

**3645 0000-Lewis Central Comm School District**  
**Iowa Core-Assurances**

**Fall 2013 Iowa Core**

***Vision, Mission, Goals***

1. What activities, resources and timelines are established to ensure the Leadership Team engages educators in collaborative processes and procedures to realize the vision of the Iowa Core through effective implementation?

We have leadership teams at all levels that focus on the three tenets of Iowa Core: Content, Instruction, Assessment and the alignment of these. This includes our District Leadership Team, district Content Teams, building level leadership and content driven teams, and PLC teams within the buildings that include all teachers and administrators. We plan and carry out collaborative professional learning at the building level PD twice each month, as well as 4-5 full day district level PD days. Since January of 2010, when we introduced our staff to the Characteristics of Effective Instruction to the present year, our plans for implementation have been driven by Iowa Core implementation.

***Leadership***

2. What activities, resources, and timelines are established to ensure the Leadership Team understands and manages the change process involved in implementing the Iowa Core?

Our district leadership team has been meeting monthly for half days since (prior to) training with AEA people on Iowa Core. This team has been learning about Understanding by Design, Conceptual Classrooms, and other topics to build understanding in order to lead the district as we implement Iowa Core with fidelity. This team has built trust and interdependence as we lead the learning for the district.

3. What activities, resources and timelines are established for developing and following a cycle for document/plan review for the purposes of incorporating elements of the Iowa Core and integrating various planning processes?

Our district leadership team has been meeting monthly for half days since (prior to) training with AEA people on Iowa Core. We use an online planning and mapping tool. We have conducted professional learning over 3 years or more to assist teachers in

understanding Iowa Core as well as its implementation. Our process for review and recommendation is ongoing over time and happens with grade level, building level, and district level teams.

4. What activities, resources and timelines are established to ensure the development and maintenance of the Leadership Team charged with the implementation of the Iowa Core?

Our district leadership team has been meeting monthly for half days since (prior to) training with AEA people on Iowa Core. This team has been learning about Understanding by Design, Conceptual Classrooms, and other topics to build understanding in order to lead the district as we implement Iowa Core with fidelity. This team has built trust and interdependence as we lead the learning for the district. We assess our own knowledge at least yearly, decide if the team is in need of more foundational work/study, and we seek it out.

### ***Vision, Mission, Goals***

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

#### District Student Learning Goals

Students graduating from Lewis Central Community School District will be able to do the following:

- Read to understand and interpret information and for enjoyment.
- Write to communicate ideas and convey information to an audience.
- Adapt and apply listening and speaking skills to given situations.
- Use math skills to solve real-world problems.
- Access and use sources of information to solve problems and make decisions independently and as a member of a team.
- Apply scientific concepts to understand self, world and universe.
- Use technology to support learning and enhance daily living in a rapidly changing world.
- Know and apply principles of democracy to be productive citizens.
- Understand the concepts and benefits of healthy living.
- Demonstrate job-seeking and job-keeping skills.
- Experience and develop an awareness of the arts.

#### District Long-Range Goals

Goal 1: All K-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.

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

District Student Learning Goals

Students graduating from Lewis Central Community School District will be able to do the following:

- Read to understand and interpret information and for enjoyment.
- Write to communicate ideas and convey information to an audience.
- Adapt and apply listening and speaking skills to given situations.
- Use math skills to solve real-world problems.
- Access and use sources of information to solve problems and make decisions independently and as a member of a team.
- Apply scientific concepts to understand self, world and universe.
- Use technology to support learning and enhance daily living in a rapidly changing world.
- Know and apply principles of democracy to be productive citizens.
- Understand the concepts and benefits of healthy living.
- Demonstrate job-seeking and job-keeping skills.
- Experience and develop an awareness of the arts.

District Long-Range Goals

Goal 2: All K-12 students will achieve at high levels in mathematics, prepared for success beyond high school.

