Wooster City School District
School District
Inspiring World-Class Academic Achievement

Common Core State Standards (CCSS) Implementation Guide 2013

Revised: 4-2013

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What are the Common Core State Standards?

The Common Core State Standards (CCSS) are the new national academic content standards that define what all students should know and be able to do at various stages in their educational development.

With these new standards come new assessments that will be implemented during the 2014-2015 school year.

What is the Wooster City School District Doing to Prepare Students?

Using a six-stage process, the Wooster City School District (WCSD) will identify where educational gaps are occurring between the current standards and the CCSS. With this knowledge, Wooster's administrators, faculty and staff can create lessons and instructions to close those gaps and ready learners for the new standards and assessments.

Stage 1: Communicate the CCSS to All Stakeholders

The Wooster City School District will develop a timeline and strategy to unpack the Common Core State Standards and communicate the effects of these standards to all stakeholders within the WCSD. This includes:

- ⭐ District Leadership Team
- ⭐ Building Leadership Teams
- ⭐ Teacher-Based Teams
- ⭐ Board of Education
- ⭐ PTO/Families
- ⭐ Students
- ⭐ Community

Figure 1: Action Plan

COMMON CORE STATE STANDARDS IMPLEMENTATION

Academic Year: ___2012-2013___   **Objective:** Communicate the Common Core State Standards (CCSS) to the stakeholders of the WCSD

ACTION STEPS	NAMES OF PERSONS / GROUPS RESPONSIBLE	TARGETED COMPLETION DATE
1. Communicate the strategy and CCSS implementation efforts of the school district to the **District Leadership Team (DLT)**.	Superintendent	8/30/2012
2. Communicate the strategy and CCSS implementation efforts of the school district to the **Building Leadership Team (BLT)**.	District Leadership Team (DLT) Membership	10/1/2012
3. Communicate the strategy and CCSS implementation efforts of the school district to all **Teacher-Based Teams (TBTs)**.	Building Leadership Team (BLT) Membership	10/15/2012
4. Communicate the strategy and CCSS implementation efforts of the school district to the **Board of Education (BOE).**	Superintendent	10/15/2012
5. Communicate the strategy and CCSS implementation efforts of the school district to all Parent-Teacher Organizations **(PTOs) and families.**	Principals	11/1/2012
6. Communicate the strategy and CCSS implementation efforts of the school district to the **community**	Superintendent	12/1/2012

Capacity Consideration (Fiscal, human, time, or material resources needed)	Monitoring Process (The reporting and feedback process that will be used to discuss progress being made toward achieving the objective)	Evaluation Criteria (Criteria that will be used to determine how well the objective has been met)
AS:1-5 Talking Points/Script	DLT	DLT Report
AS:6 District Newsletter/Constant Contact/Website	DLT	BAC Communication Committee

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Stage 2: Gap Analysis

One of the first and most essential approaches that the WCSD will pursue in "unpacking" and implementing the Common Core State Standards (CCSS) is to determine how the current Ohio Academic Content Standards differ from the CCSS, and most importantly where the gaps occur between the two sets of standards *(see Figure 2)*.

"It is important for our teacher-based teams to conduct a standards "crosswalk" (Figure 3) in order to develop an intimate knowledge of the new CCSS and how they compare with the existing Ohio Academic Content Standards," said Superintendent Dr. Michael Tefs.

Figure 2: Action Plan

COMMON CORE STATE STANDARDS IMPLEMENTATION

Academic Year: ___2012-2013___   **Objective:** To fully understand and comprehend the new Common Core State Standards (CCSS).

ACTION STEPS	NAMES OF PERSONS / GROUPS RESPONSIBLE	TARGETED COMPLETION DATE
1. Perform a gap analysis by completing the gap analysis tool contained on the WCSD CCSS web page.	Teacher-Based Teams (TBTs)	2/22/2013
2. Generate new pacing guides (mapping) by completing the Curriculum Connector module.	Teacher-Based Teams (TBTs)	2/22/2013
3.		
4.		
5.		

