

Wyandotte Public School District 3-Year Transition Plan

District 3-Year Transition Plan Common Core State Standard Implementation

Oklahoma Essential Element 1 - Curriculum	Guiding Questions	Transition Process/ Strategy	2011- 2012	2012- 2013	2013- 2014
	How will the district determine what curriculum materials are needed at each grade level to implement CCSS?	Determine needs by completing a curriculum needs assessment through horizontal/subject meetings.	X		
	What is the district's plan for identifying and analyzing the quality of instructional materials that reflect the changes in the CCSS?	Identify curriculum and rubrics that are aligned with CCSS and that is evidence-based and contains Depth of Knowledge questions and answers. The CCSS teams will amend any fundamentally incompatible discrepancy between PASS and CCSS, re-writing curriculum and developing benchmarks in order to assure complete congruency with the CCSS and OSDE.	X	X	
	How will district prepare written curriculum materials that focus on writing in the 3 rhetorical modes of CCSS – informational, argument, and narrative?	Develop a strategic timeline to determine developmentally appropriate steps to produce strategic writers that write for a range of purposes and audiences. Research available writing curriculum as well as published curriculum.	X	X	
	How will district conduct a crosswalk between district curriculum (curriculum maps, scope and sequence) based on <i>PASS</i> with CCSS?	Review and evaluate current curriculum and identify any gaps using ALCA resources. Study side-by-side comparison of PASS and CCSS that is provided by the state department. Utilize determined strategies, developed in-group, via each vertical team; strategies which reflect Wyandotte's unique demographic perspective and curricular needs. Each Core Vertical Team will continue to work with the products of the previous year's Crosswalk sessions to	X	X	X

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		determine its own, specific approach to implementation, while eliminating any “overlap” and fulfilling any residual, unrecognized needs as the district continues the transition from PASS to CCSS.			
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Oklahoma Essential Element 2 – Classroom Evaluation and Assessment	Guiding Questions	Transition Process/Strategy	2011-2012	2012-2013	2013-2014
	What will the district implement to measure student knowledge and skills as described in CCSS?	The district will ensure that curriculum and assessments are organized around a set of learning progressions along multiple dimensions within subject areas. These will guide teaching decisions, classroom-based assessments, and external assessments. All CCSS departmental teams will create and maintain curriculum maps for each core subject area, in order to track and document each step, as CCSS is introduced and gradually integrated into a daily methodology with attached expectations.	X	X	X
	What modifications will be made to district benchmark assessments, unit tests, and common semester exams to include performance-based assessments and writing in response to text?	A time-line will be established to integrate leveled depth of knowledge questions and academic vocabulary. Teachers will review existing assessments and align with the CCSS. The district will provide assessment examples to teachers and students to identify the desired outcomes. Teachers will also be involved in the interim/benchmark, formative and summative assessment systems so that they deeply understand and can teach the standards.	X	X	X
	What assessment strategies will be implemented to prepare students to use critical thinking and reasoning skills to identify claim-evidence-counter claim type responses?	Convene a committee of highly effective teachers to increase the use of formative and summative assessments aligned with CCSS at the classroom and district level. Provide profession development in depth of knowledge and Bloom’s Taxonomy. Writing across the curriculum will be	X	X	

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		implemented along with a set of common goal rubrics. Students will be assessed with new benchmarks as they are developed and aligned with CCSS.			
	How will district ensure that students continue to be prepared for state assessments aligned to <i>PASS</i> prior to the 2014-2015 school year?	Continue to meet <i>PASS</i> but with a focus of deep understanding of the CCSS and familiarize themselves with any and all gaps between CCSS and <i>PASS</i> .	X	X	X
	How will teachers collaborate to use student data to inform development of project-based and online performance-based assessments?	Develop a standards-linked assessment bank that illustrates the intent of CCSS, to encourage the sharing of instructional activities assessment items and to support teachers in creating their own assessment items.			X

