Common Core State Standards

3-Year Plan

August 2013
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Introduction

The district’s new Strategic Framework is anchored in a clear and compelling vision— that every school will be a thriving school that prepares every student to graduate from high school, college, career and community ready. The Common Core State Standards (CCSS) represent an incredible opportunity to bring our vision to life.

Not only do the standards provide us with the opportunity to set a higher bar for academic challenge in each of our classrooms, one that truly prepares students for life after high school, it also presents the opportunity to begin an exciting professional dialogue across all of our schools that can, if done well, re-invigorate our educators and our profession. In MMSD, we believe that if students are to thrive in their classrooms, our educators must be thriving professionally.

Our approach to implementation of the CCSS is aligned with the district’s Strategic Framework:

- **School Improvement Plan:** Because we believe that schools are the driving force of change in our district, every school will ultimately determine, within clear parameters, how the CCSS will be implemented within their own context. This approach will be captured in each School Improvement Plan.

- **Professional Learning for All Schools:** Meanwhile, educators across the district will be engaged in ongoing professional learning related to the standards—a joint inquiry—that will lead to deep understanding of how to design instruction aligned to the standards, how to instruct so that all students can access the standards, and how to assess student progress on the standards along the way.

- **District Support for Coherent Instruction:** Finally, because we don’t want every teacher in every school designing their curricula from scratch, the district will work on developing and/or adopting the high-quality tools, resources and instructional materials necessary to ensure effective implementation of the standards district-wide.
It is important to note that it will take **several years** to put this theory of change into full effect as it relates to the standards. That is, it will take several years to fully flesh out all parameters for implementation in every subject area, to build common and deep understanding of the standards, and to develop/adopt the tools and resources needed to fully support our teachers with implementation. Rather than rush to full implementation in year one, we want to be thoughtful and intentional about building deep capacity to do this well over time.

At the end of this 3-Year Plan, MMSD teachers, principals, content specialists and central office staff will have worked collaboratively to:

- Deeply understand the CCSS, including how they align with state assessments (Smarter Balanced and ACT) and how they are embedded in the Danielson Framework.
- Establish a year-long scope and sequence and set of CCSS-aligned units of study in every school by grade level, anchored by summative performance tasks with rubrics to monitor progress.
- Flexibly utilize core instructional materials in literacy and mathematics aligned to the CCSS.
- Consistently deliver instruction aligned to the standards through implementation of the Gradual Release of Responsibility instructional model.
- Establish a cycle of inquiry to continually refine CCSS-aligned units of study and summative performance tasks through ongoing collaborative teamwork.

In the remainder of this document, you will find: an introduction to the CCSS and how they relate to other standards adopted by the district; an introduction to the English/Language Arts and Mathematics Standards and the associated instructional shifts demanded by the standards; an introduction to the Gradual Release of Responsibility framework which is essential if students are to access the standards; a high-level 3-year overview of our implementation plan and associated vehicles for learning about the standards; a description of Close Reading as an opportunity for joint inquiry into the standards district-wide; a description of the role of Lead Teacher Teams in the development of model units of instruction; a description of the work flow that is necessary to successfully implement this plan at every level; and the expectations for year one.

In all, this is an exciting endeavor for MMSD. Together, we will learn how to do this well and our students will reap the benefits.
Overview of the CCSS

Before diving into the plan itself, it is critical that we are reminded of what the CCSS are, where they came from, how they are structured, and the instruction shifts embedded within the standards. The Common Core State Standards for English Language Arts and Literacy (CCSS-L) and Mathematics (CCSS-M) were initiated by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA). They articulate the skills and understandings that K-12 students must demonstrate in order to be college and career ready in literacy and mathematics by the end of high school and to be successful in entry-level, credit-bearing academic college courses and in workforce training programs.

The CCSS have been developed to be:

- Fewer, clearer, and higher, to best drive effective policy and practice
- Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school
- Inclusive of rigorous content and applications of knowledge through higher-order skills, so that all students are prepared for the 21st century
- Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society
- Research and evidence-based

The CCSS provide clarity and consistency in what is expected of student learning across the country. The work to implement them will be challenging, but this is nothing compared to the work of teaching that will narrow and close the achievement gap.

What do the CCSS Mean for 4K?

