

# Iowa Core Curriculum Flow Chart Action Plan



Sioux Center Christian School  
*Spring 2010-Fall 2015*

Outcome(s)	Action(s)	Steps to Be Taken	Evidence of Progress	Timeline
1       2	1 5     2	<input type="checkbox"/> District Leadership Team is established and operating to implement Iowa Core Curriculum. <input type="checkbox"/> Finalize the establishment of the DLT. <input type="checkbox"/> Engage all stakeholders with the purpose and vision of the ICC, including staff, students, parents, school board members, community members, and business and industry representatives. <input type="checkbox"/> The DLT will engage leaders in the community to join in the collaborative process of working toward implementing the ICC and creating an Iowa Core Curriculum Implementation Plan. <input type="checkbox"/> Community members will participate in the development of the ICC within the district. <input type="checkbox"/> Collaborative meetings will take place to engage all stakeholders.	<input type="checkbox"/> Meeting Minutes <input type="checkbox"/> DLT May 2010 Meeting Minutes <input type="checkbox"/> DLT PowerPoint <input type="checkbox"/> SCCS ICC Vision Statement <input type="checkbox"/> Classroom Guests/Field Trip Form Documentation	<b>Spring 2010- Spring 2014</b>  <b>Actual Date:</b>
1	3	<input type="checkbox"/> District Leadership Team understands and manages the change process. <input type="checkbox"/> The team has attended the six AEA workshops in 2008-2009. <input type="checkbox"/> The team plans to continue to attend the workshops in 2009-2010. <input type="checkbox"/> The team will include a short update regarding the ICC at all teacher inservice meetings. <input type="checkbox"/> The team will create a short survey to better understand the current attitudes and knowledge of the teachers regarding the ICC.	<input type="checkbox"/> SCCS ICC Handbook <input type="checkbox"/> Inservice Meeting Agendas and Minutes <input type="checkbox"/> Inservice Survey and Results	<b>Spring 2010</b>  <b>Actual Date:</b>

6	6.a.2	<input type="checkbox"/> Educators acquire awareness of the characteristics of effective instruction. <input type="checkbox"/> Teachers will participate in best practices inservices where best practices are aligned with the characteristics of effective instruction. <input type="checkbox"/> Inservices will be lead by AEA representatives and faculty members from Dordt College.	<input type="checkbox"/> Best Practices Inservice Handouts and Agendas <input type="checkbox"/> Best Practices Teacher Evaluations	<b>Spring 2010</b>  <b>Actual Date:</b>
6	6.a.3	<input type="checkbox"/> Educators engage in dialogue about practices that support the characteristics of effective instruction. <input type="checkbox"/> During the best practices inservices, educators will have the opportunity to collaborate in interactive teams in an effort to learn more about how the characteristics of effective instruction can become a reality in their classrooms. Educators will dialogue about the best methods for teaching and learning.	<input type="checkbox"/> Best Practices Inservice Handouts and Agendas <input type="checkbox"/> Best Practices Teacher Evaluations	<b>Spring 2010</b>  <b>Actual Date:</b>
1	8	<input type="checkbox"/> The DLT will engage in discussion with the local school board on progress of the ICC. <input type="checkbox"/> The DLT will create a short handout that will explain the ICC to school board members. <input type="checkbox"/> The DLT will meet with members of the school board to discuss the ICC. <input type="checkbox"/> The DLT will meet with the school board to explain what has happened at the AEA meetings and how the ICC will be implemented in the school.	<input type="checkbox"/> SCCS DLT Meeting Minutes <input type="checkbox"/> ICC School Board Handout <input type="checkbox"/> ICC DLT May Meeting Agenda and Minutes	<b>Spring 2010</b>  <b>Actual Date:</b>
1	2 4	<input type="checkbox"/> District Leadership Team consistently communicates a clear and shared vision for the ICC. <input type="checkbox"/> District Leadership Team demonstrates a deep understanding of the intent of the ICC. <input type="checkbox"/> The DLT will continue to communicate the vision through newsletter articles and reports to the school community. <input type="checkbox"/> ICC will be on the teacher inservice and society agendas. <input type="checkbox"/> The DLT will continue to attend AEA leadership meetings. <input type="checkbox"/> The DLT will continue to gather resources from the Iowa Core Curriculum Web site and the AEA Web site.	<input type="checkbox"/> SCCS ICC Vision Statement <input type="checkbox"/> School Newsletter <input type="checkbox"/> SCCS ICC Handbook <input type="checkbox"/> Inservice Agendas <input type="checkbox"/> Society Meeting Agenda <input type="checkbox"/> Society Meeting PowerPoint	<b>Spring 2010- Spring 2014</b>  <b>Actual Date:</b>

