

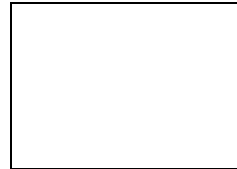


St. Patrick School Iowa Core Curriculum Implementation Plan
Working Plan
(An explanation of and directions to complete the working St. Patrick School plan)

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.





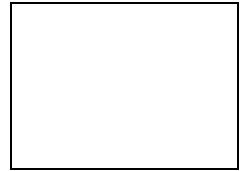
St. Patrick School Implementation Plan
Working Plan

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	2	3	4	5	6		7	8	9
Actions - from the consensus rating form <i>(What are districts going to do to reach the target?)</i> Column 2 of the state form	Baseline rating 0-4 <i>(from spring '09 consensus rating form)</i>	Priority <i>(from spring '09 consensus rating form)</i>	Targets to Reach Desired State Column 2 of state form <i>(from action components on outcome rubrics in Self-study and Implementation Handbook)</i>	Activities/Resources Needed to Accomplish the Plan (clear & specific) Column 3 of state form	Evidence of Progress and Adjustments Needed to Accomplish the Plan Column 4 of the state form		Timeline Column 5 of the state form	Who Is Responsible	Technical Assistance
1.a.1 - Leadership team is established and operating to implement ICC.	3		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. 	Multiple groups represented Defined roles Schedule created Monitoring plan	SIAC agenda/ members SIAC agenda	New Data	Fall 2009 Fall 2009 April 2010 Biannually	Lead Team Lead Team Principal Lead Team/ Faculty	
1.a.2 - Leadership team consistently communicates a clear and shared vision for the ICC.	1		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 ▪ communicated that vision frequently in multiple forms to all stakeholder groups. 	Vision statement created Vision statement shared Infuse into school mission statement and publications	SIAC agenda SIAC agenda		Feb. 2010 Feb. 2010 Fall 2010 and ongoing	Faculty Principal Principal Tech Assistant	SP web master



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1.a.3 - Leadership team understands and manages the change process.	2		The Leadership Team <ul style="list-style-type: none"> ▪ understands the ICC professional development modules and ▪ has conducted a baseline analysis of all self-study documents and ▪ has developed and is implementing a progress monitoring process for implementation of the ICC plan. 	Inservice at AEA 267 Inservice at faculty meeting Develop monitoring process GLE study/alignment	Agenda and Teacher bulletin Self study docs	New Data	Oct. 2009 Dec. 2009 and Feb. 2010 2010-2011	Lead Team Lead Team and faculty Faculty	
1.a.4 - Leadership team demonstrates a deep understanding of the intent of the ICC.	2		The Leadership Team <ul style="list-style-type: none"> ▪ continues to attend ongoing professional development activities related to the ICC and ▪ shares with stakeholder groups the vision for the ICC. 	Lead Team attended AEA267 Scheduled Share with students and parents/MMP and Orientation	Teacher bulletin and agendas		2009-2010 2010-2011 Fall 2010	Lead Team Principal	
1.a.5 - Leadership team engages leaders and teachers in a collaborative process to create an ICC Implementation Plan.	0		A group of school leaders and staff, representative of all grade levels/departments jointly conceptualizes and meaningfully contributes to the Implementation Plan.	Complete the plan	Plan and Teacher bulletin		Spring 2010	Lead Team	



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1.a.6 - Leadership team deploys resources to support and sustain the vision and implementation of the ICC in their school.	4		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. 	Budget reflects inservice \$ Local PD plan Budget reflects inservice \$ Local PD plan	Local budget PD plan Local budget PD plan	New Data	Yearly Yearly	Principal CS Board Principal CS Board	
1.a.7 - Leadership team has established processes and procedures to sustain the implementation of the ICC.	2		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 a process for data collection and regular analysis to determine student growth toward the 	Local inservices AEA 267 Inservices GLE study/ alignment Job descriptions defined Pacing	PD plan Pacing sheets		Quarterly 2009-2010 2010-2011 Fall 2010 Monthly	Faculty Lead Team Faculty Faculty Faculty	



			concepts and skills of the ICC.						
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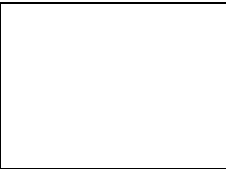
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1.a.8 - Leadership team engages in discussion with the local school board regarding progress on the ICC.	3		The Leadership Team engages in 4 or more discussions a year with local school board about ICC using progress data.	SIAC board/representative reports to CS Board	Board agenda	New Data	Quarterly	SIAC Board rep	



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	2	3	4	5	6	7	8	9
Actions - from the consensus rating form <i>(What are districts going to do to reach the target?)</i> Column 2 of the state form	Baseline rating 0-4	Priority	Targets to Reach Desired State Column 2 of state form	Activities/Resources Needed to Accomplish the Plan (clear & specific) Column 3 of state form	Evidence of Progress and Adjustments Needed to Accomplish the Plan Column 4 of the state form	Timeline Column 5 of the state form	Who Is Responsible	Technical Assistance
2.a.1 - Community members understand the ICC.	2		<p>The Leadership Team</p> <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. 	<p>Self study completed</p> <p>Present to SIAC Website</p> <p>Share plan on Website</p>	<p>Self study scores</p> <p>New Data</p>	<p>Dec. 2009 Feb. 2010</p> <p>Spr. 2010</p> <p>May 2010</p>	<p>Lead Team Faculty</p> <p>Principal Tech Assistant Tech Assistant</p>	<p>Webmaster Webmaster</p>
2.a.2 - Community members participate in the development and implementation of the implementation plan.	1		<p>All stakeholder groups fully participate in</p> <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. 	<p>Attending/Working on plan</p> <p>Complete self study</p> <p>Aligned 21st Century Skills</p>	<p>Agendas</p> <p>Self study scores</p> <p>Junior Ach.</p> <p>21st Century skills</p>	<p>2009-2010</p> <p>Fall 2009/Spr. 2010</p>	<p>Lead Team Faculty</p> <p>Faculty/Comm. Volunteers</p>	
2.a.3 - Learning Supports are coordinated to support the ICC.	3		<p>A continuum of strategies, programs, services, and practices will be provided to all students that</p> <ul style="list-style-type: none"> support the six content areas of 	<p>Unit meetings, pacing, problem solving, staffing for student concerns/needs,</p>	<p>IEP/504</p> <p>PD plan</p> <p>Pacing sheets</p> <p>Unit mtg. notes</p>	<p>Ongoing</p>	<p>Faculty</p> <p>AEA supp. staff</p> <p>Resource staff</p>	



