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4773 0000-Northeast Comm School District**Iowa Core-Assurances****Iowa Core*****Vision, Mission, Goals***

1. What actions are established or will be established to ensure the Leadership Team engages educators in collaborative processes to realize the vision of the Iowa Core through effective implementation?

The Leadership Team meets two times each month to engage in professional dialogue around several important topics including:

- Designing curriculum based upon the Iowa Core standards and developing common formative assessments
- Implementing the Vision of the District which includes creating a Growth Mindset
- Nurturing a Professional Learning Community
- Implementing a Multi-Tiered System of Supports
- Designing professional development to engage teachers in meaningful work with the Iowa Core as we work toward full integration of the Core in our district
- Collecting and analyzing data to assess student growth on the essential concepts and skills

2. What data are you currently using to address the measurable goals and improvements in Social Studies? How are you using this data to ensure that students are reaching the goals in Social Studies?

Our High School Goal is to meet or exceed state percentages of ACT tested students ready for college level coursework in English, math, reading and science. ACT has established the use of the reading score to determine if students are ready for college social science coursework. This year our students did not meet this goal as only 36% of them achieved the required score in reading compared to 52% across the state. Because of this data we are providing additional reading and writing professional development to all of our content area teachers.

3. What data are you currently using to address the measurable goals and improvements in 21st Century Skills? How are you using this data to ensure that students are reaching the goals in 21st Century Skills?

All of our 8th grade students are required to take a course in 21st Century Skills. 100% of the students received a grade of C or better in this course.

All of our 9th-12th grade students are required to pass a course in Information Technology prior to receiving a district owned laptop. 100% of them have done so.

In addition, we monitor our program completers in our Career and Technical areas to ensure that our students are making progress toward the completion of our 21st Century Skills goals.

Collaborative Relationships

4. What actions are established to ensure Learning Supports are coordinated to support the Iowa Core?

The district has utilized the Resource Mapping Tool to identify the areas of support that are present in the district as well as to develop additional opportunities to support our students and families. Some areas of recent implementation include the elementary becoming a Phase I School in the C4K state initiative, as they utilized universal screening data to measure the health of their English Language Arts Core and implemented interventions for students who were not meeting benchmarks. The district also cooperated with a community

agency to provide a summer school program for students in grades K-4 who were struggling to meet grade level benchmarks in reading. The middle school created a team planning period to discuss students who were not meeting expected growth targets and plan interventions to meet their individual needs resulting in a drastic decrease in failures at the middle school level. Our elementary has also implemented Positive Behavior Intervention and Supports to enhance our school climate and provide a safe environment for students that is focused on learning. Finally, our district has teams with two social agencies to provide in school counseling and in home support services for our families who need these services and can't easily access them in our rural location.

5. What actions are established to ensure community participation (including local school board) in the implementation of the Iowa Core?

Each year our School Improvement Advisory Committee, consisting of members of our staff, students, parents, community and board meet several times to discuss various aspects of the school district and make recommendation to the board. We ensure that we discuss the implementation of the Iowa Core at least once each year during these meetings on a formal basis (direct presentation regarding the implementation) and each time we meet on an informal basis (emphasising the relationship of the Iowa Core to all other district initiatives).

We have utilized various media, such as Facebook, Twitter and our Website to communicate with the public about the Iowa Core and our implementation of it. We have also used our local School to Work Advisory Committee to communicate the implementation of the Iowa Core at the high school level to our school business partners.

Curriculum and Instruction

6. What actions are established to ensure educators use data to make decisions regarding the alignment of the enacted to the intended and to the assessed curriculum of the Iowa Core?

Our district uses the Rubicon Atlas Curriculum Mapping software to develop and document our curriculum. This software requires teachers to indicate which standards are being addressed in each unit of their teaching and then allows us to run reports to show the percentage of alignment between what is being taught and the Iowa Core. Areas that indicate anything less than 100% alignment are presented for discussion to the curriculum teams to determine how to incorporate any missing standards into our curriculum. This includes all areas of the Iowa Core including Literacy, Math, Science, Social Studies and 21st Century Skills.

In addition, teachers are developing common formative assessments designed to assess the standards of the Iowa Core. Teachers are also using purchased assessments, such as FAST, and iReady that are aligned to the Common Core to measure our students' progress.

7. What actions are established to ensure collaborative teams are engaged in learning about instructional practices that support improved student achievement?

Our district has embraced the three big ideas of Professional Learning Communities including a Focus on Learning, A Focus on Collaboration and a Focus on Results. Our teachers are grouped into collaborative teams and meet on a weekly basis, either during early dismissal professional development or during a morning meeting time. We've sent teachers to workshops on Professional Learning Communities and brought in a speaker from Solution Tree to work with us throughout the school year.

These collaborative teams are focused on instructional practices and data analysis. They understand the data team process of using results to make instructional decisions. We utilize AEA resources to ensure that our teams are provided necessary information on research proven strategies to implement in their classrooms. Teachers are encouraged to view live instruction or video tapes of each other to improve instructional practices and demonstrate the implementation of professional development. Administrators make frequent informal observations of all classrooms to ensure that district initiatives are being implemented.

8. What actions are established to ensure collaborative teams are engaged in the implementation of instructional practices that support improved student achievement?

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Professional Development

9. 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.

Every year the Professional Development program is required to present information to the School Improvement Advisory Committee including a description of the program, identification criteria, evidence based activities and program data to determine program effectiveness as well as to make recommendation for improvements.

10. 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.

Implementation of the district career development plan will include all PreK-12 teachers responsible for instruction and involve these components:

Introduction of new strategy/initiative:

- Theory
- Demonstration
- Practice
- Observation

Development of new strategy/initiative:

- Workshops
- Collaboration

Implementation of new strategy/initiative:

- Mentoring
- Peer Coaching
- Reflection
- Accountability