2	1	<input type="checkbox"/> Community members understand the ICC. <input type="checkbox"/> The DLT will create a marketing plan to promote the ICC to the school constituents. <input type="checkbox"/> This plan may include newsletter articles, Emails, Web links, mailers, and more.	<input type="checkbox"/> School Newsletter <input type="checkbox"/> School Web Site <input type="checkbox"/> Society Meeting PowerPoint	<b>Spring 2010</b>  <b>Actual Date:</b>
4	4.a.1	<input type="checkbox"/> Educators learn about alignment processes to implement the ICC. <input type="checkbox"/> Teachers will be further educated about how the curriculum will need to align with the ICC through short inservice topics and meetings. <input type="checkbox"/> Investigation will be done as to which alignment tool will best serve the school in implementing the ICC.	<input type="checkbox"/> Inservice Agendas and Minutes <input type="checkbox"/> Inservice Handouts	<b>Spring 2010- Summer 2010</b>  <b>Actual Date:</b>
4	4.b.1	<input type="checkbox"/> Educators select the processes and tools that will be used locally. <input type="checkbox"/> A process for review will be selected by the DLT. The team will also gather any tools need to do the process of review. <input type="checkbox"/> An alignment tool will be selected.	<input type="checkbox"/> SCCS ICAT Entries <input type="checkbox"/> SCCS DLT Agendas and Minutes	<b>Summer 2010</b>  <b>Actual Date:</b>
4	4.b.2	<input type="checkbox"/> Educators learn to use the selected processes and tools. <input type="checkbox"/> The DLT will become familiar with the alignment tool. <input type="checkbox"/> Teachers will be trained in how to use the alignment tool through meetings and inservices. <input type="checkbox"/> Goals will be shared with teachers and the school board.	<input type="checkbox"/> SCCS ICAT Entries <input type="checkbox"/> Inservice Agendas and Minutes <input type="checkbox"/> School Board Meeting Agenda and Minutes	<b>Summer 2010- Fall 2010</b>  <b>Actual Date:</b>
6	6.a.4	<input type="checkbox"/> District 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. <input type="checkbox"/> The DLT will do a review of the best practices learned during the inservices the previous school year. <input type="checkbox"/> Teachers will be surveyed in an effort to discover how much the best practices are being used. <input type="checkbox"/> Teachers will be recognized for their use of best practices. <input type="checkbox"/> Teachers will be encouraged to perform action research to compare and contrast using best practices and not using best	<input type="checkbox"/> Inservice Agenda <input type="checkbox"/> Principal Teacher Evaluations <input type="checkbox"/> Teacher Survey <input type="checkbox"/> Teacher Self-Evaluations <input type="checkbox"/> Best Practices Binder	<b>Fall 2010- Spring 2011</b>  <b>Actual Date:</b>

		practices.	<input type="checkbox"/> Action Research Inservice Agenda	
4	4.c.1 4.c.2	<input type="checkbox"/> Educators implement the selected processes and tools. <input type="checkbox"/> Further training will be done regarding the use of the selected alignment tool. <input type="checkbox"/> Curriculum planning collaborative teams will continue to review curriculum in an effort to align with the ICC standards.	<input type="checkbox"/> Principal Teacher Evaluations <input type="checkbox"/> Professional Learning Community Artifacts <input type="checkbox"/> ICAT Inservice Agenda <input type="checkbox"/> Curriculum Committee Minutes <input type="checkbox"/> SCCS ICAT Entries <input type="checkbox"/> Instructional Coach Katy Evenson	<b>Fall 2010-Spring 2011</b>  <b>Actual Date:</b>
6	6.a.1	<input type="checkbox"/> National standards will be reviewed. <input type="checkbox"/> Literacy and Mathematics will be reviewed in an effort to align with the ICC. <input type="checkbox"/> Curriculum mapping of Literacy and Mathematics will be completed. <input type="checkbox"/> The DLT will collect and analyze the results of the curriculum alignment review and plan for any changes or additions to the curriculum. <input type="checkbox"/> Any gaps between intended and enacted curriculum will be determined.		
1	6 7	<input type="checkbox"/> District Leadership Team deploys resources to support and sustain the vision and implementation of the Iowa Core Curriculum in their district. <input type="checkbox"/> District Leadership Team has established process and procedures to sustain the implementation of the Iowa Core Curriculum. <input type="checkbox"/> Inservice time will be used for time to share the vision and work of the ICC. <input type="checkbox"/> The school board will support ICC Work with funding and personnel. <input type="checkbox"/> The school will continue to work with AEA personnel. <input type="checkbox"/> Curriculum development will be continued. <input type="checkbox"/> Professional development time will be used for ICC training.	<input type="checkbox"/> Instructional Coach Katy Evenson Contacts <input type="checkbox"/> SCCS DLT Agendas <input type="checkbox"/> Inservice Agendas <input type="checkbox"/> Inservice Plans <input type="checkbox"/> Curriculum Committee Documents	<b>Fall 2010-Spring 2011</b>  <b>Actual Date:</b>
6	6.b.1	<input type="checkbox"/> District Leadership Team makes decisions about how to strengthen the district/building professional develop plans to address the Iowa Core Curriculum.	<input type="checkbox"/> SCCS ICAT Entries <input type="checkbox"/> Professional	<b>Summer 2011</b>  <b>Actual Date:</b>

