

Common Core State Standards

3-Year Plan

Updated May 2015



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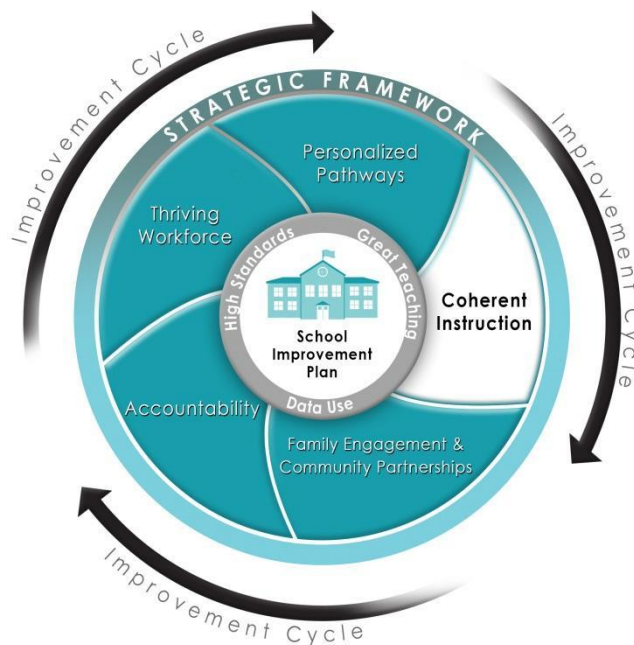
Introduction

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 engage in 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 within a Multi-tiered System of Supports that is 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 and intervention 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 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 and review of progress for year one and expectations for year 2.

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 alignment with implementation of the CCSS plan, 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 rigorous expectations for students in the CCSS-L are grounded in the following **Six Instructional Shifts**.

Shift 1 – Balancing Informational and Literary Text	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.
Shift 2 – Text-Based Answers	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.
Shift 3 – Academic Vocabulary	Students constantly build the vocabulary they need to be able 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.
Shift 4 – Staircase of Complexity	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.
Shift 5 – Building Knowledge in the Disciplines	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.
Shift 6 – Writing from Sources	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.



Mathematics

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."

K	1	2	3	4	5	6	7	8
Counting & Cardinality								
Operations and Algebraic Thinking								
Number and Operations in Base 10								
			Fractions					
Measurement and Data								
Geometry								
						Ratios and Proportional Relationships		
						The Number System		
						Statistics and Probability		
						Expressions and Equations		
								Functions
K	1	2	3	4	5	6	7	8

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.

Shift 1: Focus	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.
Shift 2: Coherence	Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.
Shift 3: Fluency	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.
Shift 4: Deep Understanding	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.
Shift 5: Application	Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.
Shift 6: Dual Intensity	Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity.



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 adjusted annually based on what we learn together.

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

Year 1 (2013-14): 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 (2014-15): 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 (2015-16): 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

	Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
K-12	District-wide exploration of instructional shifts in literacy and the Gradual Release of Responsibility through a joint inquiry into "Close Reading"	District-wide development and implementation of units of instruction in literacy anchored by summative performance tasks	District-wide refinement of writing instruction with district writing materials as well as refinement of units of instruction in literacy and summative performance tasks

3-Year Overview in Mathematics

	Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
K-5	District-wide exploration around the increased rigor and instructional shifts within CCSS-M through utilization of the K-5 Common Core Learning Experiences	Continue to use the K-5 Common Core Learning Experiences anchored by summative performance tasks	District-wide development of a scope with supporting resources and implementation of units of instruction in mathematics anchored by summative performance tasks
6-8	District-wide exploration around the increased rigor and instructional shifts within CCSS-M through utilization of the 6-8 Common Core Learning Experiences	Continue to use the K-5 Common Core Learning Experiences anchored by summative performance tasks Vet new core materials	Use of district-wide materials and implementation of units of instruction in mathematics anchored by summative performance tasks
High School	District-wide exploration around the increased rigor and instructional shifts within CCSS-M Exploration into the traditional and integrated paths for math with recommendations for future direction	Exploration and development of the CCSS-M Math 9/Algebra units of instruction and a common end of year summative assessment	Use of district-wide materials for Algebra 1 and Geometry and implementation of the 9/Algebra 1 units of instruction anchored by summative performance tasks. Development 10/Geometry units of instruction anchored by summative performance tasks.



It is important to note that throughout the 3-year progression, central office staff (in collaboration with school staff) will convene stakeholder groups to evaluate and adopt district materials for writing and mathematics as well as 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 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 engaged in learning about the standards through our joint inquiry into Close Reading in Year 1, a sub-group of Lead Teacher Teams got 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. During Year 1, selection occurred through an application process that indicated level of interest and commitment. Teams selected were provided with additional district support and met on a quarterly basis. MMSD supported lead teams in their work. The Lead Teacher Teams selected in Year 1 will continue in Year 2 to develop and vet additional units of instruction. Additional members may be added as necessary through the selection process.

Lead Teacher Team selection criteria included 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.



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.

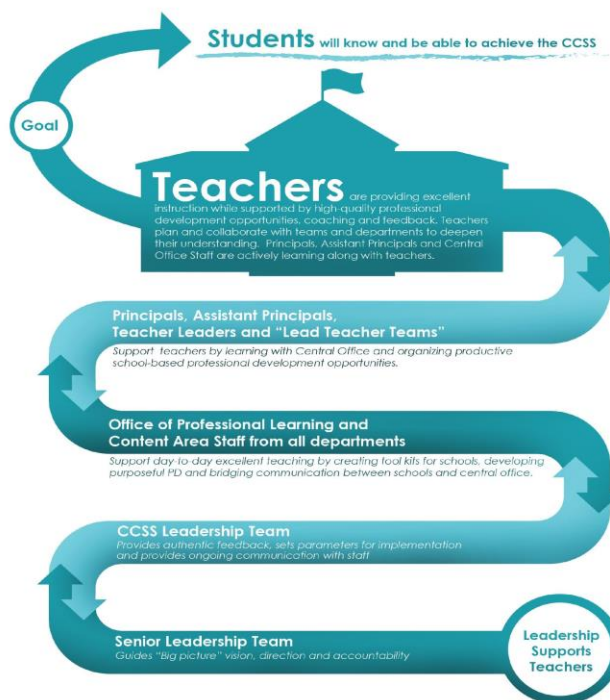
Central Office Content Specialists: The Teaching and Learning Team, which includes content specialists from the core content areas, Curriculum and Instruction, Research and Evaluation, Office of Multi and Global Education, Special Education, and Talented and Gifted, will be vetting resources to ensure 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 in collaboration with other departments will continue to provide ongoing professional development for School Based Leadership Teams, principals, and coaches to continue to deepen understanding of the CCSS and explicit connections between reading, writing, speaking and listening, and language.

Lead Teacher Teams: The Office of Teaching and Learning will work with a set of Lead Teacher Teams from across the district to continue development of our 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.

