

District: Montezuma Community Schools	Approved by Board at June Meeting	Update: June 2, 2010
Contact: Gayle Creswell	Submitted to DE June 2010	

Technical Assistance to Support Districts and Schools

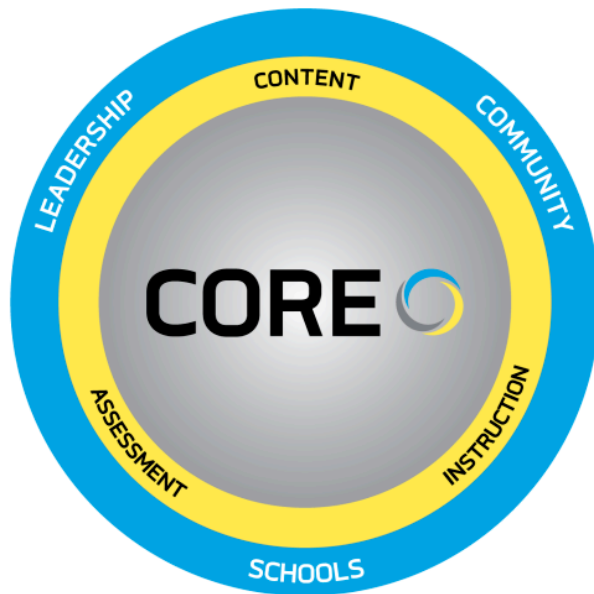
The Iowa Department of Education and the AEAs are collaborating to provide an integrated system of supports to facilitate local districts and schools to engage in a continuous planning process to successfully implement the Iowa Core Curriculum. The Iowa Core Curriculum Network will work with each district/school to help local teams learn about the Iowa Core Curriculum and build their own picture of how they will go about implementing each outcome of the Iowa Core Curriculum.

Materials and processes developed will be continuously revised based on current knowledge and critical feedback from constituents. It is important that AEAs, districts, and schools provide such feedback, as it is intended to be a dynamic, fluid process that changes over time as new tools, processes and technical assistance are developed to best meet the needs of Iowa's children and youth.

Right People, Right Work,
Right Time

Implementation Planning Outcomes

There are six outcomes in the Implementation Plan, that when fully implemented will establish:



- An integrated approach to address the systems-level needs of students and educators through the full engagement and focused actions of Leadership, Schools and support agencies, and the Community. The outer circle on the graphic represents the interaction among these three components and the various systems, processes, and initiatives critical in supporting the work of teaching and learning.
- An aligned system of Content, Instruction, and Assessment, focused on the Iowa Core Curriculum essential concepts and skills. The inner circle focuses attention on:
 - What to teach (Content)
 - How to teach (Instruction)
 - How to determine whether students are learning important content and skills and how to help students keep track of their own progress (Assessment)

The outcomes are listed below with statements that describe the “theory of action” of how these outcomes will accomplish the intended results.

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Implementation Planning Outcomes

LEADERSHIP	
Outcome 1: School leaders build and sustain system capacity to implement the Iowa Core Curriculum.	Theory of Action: <i>If leadership actions of administrators, teachers, and the school board are focused and committed to providing the expertise, guidance, and resources needed to build capacity and support teaching and learning, then the implementation of the Iowa Core Curriculum will result in increased student learning and performance.</i>
COMMUNITY	
Outcome 2: Community members and other supporting agencies work together to support the implementation of the Iowa Core Curriculum.	Theory of Action: <i>If multiple partners including parents, school boards, business and industry, supporting agencies, and other community entities are interdependent, then schools will function as an integrated system to provide a coordinated approach, consistent communication, additional opportunities for learning, and the ongoing supports needed for students to be successful.</i>
SCHOOL	
Outcome 3: A continuous improvement process to improve teaching and learning is used at the district and school level.	Theory of Action: <i>If the Iowa Core Curriculum and related school improvement processes function as ongoing continuous improvement processes based on data, then the system will constantly adjust and improve to yield positive outcomes for all students.</i>
CONTENT – INSTRUCTION – ASSESSMENT	
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.	Theory of Action: <i>If district/school leaders (administrators, teachers, and the school board) and other educators monitor and increase the degree of alignment between the intended, enacted, and assessed curriculum, then the quality of instruction will improve and student learning and performance will increase.</i>
Outcome 5: Educators engage in professional development focused on implementing characteristics of effective instruction and demonstrate understanding of essential concepts and skills.	Theory of Action: <i>If professional development is based on the Iowa Professional Development Model and focused on improved content, instruction, and assessment practices and educators fully implement what they learn, then student learning and performance will increase.</i>
Outcome 6: Educators implement effective instructional practices to ensure high levels of learning for each and every student.	Theory of Action: <i>If content is challenging and relevant and teachers routinely deliver instruction that demonstrates the characteristics of effective instruction, then student learning and performance will increase.</i>

