

<p>Timeline Pre K/K-5</p>	<p>2011-2012 <i>The Awareness Phase</i> (This phase represents an introduction to the CCSS, the initial planning of systems implementation, and establishment of collaborations)</p>	<p>2012-2013 <i>The Transition Phase</i> (This phase concentrates on building foundational resources, implementing needs assessments, establishing new professional learning, and expanding collaborations between all stakeholders)</p>	<p>2013-2014 <i>The Transition Phase</i></p>	<p>2014-2015 <i>The Implementation Phase</i> (This phase expands the new professional learning support, fully aligns curriculum, instruction, and assessments, and effectively integrates these elements across the field)</p>
<p>NCLB Accountability</p>				<p>Smarter Balanced Assessment Consortium (SBAC)</p>
<p>STAR Testing (grades 2-5)</p>				<p>Smarter Balanced Assessment Consortium (SBAC)</p>
<p>Professional Development Facilitate high quality professional learning opportunities for educators to ensure that every student has access to teachers who are prepared to teach to the levels of rigor and depth required by the CCSS</p>	<p>Support professional learning to promote awareness of and familiarity with CCSS.</p> <p>Area of Focus:</p> <ul style="list-style-type: none"> Compare and contrast the CCSS with the 1997 content standards 	<p>Support ongoing professional learning to promote transition to the CCSS.</p> <p>Areas of focus include:</p> <ul style="list-style-type: none"> English Language Arts: text complexity, text-based questions and tasks, developing literacy across the content areas, writing informational text, the new ELD standards Mathematics: the standards for mathematical practice, modeling, and content shifts in mathematics for grades K-8 New Learning: transition to the SBAC assessment system, effective utilization of technology and media, 21st century skills, career and college readiness 	<p>Continue professional learning areas of focus</p>	<p>Provide professional learning to support full implementation of the CCSS</p> <p>Areas of focus:</p> <ul style="list-style-type: none"> Content shifts in mathematics Transition to SBAC assessments

	<p>Activities Included:</p> <ul style="list-style-type: none"> • Leadership training at VCOE • Teacher Specialists to UCSB • All Schools introduced to CCSS • Purchase CCSS Bind booklet • Prepare P.D. • K-5 Principals use “Transitioning to the CCSS” and article “ Districts Gear Up for Shift to Informational Texts” • Share how to find Lexile levels • Encourage Daily 5 Workshops - Nanette Pecel • Timeline for Principals to support implementation of CCSS *Agenda will follow sequence (springboard for faculty meeting) 	<p>Utilize new resource from the CDE: <i>A Look at Kindergarten Through Grade Six in California Public Schools (Fall 2011) and companion Webinars</i></p> <p>Utilize new resources from the CDE: <i>New professional learning modules (available summer 2012)</i></p> <p>Activities Include:</p> <ul style="list-style-type: none"> • Post on our district website Webinars and presentations on the CCSS and develop a library of CCSS-related resources available on line • Distribute CCSS with P.D. at the beginning of the school year • Standards mapping • Learning how to I.D. and analyze gaps in curriculums • Mathematical practices • Instructional strategies to support rigor and relevance • Writing across the curriculum • Text complexity • Increase access to informational text 	<p>Utilize new resources from the CDE: <i>New professional learning modules (summer 2013) and curriculum frameworks (math available fall 2013, ELA available spring 2014)</i></p> <p>Activities Include:</p> <ul style="list-style-type: none"> • Design units of study that meet CCSS 	
--	--	--	---	--

<p>Assessments</p> <p>Develop and transition to CCSS-aligned assessment systems to inform instruction, establish priorities for professional learning, and provide tools for accountability</p>	<p>Compare/Contrast CCSS with current content standards and begin to incorporate new skills in the CCSS into instructional planning</p> <p>Share SBAC sample items in ELA and Math. Share new types of questions (constructed response, extended response, technology enhanced, and performance tasks)</p> <p>Activities Include:</p> <ul style="list-style-type: none"> • Develop K-5 Writing benchmarks to reflect CCSS • Develop Performance Based Assessments (grades 2-5) for T3 	<p>Revise existing lessons, assignments, projects to assess higher-level thinking, constructed responses, synthesis, and collaboration as indicated in the CCSS</p> <p>Revisit end-of-chapter/unit questions and quizzes in existing materials and elevate them to higher level thinking. For example, a question may ask, “What tone does the author use in the article?” Elevate the question to, “Which words or phrases set the tone of this article?” or, “Replace words or phrases to change the tone of this article from impersonal to friendly.” For mathematics, utilize word problems to provide students with opportunities to apply mathematical thinking to real-world challenges.</p> <p>Provide opportunities for professional learning to develop understanding of difference between interim assessments and formative practices. (Formative Practices include: learning targets; criteria for success; collecting evidence; and documenting evidence)</p> <p>Activities Include:</p> <ul style="list-style-type: none"> • Modify current benchmark assessments to include PBA • Begin to research examples of Smarter Balanced Assessments 	<p>Continue to revise assignments to assess higher-level thinking</p> <p>Continue to revise end-of-chapter/units and quizzes and elevate to higher level thinking, constructed responses, synthesis, and collaboration as indicated in the CCSS</p> <p>Visit SBAC Web site for ideas (formatting, scope) on formative practices and professional development</p> <p>Activities Include:</p> <ul style="list-style-type: none"> • Pilot hybrid benchmarks • Modify to align solely to CCSS 	<p>Continue to revise assignments to assess higher-level thinking</p> <p>Continue to revise end-of-chapter/units and quizzes and elevate to higher level thinking, constructed responses, synthesis, and collaboration as indicated in the CCSS</p> <p>SBAC formative resources and tools available online</p> <p>Activities Include:</p> <ul style="list-style-type: none"> • Implement benchmarks from VUSD or SBAC
--	---	---	---	--