			<p>Learning Supports and</p> <ul style="list-style-type: none">▪ focus on core, supplemental and intensive interventions.	<p>PD on strategies and identification to meet the needs of diverse learners</p>					
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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.	1		<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>Completed self study</p> <p>Review the plan</p> <p>Inservice/Meeting</p>	<p>Self study</p> <p>PD plan SIAC agenda</p>	<p>New Data</p>	<p>2009/2010</p> <p>Fall Yearly</p> <p>Yearly</p>	<p>Lead Team</p> <p>Principal</p> <p>Principal</p>	
3.b.1 Leadership team uses Self Study annual results to monitor progress of ICC implementation over time.	0		<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 	<p>Review the plan</p> <p>Inservice/Meeting</p>			<p>Fall Yearly</p> <p>Yearly</p>	<p>Lead Team</p> <p>Principal</p> <p>Principal</p>	



			be informed about the ICC plan.						
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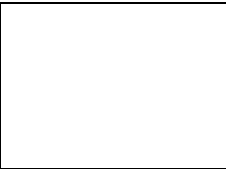


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3.c.1 - Leadership team develop and follow a cycle for documentation/plan review purposes of incorporating elements of ICC and integrating various planning processes.	0		The Leadership Team integrates actions and data from the implementation of the 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.	Four Constant Questions ITBS analysis, ICAM results, write District goals	CSIP, APR, Four Constant questions	New Data	Yearly Ongoing	Lead team Faculty	



Outcome 4: St. Patrick 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) St. Patrick School staff develops necessary alignment expertise; (b) St. Patrick School staff prepares to implement alignment processes and tools; (c) St. Patrick School staff implements alignment processes and tools. *(What are we trying to accomplish?)*

1	2	3	4	5	6		7	8	9
Actions - from the consensus rating form <i>(What are districts going to do to reach the target?)</i> Column 2 of the state form	Baseline rating 0-4	Priority	Targets to Reach Desired State Column 2 of state form	Activities/Resources Needed to Accomplish the Plan (clear & specific) Column 3 of state form	Evidence of Progress and Adjustments Needed to Accomplish the Plan Column 4 of the state form		Timeline Column 5 of the state form	Who Is Responsible	Technical Assistance
4.a.1 Educators learn about alignment processes to implement the ICC.	1		The Leadership Team attends and informs all stakeholders about the alignment training process.	PD plan/ICC meeting	Handouts/ Notebooks	New Data	2009/2010	Principal Lead Team	
4.b.1 Educators select the processes and tools that will be used locally (LEA).	1		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 	Attendance at AEA267 workshops, alignment of plan, report and information gathered from SIAC	PD plan, Budget, Meeting documentations		2009/2010 2010/2011	Principal Lead Team Faculty	
4.b.2 Educators learn to use the processes and tools selected.	0		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 	Create PD plan and time for alignment			2011	Principal Lead Team Faculty	



			<ul style="list-style-type: none">▪ the current level of knowledge and skills of identified staff and▪ appropriate training to the staff based upon their needs.						
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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.	0		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. 	Implement plan after alignment	Current Data	New Data	2011	Principal Lead Team/Faculty	
4.c.2 Educators use alignment data to help make decisions regarding the alignment of the enacted to the intended curriculum.	0		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. 	Collect teacher data/analyze Make Plan			2011-2012 2011-2012	Principal Lead Team	



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.	2		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. 	Conducted Self Study ITBS analysis, School Goal setting, PD plan Finalize PD plan	Self study Notes from meetings, school goals	New Data	2009-2010 Winter/Spr 2010 June 2010	Lead Team Principal	



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5.b.1 - Educators engage in professional development that contains all elements of effective professional development for student achievement (IPDM).	0		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.	Complete and score IPDM component	Current Data	New Data	2011	Lead Team Principal	



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 	<p>Leadership Meetings</p> <p>Unit Meetings</p>	Current Data	New Data		<p>Faculty</p> <p>School Leaders</p> <p>Unit Leaders</p>	



			<p>Core</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.	Monthly Faculty sharing about classes of PD				Faculty	Unit Leaders
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▪ literature reviews about the characteristics of effective instruction.						



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. 		Current Data	New Data			
6.a.4 Leadership team facilitates a process to determine the degree to which practices that			The Leadership Team collects, examines and analyzes <ul style="list-style-type: none"> ▪ practices that support the characteristics of effective 						



<p>align with the characteristics of effective instruction are in place in classroom instruction.</p>			<p>instruction and</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.						
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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)			Leadership Team discusses and shares <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 The Leadership Team <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. 		Current Data	New Data			



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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. 		Current Data	New Data			
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.) 						



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?

