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

**Target 2.a:** Coordination of community and other systems to support the Iowa Core Curriculum implementation.

**Action 2.a.3:** Learning Supports are coordinated to support the Iowa Core Curriculum

### Guiding Questions:
- What student/teacher/administrative/parent/community data will various groups study to prepare to develop the plan?
- Are the 21st Century skills being emphasized at every opportunity?
- What activities, programs, services, initiatives and structures are in place to remove barriers and facilitate student learning and development?
- What data sources are used for determining needs?
- How will this planning process fit with other district/school planning processes (CSIP, DINA/SINA, Teacher Quality Committee, etc.)?

### Practice not in Place

<table>
<thead>
<tr>
<th>Practice not in Place</th>
<th>Established Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>None of the components is in place.</td>
<td>At least 2 areas are complete in component A, across at least 1 tier in component B; component C may or may not be in place.</td>
</tr>
</tbody>
</table>

### Action Components:

The district/school has established a continuum of quality strategies, programs, services and practices to support student learning with a focus on the following:

**A. The six content areas of Learning Supports:**
- Supports for Instruction;
- Family Supports and Involvement;
- Community Partnerships;
- Safe, Healthy and Caring Learning Environments;
- Supports for Transition;
- Child and Youth Engagement

**B. Across a three-tiered intervention framework within each of the 6 content areas:**
- Core;
- Supplemental;
- Intensive

**C. Aligned with district/school and state result areas. (NOTE: Result areas are the district/school outcomes. An example of a state result is, “All K-12 Students will achieve at a high level.” This result area is related to several data indicators)**

### Possible Evidence:
- Completed Continuum Mapping Tool or Resource Mapping Tool (Appendix A).
- The explicit focus of these supports on the essential concepts and skills of the Iowa Core Curriculum and the identified student needs.
- Evidence of different levels of support or intervention based on student level of need.
**Outcome 2: Community members and other supporting agencies work together to support the implementation of the Iowa Core Curriculum.**

<table>
<thead>
<tr>
<th>Target</th>
<th>Actions</th>
<th>Rating</th>
<th>Priority</th>
<th>Ideas for Next Steps/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.a</td>
<td>Coordination of community and other systems to support Iowa Core Curriculum implementation</td>
<td>2.a.1 Community members understand the Iowa Core Curriculum.</td>
<td>0 1 2 3 4</td>
<td>Yes No</td>
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<td>2.a.2</td>
<td>Community members participate in the development and implementation of the Iowa Core Curriculum within the district/school.</td>
<td>0 1 2 3 4</td>
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<td>2.a.3</td>
<td>Learning Supports are coordinated to support the Iowa Core Curriculum.</td>
<td>0 1 2 3 4</td>
<td>Yes No</td>
<td></td>
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</tbody>
</table>