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Outcome 1: School leaders build and sustain system capacity to implement the Iowa Core Curriculum.

If leadership actions of administrators, teachers, and the school board are focused and committed to providing the expertise, guidance, and resources needed to build capacity and support teaching and learning, then the implementation of the Iowa Core Curriculum will result in increased student learning and performance.

Target What are we trying to accomplish?	Actions What are we going to do to reach our targets?	Activities/Resources Needed to Accomplish Targets/Actions	Evidence of Progress	Timelines
1.a. Implementation of leadership behaviors to sustain the Iowa Core Curriculum.	1.a.1. Leadership Team is established and operating to implement Iowa Core Curriculum.	<ul style="list-style-type: none"> • Membership established • Training and work sessions in progress • Self Study 	<ul style="list-style-type: none"> • Agendas and notes • Self Study • Professional Development (PD) 	January 1, 2009
	1.a.2. Leadership Team consistently communicates a clear and shared vision for the Iowa Core Curriculum.	<ul style="list-style-type: none"> • Team Training Sessions • Team Work Sessions • Stakeholder Presentations <ul style="list-style-type: none"> ○ Staff ○ Board of Education ○ School Improvement Advisory Council (SIAC) ○ Various community organizations ○ Newspaper, School WEB site 	<ul style="list-style-type: none"> • School Improvement Advisory Committee (SIAC) • Montezuma Board of Education Meetings • Agendas • Minutes • Presentation materials 	On-going
	1.a.3. Leadership Team understands and	<ul style="list-style-type: none"> • Team Training and 	<ul style="list-style-type: none"> • Attendance of training 	Accomplished

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	manages the change process.	<ul style="list-style-type: none"> Work Sessions Managing is a process over time Time Self study results ICC Training sessions and materials 	<ul style="list-style-type: none"> Review of self study 	
1.a.4.	Leadership Team demonstrates a deep understanding of the intent of the Iowa Core Curriculum.	<ul style="list-style-type: none"> Continued involvement in training, development of our plan and communication with stakeholder groups. Time, facilities and materials needed to develop that understanding of the intent. 	<ul style="list-style-type: none"> Presentations Answer questions from other staff Knowing where to get answers about ICC 	On-going
1.a.5.	Leadership Team engages leaders and teachers in a collaborative process to create an Implementation Plan.	<ul style="list-style-type: none"> Stakeholder presentations and opportunities for input Modeling Inclusion of content teams, IDM and 21st Century teams in the process 	<ul style="list-style-type: none"> Dates of presentations Agendas Minutes 	Accomplished
1.a.6.	Leadership Team deploys resources to support and sustain the vision and implementation of the Iowa Core Curriculum in their district/school.	<ul style="list-style-type: none"> Staff involved in Content teams Curriculum Manager training (CM) 	<ul style="list-style-type: none"> PD time Budget 	July 2012
1.a.7.	Leadership Team has established processes and procedures to sustain the implementation of the Iowa Core Curriculum.	<ul style="list-style-type: none"> PD Curriculum Manager <ul style="list-style-type: none"> Tool to align ICC with our enacted curriculum Instructional Decision Making (IDM) process <ul style="list-style-type: none"> Standardized tests 	<ul style="list-style-type: none"> Work in Progress CM training (Fall 2009) IDM training (Spring 2010) 	July 1, 2012