		<input type="checkbox"/> The DLT will create a professional development plan that follows the Iowa Professional Development Model so that educators can implement instructional strategies, models, and approaches to support the characteristics of effective instruction. <input type="checkbox"/> Specific instructional strategies, models, and approaches will be selected to be included in the professional development.	Development Calendar <input type="checkbox"/> Professional Development Plan	
6	6.b.2	<input type="checkbox"/> Educators engage in professional development that follows the Iowa Professional Development Model. <input type="checkbox"/> The DLT's plan will be executed during the school year in order to give teachers effective training in instructional strategies, models, and approaches that support the characteristics of effective instruction.	<input type="checkbox"/> Inservice Agendas and Minutes	<b>Fall 2011-Spring 2012</b>  <b>Actual Date:</b>
6	6.b.3	<input type="checkbox"/> Educators implement selected instructional strategies, models, or approaches that demonstrate the characteristics of effective instruction. <input type="checkbox"/> Teachers will use the knowledge they gain during the professional development time to implement the items that support the characteristics of effective instruction. <input type="checkbox"/> Teachers will be evaluated based on their success at implementing the items. <input type="checkbox"/> Teachers will be recognized for implementing the items. <input type="checkbox"/> Teachers will participate in professional learning communities during the implementation of the items.	<input type="checkbox"/> Teacher Self Evaluations <input type="checkbox"/> Teacher Survey <input type="checkbox"/> Professional Learning Community Artifacts <input type="checkbox"/> Principal Teacher Evaluations	<b>Fall 2011-Spring 2012</b>  <b>Actual Date:</b>
4	4.c.1 4.c.2	<input type="checkbox"/> Educators implement the selected processes and tools. <input type="checkbox"/> Curriculum planning collaborative teams will continue to review curriculum in an effort to align with the ICC standards. <input type="checkbox"/> National standards will be reviewed. <input type="checkbox"/> Science and Social Studies will be reviewed in an effort to align with the ICC. <input type="checkbox"/> Curriculum mapping of Science and Social Studies will be completed. <input type="checkbox"/> The DLT will collect and analyze the results of the curriculum alignment review and plan for any changes or additions to the curriculum.	<input type="checkbox"/> Principal Teacher Evaluations <input type="checkbox"/> Curriculum Team Minutes and Agendas <input type="checkbox"/> SCCS ICAT Entries	<b>Fall 2011-Spring 2012</b>  <b>Actual Date:</b>
6	6.a.1			

