RSD Common Core State Standards Implementation Plan

OVERVIEW

As a part of the Riverview School District (RSD) strategic plan we are aligning our current curriculum with the Washington State Common Core State Standards (CCSS). This initiative is taking place alongside the national and state initiatives which are expected to come to fruition with the statewide testing which we anticipate to begin during the 2014-15 school year. Currently, 45 states have adopted the Common Core State Standards. Along with the adoption of the standards, Washington State has joined a consortium of 25 states that are working collaboratively as the “Smarter Balanced Assessment Consortium” to develop a next generation assessment which will align with the Common Core State Standards.

During the 2011-12 school year RSD began forming a committee of teachers to review the CCSS and Smarter Balanced system to determine what the next steps for our district would be in order to meet the timelines set by the state of Washington. This committee has grown over the past several months to a total of 17 members including teachers, specialists, school administrators and district administrators.

Professional Development

Work during the 2011-12 school year initially consisted of establishing a committee of educators to lead at each building. The first step was for the committee to get up-to-date on current progress of CCSS and then begin the process of familiarizing all of the RSD teaching staff with the CCSS initiative at the national and state levels.

Professional development for the committee consisted of sending elementary and secondary members to conferences hosted by the Puget Sound ESD. The initial PD was an overview of the initiative and ways to access information and ideas on how to bring staff on board with the CCSS.

At the district level professional development was provided during the first year by committee members who have been tasked with facilitating their peers during staff meetings and Collaborative Planning Time (CPT) days. This started as an opportunity to introduce the CCSS to staff members and describe and discuss timelines and expectations of us in order to complete this initiative with fidelity.

Implementation Plan and Progress

Elementary (K-5)

The committee was originated at the elementary level early in the 2011-2012 school year and a small team of elementary teachers led by Wendy Ward (ELA) and Lisa Taylor (Math) organized teams of teachers to begin with a review of the CCSS at each grade level. At the elementary level the CCSS Committee is represented by teachers from three of the elementary schools as well as a specialist.

The plan for alignment consisted of initially familiarizing teachers with the CCSS. This was followed by curriculum alignment work during which teachers at the elementary level reviewed current RSD curriculum to determine how well the current curriculum aligned with the CCSS. The review included a gap analysis to discover any obvious gaps between the two systems and make suggestions for realigning or augmenting curriculum to fill the gaps. Once the curriculum and gap analysis is completed an adopted curriculum which includes CCSS aligned by grade level will be implemented. The implementation plan also includes providing best practice ideas to teachers.
Further, a team of elementary teachers have been meeting regularly during the summer of 2012 to align the existing standards based report card with the CCSS. The report card was evaluated by a team of 17 elementary teachers spanning all grade levels in August (2012-13) and recommendations were made for improvements. The report card has been revised based on the recommendations and all teachers received an overview of the report card early in September for full implementation during the 2012-13 school year.

Nearing the midpoint of the 2012-13 school year meetings at the K-5 level are consisting of teachers working in grade level groups to make the necessary changes to the curriculum based on the weaknesses discovered by the gap analysis. During the current year and into the 2013-14 school year we can expect teachers’ needs to include more time to work as grade level teams to augment and realign the RSD curriculum at each grade level. They will also continue to make adjustments in the report card to further align with CCSS as needed.

Secondary (6-12)

At the secondary level, committee work began in earnest during the second half of the 2011-12 school year with the committee forming over time, now consisting of representatives from TolT Middle School, Cedarcrest High School, and the Riverview Learning Center, with a teacher representation from Language Arts, Math, Social Studies, and Science departments. Specialists and CTE are also represented on the committee.

The initial meetings between the committee members and their respective schools were informational in nature with the committee providing staff with the tools they would need to begin to do their own research on the Common Core State Standards. Information provided included websites which offered information on the CCSS initiative and how to assess the current curriculum. The committee also shared all available information with staff regarding the Smarter Balanced Assessment and how and when that system is expected to be initiated. Professional development was provided for staff at each building by committee members.

Nearing the midpoint of this year (2012-13) the middle school is still in the initial stages of analyzing their curriculum for alignment with the CCSS. This is also true at the high school level. From here we can expect the remainder of 2012-13 to be focused on a gap analysis of the 6-12 curricula, and how our scope and sequence will need to be adjusted to accommodate the CCSS. We expect this work to continue into the next school year with teachers needing additional time during professional development days to work in departmental teams. During the early part of the 2013-14 school year we will begin vertical team meetings by department, grades 6 to 12, to investigate the vertical alignment of the curriculum.

District (K-12) Goals as of January 2013 (anticipated completion date in parenthesis)

- All certificated staff members will be familiar with and understand the CCSS at their grade level or area of concentration. (complete by end of 2012-13)
- All certificated staff members will be familiar with the Smarter Balanced Assessments as they pertain to the CCSS, and the timeline for initiation of the testing process. (complete by end of 2012-13)
- Certificated staff will analyze the current scope and sequence of our curriculum (K-12), with the intent to determine how the current curriculum aligns with the CCSS. (complete by end of 2012-13)
- Certificated staff will determine where gaps in our curriculum exist and the best way to realign and augment curriculum. (complete by end of 2013-14)
• Assist all staff with ways to navigate the adjusted curriculum and use best practices to deliver instruction. This goal will utilize sample questions from the Smarter Balanced assessment to make sure we are familiarizing students with the testing methodology. (complete by 2014-15)
• Include all content areas in the process. (2013-14)
• Full implementation of CCSS into the RSD curriculum. (2014-15)
• Initiate CCSS testing using Computer Adaptive Testing system. (2014-15)

District (K-12) Timeline (anticipated)

• 2011-12 Familiarize Staff with CCSS and Smarter Balanced Consortium.
• 2012-13SY Begin work with staff in grade bands and/or by department to complete analysis of current curriculum and gap analysis.
• 2012-13SY District technology assessment to determine future needs to implement CAT in 2015.
• 2013-14SY Continue work in grade bands and departments to finalize curriculum alignment with the CCSS.
• 2013-14SY Begin introducing adjusted curriculum which includes the CCSS imbedded into the RSD scope and sequence. CCSS implementation will be initiated at the elementary levels first (K-5), followed by secondary levels by the second semester of 2013-14 SY.
• 2013-15SY’s District technology focus on providing technology to allow full testing by spring of 2015.
• Spring 2014-15SY Initiate CCSS testing using CAT technology.

Future Needs

During a recent CPT meeting in December 2012, the district direction was for teachers to spend time working with the CCSS; staff were asked what their anticipated needs were in regards to implementation of the CCSS. Unanimously, the response from all departments/grade levels, K-12, was that the primary need was “time.” Time is needed for teachers to continue to work on analysis of the current curriculum, alignment with the CCSS, alignment with report cards, classroom assessments which are aligned with the adjusted CCSS curriculum, etc. This goal can be accomplished by using focusing CPT and District Directed professional development days primarily on CCSS implementation.

We also believe it will be necessary for committee members to continue to attend conferences, view webinars, and investigate print updates to remain current with changes and progress towards the initiation of CCSS testing in 2015. It is expected that committee members will bring the updates and new information back to the building level to share with RSD teaching staff. As previously mentioned, a goal of the committee is to also focus professional development on “best practices” which link to new or additional focuses that the CCSS curriculum requires and which may be different than what has been traditionally taught in our schools. Although we believe that RSD has been on the forefront of curriculum development, we know that there will be minor adjustments needed. As this work is accomplished it will be critical to plan for job embedded professional development which should include support for redesigning curricular units and district and classroom-based assessments.

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