The CCSS make it clear that 4-Year-Old Kindergarten/preschool is not included in the new K-12 standards. The Wisconsin Model Early Learning Standards (WMELS) are the standards we’ve adopted for 4K instruction based on research in all the domains of a child’s early learning and development. Within play and routines, the district’s 4K Creative Curriculum, which is directly aligned with the Wisconsin Model Early Learning Standards, presents a rich array of understanding relative to oral language, vocabulary development, playful print and sound awareness, mathematical understandings, and executive functioning—all skills which provide a strong foundation for kindergarten learning aligned to the CCSS.
What do the CCSS mean for English Language Learners and the English Language Development (ELD) Standards?

Teachers of English Language Learners (both General Education Teachers and Bilingual Resource Teachers) will plan units of instruction by integrating the ELD Standards with the CCSS. It will be important to focus on both content understanding as well as language development. Dual Language Immersion Classroom teachers and Developmental Bilingual Education Classroom teachers will utilize the ELD Standards and the newly translated Spanish version of the CCSS.

What do the CCSS mean for Social and Emotional Learning (SEL) Standards?

The CCSS also do not directly address the Social and Emotional Learning (SEL) needs of our students. MMSD staff have developed SEL standards based on national models and adapted them to address the needs of our students and community. The SEL standards are designed to develop student’s emotional and social skills in order to prepare them to graduate from high school college, career and community ready.

MMSD is committed to implementation of the SEL standards in all classrooms through specialized curriculum including Second Step, Steps to Respect and SAVE and through integration of the SEL standards into core curriculum aligned to the CCSS. These SEL standards play an integral role in supporting academic learning and positive outcomes for all students and have been found to improve academic attitudes (motivation, commitment and perseverance), behaviors (attendance, study habits, goal setting and cooperative learning), and performance (grades, test scores and content mastery). In year one, MMSD will focus on developing meaningful SEL connections to our work with the CCSS in order to ensure that students have the social-emotional skills, as well as the academic skills, to be successful in life after high school.
English Language Arts/Literacy

The CCSS-L is unprecedented in its unified vision of what students are expected to achieve, and the standards are more cohesive and challenging than what has typically existed before. The structure of the CCSS in English/Language Arts is comprehensive in design. There are three broad sections. A comprehensive K-5 section and a 6-12 section are specific to English Language Arts, and cover Reading, Writing, Speaking and Listening, and Language. The K-5 section also includes foundational skills. The third section, Literacy in History/Social Studies, Science, and Technical Subjects, 6-12 consists of Reading and Writing strands. Teachers with content area expertise help students meet the challenges of reading, writing, speaking, listening and use of language in their respective fields. The figure below illustrates these dimensions.

Figure 1: Common Core State Standards in ELA/Literacy

The figure below illustrates these dimensions.
The rigorous expectations for students in the CCSS-L are grounded in the following **Six Instructional Shifts**.

<table>
<thead>
<tr>
<th>Shift</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Shift 1 – Balancing Informational and Literary Text</strong></td>
<td>Students read a balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world – science, social studies, the arts and literature – through text. At least 50% of what students read throughout the course of the year is informational. As students move up through the grades, this balance changes so that by twelfth grade, students are reading 70% informational text throughout the course of the year. To be college and career ready, students must be proficient in reading complex informational text independently.</td>
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<td><strong>Shift 2 – Text-Based Answers</strong></td>
<td>Students have rich and rigorous conversations that are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing, to assess comprehension of a text.</td>
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<td><strong>Shift 3 – Academic Vocabulary</strong></td>
<td>Students constantly build the vocabulary they need to access grade-level complex texts. By focusing strategically on comprehension of pivotal and commonly found words, teachers constantly build students’ ability to access more complex texts across the content areas.</td>
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<tr>
<td><strong>Shift 4 – Staircase of Complexity</strong></td>
<td>In order to prepare students for the complexity of college and career ready texts, each grade level requires a step of growth on the staircase. Students read the central, grade appropriate text around which instruction is centered. Teachers create more time in the curriculum for Close Reading and provide appropriate and necessary supports to make the central text accessible to students reading below grade level.</td>
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<tr>
<td><strong>Shift 5 – Building Knowledge in the Disciplines</strong></td>
<td>Literacy development is not only the English/Language Arts teacher’s responsibility. Content-area teachers emphasize reading and writing in their planning and instruction for teaching the content. Students learn through reading domain-specific texts in history/social studies, science and technical subjects and by writing informative/explanatory and argumentative pieces.</td>
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<td><strong>Shift 6 – Writing from Sources</strong></td>
<td>Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read. Writing emphasizes use of evidence from sources to inform or make an argument, moving away from an overemphasis on narrative writing because it is a skill not often demanded by career and college.</td>
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</table>
For over a decade, research studies of mathematics education in high-performing countries have pointed to the conclusion that the mathematics curriculum in the United States must become substantially more focused and coherent in order to improve mathematics achievement. However, simply writing fewer standards doesn’t achieve focus or coherence. The Common Core State Standards in Mathematics (CCSS-M) articulate what students should know and be able to do in a logical and sequential manner, but go much further into the key ideas that determine how knowledge is organized and generated within the discipline of mathematics. To accomplish this, the CCSS-M signifies a marked evolution from previous standards describing discreet, particular knowledge to deeper structures inherent in the discipline.