Common Core Work Group Structure





Communication Plan



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

MMSD communication with parents and families will:

- Build understanding 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

MMSD communication with community members will:

- Build 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 2 Implementation Progress

Great Teaching Matters Strategic Framework



Research shows that the teacher is the strongest school-based predictor of student success (Cantrell, S. & Kane, T., 2013).

MMSD's Great Teaching Matters Framework communicates the district's vision and goals for effective teaching that is responsive to the cultural and language assets of all students. This vision is grounded in a commitment to all students as we prepare them to be college, career and community ready. Culturally and linguistically responsive practices are at the center and embedded throughout Great Teaching. The plan, teach, reflect and adjust cycle represents key teacher actions that advance students learning. The Great Teaching Matters Strategic Framework guided our work this past year and the implementation and revisions of the CCSS 3-Year Plan.



Where We Have Been

ELA/Literacy

ELA/Literacy work continued to support standards-based planning, instruction, and assessment. This work supports Priority Area I: Coherent Instruction by providing every student with well-rounded, culturally responsive, and coherent instruction that leads to college, career, and community readiness - within the Great Teaching Matters Strategic Framework.

K-12 ELA/Literacy Lead Teacher Teams

During year two, Literacy Lead Teacher Teams continued their work from year one to create K-12 units of instruction aligned to the MMSD scopes. The units of instruction included a course plan, unit plans, quarterly performance assessments, and writing rubrics for each mode of writing for each grade (K-12 for Literacy/English Language Arts and K-10 for Bi-literacy). These units were created, vetted, and published in the Curriculum and Instruction repository for K-12 teacher teams to use for instructional planning in order to provide coherent instruction within and between schools across the district.

Teachers from the following schools engaged in the development of the units of instruction:

- Elementary Schools
 - Chavez
 - Crestwood
 - Huegel
 - Glendale (DLI)
 - Leopold (DLI)
 - Midvale (DLI)
 - Schenk
 - Stephens
 - Thoreau
- Middle Schools
 - Cherokee (DLI)
 - Hamilton
 - O'Keeffe
 - Sennett (DLI)
 - Sherman (DLI)
 - Toki
 - Whitehorse
 - Wright (DLI)
- High Schools



- East (DLI and ELI)
- La Follette
- West (DLI and ELI)

Educators from the following schools engaged in the vetting of the units of instruction:

- Elementary Schools
 - Elvehjem
 - Orchard Ridge
 - Kennedy
- Middle Schools
 - Sennett
 - Spring Harbor
- High Schools
 - East
 - Memorial

K-12 ELA/Literacy Writing Resource Vetting Team

Teacher across the district at every grade level did not have common writing curricular resources that are aligned to CCSS. Therefore, teachers did not have a common language to collaborate around writing instruction. Additionally, student expectations around writing are inconsistent across the district. In order to ensure that every teacher has high-quality writing resources that are aligned to CCSS, we convened a writing resource vetting team, which comprised of thirty-one K-12 building-level educators, building-level instructional leaders, as well as representatives from Central Office (including the Office of Multilingual and Global Education, Advanced Learning, Student Services, Instructional Technology, Multi-tiered Systems of Support, and the Literacy Team) to evaluate and vet writing curricular resources. The writing resource vetting team used Common Core State Standards (CCSS) aligned resource adoption rubrics, discussed classroom pilots, and made a recommendation. The writing resources will support coherent instruction, ensuring that teacher have high-quality curricular resources to ensure every student is ready for college, career, and community.

The committee made the following recommendations:

- K-5 Core Resources to Support Implementation of CCSS
 - MMSD Guide to English and Spanish Language Arts
 - *Common Core Writing Book K-5* by Gretchen Owocki
 - *Secuencia didáctica para aprender a escribir* by A. Camps (DLI)
 - Bundle of Mentor Texts (English)
 - Bundle of Mentor Texts (Spanish)
- K-5 Supplemental Resource to Support Implementation of CCSS
 - Heinemann: Units of Study
- 6-8 Core Resources to Support Implementation of CCSS



- Teaching Adolescent Writers by Kelly Gallagher
 - La escritura en la enseñanza secundaria by L. Bjork (DLI)
 - Bundle of Mentor Texts (English)
 - Bundle of Mentor Texts (Spanish)
- 6-8 Supplemental Resource to Support Implementation of CCSS
 - Heinemann: Units of Study
- 9-12 Core Resources to Support Implementation of CCSS
 - Teaching Adolescent Writers by Kelly Gallagher
 - Bundle of Mentor Texts (English)
- 9-12 Supplemental Resource to Support Implementation of CCSS
 - "They Say / I Say": The Moves That Matter in Academic Writing, with Readings by Gerald Graff, Cathy Birkenstein, and Russel Durst
 - Reading Critically, Writing Well by Rise B. Axelrod and Charles R. Cooper

K-12 Instructional Coach Professional Development

The Central Office Literacy Team worked in partnership with the Professional Learning Team to facilitate bi-monthly professional learning around student-centered coaching for the district's K-12 building-level coaches. Framed by the Great Teaching Matters Strategic Framework, this work supported coherent instruction within and between schools across the district. Additionally, the Central Office Literacy Team created and delivered professional learning around CCSS and the Gradual Release of Responsibility Framework (GRR) with a focus on opinion/argument writing. Coaches engaged with the MMSD Writing Rubrics, student writing samples and the Student Work Protocol, and instructional practices for each component of the Gradual Release of Responsibility Framework. Throughout the year, the Central Office Literacy Team supported building-level coaches with consulting on, co-planning, and/or co-facilitating the establishment of coaching cycles; facilitating teacher teams; and leading professional development.

K-12 Support to Schools

The Central Office Literacy Team supported the implementation of CCSS and GRR through support to schools, which supported coherent instruction within and between schools across the district, guided by the Great Teaching Matters Strategic Framework. The team worked with building-level leadership to support teacher teams and professional development. A key component of this work was through the Elementary Literacy Lead Teachers' planning and supporting twelve elementary schools with Mondo consultant-led site visits. Based on the data from the site visit, the Elementary Literacy Lead Teachers supported schools with ongoing professional development.

MATHEMATICS

Mathematics work continued to support the Great Teaching Matters Strategic Framework and standards-based instruction through the development and implementation of units of instruction and through building an understanding of Standards for Mathematical Practice (SMP) with an intentional focus on SMP 1 and 3.



1. Make sense of problems and persevere in solving them
3. Construct viable arguments and critique the reasoning of others

K-12 Math Lead Professional Development

An identified math lead from every building K-12 attended professional development, focused on the Great Teaching Matters Strategic Framework, National Council of Teachers of Mathematics (NCTM) teaching practices, GRR, and mathematical discourse from *Five Practices for Orchestrating Productive Mathematics Discussions*. K-12 Math Lead PD allowed for cross-district and feeder pattern collaboration. Lead Teachers were asked to serve as a communication link between Central Office and school principals. They attended math professional development on behalf of their school.

