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0423 0000-Aurelia 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?

Participation in the Iowa Core Consortium professional development days give teachers and the leadership team 4 dedicated days equaling 32 hours of dedicated time to work with teachers from other districts on the implementation of the Iowa Core Curriculum. Additionally, each of our building levels has a dedicated time during early dismissal professional development time (nine early dismissals with 2 hours each time dedicated to working collaboratively in PLC's for an additional 18 hours of collaboration time) for gap analysis, and vertical articulation for aligning local standards with the Iowa Core Standards

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?

100% of 8th grade students will show proficiency in Social Studies by successfully completing Social Studies courses with a passing grade. The district is using teacher created assessments to assess student achievement in social studies. To increase achievement in the multi-disciplinary area of social studies the middle school course curriculum includes: American History, Western Civilization, Civics, Geography, Explorers and Iowa History.

Those students not proficient are given opportunities to retake courses, take the course through other delivery models or through extended school year (summer school). If the locally determined percent proficient in a given year is below 100%, teachers review curriculum, instructional practices, and classroom assessments given and adjustments are made, where appropriate, for the next school year.

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?

100% of students in grade 8 will show proficiency in 21st Century Skills through the successful completion of the exploratory and core courses in middle school that address financial literacy, employability skills, technology literacy and civic literacy. Data is collected on the percentage of students passing those courses prior to or during their 8th grade year. If the percent proficient drops below 100% in any area, teachers review curriculum, instructional methods, and assessments. Adjustments are made where appropriate for the next school year. Individual students not proficient in any area are given the opportunity to retake the course work, take the course through other delivery models, or through extended school year (summer school).

Collaborative Relationships

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

Using the data collected from these benchmark assessments, students are grouped and placed in interventions. Supplemental instruction is provided in relation to core instruction. Delivery of strategic and intensive instruction for discrepant areas are provided by qualified classroom teachers, as well as Title I and Special Education teachers.

Parents and community members are surveyed through the district needs assessment. Results are analyzed

and the data will be used to inform the district as to the health of the district's curriculum in correlation to the Iowa Core.

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

Members of the Leadership Team participate in a cohort group with members from each of the schools participating in the Iowa Core Consortium. Information concerning the implementation and alignment of the Iowa Core are presented to this group. Feedback from members schools is used in the planning for consortium Iowa Core professional development during the year and subsequent years. The information that these representatives gain is brought back to the local District Leadership Team and used in developing the local professional development model in implementing Iowa Core.

Iowa Core implementation and professional development activities are reported to the the SIAC for feedback and input that is used in planning for professional development and Iowa Core implementation.

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?

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All teachers are required to participate in the Iowa Core Consortium. Teachers are required to sign in at each scheduled Iowa Core Consortium professional development day. Assignments to monitor learning and implementation include, but are not limited to, reflective questions/writing assignments, lesson plans showing implementation, participation in threaded discussions on the Consortium Wiki/website. Monitoring is done by the building principals and Iowa Core professional development facilitators. Facilitators review the assignments and feedback from participants and schedule building visits to each participants classroom to help teachers adjust when necessary and give teachers feedback on implementation. Building principals conduct walk-throughs and give teachers feedback.

Faculty and principals conduct annual Iowa assessment item analysis at the building to ensure that the enacted curriculum is aligned with the intended curriculum and assessments. Areas of weakness potential growth, and strengths are identified and action plans are developed to target the areas of weakness.

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

Participation in the Iowa Core Consortium professional development days give teachers and the leadership team 4 dedicated days equaling 32 hours of dedicated time to work with teachers from other districts on the implementation of the Iowa Core Curriculum. Additionally, each of our building levels has dedicated time during early dismissal professional development time (nine early dismissals with 2 hours each time dedicated to working collaboratively for an additional 18 hours of collaboration time) on implementing the 5 Characteristics of Effective Instruction, for gap analysis, and vertical articulation for aligning local standards with the Iowa Core Standards.

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implementation include, but are not limited to, reflective questions/writing assignments, lesson plans showing implementation, participation in threaded discussions on the Consortium Wiki/website. Monitoring is done by the building principals and Iowa Core professional development facilitators. Facilitators review the assignments and feedback from participants and schedule building visits to each participant's classroom to help teachers adjust when necessary and give teachers feedback on implementation. Building principals conduct walk-throughs and give teachers feedback. During professional development time teachers adjust when necessary and give teachers feedback on implementation. During professional development time teachers are instructed on the Characteristics of Effective Instruction. Principals conduct regular walk-throughs and give feedback to teachers on implementation.

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

Participation in the Iowa Core Consortium professional development days give teachers and the leadership team 4 dedicated days equaling 32 hours of dedicated time to work with teachers from other districts on the implementation of the Iowa Core Curriculum. Additionally, each of our building levels has dedicated time during early dismissal professional development time (nine early dismissals with 2 hours each time dedicated to working collaboratively for an additional 18 hours of collaboration time) for studying and implementing the 5 Characteristics of Effective Instruction, gap analysis, and vertical articulation for aligning local standards with the Iowa Core Standards, all designed to improve student achievement.

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.

Using the Iowa Professional Development Model process and action research, the District Leadership Team reviews recommendations presented by the administrative team and building-level teams monthly, throughout the year. Student achievement data is reviewed as a part of these meetings. Current best practices in education are evaluated and discussed. Professional development (District Career Development Plan) is planned and developed through this process. Vertical articulation.

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.

The predominant professional development this year is a district wide focus on implementation of the Iowa Core Curriculum. This is being done through participation in an 10 school district consortium. This approach allows for collaboration with other like discipline teachers on conceptual unit writing/implementation, as well as the characteristics of effective instruction. Teachers are observed implementing the lesson one each semester by instructional coaches and given timely feedback.

Inquiry Groups (PLC's) have been formed consisting of 4-6 staff members each for the purpose of studying and implementing the 5 Characteristics of Effective Instruction with the goal of improving student achievement in literacy, mathematics, science, social studies, and 21st Century skills, as well as a review of vertical articulation and gap analysis to identify and address gaps and redundancy in the enacted curriculum. Teachers demonstrate a lesson reflective of the professional development in front of peers in their PLC groups or review video of themselves teaching the lesson with their PLC group using a peer coaching model.

The DLT reviews student achievement data in the areas of literacy, math, science, social studies and 21st century skills as well as the theory behind proposed professional development activities and ensures that plan PD aligns with identified students achievement needs and improving teacher effectiveness.