Capacity Consideration (Fiscal, human, time, or material resources needed)	Monitoring Process (The reporting and feedback process that will be used to discuss progress being made toward achieving the objective)	Evaluation Criteria (Criteria that will be used to determine how well the objective has been met)
AS 1: Gap Analysis Tool (Website) AS 2: Curriculum Connector PD Curriculum Connector (Website)	Building Leadership Teams (BLTs) Building Leadership Teams (BLTs)	DLT Report (3/14/2013) DLT Report (3/14/2013)

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Figure 3: K-12 English-Language Arts (ELA) Gap Analysis Protocol Sample

Ohio | Department of Education

English Language Arts Gap Analysis—Grade One

Grade One	Content* reflected in this standard addressed in the curriculum. Cite evidence.	Classify alignment	Content* that needs to be added to curriculum to achieve alignment	Degree to which curriculum requires students to achieve cognitive demands* required by this standard	Changes required to guarantee students will achieve the required cognitive demands*
READING STANDARDS FOR LITERATURE					
Key Ideas and Details					
1. Ask and answer questions about key details in a text.		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.		___ Full ___ Partial ___ No		___ Fully ___ Partial ___ Does not	
3. Describe characters, settings, and major events in a story, using key details.		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
Craft and Structure					
1. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
2. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
3. Identify who is telling the story at various points in a text.		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	

Figure 4: K-12 Mathematics Gap Analysis Protocol Sample

Ohio | Department of Education

Mathematics Gap Analysis—Grade One

Grade 1	Content* reflected in this standard is addressed in the local curriculum. Cite evidence.	Classify alignment	Content* that needs to be added to the local curriculum to achieve alignment	Degree to which curriculum requires students to achieve cognitive demands*	Changes required to guarantee students will achieve the required cognitive demands*
Critical Area of Focus # 1 Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20 Students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. They use a variety of models, including discrete objects and length-based models (e.g., cubes connected to form lengths), to model add-to, take-from, put-together, take-apart, and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction (e.g., adding two is the same as counting on two). They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties (e.g., "making tens") to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction					
Domain: Operations and Algebraic Thinking **Cluster: Represent and solve problems involving addition and subtraction.**					
1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	
Domain: Operations and Algebraic Thinking **Cluster: Understand and apply properties of operations and the relationship between addition and subtraction.**					
3. Apply properties of operations as strategies to add and subtract. *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*		___ Full ___ Partial ___ No		___ Fully ___ Partially ___ Does not	

Stage 2: Gap Analysis (con't)

One of the "gaps" that has been recognized nationally is the Lexile level required of high school graduates. *Figure 5* shows Appendix A of the Common Core State Standards for ELA & Literacy in History/Social Studies, Science, and Technical Subjects.

A 2006 study "found a 350L (Lexile) gap between the difficulty of end-of-high school and college texts – a gap equivalent to 1.5 standard deviations and more than the Lexile difference between grade 4 and grade 8 texts on the National Assessment of Educational Progress (NAEP)." The WCSD District Leadership Team must ensure that TBT's all of the training, curriculum materials and appropriate assessments to scaffold students and enable their progress in light of this Lexile gap.

Figure 5:

TEXT COMPLEXITY GRADE BANDS AND ASSOCIATED LEXILE RANGES (IN LEXILES)		
Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR Expectations
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155
9-10	960-1115	1080-1305
11-CCR	1070-1220	1215-1355

Stage 3: Professional Development

In order to ensure a smooth transition to the CCSS, the WCSD DLT will develop and deliver purposeful, pragmatic and strategic professional development to all faculty and staff. *Figure 6* details the action steps being employed by the DLT to ensure the necessary and appropriate professional development is delivered.

Figure 6: Action Plan

COMMON CORE STATE STANDARDS IMPLEMENTATION

Academic Year: 2012-2013   **Objective:** To develop and deliver purposeful, pragmatic and strategic professional development around the Common Core State Standards (CCSS).