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

District Student Learning Goals

Students graduating from Lewis Central Community School District will be able to do the following:

- Read to understand and interpret information and for enjoyment.
- Write to communicate ideas and convey information to an audience.
- Adapt and apply listening and speaking skills to given situations.
- Use math skills to solve real-world problems.
- Access and use sources of information to solve problems and make decisions independently and as a member of a team.
- Apply scientific concepts to understand self, world and universe.
- Use technology to support learning and enhance daily living in a rapidly changing world.
- Know and apply principles of democracy to be productive citizens.
- Understand the concepts and benefits of healthy living.
- Demonstrate job-seeking and job-keeping skills.

- Experience and develop an awareness of the arts.

#### District Long-Range Goals

Goal 2: All K-12 students will achieve at high levels in science, prepared for success beyond high school.

### **Leadership**

8. What activities, resources and timelines are established to ensure the Leadership Team engages in discussion with the local school board regarding progress on the Iowa Core?

Members of our Leadership team engage our school board through periodic reports regarding curriculum and instruction; with Iowa Core interwoven into the "way we do business", each time our school board hears proposals for new courses, curriculum modifications, or resource material purchasing Iowa Core is always included. Our district infuses all aspects of Iowa Core therefore it is reflected in the educational work our school board sees.

### **Vision, Mission, Goals**

9. What are the district's measurable, long-range goals to address improvement in social studies?

Our district level Social Studies Content Team meets regularly and has developed goals that include:

- identifying and/or developing common summative grade or course level assessments aligned with Iowa Core standards;
- use of common desired states of understandings
- upgrade of resource material aligned with Core that will promote inquiry and conceptual learning
- use of building level content PLCs create common plans and assessments that all teachers deliver

10. What are the district's measurable, long-range goals to address improvement in 21st century skills?

Our district level Technical Ed Content Team has the responsibility for ensuring these standards are addressed by teachers in our district. The team meets regularly and has developed goals that include:

- assist building and district lead planning teams to bring awareness of these standards to teachers
- identifying 21st century skill standards within each grade level; finding where gaps exist and addressing them
- use of common desired states of understandings
- use of building level content PLCs that assess their plans for evidence of the identification of these standards as well as where and when they are included in assessments

### ***Collaborative Relationships***

11. What activities, resources, and timelines are established to ensure Learning Supports are coordinated to support the Iowa Core?

The district is involved in the state RtI learning opportunities PK-3; our SIAC has recommended additional strategies for transitions - those from building to building as well as post-graduation; we have partners with a local agency for contracted services involving emotional and mental health; we have partnered with AEA resources to increase services for School-based intervention. All of these services are on-going.

12. What activities, resources and timelines are established to ensure community participation in the implementation of the Iowa Core?

SIAC meets 4 times each year with the task of reviewing data and making recommendations to the school board. Part of that includes the Iowa Core implementation. There is a monthly meeting with a group of Community Members where important items within the system occur such as Iowa Core. We also meet with PTA and other parent groups at building levels during conference evenings in small groups. These meetings happen 3 or more times during a year at each building.

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

13. What activities, resources, and timelines are established to ensure educators select the processes and tools that will be used locally in the LEA to monitor and improve the alignment of the local curriculum to the intended curriculum of the Iowa Core?

Decisions are made by our District Leadership Team composed of teachers and administration across multiple buildings. Two years ago this team researched and chose

an online tool to assist the district in aligning intended, enacted, and assessed curriculum, which includes the IC standards. Teachers collaboratively plan, execute and then send the completed unit electronically to be mapped. After this, they are able to look at the maps to analyze horizontal, vertical alignments.

14. What activities, resources, and timelines are established to ensure educators learn to use the selected processes and tools selected to monitor and improve the alignment of the local curriculum to the intended curriculum of the Iowa Core?

Our district leadership team has provided professional learning of the tools and processes during full day PD days dispersed throughout the year as well as twice each month during building level professional learning time. Then as expectations were put into place over the past 3 years teachers have incorporated these processes and tools into daily planning and instruction. This is a continuing plan that is in the middle of fruition.

15. What activities, resources, and timelines are established to ensure educators implement the processes and tools selected to monitor and improve the alignment of the local curriculum to the intended curriculum of the Iowa Core?

With the collaborative work of building teams there is interdependence and accountability within the team; our content teams, building administrators and district leadership team will monitor implementation of units which will include the alignment of IC.

