



# Monticello Community School District

## Iowa Core Plan

2013 - 2015

### Vision

**Providing rigorous, authentic, personalized learning utilizing the local and global communities**

### Mission

The mission of the Monticello Community Schools, a district striving for educational excellence, is to prepare students through challenging experiences, to be caring, productive, creative citizens who will be life-long learners

### Core Values

Effective Instruction  
Technology & 21<sup>st</sup> Century Learning  
Collaborative Relationships

### Broad District Goals

- Increase student achievement in reading, math and science
- Produce students that will exhibit respect for self, others, living things and property
- Produce students that will exhibit competency in essential knowledge and skills matching his or her ability
- Produce students that exhibit civic, global and environmental responsibility
- Produce students that exhibit technological skills

## **Vision, Mission and Goals**

I. 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?

**The Monticello District Iowa Core Team, is also known as our Instructional Leadership Team (ILT).**

*The District Instructional Leadership Team (ILT) will collectively focus on district goals and measure the impact of learning in teacher professional development on student achievement. Based on district data, state initiatives, and district goals ILT will determine the needs for district wide professional development on a year-by-year basis. The ILT is made of team member that represent Career and Technical Education, the Fine Arts, Math, Reading, Science, School Counselors, and every building within the district. The school district Curriculum Director will oversee and facilitate ILT meetings. It is recommended that teachers that serve on ILT have taken the Contemporary School Leadership training through Grant Wood AEA and serve a minimum of 3 years with an option to rotate off at the end of those three years.*

*Additional collaborative work will be done at the building level. Professional development at all levels must directly connect to district level and/building level goals. Meetings are typically held on the third Monday of each month. Meeting minutes are posted to the district documents folder on the schools Google Drive.*

### **Activities for 2013-2014:**

1. A subgroup of the ILT will attend the Leadership for Continuous Improvement Series sponsored by GWAEA.
2. ILT will continue long range planning for Monticello 2018 based on the three core areas of the district vision {authentic, personalized rigorous learning} and the three areas of identified by the community as priority areas for the district which include the following: Collaborative Relationships, Effective Instruction and Technology and 21st Century Learning .
3. Continued joint planning and visioning with the District School Improvement Advisory Council (SIAC).

### **Resources for 2013-2014:**

1. Iowa Core funding to support the registration and travel costs with taking a team to the Leadership for Continuous Improvement Series. Iowa Core funds to support the payment of substitute teachers so ILT members can be out of their classrooms in order to attend

2. Examples from other districts that have completed long range visioning plans and accompanying documents to support planning. Time for ILT meetings to meet and develop Monticello 2018 goals and planning. Professional Development time to gather input from all district certified staff, time to work with the school board and SIAC to gather input.
3. Time for SIAC and ILT teams to share information via members that serve on both committees

**Time Lines:**

1. September 2013- May 2014 – planning based on learning from the series in the summer of 2014
2. Work begins in September 2013 to be completed by April 2014
3. Throughout the 2013-2014 school year.

**II. What are the district's measureable, long-range goals to address improvement in reading?**

All k-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.

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

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

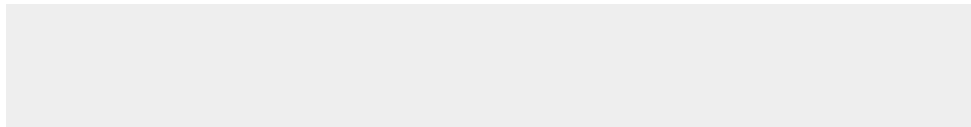
**IV. What are the district's measureable, long-range goals to address improvement in science?**

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

**V. What are the district's measureable, long-range goals to address improvement in social studies?**

The goal of the Monticello Community School district increase the percentage of proficient students in the 8th grade on the Iowa Assessments social studies battery.