<p>Teaching and Learning Provide CCSS-aligned instructional resources designed to meet the diverse needs of all students</p>	<p>Activities Included:</p> <ul style="list-style-type: none"> • Develop K-5 Math Report Cards that align with CCSS • List Best Practices (explicit-What is it?) (What are the best practices to get your students reading at the proper Lexile level) (Best practices to support instruction) • Investigate videos of Best Practices • Targeted walk-through by principals and teachers 	<p>Continue to assess existing instructional materials and supplement them with additional resources</p> <p>Strategies Include:</p> <ul style="list-style-type: none"> ✚ Reviewing current instructional materials and identify material which aligns to CCSS ✚ Identifying CCSS that current materials do not support and develop lessons using resources from the library, internet, and primary source documents <p>✚ Announce adoption of the revised ELD standards (Fall 2012) Publish in print and online the revised ELD standards Incorporate new ELD standards into revised ELA framework</p>	<p>Continue to assess existing instructional materials and supplement if needed</p> <p>Utilize new resources from the CDE: New professional learning modules (summer 2013) and curriculum frameworks (math available fall 2013, ELA available spring 2014)</p> <p>Post list of recommended supplemental instructional materials online (February 2013)</p>	<p>Continue to assess existing instructional materials and supplement if needed</p> <p>Publish and promote <i>A Look at Kindergarten through Grade Six in California Public Schools</i> (Fall 2011)</p> <p>Provide CCSS-aligned instructional materials for mathematics (2016) and ELA (2018)</p>
---	--	--	--	---

		<p>Activities Included:</p> <ul style="list-style-type: none"> • Examine gaps in curriculums • Identify current teaching strategies that align, i.e. Daily 5, TAPPLE, VTS, etc • -Routinely use Best Practices • -RTI Tier 1 focus on independent reading of complex grade-level text 	<p>Activities Included:</p> <ul style="list-style-type: none"> • Bridge gaps in curriculums • Teacher-developed units • Examine supplemental materials 	
<p>Technology need guiding statement)</p> <ol style="list-style-type: none"> 1. Transition to the SBAC assessment system 2. Provide resources to develop effective utilization of technology and media 	<p>Utilize online technology readiness tool to evaluate current technology and infrastructure</p> <p>Activities Include:</p> <ul style="list-style-type: none"> • Develop Wiki site as a communication tool for content lead teacher committees • Complete CDE survey of technological resources • VUSD website to inform regarding CCSS (intranet) 	<p>Use information from tool to identify technology gaps and develop a plan that identifies strategies to update technology</p> <p>Activities Include:</p> <ul style="list-style-type: none"> • Research computer adaptive testing 	<p>Implement Technology Plan</p>	<p>SBAC assessments and resources available online</p>

Communication- Collaboration

1. Collaborate with administrators, teachers, classified staff members, board members, parents, and students to keep all stakeholders informed on CCSS updates and available resources

Develop a steering committee to help lead the implementation of the CCSS.

Invite district leaders to participate in CCSS Implementation Team. These include but are not limited to: district office representatives, site principals at elementary and secondary level, teacher representative, classified union representative, teacher specialists, and librarians.

Activities Include:

- Develop Steering Committee
- Develop Leadership Team Committee
- Hold quarterly meetings for updates
- Annual update to Board President

Explicitly include VUEA educators in transition groups

District lead subscribe to CDE's CCSS Resources and SBAC Web pages listservs to remain apprised of latest developments and resources related to CCSS systems implementation and utilize resources as appropriate. Send brief monthly updates to content teacher leaders

District lead CDE's Professional Development Opportunities Web page and shares with content teacher leaders

Utilize parent communication structures to share resources on the CSE's Web site with parents, families, and the local educational community to promote awareness and understanding of the CCSS and new developments regarding CCSS systems implementation. Structures may include:

- ✚ School Site Council Meetings
- ✚ PTA/PTSO Meetings
- ✚ Back to School Nights
- ✚ Parent Newsletters
- ✚ Local School Board Meetings
- ✚ News Releases

<p>2. Collaborate with parents, guardians and the early childhood and extended learning communities to integrate the CCSS into programs and activities beyond the K-12 school setting</p> <p>3. Collaborate with the postsecondary and business communities to ensure that all students are prepared for success in career and college</p>		<p>Review and utilize the <i>California Infant/Toddler Learning and Development Foundations</i>, the <i>California Preschool Learning Foundations</i> and their curriculum frameworks to inform development and continuous improvement of curriculum and developmentally appropriate CCSS-aligned practices for ECE programs</p> <p>Integrate the CCSS into after school programs and extended learning opportunities through alignment with the regular school day to provide academic enrichment and safe constructive alternatives for students</p> <p>Continue to build partnerships with external stakeholders to provide additional resources to support extended learning opportunities</p> <p>Conduct professional learning activities that promote awareness of the new definition of career and college readiness</p> <p>Seek opportunities for students to engage in events at local community colleges (Grades 4-5)</p> <p>Invite business leaders to speak to students elaborating on their role in possible careers (Grades 4-5)</p>		
--	--	--	--	--