**K-8 Content Domains**
In K-8, the following graphic displays the emphasis of the CCSS-M and focus on mastery of the critical skills at each grade. No longer will curricula be “a mile wide and an inch deep.”
High School

At the high school level, the focus of the CCSS-M is the complex application of what students have learned, K-8. This is captured by the fact that modeling is listed as its own conceptual category. No conceptual category is isolated or addressed by a single high school mathematics course, and every high school course includes content standards from more than one conceptual category. The conceptual categories are:

- Number and Quantity
- Algebra
- Functions
- Modeling
- Geometry
- Statistics and Probability

The CCSS-M Standards for Mathematical Practice describe how we expect students to engage with the content. They become part of mathematics instruction and must be incorporated into lessons along with, not apart from, the content standards. The CCSS-M Standards for Mathematical Practice include:

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

The CCSS-M stress conceptual understanding of key ideas. Central to the CCSS-M are the following six instructional shifts required to fully capture the power of the standards.

<table>
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<tr>
<th>Shift 1: Focus</th>
<th>Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.</th>
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<td>Shift 2: Coherence</td>
<td>Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.</td>
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<td>Shift 3: Fluency</td>
<td>Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions.</td>
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<td>Shift 4: Deep Understanding</td>
<td>Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math.</td>
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<td>Shift 5: Application</td>
<td>Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.</td>
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<tr>
<td>Shift 6: Dual Intensity</td>
<td>Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity.</td>
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Gradual Release of Responsibility

Before laying out our 3-Year Plan, we want to remind everyone that planning from standards is only part of the equation—we also need to improve the way we instruct so that students can access the new standards. Raising the bar for students without providing the appropriate scaffolds will lead to failure.

For all students to be college, career and community ready, teachers must provide instruction that empowers students with the strategies, motivation and skills to become independent learners. For this to occur, the responsibility of the learning needs to be gradually released from what the teacher does to what students are able to know and do.

San Diego State University professors Nancy Frey and Douglas Fisher describe the Gradual Release of Responsibility. “Unfortunately,” say the authors, “in all too many classrooms releasing responsibility is too sudden and unplanned and results in misunderstandings and failure.” In the Gradual Release of Responsibility model for instruction, teachers must carefully scaffold instruction for student success.

There are four phases within this model:

1. The Focus Lesson – Sets the purpose through modeling or inquiry so students are provided with information about the ways in which a skilled reader, writer or thinker processes information. This is typically done through a think-aloud so that students have a model from which to work.
2. Guided Learning – Cues, prompts and questions are carefully planned by teachers to guide groups of students who share common instructional needs. This is an ideal time to differentiate instruction.
3. Collaborative Learning – Students consolidate their thinking with peers by negotiating, discussing ideas and information or engaging in inquiry with others about what they have learned during focus lessons and guided instruction. This is not the time to introduce new information. Rather it is a time to apply learning to new situations or review previous knowledge.
4. Independent learning tasks – Not the same as “Do it yourself school.” The ultimate goal of independent learning is that students independently apply information, ideas, content, skills and strategies in unique situations. Independent learning is both a method of learning and a characteristic of learners.