2012-2013 8th grade social studies data based on achievement ranges set by the Iowa Testing Programs



## 8th Grade NSS-Social Studies

	2012	
<b>All</b>	44.4% - 36/81	
<b>F/R</b>	35.7% - 10/28	
<b>IEP</b>	31.3% - 5/16	
<b>White</b>	41.6% - 32/77	
<b>American Indian Alaskan Native</b>		
<b>Asian</b>		
<b>African American</b>	100.0% - 2/2	
<b>Hispanic or Latino</b>	100.0% - 2/2	

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

The below is taken from the District long-range professional development Plan

- Increase student achievement in reading, math and science
- Produce students that will exhibit respect for self, others, living things and property
- Produce students that will exhibit competency in essential knowledge and skills matching his or her ability
- Produce students that exhibit civic, global and environmental responsibility
- Produce students that exhibit technological skills

**Current School District Long Goals:**

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*CSIP Goal 1: Increase student achievement in Reading*

*CSIP Goal 2: Increase student achievement in Math*

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**CSIP Goal 3:** *Increase student achievement in Science*

**CSIP Goal 4:** *Students will use Technology in developing proficiency in reading math and science*

**CSIP Goal 5:** *All students will feel safe and connected to school*

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### **District Goals and Indicators**

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**CSIP Goal 1** Staff will continue to study the Iowa Core Curriculum Characteristics of Effective Instruction embedded in the Authentic Intellectual Work (AIW) frame work in reading

**CSIP Goal 2** Staff will continue to study the Iowa Core Curriculum Characteristics of Effective Instruction embedded in the Authentic Intellectual Work (AIW) frame work in math

**CSIP Goal 3** Staff will continue to study the Iowa Core Curriculum Characteristics of Effective Instruction embedded in the Authentic Intellectual Work (AIW) frame work in science

**CSIP Goal 4** Staff will continue to alignment with the Iowa Core Curriculum 21<sup>st</sup> Century Skills integration into classroom practice

**CSIP Goal 5** All buildings will implement Positive Behavioral Interventions and Supports (PBIS) in common areas of each building

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### **Leadership**

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

#### **Activities:**

1. The Instructional Leadership team uses action planning at the building and district levels for AIW (implementation of the Characteristics of Effective Instruction) to

- ensure that there are both long-range and short term plans for implementation of the Iowa Core.
2. The Instructional leadership team uses Iowa Core Self Study data to measure the of growth in implementation of the Iowa Core
  3. The ILT plans professional development on the alignment of the Core Curriculum and CEI based on data collected in walkthroughs and on Curriculum Mapper.
  4. Iowa Department of Education Positive Behavioral Interventions (PBIS) and Supports Evaluation

**Resources:**

1. Action plans, time for local coaches to meet an examine action plan data
2. Self-Study data, time for the ILT to examine data
3. Time to complete walkthroughs, time for ILT to examine walkthrough data, time to evaluate curriculum maps for alignment.
4. Time to review PBIS reports and look at data for planning purposes

**Timelines:**

1. Evaluated in April of each year. Action plans are followed to ensure fidelity of implementation. Action plans are used throughout the school year by AIW local coaches to determine fidelity of implementation.
2. Self-Study data evaluated in October annually
3. Walkthroughs completed weekly, data examination 2x per year
4. PBIS evaluation annually

II. 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?

**Activities:**

1. Review of the Iowa Core Self Study
2. Review of the District C-Plan
3. Review of Action Plans for implementation of initiatives that support the Iowa Core
4. Review of walkthrough data and self-study data that focus on implementation of **Iowa Core/Common Core**

**Resources:**

1-4. Times for teams to meet, review data, make adjustments and plan

**Timelines:**

1. October annually
2. September annually
3. Bi-annually
4. Bi-annually

III. 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?

\*\*\*\*\* Below information is taken directly from the Monticello Community School District Professional Development Plan 2012-2015.

#### **District Instructional Leadership Team (ILT)**

The District Instructional Leadership Team (ILT) will collectively focus on district goals and measure the impact of learning in teacher professional development on student achievement. Based on district data, state initiatives, and district goals ILT will determine the needs for district wide professional development on a year-by-year basis. The ILT is made of team member that represent Career and Technical Education, the Fine Arts, Math, Reading, Science, School Counselors, and every building within the district. The school district Curriculum Director will oversee and facilitate ILT meetings. **It is recommended that teachers that serve on ILT have taken the Contemporary School Leadership training through Grant Wood AEA and serve a minimum of 3 years with an option to rotate off at the end of those three years.**

Additional collaborative work will be done at the building level. Professional development at all levels must directly connect to district level and/building level goals. Meetings are typically held on the third Monday of each month. Meeting minutes are posted to the district announcements folder on the schools intranet.