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Oklahoma Essential Element 3 - Instruction	Guiding Questions	Transition Process/Strategy	2011- 2012	2012- 2013	2013- 2014
	How will teachers focus on developing the 3 genres of writing across all content areas?	Teachers are expected to generate questions for students that range from demonstrating the ability to locate key details and summarize central ideas to using textual evidence to analyze and support judgments across the writing genres, using Bloom's Taxonomy and depth of knowledge.		X	X
	How will the district provide a schoolwide focus on implementing instructional strategies that require reasoning and critical thinking skills to respond to complex text?	Students will be able to comprehend and evaluate complex texts across a range of subjects and disciplines, and they can cite and evaluate specific evidence when offering an oral, written, or graphic interpretation of a text.		X	X
	How will teachers edit units of instruction to reflect the demands of text complexity, written argument that includes citing evidence for claim, evidence, and counter-claim?	Reevaluate current pacing guides, curriculum, maps, and scope and sequence and identify any gaps and rewrite the above to meet the demands of CCSS.	X	X	X
	How will the district provide support for Building Academic Vocabulary implementation to prepare students for the rigor of the content and assessment tasks related to CCSS?	Provide an academic vocabulary that align with CCSS and provide professional development to implement strategies within the classroom.	X	X	X
	How will districts prepare students for use of technology tools to respond to requirements of responding to CCSS performance based assessments?	Develop aligned targets for grade levels to implement technology tools within the classroom. Provide professional development for teachers to use technology scaffolding.	X	X	

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Oklahoma Essential Element 4- School Culture	Guiding Questions	Transition Process/Strategy	2011- 2012	2012- 2013	2013- 2014
	What practices are implemented by school leadership that focus on high achievement and rigor so that students are college and career-ready?	The training and use of scientifically based research strategies will be implemented and assessed.	X	X	X
	What communication tools are available to inform parents about the common core state standards implementation and the individual student progress?	The following communication tools are available for parents: Newsletters School website School Reach Parent/Teacher Conf. Elementary Family Night Parent Orientation The district would like to provide a parent/community university in which they are informed about the CCSS and any changes that may affect the students.	X	X	X
	What resources are provided to support students in mastering the critical thinking and reasoning processes required by the common core state standards?	The district provides two Reading Specialists and a Math Coach. Possible purchase of materials to meet critical thinking standards.	X	X	
	How are teachers and nonteaching staff involved in decision-making processes related to teaching and learning the common core state standards and assessments?	BLT (Building Leadership Team) meets regularly to discuss curriculum and assessment.	X	X	X

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	How are teachers recognizing and accepting their professional roles in student successes and failures related to common core state standards implementation?	Professional Development on Windows on Curriculum, how to support teachers in improving and taking ownership of how their students are performing based on how they are teaching.	X		
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Oklahoma Essential Element 5 – School, Family, and Community Support	Guiding Questions	Transition Process/Strategy	2011-2012	2012-2013	2013-2014
	What are the academic and behavioral supports and extended learning opportunities provided for all students to be prepared for the text complexity, writing in three genres (narrative, argument, and informational) and performance-based mathematics?	Establish a common set of learning objectives to ensure all students are being challenged and are making appropriate progress using higher level thinking skills.	X	X	X
	How are all school staff providing timely and accurate academic, behavioral, and attendance information to parents related to mastering common core state standards?	Develop reports, newsletters for parents that are CCSS based. Mastering the use of the online Grade-book along with the available resources.		X	
	How are families and communities involved as active partners in the educational processes related to implementation of common core state standards and performance-based assessments?	Educate parents and the community on CCSS by providing activities for parents to do that support their child’s education. Ensuring that the Parent Orientation Night is a useful tool in preparing and helping parents to work with their child while at home.	X		
	What communication strategies will be implemented to ensure school, family, and community understand the demands of CCSS and Assessments?	The district uses various methods of communication including: Email School Reach Webpage Newsletters Parent Orientation Parent/Teacher Conferences	X	X	X

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		<p>These methods of communication will continue to be used to inform parents and the community of the progress towards the CCSS.</p>			
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Oklahoma Essential Element 6 – Professional Development, Growth, and Evaluation	Guiding Questions	Transition Process/Strategy	2011-2012	2012-2013	2013-2014
	How does school leadership provide opportunities for teachers to share teaching strategies with other teachers to build instructional capacity to effectively teach common core state standards?	When teachers attend professional development opportunities they are required to present their knowledge to the remaining staff members. Provide targeted training for teachers who need a specific set of skills for effective teaching. Allowing additional time for vertical meetings for collaboration across grade levels.	X	X	X
	How does the school planning team use goals for student learning to determine professional development priorities for all staff?	The data from ALCA is used to drive professional development.	X	X	X
	How does the school planning team determine professional development that has a direct connection to the analysis of student achievement data?	Teacher surveys are analyzed for professional development needs.	X	X	X
	How does school leadership provide adequate time and appropriate fiscal resources for professional development so that teachers can effectively teach critical thinking and reasoning skills; processes for writing in the three genres; and responding to performance-based assessments?	Provide scientifically based strategies for writing in the 3 genres which will include performance based assessments. Common plan times in the elementary. Restructuring time for more effective instruction.	X	X	
	How does leadership provide opportunities for teachers to actively participate in collaboration and to	Teachers are required to observe within a classroom that contains a model teacher. They may also observe in other districts	X	X	