The Gradual Release of Responsibility model of instruction supports learning that occurs through collaborative interactions with others. When these interactions are scaffolded and intentional, high levels of learning occur for all students, including our English Language Learners, students with disabilities and advanced learners. Students consolidate their thinking and understanding, they negotiate with peers to discuss ideas and they engage in inquiry with others to use what they have learned.
3-Year Overview

Because we understand what a tremendous opportunity the CCSS present, we have designed a high-level 3-year plan that, we think, balances the time necessary for deep learning about the standards with the urgency we all feel to establish a coherent instructional approach aligned to the standards—an approach that meets the needs of all of our students. This plan will be fleshed out in detail over the coming year and adjusted annually based on what we learn together.

At the highest level, the stages will look like this:

**Year 1: Joint Inquiry** – Across the district, we will explore the practice of “Close Reading”- a practice that will serve as a vehicle for learning about the instructional shifts embedded in the CCSS-L. This joint inquiry into Close Reading will help us all better understand what it looks like to plan from the standards, what it looks like to instruct using the Gradual Release of Responsibility, and what it looks like to assess student progress on the standards in an authentic way (please see the section on Close Reading for a deeper understanding of this practice and why we’ve chosen it as the subject of our joint inquiry as a district).

**Year 2: Unit Development and Implementation** – Across the district, we will begin to develop units of instruction anchored by summative performance tasks and aligned to a common quarterly scope and sequence of the standards. While every school will be required to follow a scope and sequence aligned to the standards, the units themselves may differ from school to school—not in quality—but in content. That means that teachers will have the flexibility to make local decisions regarding themes, resources, and techniques for instructional delivery. It is important to note that schools will have access to model units that they can study, adapt, or adopt (please see section on Lead Teacher Teams to learn more about the development of model units of study).

**Year 3: Unit Refinement using the Cycle of Inquiry** – Across the district, we will then work on refining our units of instruction and associated summative performance tasks. This refinement will become something that schools will do on an annual basis as we learn more and more about the standards and about the needs of our students in relation to the standards.

For more detail on the overview in literacy and mathematics see the tables on the following page.
### 3-Year Overview in Literacy

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<tr>
<td>K-12</td>
<td>District-wide exploration of instructional shifts in literacy and the Gradual Release of Responsibility through a joint inquiry into “Close Reading”</td>
<td>District-wide development and implementation of units of instruction in literacy anchored by summative performance tasks</td>
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### 3-Year Overview in Mathematics

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<tbody>
<tr>
<td>Elementary and Middle School K-8</td>
<td>District-wide exploration around the increased rigor and instructional shifts within CCSS-M through utilization of the K-8 Common Core Learning Experiences</td>
<td>Continue to use the K-8 Common Core Learning Experiences anchored by summative performance tasks</td>
</tr>
</tbody>
</table>

It is important to note that throughout the 3-year progression, central office staff (in collaboration with school staff) will develop and implement a process to vet and refine high quality units of instruction and select core and supplemental materials in ELA/Literacy and math.
Close Reading

As mentioned earlier, our district—as a learning community—will be conducting a joint inquiry into the standards through a rich instructional practice called Close Reading. It is important to note that the focus of our district learning is not on implementation of an instructional practice, which is what districts often do. Rather, Close Reading will serve as the focused vehicle through which we will explore the standards—how to plan from them, how to instruct using them, and how to assess them. It also allows us to explore what it looks like to teach the standards to students with various needs—like English Language Learners, students with disabilities, and Talented and Gifted students. This is because Close Reading can be used at every grade level, in every subject, and in every environment—in school, after school, and at home.

WHAT IS CLOSE READING?

Close Reading is the methodical investigation of a complex text through answering text dependent questions geared to unpack the text’s meaning. Students examine and analyze the text through a series of activities that focus students on the meanings of individual words and sentences as well as the overall development of events and ideas. Close Reading calls on students to extract evidence from text as well as draw non-trivial inferences that logically follow from what they have read.

This type of careful attention to text – through discussion and writing – prepares students for the kinds of detailed reading they will encounter after graduation. It levels the playing field for all students by not privileging background knowledge. It motivates students by rewarding them for doing the work of reading inquisitively and discovering the meaning and insights from right within the text. Close Reading privileges the text itself and the information students discover.