ACTION STEPS	NAMES OF PERSONS / GROUPS RESPONSIBLE	TARGETED COMPLETION DATE
1. Waiver Day: Gap Analysis tool Curriculum Connector	District Leadership Team (DLT) Professional Development Committee (PDC)	9/11/2012
2. Waiver Day: Gap Analysis tool Curriculum Connector	District Leadership Team (DLT) Professional Development Committee (PDC)	10/19/2012
3. Waiver Day: Partner for Assessment of Readiness for College and Careers (PARRC) Assessments	District Leadership Team (DLT) Professional Development Committee (PDC)	2/22/2013
4.		
5.		

Capacity Consideration (Fiscal, human, time, or material resources needed)	Monitoring Process (The reporting and feedback process that will be used to discuss progress being made toward achieving the objective)	Evaluation Criteria (Criteria that will be used to determine how well the objective has been met)
Curriculum Connector training prior to Waiver Day (Train-the-Trainer model)	Professional Development Committee (PDC)	District Leadership Team (DLT)

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Stage 4: CCR Anchor Standards: Vertical Trajectory

In Stage 4, the Wooster City School District (WCSD) will work to fully realize and appreciate the Common Core State Standards' (CCSS) vertical design. The WCSD will focus its implementation of the CCSS by always reviewing the grade-level *below* and the grade-level *above* to determine what students should have learned before and what will be expected of them next.

Figure 7: Action Plan

COMMON CORE STATE STANDARDS (CCSS) IMPLEMENTATION		
Academic Year: 2012-2013	**Objective:** Unpack the Common Core State Standards (CCSS) by providing PD & emphasizing the need for faculty to view and implement the entire "trajectory" of student achievement over the course of multiple grades.	
ACTION STEPS	**NAMES OF PERSONS / GROUPS RESPONSIBLE**	**TARGETED COMPLETION DATE**
1. Waiver Day: Introduce the vertical trajectory and layout of the CCSS. • The CCSS are divided into strands, each one of which is *anchored* by a (CCR) standard that defines general, cross-disciplinary expectations that are identical across six grades (K-5 or 6-12).	District Leadership Team (DLT) Professional Development Committee (PDC)	9/11/2012
2. Teacher-Based Team (TBT) Meeting: Review how the CCR *anchor* standards will be met for students to be prepared to enter college and workforce-training programs.	District Leadership Team (DLT) Building Leadership Team (BLT)	10/01/012
3. Waiver Day: 10/19/2012	District Leadership Team (DLT) Professional Development Committee (PDC)	10/19/2012
4. Teacher-Based Team (TBT) Meeting: 10/19/2012	District Leadership Team (DLT) Building Leadership Team (BLT)	11/15/2012
5. Waiver Day: PARRC Assessment Preparation – Review of Lexile bands • In order to achieve the CCSS literacy objectives, the WCSD will review and modify differentiation instruction techniques to ensure alignment with CSS Lexile bands.	District Leadership Team (DLT) Professional Development Committee (PDC)	2/22/2012
Capacity Consideration (Fiscal, human, time, or material resources needed)	**Monitoring Process** (The reporting and feedback process that will be used to discuss progress being made toward achieving the objective)	**Evaluation Criteria** (Criteria that will be used to determine how well the objective has been met)

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Stage 5: Differentiated Instruction

The purpose of Differentiated Instruction is to improve achievement for all Wooster City School students K-12, focusing on their individual strengths and needs as identified through the Response to Intervention Process and use of the instructional framework for support in the 5-step process of our teacher based teams.