Lead Teacher Team

Math Lead Teacher Teams supported curricular work specific to their grade bands. At the high school level, the Lead Teacher Team served as the vetting team for Algebra I and Geometry materials. These teams have established a core program and sequence, which ultimately supports a multi-tiered system of support.

K-8

Mathematics Lead Teacher Teams were established to continue the scope and sequence work with our Common Core Learning Experiences (CCLE) documents. The Lead Teacher Teams were comprised of representatives from each grade including teachers and instructional coaches. Our second year of this work taught us that a K-12 scope and sequence for mathematics must be articulated and communicated to ensure coherency, consistency and equity across all schools, program models, and grade levels. This team added performance tasks, learning targets or unit outcomes, as well as supplemental lessons to strengthen gaps.

High School

The High School Lead Teacher Team served as the core resource selection team. This team established the body of knowledge for Algebra 1 and Geometry to be the traditional pathway in Appendix A of the CCSS, went through a process to recommend a core resource for Algebra 1 and Geometry districtwide, and worked to develop an end of course summative assessment for Algebra 1. These materials will aid in defining our units of instruction.

Middle School Material Vetting Team

This team went through a process to recommend a new core mathematics resource for implementation in 2015-16 for grades 6-8. These materials will aid in defining our units of instruction.



SCIENCE

The Central Office Science Team began working with the Science Lead Teacher Team, comprised of 16 teachers from across grades K-12, to explore the shifts in the Next Generation Science Standards (NGSS). A key focus for the work of this group has been to closely examine the Science and Engineering Practices from the NGSS for connections to the Common Core State Standards for Literacy in All Subjects. This work is ongoing and will continue in the 2015-2016 school year through collaboration with the Literacy Team.

SOCIAL STUDIES

The Central Office Social Studies Team provided support to schools through co-planning and co-facilitating teacher team and professional development. Additionally, the Central Office Social Studies Team created online TCI training modules, a repository of Document-Based Question (DBQ) resources, and booklists. The Social Studies Team also collaborated with the Literacy Lead Teacher Team to create interdisciplinary connections within the ELA/Literacy units of instruction. This work is ongoing and will continue in the 2015-2016 school year through collaboration with the Literacy Team.



Year 2 Implementation Progress

What We Learned

ELA/SLA

K-12 ELA/Literacy Lead Teacher Teams:

- Teachers from multiple schools working collaboratively made the units of instruction more representative of the district.
- ELI and DLI working collaboratively allowed for aligned resources and tools.
- Support of special education, ELL, and advanced learning would have enhanced the units of instruction.
- Time for teacher teams to collaborate around instructional planning supports coherent instruction for all students.
- Teachers need ongoing and embedded professional learning opportunities to learn about standards-based planning, instruction, and assessment to support all students.
- Teachers need ongoing and embedded professional learning opportunities around how to leverage technology to support teaching and learning.

K-12 ELA/Literacy Writing Resource Vetting Team

- Educators from multiple schools working collaboratively make the units of instruction more representative of the district.
- Building-based leadership's involvement in the creation of the units of instruction would allow for a more systematic sharing of information.
- Having criteria for the units of instruction ensures alignment to CCSS.

K-12 Instructional Coach Professional Development

- The Great Teaching Matters Strategic Framework framed the work of the K-12 Instructional Coach Professional Development. Instructional coach professional development provided a systematic format for providing building-level leadership professional learning opportunities to deepen understanding of the CCSS, GRR, and the MMSD tools and resources. This, in turn, allowed instructional coaches to support the implementation of the CCSS 3-Year Plan at their buildings through coaching cycles, teacher teaming, and professional development.
- Instructional coach professional development provided a structure for K-12 instructional coaches to collaborate with other grade-level coaches, which allowed for collaboration allowed coaches to understand the students' K-12 experience.



Mathematics

Lead PD

1. Professional development is critical to moving the work ahead.
2. Math leads benefitted from structured, intentional, and purposeful collaboration in order to disseminate learning to schools, as suggested by Math Lead PD.
3. Vertical and feeder pattern conversations (K-12) are welcomed and valued.
4. Providing guidance on intervention systems is valued.
5. GRR is a good instructional model if we take the time to show participants what it looks like in mathematics instruction.
6. In order to go deeper with learning, survey results showed that the team would benefit from better focused learning outcomes and subsequent communication plans.

Lead Teacher Team

K-8

- Developing unit plans and summative assessments provides opportunities for teachers to engage in a cycle of inquiry around student learning: plan, teacher, reflect & adjust.
- We must continue to develop understanding of how the CCSS and resources support each other.
- We need to continue to engage in discussions that allow math practices to be lifted through teacher discourse and inquiry-based instruction.
- We should continue to engage in reflection in order to consider how all of our systems and resources support the Great Teaching Matters Strategic Framework, School Support Plans, and the CCSS 3-Year Plan, and how they are supported through the tool and resources.
- Ongoing work includes quarterly summative assessments, performance tasks with rubrics, and updating of SCOPE (CCLE'S) to reflect new core resources (middle school).

High School

- Collaboration between middle and high school representatives was a critical component of the resource selection process.
- All teachers will need continued development in understanding of how the core resources align to the CCSS (content and practice standards).
- We need to continue to engage in discussions that allow math practices to be lifted through teacher learning, discourse and inquiry-based instruction, and supported with resources and evidence-based instructional strategies.
- We should continue to engage in reflection in order to consider how all of our systems and resources support the Great Teaching Matters Strategic Framework, School Support Plans, and the CCSS 3-Year Plan, and how they are supported through the tool and resources.
- Ongoing work includes implementation of new core resources and course summative assessment.

**Middle School Materials Vetting Team**

We learned it takes time to evaluate all of the resources and use the tools effectively. We also learned that teachers want to be able to interact with the various resources with students and peers prior to making a final recommendation.

SCIENCE

- The Central Office Science Team worked with a Lead Teacher Team to deepen understanding of the Next Generation Science Standards. Through initial collaborations with the Literacy Team, we have identified the need to continue building a common language and make the connections between NGSS and CCSS more explicit in the future work.
- We need to provide support to schools for connecting Common Core State Standards for Literacy in All Subjects to the Next Generation Science Standards (NGSS).
- We need to provide ongoing support to teachers for shared learning and reflection on the instructional shifts called for in the NGSS.



Year 2 Implementation Progress Adjustments / Changes to the Plan

Refinements to the CCSS 3-Year Plan have been made based on reflecting on the work from 2014-2015. Adjustments based on feedback from year two allow us to continue moving the work forward.

Year 3 (2015-16): Unit Refinement using the Cycle of Inquiry – Across the district, we will 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.