Close Reading and Differentiation

Close Reading allows students to encounter the text on their own terms. Scaffolds and supports therefore should not deliver to students a simpler source of information either by translating its contents or preemptively announcing its focus or purpose. Instead, when students encounter challenges in comprehension, support should explicitly redirect students back to the text. Close Reading cannot be reserved for students who already are strong readers. It should be a vehicle through which all students grapple with advanced concepts and participate in engaging discussions and writing regardless of their independent reading level.

Close Reading should be situated within a broader, comprehensive literacy framework. However, Close Reading of text is not only, or even primarily, an English Language Arts strategy. It is an effective strategy for deepening content knowledge and learning to read like an expert in all academic disciplines. It is also described in the book, Pathways to the Common Core, by Lucy Calkins, Mary Ehrenworth and Christopher Lehman, as one of the starting points for implementing the CCSS.

(For more information about Close Reading, please see the full text of “Implementing the Common Core State Standards: A Primer on “Close Reading of Text,” by Sheila Brown and Lee Kappes, The Aspen Institute, October 2012.)
Lead Teacher Teams

While all schools will be learning about the standards through our joint inquiry into Close Reading in Year 1, a sub-group of Lead Teacher Teams will be getting out ahead of the rest of the district, developing model units of instruction with summative performance tasks that can later be leveraged by schools district-wide.

**What is the work of Lead Teacher Teams?**

During Year 1 of this plan and within following years, Lead Teacher Teams (grade level, department or school teams) will be identified based on readiness and interest in developing high-quality units of study aligned to the CCSS. Selection will occur through an application process that indicates level of interest and commitment. Teams selected will be provided with additional district support to meet on a quarterly basis. MMSD will support lead teams in their work. Lead Teacher Team selection criteria must include the willingness to:

- Be a positive advocate for a district-wide ELA and Mathematics curriculum aligned to the CCSS.
- Understand and implement standards-based instruction.
- Be willing to learn and implement the Gradual Release of Responsibility instructional framework and be a reflective practitioner (e.g. classroom videotaping with reflection).
- Be a strong advocate for the following principles of teaching and learning:
  - Every student has a right to learn.
  - Instruction must be relevant and rigorous.
  - Purposeful assessment drives instruction and affects learning.
  - Learning is a collaborative responsibility.
  - Students bring strengths and experiences to learning.
- Demonstrate effective collaboration and problem-solving skills.
- Be willing to assist in providing professional learning for district/school-based colleagues.
- Fully attend all collaborative workgroup meetings as scheduled.

Applications for Lead Teacher Teams will be released in late August 2013. Applications will be reviewed in early September so teams can be finalized and work can begin in early October.
Common Core Work Flow

To do this work, we have established several inter-related delivery vehicles.

The CCSS Leadership Team: The CCSS Leadership Team is a cross-functional team that consists of school and central office representatives with a mix of content and grade level specialization. This team is charged with setting the parameters for implementation over time, including the required scope and sequence of the standards and any common assessments that we might determine are necessary for measuring progress on the standards.

Central Office Content Specialists: The Teaching and Learning Team, which includes content specialists from the core content areas, Curriculum and Assessments, Multi-Lingual Education, Special Education, Equity and Student Achievement, and Talented and Gifted, will be vetting resources to ensure instructional materials, including assessments, are strongly aligned to the CCSS and meet the needs of all learners.

Professional Development: The Office of Professional Learning and Leadership Development will be provide ongoing professional development for School Based Leadership Teams, principals, and coaches to deepen understanding of the CCSS through a joint inquiry into “Close Reading” as a vehicle for exploring the instructional shifts embedded in the literacy standards.

Lead Teacher Teams: The Office of Teaching and Learning will work with a set of Lead Teacher Teams from across the district to begin development on our first model CCSS-aligned units of study.

Teacher Teams: Through the support of School Improvement Partners and Content area teams, teacher teams will receive support, as needed, at the school level.
While this plan mainly focuses on our work within the district, it is also critical that we better communicate with external stakeholders about our work with the CCSS. Initial communication will be the foundation for developing trusting relationships as we carry out our work in successive years.

Key stakeholders include parents and families, community members, and external partners. It is essential that these key stakeholders are aware of:

- What the CCSS standards are and why they are important
- Who to talk with about the standards to get more information
- What MMSD will be doing along our journey of implementation
- How MMSD will report out on progress and student learning

MMSD’s initial informational messages and strategies for each stakeholder group are outlined below.