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		<ul style="list-style-type: none"> ○ District Assessments 		
	1.a.8. Leadership Team engages in discussion with the local school board regarding progress on the Iowa Core Curriculum.	<ul style="list-style-type: none"> • Iowa Core meetings • ICC Handouts • Presentation of ICC Impl. Plan to Board for consideration and approval • Slot on Board meeting agendas 	<ul style="list-style-type: none"> • Montezuma School Board agendas • PowerPoint presentations • Montezuma School Board presentations • Board approval of implementation plan, June 2010 	On-Going

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

If multiple partners including parents, school boards, business and industry, supporting agencies, and other community entities are interdependent, then schools will function as an integrated system to provide a coordinated approach, consistent communication, additional opportunities for learning, and the ongoing supports needed for students to be successful.

Target What are we trying to accomplish?	Actions What are we going to do to reach our targets?	Activities/Resources Needed to Accomplish Targets/Actions	Evidence of Progress	Timelines
2.a. Coordination of community and other systems to support Iowa Core Curriculum implementation	2.a.1. Community members understand the Iowa Core Curriculum.	<ul style="list-style-type: none"> • Survey of ICC for Parents at conferences. (Survey Monkey) • Presentations to stakeholder groups • Development of Survey • Access to <ul style="list-style-type: none"> ○ Computer lab ○ Parents ○ Stakeholder groups 	<ul style="list-style-type: none"> • Meetings with: <ul style="list-style-type: none"> ○ School Improvement Advisory Committee ○ Board Of Education 	<ul style="list-style-type: none"> • Fall 2010 Conferences • On-going
	2.a.2. Community members participate in the development and	<ul style="list-style-type: none"> • Members of the established advisory committees will contribute to the 	<ul style="list-style-type: none"> • Reports to Board • Reports by Advisory Committee members 	<ul style="list-style-type: none"> • On-going

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	implementation of the Implementation Plan.	implementation plan	back to Leadership team	
	2.a.3. Learning Supports are coordinated to support the Iowa Core Curriculum.	<ul style="list-style-type: none"> • ICC Content area teams will develop district in-service opportunities. • Curriculum Manager 	<ul style="list-style-type: none"> • IDM Implementation • ICC Content team presentations. • Realignment of District Curriculum 	<ul style="list-style-type: none"> • On-going

Outcome 3: A continuous improvement process to improve teaching and learning is used at the district and school level.

If the Iowa Core Curriculum and related school improvement processes function as ongoing continuous improvement processes based on data, then all elements of the system will constantly adjust and improve to yield positive outcomes for all students.

Target What are we trying to accomplish?	Actions What are we going to do to reach our targets?	Activities/Resources Needed to Accomplish Targets/Actions	Evidence of Progress	Timelines
3.a. Data used to develop Implementation Plan	3.a.1. Leadership Team uses Self Study baseline results to write the Implementation Plan.	<ul style="list-style-type: none"> • Results of self study • AEA training sessions 	<ul style="list-style-type: none"> • Completed plan for Montezuma CSD 	<ul style="list-style-type: none"> • July 1, 2010
3.b. Data used to monitor progress of Iowa Core Curriculum implementation over time	3.b.1. Leadership Team uses Self Study annual results to monitor progress of the Iowa Core Curriculum implementation over time.	<ul style="list-style-type: none"> • Quarterly Self Study review 	<ul style="list-style-type: none"> • Updated results of self study 	<ul style="list-style-type: none"> • Based on school calendar <ul style="list-style-type: none"> ○ 1st quarter ○ 2nd quarter ○ 3rd quarter ○ 4th quarter
3.c. District/school used processes and procedures for engaging stakeholders, setting goals, developing school improvement plans, and integrating various plans	3.c.1. Leadership Team and others, as appropriate; develop and follow a cycle for document/plan review for the purposes of incorporating elements of the Iowa Core Curriculum and integrating various planning processes.	<ul style="list-style-type: none"> • Periodic updates and feedback sessions from various stakeholders • Setting up a review cycle of the ICC plan <ul style="list-style-type: none"> ○ See 3.b.1 	<ul style="list-style-type: none"> • Board minutes • Agendas of meetings • Minutes of meeting • Reports 	<ul style="list-style-type: none"> • On-going