		<input type="checkbox"/> Any gaps between intended and enacted curriculum will be determined.		
4	4.c.1 4.c.2	<input type="checkbox"/> Educators implement the selected processes and tools. <input type="checkbox"/> Curriculum planning collaborative teams will continue to review curriculum in an effort to align with the ICC standards. <input type="checkbox"/> National standards will be reviewed. <input type="checkbox"/> 21 <sup>st</sup> Century Skills will be reviewed in an effort to align with the ICC. <input type="checkbox"/> Curriculum mapping of 21 <sup>st</sup> Century Skills will be completed. <input type="checkbox"/> The DLT will collect and analyze the results of the curriculum alignment review and plan for any changes or additions to the curriculum. <input type="checkbox"/> Any gaps between intended and enacted curriculum will be determined.	<input type="checkbox"/> Curriculum Planning Teams <input type="checkbox"/> Principal Teacher Evaluations <input type="checkbox"/> Peer Evaluations <input type="checkbox"/> Professional Learning Community Artifacts <input type="checkbox"/> SCCS ICAT Entries	<b>Summer 2012</b>  <b>Actual Date:</b>
6	6.a.1			
3	1	<input type="checkbox"/> District Leadership Team uses self study baseline results to write the Iowa Core Implementation Plan. <input type="checkbox"/> The team will use the results of the self study and the curriculum reviews to write the implementation plan. <input type="checkbox"/> Community members will participate in the development of the implementation plan.	<input type="checkbox"/> SCCS ICAT Entries <input type="checkbox"/> Implementation Plan <input type="checkbox"/> Classroom Guests/Field Trip Documentation Forms	<b>Fall 2012-Spring 2013</b>  <b>Actual Date:</b>
2	2			
3	1	<input type="checkbox"/> The District Leadership Team will complete the writing of the Iowa Core Curriculum Implementation Plan. <input type="checkbox"/> The school curriculum will be fully aligned to the ICC, and teachers will focus on the ICC in their classrooms.	<input type="checkbox"/> Implementation Plan <input type="checkbox"/> Curriculum Documents <input type="checkbox"/> SCCS ICAT Entries	<b>Fall 2013-Spring 2014</b>  <b>Actual Date:</b>
5	1	<input type="checkbox"/> Educators collect and use data across Iowa Core Curriculum outcomes and student achievement to guide professional development. <input type="checkbox"/> Professional development time will be used to teach educators how to collect and analyze data. Outside resources such as	<input type="checkbox"/> Professional Learning Community Artifacts <input type="checkbox"/> Principal	<b>Fall 2013</b>  <b>Actual Date:</b>

		<p>AEA representatives and professors from Dordt College will lead trainings.</p> <input type="checkbox"/> A professional development plan will be written to support the goals of the ICC.	<p>Teacher Evaluations</p> <input type="checkbox"/> Teacher Artifacts	
2	3	<input type="checkbox"/> Learning supports are coordinated throughout the school to support the Iowa Core Curriculum. <input type="checkbox"/> The DLT will survey the school to discover all possible learning supports that may be needed to support the ICC. <input type="checkbox"/> The DLT will put in place the learning supports needed so that the ICC can be fully implemented.	<input type="checkbox"/> Inservice Agendas and Minutes <input type="checkbox"/> ICC Support Survey Results <input type="checkbox"/> ICC Support Plan	<p><b>Spring 2014</b></p> <p><b>Actual Date:</b></p>
5	2	<input type="checkbox"/> Educators engage in professional development that contains all elements of effective professional development for student achievement. <input type="checkbox"/> The DLT will provide professional development opportunities focusing on how to collect and analyze data, best practices instruction, collaboration, and assessment.	<input type="checkbox"/> Inservice Agendas and Minutes <input type="checkbox"/> Professional Development Plan	<p><b>Spring 2014</b></p> <p><b>Actual Date:</b></p>
2	2	<input type="checkbox"/> Community members will participate in the implementation of the Iowa Core Curriculum. <input type="checkbox"/> The DLT will implement the ICC.	<input type="checkbox"/> Community Artifacts <input type="checkbox"/> Implementation Plan <input type="checkbox"/> Classroom Guests/Field Trip Documentation Forms	<p><b>Fall 2015 and forward</b></p> <p><b>Actual Date:</b></p>
3	2	<input type="checkbox"/> District Leadership Team uses self study and implementation results to monitor progress of the Iowa Core Curriculum implementation over time.	<input type="checkbox"/> Implementation Plan <input type="checkbox"/> Teacher Survey	<p><b>Fall 2015 and forward</b></p>

		<input type="checkbox"/> The DLT will continually monitor the progress and implementation of the ICC in the school.	<input type="checkbox"/> Principal Teacher Evaluations <input type="checkbox"/> Teacher Self Evaluations	<b>Actual Date:</b>
3	3	<input type="checkbox"/> District Leadership Team develops a cycle for document/district continuous improvement plan review to incorporate the Iowa Core Curriculum and integrate various planning processes. <input type="checkbox"/> The DLT will device a specific plan for how the ICC will be reviewed. <input type="checkbox"/> The DLT will continuously discover ways to improve the implementation of the ICC by surveying teachers and other stakeholders.	<input type="checkbox"/> Continuous Improvement Matrix <input type="checkbox"/> ICC Review Tool <input type="checkbox"/> Teacher Survey <input type="checkbox"/> Stakeholders Survey	<b>Fall 2015 and forward</b>  <b>Actual Date:</b>

**Outcome 1** = Leadership

**Outcome 2** = Community

**Outcome 3** = Continuous Improvement

**Outcome 4** = Alignment

**Outcome 5** = Professional Development

**Outcome 6** = Instruction