Iowa Professional Development Model District/Building Profile and ▪ all parts of the IPDM to design, deliver and monitor professional development. 	The Aquin Leadership Team (ALT) will review all components of the IPDM to design, deliver and monitor professional development.		ALT Agenda & Handouts	2010-2011	Aquin Leadership Team (ALT)	
6.b.3 Educators implement selected instructional strategies, models, or approaches that demonstrate the characteristics of effective instruction.			The principal, classroom teachers and collaborative teams routinely use multiple sources of data <ul style="list-style-type: none"> ▪ to consider the quality of instruction across all the classrooms in the school and ▪ to reflect on their own practice and ▪ to support continued improvement in the quality of instruction in the school. (See Outcome 3.) 	Aquin faculty will look at multiple sources of data (test scores, projects, peer observations, etc.) to determine the quality of instruction and reflect on current practices. Teachers will create S.M.A.R.T. goals that support continued improvement of the quality of instruction.		Professional development Agenda, teacher reflections Goal Forms	2009-2010, ongoing 2009-2010, ongoing	All Staff All staff	



Note: The following questions represent the thinking of Bruce Floyd. The attached questions should be considered as dialogue starters around the conversation needed to address staff, system, and student needs in relationship to the development of the implementation plan for the Iowa Core. **The number(s) in parentheses after the question represents the ICC "Outcome" to which the question relates.**

Dialogue starters when planning for the implementation of the Iowa Core Curriculum
(Questions to be addressed as part of the implementation plan, NOT to be addressed prior to writing the plan but a part of the plan)

1. Does your instructional staff, as a group, address all the essential concepts and skill sets required within the Iowa Core? (4)
Yes - what is your documentation?
No - what is your plan to address this issue?
2. Does each child within your district have the opportunity to reach competency for all the essential concepts and skill sets required within the Iowa Core?
Yes - what is your documentation? (3, 4)
No - what is your plan to address this issue?
3. Has your district defined and developed the "success criteria" to determine reaching competency for each essential concept and skill set required within the Iowa Core? (3, 6)
Yes - what is your documentation?
No - what is your plan to address this issue?
4. Has your district determined how it is going to measure reading competency of all for the essential concepts and skill sets required within the Iowa Core for each student? (3, 6)
Yes - what is your documentation?
No - what is your plan to address this issue?
5. Has your district determined how it is going to validate that each child has reached competency for all the essential concepts and skill sets required within the Iowa Core? (5, 6)
Yes - what is your documentation?
No - what is your plan to address this issue?



6. Has your district determined what it is going to do if a child doesn't reach competency? (4, 5, 6)
Yes - what is your documentation?
No - what is your plan to address this issue?

7. Has your district determined what it is going to do if a child does reach competency? (4, 5, 6)
Yes - what is your documentation?
No - what is your plan to address this issue?

8. Has your district determined how it is going to ascertain staff needs around the components of (such as Characteristics of Effective Instruction) and processes for implementing the Iowa Core? (3, 5)
Yes - what is your documentation?
No - what is your plan to address this issue?

9. Has your district determined a process for meeting staff needs so that they can fully implement the Iowa Core? (3, 5)
Yes - what is your documentation?
No - what is your plan to address this issue?

10. Has your district determined how it is going to continuously monitor implementation of the Iowa Core so each and every child can reach competency?
Yes - what is your documentation? (3, 4, 6)
No - what is your plan to address this issue?