16. What activities, resources, and timelines are established to ensure educators use alignment data to help make decisions regarding the alignment of the enacted to the intended curriculum?

Our district leadership team has provided professional learning of the tools and processes during full day PD days dispersed throughout the year as well as twice each month during building level professional learning time. Then as expectations were put into place over the past 3 years teachers have incorporated these processes and tools into daily planning and instruction. This is a continuing plan that is in the middle of fruition

17. What activities, resources and timelines are established to insure educators study and implement, with fidelity, instructional practices that support improved student achievement?

Our district leadership team has provided professional learning of best practice instructional strategies during full day PD days dispersed throughtout the year as well as twice each month during building level professional learning time. Then as expectations were put into place over the past 3 years teachers have incorporated these processes and tools into daily planning and instruction. Our most recent support put into place has been at our secondary elvel with the addition of instructional coaches. This is a continuing plan that is in the middle of fruition.

18. What activities, resources, and timelines are established to ensure educators engage in dialogue about instructional practices supporting improved student achievement?

All building PD Plans & District PD Plan include IC components in a purposeful way. Buildings use PLC structures for teachers to collaborate around understanding IC standards, what instructional strategies to use, and how to assess with rigor and relevance. These plans are carried out through the year with fidelity by leadership teams at both levels.

19. What activities, resources, and timelines are established to ensure educators form and maintain collaborative teams?

Each building uses team collaboration routinely for planning, learning, making meaning of data. These teams meet regularly during the month during PD time, and other contractual timeframes such as a common planning.

### ***Professional Development***

20. Describe how the district uses data analysis (goals, student achievement data, and other data) to guide professional development, including professional development supporting the implementation of the Iowa Core. Include specific activities, resources, and timelines.

Professional Development Learning Opportunities. Implementation involves:

- Common training sessions on approximately 18 early release day meetings per year for learning opportunities (theory presentations, collaborative practice, feedback, practice loops)
- Common training sessions on four in-service days during the school year (dialogue about curriculum alignment and implementation of the Iowa Core)
- Meetings of the building leadership teams (planning building professional development; collecting, organizing, and analyzing data; practicing demonstrations)
- Teachers working in PLC teams weekly
- Grade level, team level and department meetings (observing demonstrations, working with data, developing lessons, reviewing theory, etc.)
- Teacher Career Development Plans align to building and district goals of student achievement with built in reflection intervals for feedback and adjustments.

21. Describe how professional development, including professional development supportive of the implementation of the Iowa Core, 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.

The professional learning that occurs on our five full day district days and our 18 early release days is grounded in best practice and researched theory as evidenced by the professional literature. Multiple experts show data that relates conceptual understanding and conceptual instruction and design to higher student achievement. Experts such as Grant Wiggins, Dylan Wiliam, Lynn Erickson to name a few provide research that support the type of work we are doing. The design of our PD time uses teacher modeling as they present material as part of our District Leadership Team. All our participants are involved in professional reading and discussion, guided practice around the strategies being presented, artifacts displayed with feedback loops built into the PD time frames. DVD excerpts are used appropriately to hear from the experts, see demonstrations and allow for processing of this material. We have also strategically called on outside experts locally, within our Green Hills AEA, to those outside our state such as Dr. Lynn Erickson (past years) and using ASCD experts in train-the-trainers model situations (past years) that have ripple effects (this year) within our lead learners who directly impact teachers in classroom who directly impact students.

Professional Learning Community Collaboration Teams are used at the building level to create avenues for collaboration, observations, feedback, assessment of implementation, etc. on a regular basis during the early release days and also at regular intervals outside these times. Besides the Collaborative Learning Teams within buildings, teachers also have peer coaches as part of the Career Development Plan process; we use Journey to Excellence mentoring for our beginning educators and also provide support for new and experienced teachers in our district through peer mentors who all engage in regular collaboration with monthly reports, summer learning sessions prior to the start of school, and periodic face-to-face meetings to ensure as smooth as transition as possible into our district.

Our administrators are immersed in our PD plans from inception to delivery to assessment afterwards as lead learners, modeling for teachers those characteristics of effective educators. Our district also provides for professional learning for this group of educators monthly through resources such as School Administrators of Iowa, book studies, and discussion groups.