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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.

*If district/school leaders (administrators, teachers, and the school board) and other educators monitor and increase the degree of alignment between the intended, enacted, and assessed curriculum, **then** the quality of instruction will improve and student learning and performance will increase.*

Target What are we trying to accomplish?	Actions What are we going to do to reach our targets?	Activities/Resources Needed to Accomplish Targets/Actions	Evidence of Progress	Timelines
4.a. District/School staff develops necessary alignment expertise.	4.a.1. Educators learn about alignment processes to implement the Iowa Core Curriculum.*	<ul style="list-style-type: none"> • Curriculum Manager (K-12) • K-12 teacher attend ICC content area trainings • DE tools that will later be available • <i>Resources</i> <ul style="list-style-type: none"> • Curriculum Manager Software • Montezuma and Mid Iowa School Improvement Consortium (MISIC) Standards, Benchmarks and Descriptors • Iowa Core resources • District and AEA training sessions and workshops 	<ul style="list-style-type: none"> • Alignment done by teachers K-12 	<ul style="list-style-type: none"> • CORE Alignment May 2011
4.b. District/School staff prepares to implement alignment processes and tools	4.b.1. Educators select the processes and tools that will be used locally (LEA).	<ul style="list-style-type: none"> • Curriculum Manager • District in-services provided by ICC content teams and IDM • Training of CM – Adding resources and lesson components <ul style="list-style-type: none"> • Curriculum Manager--training and 	<ul style="list-style-type: none"> • CM accounts of teachers • Agendas of in-services • Implemented activities from in-services • CM accounts of teachers 	<ul style="list-style-type: none"> • On-going • On-going
	4.b.2. Educators learn to use the selected processes and tools.			

		<ul style="list-style-type: none"> development time • PD time for training of various leadership teams 		
4.c. District/School staff implements alignment processes and tools.	4. c.1. Educators implement the alignment selected processes and tools.	<ul style="list-style-type: none"> Professional Development 	<ul style="list-style-type: none"> Professional Development dates and agendas 	<ul style="list-style-type: none"> July 2012
	4.c.2. Educators use alignment data to help make decisions regarding the alignment of the enacted to the intended curriculum.	<ul style="list-style-type: none"> IDM District Assessments Gallup Student Survey <ul style="list-style-type: none"> o Student engagement Standardized Tests Set growth targets for core content areas 	<ul style="list-style-type: none"> Use student achievement data to set goals Re-evaluation based on student achievement 	<ul style="list-style-type: none"> July 2012

*The Iowa Core Curriculum Network will provide alignment processes and tools and prepare Leadership Teams to use them. Districts/Schools may wait to begin planning for this outcome until they have learned more about these alignment resources.

Outcome 5: Educators engage in professional development focused on implementing characteristics of effective instruction and demonstrate understanding of essential concepts and skills.

If professional development is based on the Iowa Professional Development Model and focused on improved content, instruction, and assessment practices and educators fully implement what they learn, then student learning and performance will increase.