**Parents and Families**

**Year 1 MMSD communication with parents and families will:**

- Introduce background and rationale of the CCSS through MMSD newsletters, back to school events, PTO/PTA presentations, student conferences and teacher communication
- Provide information about new assessments and their relationship to the CCSS
- Inform families about ways they can support their student in their learning
- Provide families with samples of what their students will be learning in each grade utilizing the National PTA grade-level documents
- Increase the opportunities for meaningful involvement in their student’s education
Community Members

Year 1 MMSD communication with community members will:

- Introduce background and rationale of the CCSS
- Provide clear information on what the new standards encompass
- Provide community members with information about how the CCSS prepare students for college, career and community readiness
- Provide information about new assessments and their relationship to the CCSS

External Partners

MMSD values the partnerships we have within our community. Many of our partners support our teachers and students directly within our schools and classrooms. Therefore, it is our obligation to help them learn about the standards and understand how the standards align with their work. Our Director of Strategic Partnerships and Innovation will meet with our partners regularly to discuss how we work together to support the implementation of the CCSS where it means the most – in our classrooms with engaged teachers and learners.
Year 1 District-Wide Expectations

In this section, you’ll find key expectations for Year 1. Keep in mind that every school will be defining the specifics of implementation for their own school—based on local context—through the development of their School Improvement Plan. For that reason, you will not find a significant level of detail here. While no school will be able to “opt out” of the standards or to choose a slower timeline for implementation, we expect that every school will make this process their own. It is an exciting time for MMSD, and we know our schools will do amazing work when given the freedom to make the standards implementation process their own through their School Improvement Planning.

**Elementary**

**All Staff**

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<th>Year 1 2013-2014</th>
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<tbody>
<tr>
<td>1. Develop an understanding of the CCSS and the instructional shifts, including how they align with Smarter Balanced and the Danielson Framework.</td>
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<tr>
<td>2. Utilize the scope and sequence within the Mondo literacy materials to guide instruction. Utilize Mondo/Calle (DLI) as the core sets of materials for instruction within the workshop model to include:</td>
</tr>
<tr>
<td>• Oral Language</td>
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<td>• Guided Reading</td>
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<td>• Shared Reading</td>
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<tr>
<td>• Phonics</td>
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<tr>
<td>3. Begin to explore the instructional shifts and the Gradual Release of Responsibility through joint exploration of “Close Reading.”</td>
</tr>
</tbody>
</table>

**Mathematics**

| 1. Continue Mathematics core instruction. |
| 2. Begin to understand the CCSS –M through the initial implementation of the Common Core Learning Experiences (CCLE) in K-5 mathematics. |

**Lead Literacy Teacher Teams**

With support from experts, consultants and MMSD content area staff, begin the work of designing CCSS aligned units of study anchored by summative performance tasks. Complete one model unit by the end of the school year for use by all schools in 2014-15.

**Science**

Continue to provide Science core instruction.
## Middle

### 2013-2014

| All Staff Disciplinary Literacy | 1. Develop an understanding of the CCSS and the instructional shifts, including how they align with Smarter Balanced and the Danielson Framework. |
| English/Language Arts | 2. Begin to explore the instructional shifts and the Gradual Release of Responsibility through joint exploration of “Close Reading.” Utilize key AVID strategies to reinforce student skills. |

#### In addition to Disciplinary Literacy for all staff as listed above:

| Mathematics | Utilize the units and lessons aligned to the scope and sequence by quarter within Curriculum Companion to guide instruction. |
| Lead ELA/Literacy Teacher Teams | *In addition to Disciplinary Literacy for all staff as listed above: |
| Science | *In addition to Disciplinary Literacy for all as listed above: |

#### In addition to Disciplinary Literacy for all staff as listed above:

| Mathematics |
| 1. Understand the CCSS –M through the implementation of the Common Core Learning Experiences (CCLE) in 6-8 mathematics. |
| 2. Participate in the Middle School Math Master’s sequence of courses in order to develop mastery of CCSS mathematical content and processes to inform increased rigor in middle school math instruction. |

| Lead ELA/Literacy Teacher Teams |
| With support from experts, consultants and MMSD content area staff, continue the work of designing CCSS aligned units of study anchored by summative performance tasks. |

| Science |
| 1. Continue to provide Science core instruction. |
| 2. Begin to understand the shifts in the Next Generation Science Standards (NGSS). |
High School

2013-2014

All Staff Disciplinary Literacy

1. Develop an understanding of the CCSS and the instructional shifts, including how they align with EPAS/ACT and the Danielson Framework.