#### **The Iowa Core Leadership Team**

**The Monticello Iowa Core Leadership Team is also the Districts ILT. It was decided during the 2008-2009 school year that members of the District ILT would also serve as leadership for the Iowa Core. This teams primary goal is to monitor the implementation plan for the Iowa Core, and complete the district self-study on an annual basis.** This group oversees district professional development and alignment to Iowa Core outcomes.

IV. 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?

**Activities:**

1. Iowa Core Progress reported at School Board Meetings 2x per year
2. The school board is engaged in the visioning process and participates and provides input on implementation of "Monticello 2018." This work is done during work sessions
3. Building level reports are provided at every board meeting. These reports are based on academic and non-academic building programming and events based on the Iowa Core such as community PBIS events, RtI, January Academies, academic achievement, Iowa Core professional development, AIW action planning, etc.

**Resources:**

1. **Time** for board meetings
2. **Time** to work collaboratively with the School Board at work sessions
3. **Time** and support for delivery of monthly School Board Reports.

**Timelines:**

1. Fall Report in August and a Spring report in April every year
2. Throughout the fall of 2013
3. Monthly

**Collaborative Relationships**

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

**Activities**

1. Revisit the Learning Supports Matrix that was last reviewed in 2012 to determine changes and gaps in community service providers and learning supports for the district.
2. Continue to implement PBIS tiers 1 & 2
3. Attend PBIS training through GWAEA for tier 3 implementation in each building
4. Coordination of Rachel's Challenge for the Middle School, High School and Community
5. Stewarts of Children will work with teachers on keeping children safe at school and in the community
6. Implementation of ALICE for all buildings in the District



**Resources:**

1. Time to collect and evaluate data from the Learning Supports Matrix
2. Ongoing resources for implementation Iowa Core funds to be used at \$500.00 per building to help with PBIS implementation costs
3. Funding for subs and travel to continue learning focused on PBIS
4. Funding to support Rachel's Challenge for our District through the Monticello Education Foundation
5. Professional Development time and funding to support Stewarts of Children
6. Professional Development time and additional training for the Elementary Principal to support ALICE

**Timelines:**

1. Ongoing throughout the fall/winter of 2013-2014
2. Annually
3. Throughout the 2013-2014 school year
4. September 2013
5. January 2014
6. September 2013 - January 2014

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

1. ILT and SIAC work collaboratively to support the implementation of the Iowa Core as well as visioning processes for the future along with support from the Monticello School Board. Information from these meetings is placed on the district website for the community to access.
2. Creation of a community partnership data base to look for areas/gaps where community could be utilized to support and enhance district curriculum
3. Community involvement in district activities such as community nights for implementation of PBIS, January Academies, and Value Beyond School learning opportunities for students through AIW.
4. Revisit the Learning Supports Matrix that was last reviewed in 2012 to determine changes and gaps in community service providers and learning supports for the district.

**Resources:**

1. Meeting time, Community communication, opportunities for joint committee work
2. Time to create the data base, time to contact community service providers
3. Planning time and funding to advertise for community nights, Iowa Core funds to support implementation of the January Academies and travel/collaboration with other AIW schools and the community

4. Time to collect and evaluate data from the Learning Supports Matrix

## **Curriculum and Instruction**

1. 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?

### **Activities:**

1. The district uses curriculum mapper as its alignment to for intended, enacted and assessed curriculum.
2. AIW scoring teams utilize the common core when scoring task, instruction and student work.
3. Vertical Teams utilize common core rubrics when selecting resources and materials for adoption in the content areas
4. Monticello Elementary Schools are a part of the C4K RtI state pilot focused on alignment to the Common Core
5. Action Planning for K-12 staff alignment within disciplines for Literacy and Math - working toward standards based grading
6. Development of common district lesson plans that are based on standards.