Target What are we trying to accomplish?	Actions What are we going to do to reach our targets?	Activities/Resources Needed to Accomplish Targets/Actions	Evidence of Progress	Timelines
5.a. Data guide professional learning	5.a.1 Educators collect and use data across Iowa Core Curriculum outcomes and student achievement to guide professional development.	<ul style="list-style-type: none"> Review and analyze data Goals/Target PD Time Teacher Learning Groups (TLG) Elementary Grade Level teams 	<ul style="list-style-type: none"> TLG/Elem Agendas/Notes Gallup results Achievement results based on demographics Change in data scores 	<ul style="list-style-type: none"> On-going

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5.b. Effective professional development provided.	5.b.1. Educators engage in professional development that contains all elements of effective professional development for student achievement (Iowa Professional Development Model).	<ul style="list-style-type: none"> Develop feedback tool (USE – use, share, evaluate) Time for collaborative efforts during TLG/Elementary Grade Level teams 	<ul style="list-style-type: none"> Teacher feedback from USE Teacher feedback from collaborative teams Use of instructional best practices learned from ICC content teams during PD 	<ul style="list-style-type: none"> Fall 2010 School Year 2010-2011
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When completing the Self Study the full *Profile of Iowa Professional Development Model Components* should be used in relationship to the Iowa Core Curriculum.

Outcome 6: Educators implement effective instructional practices to ensure high levels of learning for each and every student.

If content is challenging and relevant and teachers routinely deliver instruction that demonstrates the characteristics of effective instruction, then student learning and performance will increase.

Target What are we trying to accomplish?	Actions What are we going to do to reach our targets?	Activities/Resources Needed to Accomplish Targets/Actions	Evidence of Progress	Timelines
6.a Educators deepen their understanding of the Iowa Core Curriculum's characteristics of effective instruction through collaborative teams.	6.a.1 Educators form and maintain collaborative teams.	<ul style="list-style-type: none"> Leadership Team Content area teams IDM team TLG teams Elementary Grade Level teams PD time for standardization of ICC language 	<ul style="list-style-type: none"> Teams established Meeting minutes, agendas, group lists Rigor and Relevance E2T2 START <ul style="list-style-type: none"> Student centered 	<ul style="list-style-type: none"> April 14, 2010 Fall 2010
	6.a.2 Educators acquire awareness of the characteristics of effective instruction.			
	6.a.3 Educators engage in dialogue about practices that support the characteristics of effective			

	instruction.			
	6.a.4 Leadership Team facilitates a process to determine the degree to which practices that align with the characteristics of effective instruction are in place in classroom instruction.	<ul style="list-style-type: none"> • Peer Observation of Characteristics of Effective Instruction (CEI) <ul style="list-style-type: none"> ○ Teaching for understanding ○ Assessment for growth ○ Rigorous ○ Teaching for learning difference • Data/Feedback of observation • Develop Schedules for K-6 and 7-12 teachers to have collaboration time • Development of CEI Rubric 		
6.b Educators study and implement instructional practices that support the characteristics of effective instruction.	6.b.1 Leadership Team makes decisions about how to strengthen the district/building professional development plans to address the Iowa Core Curriculum. (See Outcome 5.)	<ul style="list-style-type: none"> • Develop a comprehensive PD plan for ICC for 2010-2011 calendar • 	<ul style="list-style-type: none"> • 2010-2011 PD and School Calendar 	<ul style="list-style-type: none"> • Accomplished
	6.b.2 Educators engage in professional development that follows the Iowa Professional Development Model (IPDM) to implement instructional strategies, models, and/or approaches supportive of the characteristics of effective instruction (see Outcome 5).	<ul style="list-style-type: none"> • Develop feedback tool (USE – use, share, evaluate) • Time for collaborative efforts during TLG/Elementary Groups 	<ul style="list-style-type: none"> • 2010-11 schedule has built in collaboration time 	<ul style="list-style-type: none"> • Ongoing

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	6.b.3 Educators implement selected instructional strategies, models, or approaches that demonstrate the characteristics of effective instruction.	<ul style="list-style-type: none"> Teachers will make decisions based on data to drive district/building goals 	<ul style="list-style-type: none"> Use of instructional best practices learned from ICC content teams during PD 	<ul style="list-style-type: none"> Ongoing
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