Figure 8: Action Plan

COMMON CORE STATE STANDARDS IMPLEMENTATION		
Academic Year: 2012-2013	**Objective:** To fully understand and comprehend the new Common Core State Standards (CCSS).	
ACTION STEPS	**NAMES OF PERSONS/GROUPS RESPONSIBLE**	**TARGETED COMPLETION DATE**
1.A. **Research & Develop:** District Instructional Framework, insuring differentiation is included in the plan. [OIP IC4B, 2BA]	Framework Subcommittee of District RtI team DLT/ATM	May 2013
1.B. **Rollout**: District Instructional Framework [OIP IC4C]	DLT/BLT/TBT Supported by RtI	October 2013
1.C. **Implement**: District Instructional Framework Strategies	DLT/BLT/TBT Supported by RtI	February 2014
1.D.1. **Research & Develop**: Instructional Strategy Support Webpage	Framework Subcommittee supported by Tools & Forms, RtI, TBTs	August 2013
1.D.2 **Research & Develop**: Content Area Instructional Frameworks	Framework Subcommittee supported by TBTs	May 2014
2.A. **Implement**: RtI Strategies in the RtI setting -- Tier 1 Classroom Level -- Tier 2 Small Group Level -- Tier 3 Individual Level	RtI building teams, school psychologist, teacher, family, student, counselor	May 2013
2.B. **Implement:** RtI strategies in the 5-step process	BLT/TBT With RtI team support	Winter 2014
2.C. **Update**: Academic and Non-Academic Strategy Resource supports -- Add enrichment resources [OIP 2DA, 3DA, 2EA, 3EA] -- identify interventions specific to subgroup needs [OIP 2DC, 3DC]	Tools & Forms Committee	August 2014
2.D. **Implement:** Academic and Non-academic strategies	RtI Core Committee /BLT /TBT	2013-2014
4. **Monitor:** Instructional Framework and RtI Strategy usage / fidelity	RtI Core Committee / BLT	

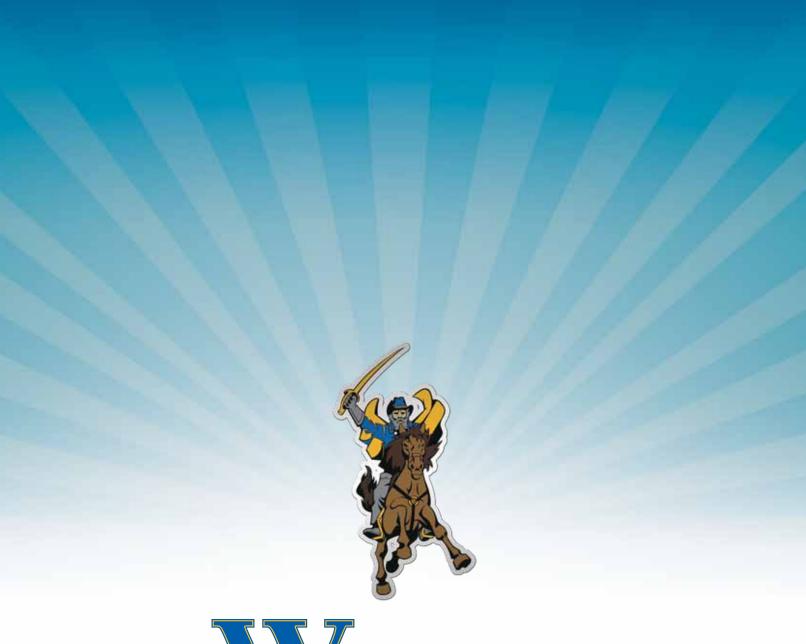| **Capacity Consideration** Professional Development
 ■ 5-step process (Steps 3,4 as a focus)
 ■ record-keeping, monitoring systems (Google Docs, etc.)
 ■ Differentiation (Looks like, sounds like, etc.)
 Online Tooling | **Monitoring Progress** Ongoing online access of tools to Committee members
 Quarterly meeting updates via RtI Committee
 5-Step Process Reports for TBT Work
 Staff Survey Feedback, Needs Assessment Data | **Evaluation Criteria** Rolled into professional development plans
 ■ New teacher day(s) [OIP IB2A]
 ■ Staff meetings
 ■ Waiver Days
 Evidence of use during 5-step process
 ■ instructional strategies
 ■ flexible grouping with plans based on data |

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Stage 6: Assessment: Partnership For Assessment of Readiness for College and Careers (PARCC)

- Coming Summer of 2013

Wooster City School District

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