### **Resources**

1. Curriculum Mapper program, usage of Iowa Core Funds to support the ongoing usage of Curriculum Mapper
2. Professional development time for AIW teams to meet and score, time and funding (Iowa Core) for AIW local coaches and anchors to continue learning. PD time for AIW learning to occur at the district level.
3. Publishers requirements for Common Core Literacy and Math review, district create rubrics for resource and materials selections, time for vertical teams to meet
4. DE funding and professional development time for development of sustainable RtI processes and procedures at the elementary level.
5. Time for teachers to meet, time and funding (Iowa Core) for lead team teachers to attend and develop professional development in priority standards work. Time for action planning, and development of material needed for standards based assessment based on priority standards work at all grade levels K-6 and course 7-12
6. Time for administrators and ILT members to vet lesson plan design, time to develop lesson plan templates for each grade level,

### **Timelines**

1. Ongoing
2. Ongoing
3. Ongoing
4. Fall 2013 - Spring 2014
5. Fall 2013
6. Fall 2013

II. 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?

#### **Activities**

1. ILT Attending Leadership for Continuous Improvement Standards Alignment Focus
2. New staff members are provided professional development on the Curriculum Mapper tools
3. Professional Development focused on alignment to Common Core Standards in reading and math and the Next Generation Standards in Science when they are released by the Iowa Department of Education.
4. Attendance to Iowa Core in-depth professional development at GWAEA based on content areas
5. Professional Development on lesson plan design based on standards
6. Professional Development on standards based assessment and grading

#### **Resources**

1. Iowa Core funds used to support payment for registration fees and teacher subs to attend training
2. Time for professional development
3. Time for professional development planning and implementation on Common Core Standards
4. Iowa Core funds used to support payment for registration fees and teacher subs to attend training
5. Time for professional development on lesson plan design
6. Time and materials for standards based assessment and grading

#### **Timelines**

1. 2013-2013 school year
2. Ongoing with new staff to the district. Offered each year
3. Ongoing through the 2015 school year
4. 2012-2014 school years
5. Winter 2013-2014
6. 2013-2015 school year

III. 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?

**Activities**

1. MAP testing data will be analyzed for growth in standards over the course of a grade level/school year
2. Iowa Assessment Common Core Standards Domains performance data will be analyzed by teachers and ILT
3. Curriculum Mapper Reports will be pulled to demonstrate alignment to Common Core/Iowa Core Standards.
4. District Walkthrough data will be analyzed for instructional alignment to Common Core/Iowa Core
5. Rounds data will be analyzed for implementation of a Common Core/Iowa Core

**Resources**

1. MAP testing data, time to analyze, time for data team meetings
2. Iowa Assessment testing data, time to analyze, time for data team meetings
3. Curriculum Mapper report data, time to analyze data
4. Time for ILT to analyze walkthrough data
5. Time to analyze rounds data

**Timelines**

1. Spring and Fall annually
2. February annually
3. Spring annually
4. 2x per year (spring and fall)
5. 1x per year (typically February)

IV. 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?

**Activities**

1. Data Teams examine common assessments aligned to Common Core/Iowa Core
2. Lesson plans demonstrating alignment to Common Core/Iowa Core standards
3. Utilization of Curriculum Mapper reports to address overlaps and gaps within our curriculum

**Resources**

1. Time for data teams to meet

2. Time for lesson plan design and implementation
3. Time to analyze Curriculum Mapper Reports

**Timelines**

1. Ongoing
2. Fall 2013
3. Ongoing annually

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

**Activities:**

1. ILT members pilot a lesson plan template that aligns with standards
2. Participation in the Iowa Department of Education C4K RtI pilot which focuses on achievement in the Common Core/Iowa Core State Standards
3. ILT data discovery process
4. Work K-12 on Priority standards and Early Learning Standards for PK
5. Vertical Team meetings to discuss content, skills and assessment aligned to Common Core/Iowa Core and where standards are introduced, continued and mastered
6. Usage of multiple data sources [lesson plans, curriculum mapper, priority standards work, vertical team minutes, etc.] utilized for alignment.

**Resources**

1. Time to work through lesson plan design, time to pilot
2. DE funding to support attendance to C4K RtI DE pilot, time for RtI pilot team members meet and plan professional development and examine alignment practices
3. Time to meet and analyze data and plan professional development based on the data discover data process
4. Time for teams to work and align
5. Time for teams to meet, materials for teams to examine
6. Multiple data sources [lesson plans, curriculum mapper, priority standards work, vertical team minutes, etc.] utilized for alignment.