Disciplinary Literacy

In an effort to support K-12 teachers in all content areas with the implementation of CCSS and GRR, we will create a K-12 Disciplinary Literacy Lead Teacher Team that will engage in deep learning around disciplinary literacy, Common Core State Standards for Literacy in All Subject (CCSS-L), and GRR in order to create model lessons and performance assessments that can be used in content-specific classes. These resources will support how to make interdisciplinary connections to include how to integrate the arts into content-area learning. The Disciplinary Literacy Lead Teacher Team will be led by Central Office Coordinators and Teacher Leaders from multiple content areas.

Writing

In addition to standards, R1, R10, W1, SL1, and L6, we are adding Writing Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach to support writing instruction across the district. Additionally, we have adopted K-12 writing resources for each grade. Professional learning will begin summer 2015 with ongoing support throughout the school year.

Mathematics

In Year 2, we began our collaborative conversations around SMP1 and 3. In year 3, we broaden these to include SMP 2 and 6.

- 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
- 6. Attend to precision

In year 3, we will continue to support implementation of core resources in Grades 6-12.

Report Cards

During the 2014-2015 school year, a group of teachers and central office staff came together to begin developing a new K-5 reporting system, this will include a new report card for implementation in 2016-17. The reporting system will align to the CCSS and reflect how students are doing in relation to grade-level standards.



Year 3 District-wide Implementation

Expectations for Core Instruction

In Year 3, we will work on refining our units of instruction and associated summative performance tasks across the district. 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. The following sections outline key expectations, resources for CCSS implementation, and professional development goals.

Focus Standards	
ELA	Mathematics
<ul style="list-style-type: none"> • R1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • R10 Read and comprehend complex literary and informational texts independently and proficiently. • W1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. • W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. 	<p>All Mathematical Content Focus Standards are listed in the Scopes for K-8 and Algebra 1.</p> <p>Problem Solving and Perseverance</p> <ul style="list-style-type: none"> • 1. Make sense of problems and persevere in solving them • 6. Attend to precision <p>Reasoning and Critiquing</p> <ul style="list-style-type: none"> • 2. Reason abstractly and quantitatively • 3. Construct viable arguments and critique the reasoning of others



ELEMENTARY

EXPECTATIONS:

All Staff Disciplinary Literacy

- Reflect and adjust the integration of the CCSS for Literacy in All Subject Areas into daily instruction
- Read, write, and discuss discipline-specific texts
- Reflect on and adjust understanding of the CCSS and instructional shifts including how they align with district- and state-level assessments and the Danielson Framework
- Reflect on and adjust the implementation of instructional practices and student strategies within the Gradual Release of Responsibility Framework

English Language Arts/ Literacy

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

- Continue to follow the MMSD K-5 scope
- Reflect on and adjust the implementation of units of instruction aligned to the scopes
- Implement the workshop model, including focused time for
 - o Foundational Skills
 - o Reading
 - o Writing
 - o Speaking and Listening
 - o Language
- Use Mondo Bookshop, The Guide for English and Spanish Language Arts, *The Common Core Writing Book K-5*, and mentor texts as core resources
- Reflect on and adjust the implementation of interim assessments (e.g., MMSD Beginning-of-Year [BOY] Assessment and End-of-Year [EOY] Assessment) that are aligned to the MMSD K-5 scope
- Use data to inform instructional planning
- Reflect on and adjust the implementation of quarterly performance assessment aligned to the MMSD K-5 scope

Core Resources to Support Implementation:

- MMSD Units of Instruction
- MMSD Writing Rubrics
- MMSD Speaking and Listening Observation Logs
- Mondo Bookshop, K-5
- Calle de la Lectura, K-5
- MMSD Guide to English and Spanish Language Arts
- Common Core Writing Book K-5 by Gretchen Owocki
- Secuencia didáctica para aprender a escribir by A. Camps (DLI)
- Bundle of Mentor Texts (English)
- Bundle of Mentor Texts (Spanish)

Supplemental Resources to Support Implementation:

- Heinemann: Units of Study


**Biliteracy
(Bilingual
Programs)**

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

- Continue to follow the MMSD K-5 scope
- Reflect on and adjust the implementation of units of instruction aligned to the scopes
- Implement the workshop model, including focused time for
 - Foundational Skills
 - Reading
 - Writing
 - Speaking and Listening
 - Language
- Use *Calle de la lectura*, *Mundo Bookshop*, *The Guide for English and Spanish Language Arts*, *The Common Core Writing Book K-5*, *Secuencias didácticas para aprender a escribir*, and mentor texts as core resources
- Reflect on and adjust the implementation of interim assessments (e.g., MMSD Beginning-of-Year [BOY] Assessment and End-of-Year [EOY] Assessment) that are aligned to the MMSD K-5 scope
- Use data to inform instructional planning
- Reflect on and adjust the implementation of unit performance assessment aligned to the MMSD K-5 scope

Core Resources to Support Implementation:

- MMSD Units of Instruction
- MMSD Writing Rubrics
- MMSD Speaking and Listening Observation Logs
- *Mundo Bookshop Program*, K-5
- *Calle de la Lectura*, K-5
- MMSD Guide to English and Spanish Language Arts
- *Common Core Writing Book K-5* by Gretchen Owocki
- *Secuencia didáctica para aprender a escribir* by A. Camps (DLI)
- Bundle of Mentor Texts (English)
- Bundle of Mentor Texts (Spanish)

Supplemental Resources to Support Implementation:

- Heinemann: *Units of Study*

Math

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

- Implement the CCSS –M through the use of the Scope
- Focus on the Standards for Mathematical Practice, highlighting SMP 1, 6 and 2, 3


Core Resources to Support Implementation:

- Investigations in Numbers, Data and Space, 2nd ed
- Investigations Student Workbook (online access)
- Teaching Student Centered Mathematics by Van de Walle

Scopes (CCLEs) with embedded:

- Performance Tasks by Unit
- Quarterly Summative assessments with rubrics
- Supplemental Lessons
- Student Learning Targets (K-5)

Modules to support:

- Implementation of Scope (CCLE's)
- CCSS-M Shifts and vertical progressions
- Structured Team Planning

**Social
Studies**

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

- Continue to provide time for Social Studies core instruction
- Reflect on and adjust the implementation of the use of core materials for K-5, TCI: Social Studies Alive!, Madison: City of Four Lakes, Wisconsin: Our State, Our Story, and the relationship to MMSD Social Studies Standards and CCSS

Resources provided to schools to support implementation:

- TCI: Social Studies Alive!
- 3rd Grade: Madison: City of Four Lakes
- 4th Grade: Wisconsin: Our State, Our Story
- DBQ/DBA Resources

Science

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

- Continue to provide time for Science core instruction
- Reflect on and adjust the implementation of core materials for K-2, in alignment with NGSS and CCSS

TIMELINE FOR RESOURCES TO SUPPORT IMPLEMENTATION:
Disciplinary Literacy:

May 2015	August 2015	September 2015	October 2015	December 2015	February 2016	May 2016
CCSS Plan Updated for Year 3	Send out application for Disciplinary Literacy Lead Teacher Team	LTT creates Q1 lesson plan and performance assessment	LTT creates Q2 lesson plan and performance assessment	LTT creates Q3 lesson plan and performance assessment	LTT creates Q4 lesson plan and performance assessment	Reflect on the year and plan for continued refine / support



**English Language Development (ELD) and English Language Arts (ELA) Long Term Planning Tools
(Bilingual Programs):**

May 2015	July 2015	August 2015	October 2015	December 2015	February 2016	March 2016
CCSS Plan Updated for Year 3 Send out application for ELD/ELA in Bilingual Program Lead Teacher Team	LTT creates U1 lesson plan and performance assessment	LTT creates U2 lesson plan and performance assessment	LTT creates U3 and U4 lesson plan and performance assessment	LTT creates U5 lesson plan and performance assessment	LTT creates U6 lesson plan and performance assessment	Reflect on the year and plan for continued refine / support

**Mathematics:**

May 2015	August 2015	September 2015	October 2015	December 2015	February 2016	May 2016
CCSS Plan updated for Year 3 K-5 Scopes Resources to support for Q1: Exemplars of weekly and unit plans Performance Tasks Formative and summative unit assessments	<ul style="list-style-type: none"> • PD to support implementation of new materials 6-8 • Define Process for school to choose School Based Training Team for Materials Implementation 	Send out application for External Vetting team	Resources to support for Q2: Exemplars of weekly and unit plans Performance Tasks Formative and summative unit assessments Exemplar data analysis protocol to inform GRR Modules that support common learning agendas Assessment rubrics	Resources to support for Q3: Exemplars of weekly and unit plans Performance Tasks Formative and summative unit assessments Exemplar data analysis protocol to inform GRR Modules that support common learning agendas Assessment rubrics	Resources to support for Q4: Exemplars of weekly and unit plans Performance Tasks Formative and summative unit assessments Exemplar data analysis protocol to inform GRR Modules that support common learning agendas Assessment rubrics	Engage in the cycle of inquiry to reflect on the year and adjust resources as needed

Social Studies:

May 2015	August 2015	September 2015	October 2015	December 2015	February 2016	May 2016
Summer PD opportunity for TCI, Disciplinary Literacy, and DBQ/DBA	Summer PD opportunity for TCI, Disciplinary Literacy, and DBQ/DBA	LIT creates Q1 plans for SY 16-17 implementation	LIT creates Q2 plans for SY 16-17 implementation	LIT creates Q3 plans for SY 16-17 implementation	LIT creates Q4 plans for SY 16-17 implementation	LIT plans complete final copies for SY 16-17 implementation



Curriculum Materials:

	Materials
ELA/Literacy	<p><u>Core Resources to Support Implementation:</u></p> <ul style="list-style-type: none"> • MMSD Units of Instruction • MMSD Writing Rubrics • MMSD Speaking and Listening Observation Logs • Mondo Bookshop Program, K-5 • Calle de la Lectura, K-5 (DLI-DBE) • MMSD Guide to English and Spanish Language Arts • Common Core Writing Book K-5 by Gretchen Owocki • Secuencia didáctica para aprender a escribir by A. Camps (DLI-DBE)) • Bundle of Mentor Texts (English) • Bundle of Mentor Texts (Spanish) <p><u>Supplemental Resources to Support Implementation:</u></p> <ul style="list-style-type: none"> • Heinemann: <i>Units of Study</i>
Math	<ul style="list-style-type: none"> • Investigations in Numbers, Data and Space, 2nd ed • Investigations Student Workbook (online access) • Teaching Student Centered Mathematics by Van de Walle
Social Studies	<ul style="list-style-type: none"> • TCI: Social Studies Alive! • 3rd Grade: Madison: City of Four Lakes • 4th Grade: Wisconsin: Our State, Our Story • DBQ/DBA Resources
Science	<ul style="list-style-type: none"> • FOSS Science (currently in use)



MIDDLE SCHOOL

EXPECTATIONS:

All Staff Disciplinary Literacy

- Reflect and adjust the integration of the CCSS for Literacy in All Subject Areas into daily instruction
- Read, write, and discuss discipline-specific texts
- Reflect on and adjust understanding of the CCSS and instructional shifts including how they align with district and state level assessments and the Danielson Framework
- Reflect on and adjust the implementation of instructional practices and student strategies within the Gradual Release of Responsibility Framework

English Language Arts

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

- Continue to follow the MMSD 6-8 scope
- Reflect on and adjust the implementation of units of instruction aligned to the scope
- Include focused time for
 - Reading
 - Writing
 - Speaking and Listening
 - Language
- Use The Guide for English and Spanish Language Arts, *Teaching Adolescent Writers*, mentor texts as core resources, and texts from the bookroom
- Reflect on and adjust the implementation of interim assessments (e.g., MMSD Beginning-of-Year [BOY] Assessment and End-of-Year [EOY] Assessment) that are aligned to the MMSD 6-8 scope
- Use data to inform instructional planning
- Reflect on and adjust the implementation of quarterly performance assessment aligned to the MMSD 6-8 scope

Core Resources to Support Implementation:

- MMSD Units of Instruction
- MMSD Writing Rubrics
- MMSD Speaking and Listening Observation Logs
- *Teaching Adolescent Writers* by Kelly Gallagher
- *La escritura en la enseñanza secundaria* by L. Bjork (DLI)
- Bundle of Mentor Texts (English)
- Bundle of Mentor Texts (Spanish)

Supplemental Resources to Support Implementation:

- Heinemann: Units of Study


**Biliteracy
(Bilingual
Programs)**

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

- Continue to follow the MMSD 6-8 scope
- Reflect on and adjust the implementation of units of instruction aligned to the scope
- Include focused time for
 - Reading
 - Writing
 - Speaking and Listening
 - Language
- Use The Guide for English and Spanish Language Arts, *Teaching Adolescent Writers*, mentor texts as core resources, and texts from the bookroom
- Reflect on and adjust the implementation of interim assessments (e.g., MMSD Beginning-of-Year [BOY] Assessment and End-of-Year [EOY] Assessment) that are aligned to the MMSD 6-8 scope
- Use data to inform instructional planning
- Reflect on and adjust the implementation of quarterly performance assessment aligned to the MMSD 6-8 scope

Core Resources to Support Implementation:

- MMSD Units of Instruction
- MMSD Writing Rubrics
- MMSD Speaking and Listening Observation Logs
- Teaching Adolescent Writers by Kelly Gallagher
- La escritura en la enseñanza secundaria by L. Bjork (DLI)
- Bundle of Mentor Texts (Spanish)

Supplemental Resources to Support Implementation:

- Heinemann: Units of Study

Math

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

- Implement the CCSS –M through the use of the Scopes (CCLE's)
- Focus on the Standards for Mathematical Practice, highlighting SMP 1, 6 and 2, 3
- Participate in the Middle School Math Master's sequence of courses in order to develop mastery of CCSS mathematical content and processes as a means to inform increased rigor in middle school math instruction