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	engage in peer observations to improve classroom practice across disciplines and programs as they implement the common core state standards?	with high performing students. Continuing grade/subject level vertical and horizontal meetings. Plan and implement regularly scheduled leadership and teacher development activities once a month on a Friday that focus on supporting CCSS including technology and writing across the curriculum for all teachers and administration.			
Other professional growth issues:		Time and expense are always an issue when providing professional development opportunities for teachers and administrators. There is a need to identify and develop short and long term action plans for the use of federal, state, and private resources to provide teachers and leaders professional development relative to implementing CCSS.	X	X	

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Oklahoma Essential Element 7 – Collaborative Leadership	Guiding Questions	Transition Process/Strategy	2011-2012	2012-2013	2013-2014
	How does school leadership develop and sustain a shared vision for the importance of the common core state standards?	The staff will become more data driven and focus on continual conversations with key staff members (BLT team) to develop and maintain a set of expectations and goals to accomplish each phase of the transition.	X	X	X
	What processes are in place so that school leadership makes decisions that are data-driven, collaborative, and focused on student academic performance related to common core state standards?	The continuing use of ALCA and various assessments as well as cumulative data drives instruction. Resources include the following but are not limited to: STAR, DIBELS, GRADE A+, PARCC, Grade/subject level meetings, PLC's, Professional Development	X	X	X
	How does school leadership ensure that all instructional staff have access to common core curriculum-related materials and have received training in the effective use of curricular and data resources?	Continual meetings with teams on a scheduled basis. The Reading Specialist/Counselor collects and compiles data for teachers related to various assessments as well as resources to use relating to CCSS.	X	X	X
	How does school leadership ensure that instructional time is protected and allocated to focus on curricular and instructional issues?	The use of announcements and assemblies are kept to a minimum. Possible changes in sports schedules.	X	X	X
	How does school leadership provide effective organizational structures in order to allocate resources, monitor progress, and remove barriers to sustain common core state standards initiatives?	Administration will follow through with their checklists and require writing projects per grade/subject level and monitor the use of the CCSS through observations and lesson plans.	X	X	X

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Oklahoma Essential Element 8- Organizational Structure and resources	Guiding Questions	Transition Process/Strategy	2011- 2012	2012- 2013	2013- 2014
	How does school leadership organize and allocate instructional and noninstructional staff based upon the learning needs of all students?	Staffing is decided on the number of students and identified needs. A needs assessment is performed yearly.	X	X	X
	How does school leadership provide time for vertical and horizontal planning across content areas and grade configurations to address literacy across content areas?	Through the use of professional development opportunities, plan times, before and after school meetings. Possible addition of 2 more professional development days.	X	X	X
	How does school leadership collaborate with district leadership to provide increased opportunities to learn such as virtual courses, dual enrollment opportunities, and work-based internships?	The school district is working in conjunction with higher education establishments, career tech, and Ottawa county educational groups to ensure that all schools are working together to provide a smooth and effective transition to the CCSS and beyond.	X	X	

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Oklahoma Essential Element 9- Comprehensive and Effective Planning	Guiding Questions	Transition Process/Strategy	2011-2012	2012-2013	2013-2014
	How does school leadership use a collaborative process to develop vision, beliefs, mission, and goals?	The district has established a BLT (Building Leadership Team) and meets on a regular basis to discuss needs and goals.	X		
	How does the school planning team identify action steps, resources, timelines, and persons responsible for implementing common core state standards activities aligned with the school improvement goals and objectives using online planning tool such as WISE (Ways to Improve School Effectiveness)?	A professional development opportunity will be given to staff to assist teachers within the classroom and provide peer feedback: Windows on Curriculum. The continual use of ALCA data to inform academic decisions.	X	X	X
	How does the school planning team collect, manage, and analyze data from multiple data sources to determine student learning needs related to common core state standards?	Through the use of ALCA, Counselor, BLT's and data provided by the Reading Specialist.	X	X	X
Additional issues:		Technology needs to be in place to allow frequent benchmark testing and to allow students access as they incorporate technology across the curriculum. Students also need to be proficient with technology and various software packages (i.e., word processing, spreadsheets, etc). High school math CCSS assessments cannot		X	X

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		be developed until the state determines if EOI assessments will be based on an integrated model (Math I, Math II, Math III) or a traditional model (Algebra I, Geometry, Algebra II).			
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