**Timelines**

1. Pilot October 2013
2. 2013-2014 school year and beyond
3. Ongoing
4. Ongoing
5. Ongoing
6. Ongoing

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

**Activities:**

1. Teachers meet 4-6 hours per month to work in collaborative teams scoring assessment tasks, student work and instruction using the Authentic Intellectual Work (AIW) framework.
2. Teachers and administrators work annually in collaborative vertical teams to work on assessment analysis to determine instructional practices and content that will improved student achievement on standardized testing.
3. Teachers will attend Mathematics and Literacy professional development to ensure alignment of content and instructional strategies within grade levels and vertically.

**Resources:**

1. Time to meet, support from the School Board for early dismissal time, Iowa Core funding to continue professional development in AIW
2. Time for teachers to meet, assessment data
3. Time for teachers to meet and attend professional development, Iowa Core funding to support teach attendance to of professional development.

**Timelines;**

1. Monthly teacher meetings
2. 1x to 2x per school year
3. Throughout the 2013-2014 school year

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

**Activities:**

1. Continue to advocate for 36 hours of teacher collaboration time build into the district Professional Development calendar
2. Continue to use the Authentic Intellectual Work (AIW) framework for collaborative teaming to complete the peer review process of teacher assessment task, student work and teacher classroom instruction.
3. Continue professional development in AIW for all staff including anchors and local coaches
4. Continue having data team meetings (RtI/grade level) at the Elementary level
5. Continue having grade level team meetings at the Middle School level
6. Continue having staff and individual student support meetings at the High School level

## **Resources**

1. Iowa Legislative support and Monticello Board of Education support for early release professional development time which allows for teacher collaboration
2. Time for teams to meet 4-6 hours per month for AIW scoring and collaboration
3. Funding through Iowa Core funds to support additional professional development in AIW, travel for Professional Development for Anchors and AIW Local Coaches
4. Time for teams to meet, support for a position to facilitate the collection and interpretation of student data
5. Time for teams to meet
6. Time for staff to meet

## **Timelines**

1. Yearly support provided through approval of the district professional development calendar (typically spring of each year)
2. Ongoing
3. Ongoing
4. Ongoing
5. Ongoing
6. Ongoing

## **Professional Development**

I. 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.

In the fall of each year the district Instructional Leadership Team/Iowa Core team looks at the Iowa Core Implementation Plan and self-study and reports on how the district is progressing with the plan.

Map tests are taken in the fall and spring each year. These data are used to measure student academic growth over time.

In March of each year the district ILT looks at the following sources of data to determine the direction for the district during upcoming school year. The following data is analyzed: Iowa Assessment data, walkthrough data, survey data, positive behavioral interventions and supports data, MAP data, ACT data, and disaggregate data focused on various subgroups.

Once this data has been analyzed SMART goals based on student achievement are set and appropriate professional development focused on improving areas of greatest need is selected for the upcoming year. SMART goals are measured in the Fall, Winter and Spring to evaluate district progress towards meeting those goals.

II. 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.

**Examples of how professional development elements were put into practice with the initiatives and PD.**

**Theory(Spring/Summer Prior to Fall Implementation)**- Teachers were given the Authentic Instruction and Assessment: Common Standards for Rigor and Relevance in Teaching Academic Subjects, by Newman, King and Carmichael to read prior to professional development.

**Demonstration (Spring Prior to Fall Implementation)**- Teachers watched fish bowl AIW scoring sessions so they would have an understanding of a scoring session.

**Practice (August Professional Development)** - Teachers were given opportunities to practice using the AIW scoring framework during professional development time before using in PLCs.

**Reflection (2x per year)**- Teachers were asked to reflect on the implementation of AIW as well as write about their learning team from a personal growth standpoint.

**Collaboration (September-May)** Teachers collaborate with one another on a biweekly basis while analyzing student work, teacher assessment tasks and instruction.

**Mentoring & Peer Coaching (August-May)** These take place throughout the professional development process as teachers discuss what items are appropriate to bring to an AIW scoring session. Teachers participate in peer review as part of the AIW teaming process.

New teachers (still in the official mentoring cycle) also analyze student work with their assigned mentor critical friend.