2. Begin to explore the instructional shifts and the Gradual Release of Responsibility through joint exploration of “Close Reading.” Utilize key AVID strategies to reinforce student skills.

English

*In addition to Disciplinary Literacy for all staff as listed above:

Utilize the standards as defined by quarter in the Curriculum Companion to design and implement units and lessons aligned to the CCSS.

Lead English Team

With support from experts, consultants and MMSD content area staff, continue the work of designing CCSS aligned English units of study anchored by summative performance tasks.

Mathematics

*In addition to Disciplinary Literacy for all staff as listed above:

Develop instruction aligned to the CCSS-M and the Standards for Mathematics Practices for quarters 1-4 using the standards by quarter as defined in the MMSD scope & sequence with a focus on Grade 9 Math/Algebra.

Lead Math Team

With support from experts, consultants and MMSD content area staff, continue the work of designing CCSS aligned mathematics grades 9-12 units of study anchored by summative performance tasks.

Science

*In addition to Disciplinary Literacy for all staff as listed above:

1. Continue to provide Science core instruction.

2. Begin to understand the shifts in the Next Generation Science Standards (NGSS)
Acknowledgements

The MMSD Common Core 3-Year Implementation Plan was developed by the CCSS Leadership Team. This group of visionary individuals shared their best thinking and extensive experience in planning, developing, reviewing and revising the 3-year plan. They acknowledge the focus and work that will be necessary to implement the CCSS. This team expressed a desire for genuine and transparent communication within an atmosphere of trust and ongoing learning. Their work has been foundational to the ongoing focus we will have on excellent instruction. This CCSS Leadership Team will meet throughout the coming year to further flesh out the 3-year plan and to determine district parameters for implementation based on what we are learning as a district. The team will add members from our MMSD teaching ranks and from our community. Our work has just begun. We appreciate the dedication of time and talent from the following individuals:

Lisa Kvistad          Assistant Superintendent for Teaching & Learning
Lisa Wachtel         Executive Director of Curriculum and Assessment
Marggie Banker       Executive Director of Professional Development
John Harper           Executive Director of Educational Services
Joanne Grassman      Educational Services
Tonja Gallagher      Educational Services
Caroline Racine-Gillis Educational Services
Mary Seidl            Student Services
Erica Kruger          Student Services
Sue Schar             Talented & Gifted
Silvia Romero-Johnson Executive Director-Office of Multilingual and Global Education
Ruthann Lewis        Office of Multilingual and Global Education
Gabi Bell             Office of Multilingual and Global Education
Scott Zimmerman      Director of Early & Extended Learning
Donna Jost            Early & Extended Learning – 4K
Kolleen Onsrud        School Support Team Coordinator, High School
Kari Ortega           School Support Team Coordinator, Elementary School
Julie Koenke          AVID District Coordinator
Lynn Glueck          Professional Development, Memorial High School
Jay Affeldt          Assistant Principal, Memorial High School
Jessica Taylor       Assistant Principal, Hamilton Middle School
Karen Kepler          Principal, Emerson Elementary
Kathy Costello       Principal, Thoreau Elementary
Nancy Kieraldo       Curriculum & Assessment, Library Media
Denise Kalscheur     Curriculum & Assessment, ELA High School
Bobbi Campbell       Curriculum & Assessment, ELA Middle School
Becky Kilzer         Curriculum & Assessment, ELA Secondary
Sarah Larson         Curriculum & Assessment, Literacy Elementary
Kay Arnold           Curriculum & Assessment, Literacy Elementary
Maria Dyslin         School-wide Facilitator, Glendale
Jeff Ziegler         Curriculum & Assessment, Math High School
Laura Godfrey        Middle School Math IRT
Kerry Motoviloff     Curriculum & Assessment, Math Elementary
Brad Kose            Director of Professional Development
Sue Gorud            Director of Professional Excellence