Core Resources to Support Implementation:

- College Preparatory Mathematics (CPM)

Scopes (CCLEs) with embedded:

- Performance Tasks by Unit
- Quarterly Summative assessments with rubrics
- Supplemental Lessons
- Unit Outcomes (6-8)

Modules to support:

- Implementation of Scope (CCLE's)
- CCSS-M Shifts and vertical progressions
- Structured Team Planning


**Social
Studies**

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

- Continue to provide Social Studies core instruction
- Refine the use of core materials for 6-8, TCI: Social Studies Alive! and the relationship to MMSD Social Studies Standards and CCSS

Resources provided to schools to support implementation:

- TCI: Social Studies Alive!
- DBQ/DBA resources

Science

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

- Continue to support Science core instruction

TIMELINE FOR RESOURCES TO SUPPORT IMPLEMENTATION:
Disciplinary Literacy:

May 2015	August 2015	September 2015	October 2015	December 2015	February 2016	May 2016
CCSS Plan Updated for Year 3	Send out application for Disciplinary Literacy Lead Teacher Team	LTT creates Q1 lesson plan and performance assessment	LTT creates Q2 lesson plan and performance assessment	LTT creates Q3 lesson plan and performance assessment	LTT creates Q4 lesson plan and performance assessment	Reflect on the year and plan for continued refine / support

**Mathematics:**

May 2015	August 2015	September 2015	October 2015	December 2015	February 2016	May 2016
CCSS Plan updated for Year 3 6-8 Scopes Resources to support for Q1: Exemplars of weekly and unit plans Performance Tasks Formative and summative unit assessments	<ul style="list-style-type: none"> • PD to support implementation of new materials 6-8 • Define Process for school to choose School Based Training Team for Materials Implementation 	Send out application for External Vetting team	Resources to support for Q2: Exemplars of weekly and unit plans Performance Tasks Formative and summative unit assessments Exemplar data analysis protocol to inform GRR Modules that support common learning agendas Assessment rubrics	Resources to support for Q3: Exemplars of weekly and unit plans Performance Tasks Formative and summative unit assessments Exemplar data analysis protocol to inform GRR Modules that support common learning agendas Assessment rubrics	Resources to support for Q4: Exemplars of weekly and unit plans Performance Tasks Formative and summative unit assessments Exemplar data analysis protocol to inform GRR Modules that support common learning agendas Assessment rubrics	Engage in the cycle of inquiry to reflect on the year and adjust resources as needed

**Social Studies:**

May 2015	August 2015	September 2015	October 2015	December 2015	February 2016	May 2016
Summer PD opportunity for TCI, Disciplinary Literacy, and DBQ/DBA	Summer PD opportunity for TCI, Disciplinary Literacy, and DBQ/DBA	LTT creates Q1 plans for SY 16-17 implementation	LTT creates Q2 plans for SY 16-17 implementation	LTT creates Q3 plans for SY 16-17 implementation	LTT creates Q4 plans for SY 16-17 implementation	LTT plans complete final copies for SY 16-17 implementation

Curriculum Materials:

	Resources
English Language Arts	<p><u>Core Resources to Support Implementation:</u></p> <ul style="list-style-type: none"> • MMSD Units of Instruction • MMSD Writing Rubrics • MMSD Speaking and Listening Observation Logs • Teaching Adolescent Writers by Kelly Gallagher • La escritura en la enseñanza secundaria by L. Bjork (DLI) • Bundle of Mentor Texts (English) • Bundle of Mentor Texts (Spanish) <p><u>Supplemental Resources to Support Implementation:</u></p> <ul style="list-style-type: none"> • Heinemann: <i>Units of Study</i>
Math	<ul style="list-style-type: none"> • College Preparatory Mathematics (CPM)
Social Studies	<ul style="list-style-type: none"> • TCI: Social Studies Alive! • DBQ/DBA Resources
Science	<ul style="list-style-type: none"> • FOSS Science (currently in use)



HIGH SCHOOL

EXPECTATIONS:

All Staff Disciplinary Literacy

- Reflect on and adjust the integration the CCSS for Literacy in All Subject Areas into daily instruction
- Read, write, and discuss discipline-specific texts
- Reflect on and adjust understanding of the CCSS and instructional shifts including how they align with district and state level assessments and the Danielson Framework
- Reflect on and adjust the implementation of instructional practices and student strategies to include key AVID strategies within the Gradual Release of Responsibility Framework

English Language Arts

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

- Continue to follow the MMSD 9-12 scope
- Reflect on and adjust the implementation of units of instruction aligned to the scope
- Include focused time for
 - Reading
 - Writing
 - Speaking and Listening
 - Language
- Use The Guide for English and Spanish Language Arts, *Teaching Adolescent Writers*, mentor texts as core resources, and texts from the bookroom
- Reflect on and adjust the implementation of interim assessments (e.g., MMSD Beginning-of-Year [BOY] Assessment and End-of-Year [EOY] Assessment) that are aligned to the MMSD 9-12 scope
- Use data to inform instructional planning
- Reflect on and adjust the implementation of quarterly performance assessment aligned to the MMSD 9-12 scope
- Implement aligned English 1 and English 1 Honors

Core Resources to Support Implementation:

- MMSD Units of Instruction
- MMSD Writing Rubrics
- MMSD Speaking and Listening Observation Logs
- *Teaching Adolescent Writers* by Kelly Gallagher
- Bundle of Mentor Texts (English)

Supplemental Resources to Support Implementation:

- "They Say / I Say": The Moves That Matter in Academic Writing, with Readings by Gerald Graff, Cathy Birkenstein, and Russel Durst
- Reading Critically, Writing Well by Rise B. Axelrod and Charles R. Cooper


**Biliteracy
(Bilingual
Programs)**

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

- Continue to follow the MMSD 9-10 scope
- Reflect on and adjust the implementation of units of instruction aligned to the scope
- Implement the workshop model, including focused time for
 - Reading
 - Writing
 - Speaking and Listening
 - Language
- Use The Guide for English and Spanish Language Arts, *Teaching Adolescent Writers*, mentor texts as core resources, and texts from the bookroom
- Reflect on and adjust the implementation of interim assessments (e.g., MMSD Beginning-of-Year [BOY] Assessment and End-of-Year [EOY] Assessment) that are aligned to the MMSD 9-12 scope
- Use data to inform instructional planning
- Reflect on and adjust the implementation of quarterly performance assessment aligned to the MMSD 9-12 scope

Core Resources to Support Implementation:

- MMSD Units of Instruction
- MMSD Writing Rubrics
- MMSD Speaking and Listening Observation Logs
- *Teaching Adolescent Writers* by Kelly Gallagher
- *La escritura en la enseñanza secundaria* by Lennart Bjork
- Bundle of Mentor Texts (Spanish)

Supplemental Resources to Support Implementation:

- "They Say / I Say": The Moves That Matter in Academic Writing, with Readings by Gerald Graff, Cathy Birkenstein, and Russel Durst
- Reading Critically, Writing Well by Rise B. Axelrod and Charles R. Cooper

Math

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

- Follow the district developed scope for Algebra1
- Use the core resource, Carnegie Learning Algebra 1 and Geometry
- Focus on the Standards for Mathematical Practice, highlighting SMP 1, 6 and 2, 3

Core Resources to Support Implementation:

- Algebra 1:
 - Units of Instruction
 - Common Summative Assessment, End of Year (EoY)
 - Quarterly Performance Tasks

**Social
Studies**

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

- Continue to provide Social Studies core instruction

Resources provided to schools to support implementation:

- DBQ/DBA Resources

Science

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



- Continue to support Science core instruction

Resources provided to schools to support implementation:

- Resources to support Science and Engineering Practices shared through Science Lead Teacher Team

TIMELINE FOR RESOURCES TO SUPPORT IMPLEMENTATION:

Disciplinary Literacy:

May 2015	August 2015	September 2015	October 2015	December 2015	February 2016	May 2016
CCSS Plan Updated for Year 3	Send out application for Disciplinary Literacy Lead Teacher Team	LTT creates Q1 lesson plan and performance assessment	LTT creates Q2 lesson plan and performance assessment	LTT creates Q3 lesson plan and performance assessment	LTT creates Q4 lesson plan and performance assessment	Reflect on the year and plan for continued refine / support

**Mathematics:**

May 2015	September 2015	October 2015	December 2015	February 2016	May 2016
CCSS Plan updated for Year 3 Algebra 1: End of Course Assessment Refined Units of instruction Course plan and Scope PD to support new materials in Algebra 1	Algebra 1: Quarter 1 Performance Assessment Assessment rubric	Algebra 1: Quarter 2 Performance Assessment Assessment rubric	Algebra Quarter 3 Performance Assessment Assessment rubric	Algebra 1: Quarter 4 Performance Assessment Geometry: <ul style="list-style-type: none"> • End of Course Assessment • Refined Units of instruction 	Engage in the cycle of inquiry to reflect on the year and adjust resources as needed

Social Studies:

June 2015	August 2015	September 2015	October 2015	December 2015	February 2016	May 2016
Summer PD opportunity for TCI, Disciplinary Literacy, and DBQ/DBA	Summer PD opportunity for TCI, Disciplinary Literacy, and DBQ/DBA	LTT curates resources to support Wisconsin Model Academic Geography Standards	LTT curates resources to support Wisconsin Model Academic History Standards	LTT curates resources to support Wisconsin Model Academic Political Science and Citizenship Standards	LTT curates resources to support Wisconsin Model Academic Economics and Behavioral Science Standards	LTT completes a repository for SY 16-17 implementation



Curriculum Materials:

	Resources
English Language Arts	<p><u>Core Resources to Support Implementation:</u></p> <ul style="list-style-type: none"> • MMSD Units of Instruction • MMSD Writing Rubrics • MMSD Speaking and Listening Observation Logs • <i>Teaching Adolescent Writers</i> by Kelly Gallagher • Bundle of Mentor Texts (English) <p><u>Supplemental Resources to Support Implementation:</u></p> <ul style="list-style-type: none"> • "They Say / I Say": The Moves That Matter in Academic Writing, with Readings by Gerald Graff, Cathy Birkenstein, and Russel Durst • Reading Critically, Writing Well by Rise B. Axelrod and Charles R. Cooper
Math	<ul style="list-style-type: none"> • Carnegie Learning Algebra 1 and Geometry
Science	<ul style="list-style-type: none"> • Varies by course
Social Studies	<ul style="list-style-type: none"> • Varies by course • DBQ/DBA Resources
World Language	<ul style="list-style-type: none"> • Textbooks by course/language



SCHOOL-BASED PROFESSIONAL DEVELOPMENT OUTCOMES TO SUPPORT IMPLEMENTATION

Group	
All teachers	<p>During the 2015-16 school year, <i>all teachers will receive PD to:</i></p> <ul style="list-style-type: none"> • Deliver core instruction using instructional practices and student strategies within the Gradual Release of Responsibility Framework <ul style="list-style-type: none"> • Support implementation of core and supplemental instructional resources • Support the development, implementation, and use of classroom assessments • Analyze student work to inform instructional planning • Integrate the CCSS for Literacy in All Subject Areas into daily instruction • Read, write, and discuss discipline-specific texts
Instruction Coaches	<p>During the 2015-16 school year, <i>all instructional coaches will receive PD to:</i></p> <ul style="list-style-type: none"> • Support implementation of core and supplemental ELI instructional resources
SBLT	<p>During 2015-16, <i>all School-based Leadership Teams will:</i></p> <ul style="list-style-type: none"> • Provide the time and support to deliver professional development to teachers • Examine student data quarterly and walk through data to evaluate the effectiveness of core instruction, using this data to continue or adjust instruction to meet student's needs • Make adjustments in response to data
Principals	<p>During the 2015-16, <i>all Principals will receive PD to:</i></p> <ul style="list-style-type: none"> • Deepen their understanding of the CCSS core instructional expectations for ALL learners using an administrator lens: <ul style="list-style-type: none"> ○ How effective is our core instruction? <ul style="list-style-type: none"> ▪ what to "look for" ▪ what to expect in student work ▪ what to expect during planning ▪ Make explicit the connections to Danielson Framework and "look fors" • Integrate CCSS instructional expectations into the School's Improvement Plan (SIP) for professional development • Optimize resources (human, budget, time), data, and systems to support and monitor instruction • Build a culture where the Danielson Framework is used as a formative tool to strengthen practice and drive implementation of the CCSS



CENTRAL OFFICE PROFESSIONAL DEVELOPMENT OUTCOMES TO SUPPORT IMPLEMENTATION

English Language Arts/Literacy	
Instructional Coaches	<ul style="list-style-type: none"> • Support the implementation of CCSS and GRR within coaching cycles, teacher teams, and professional development • Support the implementation of core resources within coaching cycles, teacher teams, and professional development
Central Office Literacy Teacher Leaders	<ul style="list-style-type: none"> • Lead revision of units of instruction • Coordinate the collection of artifacts for use in district-wide professional development • Provide embedded professional development through K-12 site visits <ul style="list-style-type: none"> ◦ Work with teams to look at data and plan the site visit ◦ Support teams in coordinating logistics ◦ Facilitate site visit <ul style="list-style-type: none"> ▪ Set the purpose for the model lesson ▪ Model the lesson or coordinate with site-based teacher who is modeling the lesson ▪ Debrief the lesson and determine next steps • Support school-based leadership through co-planning and co-facilitating professional development, teacher team time, and coaching cycles around <ul style="list-style-type: none"> ◦ Core materials ◦ Instructional practices and student strategies within the Gradual Release of Responsibility Framework ◦ Standards-based planning, instruction, and assessment ◦ CCSS instructional expectations ◦ Multi-tiered System of Supports and the role that the comprehensive assessment system plays in this framework • Develop and deliver CCSS PD modules • Develop an understanding of Arts Integration • Leverage technology to support instructional resources



Disciplinary Literacy Lead Teacher Teams	<ul style="list-style-type: none"> • Create model lessons for school use that <ul style="list-style-type: none"> ◦ Integrate the CCSS for Literacy in All Subject Areas with content standards ◦ Integrate reading, writing, discussing, and critical thinking about discipline-specific texts ◦ Make interdisciplinary connections, which may include arts integration • Create model performance assessments for school use that <ul style="list-style-type: none"> ◦ Integrate the CCSS for Literacy in All Subject Areas with content standards ◦ Integrate reading, writing, discussing, and critical thinking about discipline-specific texts • Implement the instructional practices and student strategies from professional development that are aligned with the school's instructional focus • Collect artifacts including videos, student work, etc. to use for district-wide professional development • Continue to build understanding in standards-based planning, instruction, and assessment • Continue to build understanding of a comprehensive assessment system • Share learning with SBLTs and content area teams
Central Office Teacher Leaders	<ul style="list-style-type: none"> • Lead creation of model lessons and performance assessments with Lead Teacher Teams • Vet, gather feedback, and refine model lessons and performance assessments • Deepen understanding in the following areas to support professional development: <ul style="list-style-type: none"> ◦ Gradual Release of Responsibility across all disciplines ◦ Standards-based planning, instruction, and assessment ◦ CCSS instructional expectations ◦ Multi-tiered System of Supports and the role that the comprehensive assessment system plays in this framework ◦ Arts Integration • Gather and curate resources for reading, writing, discussing, and critical thinking about discipline-specific texts • Develop and deliver CCSS Disciplinary Literacy PD modules

Math	
Central Office Teacher Leaders	<ul style="list-style-type: none"> • Will support Teacher Teams in their understanding and implementation of short and long term plans • Vet, gather feedback, and refine model lessons and performance assessments • Deepen understanding in the following areas to support professional development: <ul style="list-style-type: none"> ◦ Technology ◦ Standards-based planning, instruction, and assessment ◦ CCSS instructional expectations



Instructional Coaches	<ul style="list-style-type: none"> • Understand and articulate the GRR - Mathematics Model • Understand and model the SMP 1, 3 and 2,6 • Understand the critical focus areas • Assist in the implementation of CCSS
Lead PD (K-5 only)	<ul style="list-style-type: none"> • Understand and articulate the GRR - Mathematics Model • Understand and model the SMP 1, 3 and 2,6 • Understand the critical focus areas • Support and provide PD to school level members in mathematics, when appropriate
Lead Teacher Teams	<ul style="list-style-type: none"> • Continue to develop resources to the support the scopes including unit outcomes, and common assessments/summative performance tasks. • Develop resources to support implementation of new core materials grade 6-12.

Social Studies

Lead Teacher Teams	<ul style="list-style-type: none"> • Create units of instruction (course and unit plans) for school use that <ul style="list-style-type: none"> o Integrate the CCSS for Literacy in All Subject Areas with content standards o Integrate reading, writing, discussing, and critical thinking about discipline-specific texts o Leverage technology to support instruction • Create quarterly performance assessments for school use that <ul style="list-style-type: none"> o Integrate the CCSS for Literacy in All Subject Areas with content standards o Integrate reading, writing, discussing, and critical thinking about discipline-specific texts • Implement the instructional practices and student strategies from professional development that are aligned with the school's instructional focus • Collect artifacts including videos, student work, etc. to use for district-wide professional development • Build understanding in standards-based planning • Build understanding of a comprehensive assessment system • Share learning with content area teams
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Central Office Teacher Leaders	<ul style="list-style-type: none"> • Lead K-9 Social Studies Super Summer Series, a three-day seminar that supports participants' deep learning around how to engage in instructional planning in social studies using tools and resources related to <ul style="list-style-type: none"> • TCI: History Alive! Materials • Disciplinary Literacy • Document-based Questions/Assessments • Lead creation of units of instruction and quarterly performance assessments with Lead Teacher Teams • Vet, gather feedback, and refine units of instruction and quarterly performance assessments • Deepen understanding in the following areas to support professional development: <ul style="list-style-type: none"> ○ Gradual Release of Responsibility across all disciplines ○ Standards-based planning, instruction, and assessment ○ CCSS instructional expectations ○ Multi-tiered System of Supports and the role that the comprehensive assessment system plays in this framework • Gather and curate resources for reading, writing, discussing, and critical thinking about discipline-specific texts
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All other Disciplines (Science)	
Lead Teacher Teams	<p>For Course Alignment work in Science 9 and Interdisciplinary work in K-2:</p> <ul style="list-style-type: none"> • Create units of instruction (course and unit plans) for school use that <ul style="list-style-type: none"> ○ Integrate the NGSS with the CCSS for Literacy in All Subject Areas ○ Integrate reading, writing, discussing, and critical thinking about discipline-specific texts ○ Leverage technology to support instruction • Create quarterly performance assessments for school use that <ul style="list-style-type: none"> ○ Integrate the CCSS for Literacy in All Subject Areas with content standards ○ Integrate reading, writing, discussing, and critical thinking about discipline-specific texts • Reflect on and adjust the implementation of units of instruction and assessments <p>Across all Grade Levels:</p> <ul style="list-style-type: none"> • Implement the instructional practices and student strategies from professional development that are aligned with the school's instructional focus • Collect artifacts including videos, student work, etc. to use for district-wide shared professional learning • Build understanding in standards-based planning • Build understanding of a comprehensive assessment system • Share learning with content area teams



Central Office Teacher Leaders	<ul style="list-style-type: none"> • Deepen understanding in the following areas to support professional learning: <ul style="list-style-type: none"> ◦ Disciplinary Literacy ◦ Connections between NGSS and CCSS ◦ Gradual Release of Responsibility across all disciplines ◦ Standards-based planning, instruction, and assessment ◦ Multi-tiered System of Supports and the role that the comprehensive assessment system plays in this framework ◦ Arts integration with all content areas • Develop resources to demonstrate connections between NGSS and CCSS • Lead creation of units of instruction and quarterly performance assessments with Lead Teacher Teams for Course Alignment work for Science 9 • Vet, gather feedback, and refine units of instruction and quarterly performance assessments for Science 9 alignment process • Gather and curate resources for reading, writing, discussing, and critical thinking about discipline-specific texts
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Central Office	
Central Office	<ul style="list-style-type: none"> • Deepen understanding of how to use the CCSS PD series and implications for all layers of the work • Use learning from professional development to inform instruction and connect to own work



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Jay Affeldt	Principal, Memorial High School
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