

Overview of Transition Plan for Common Core State Standards for Mathematics

	Goal –Full Implementation of CCSS	Timeline	Facilitator
SY2013	Share transition plan and present the math shifts (focus, coherence, and rigor) -emphasizing vertical progress of standards across grade levels – that help in understanding the intent of the common core	February-May 2013	DT, LT
SY2014 2014 ISAT (composed entirely of items written to CCSS)	Learn CCSS and new grade level expectations utilizing Schedule of Assessed Standards (SAS) and additional resources	2013 July Retreat	LT, DT, GL
	Utilize identified resources (e.g. Dana Center Maps, EDM crosswalk) that will help in developing backward plans that align to the core		
	Design sequenced long term plans in grade level teams that align to the SAS and core expectations (i.e. identify the standards that will taught and assessed, plot out major units)		
	Develop quarterly unit plans (i.e. identify instructional plan, design formative and summative assessments) during structured planning time	Prior to each quarter	LT, GL
	Analyze ANet’s CCSS-aligned interim assessments to learn more about the skills required for students to perform at grade level expectations as well as identify and close gaps in student learning - <i>students will be identified for supplementary instruction and RtI utilizing school-wide internal data</i>	Data analysis 4x a year	DT, GL
	In general, the CCSS represent a rigorous body of mathematical content and students should be engaged in mathematical thinking that meets or exceeds the expectations of the ILS. Therefore, it will be essential to collaborate with grade level instructors on ways to incorporate the new content by changing instructional practices and resources to better address the intent of the core. <i>–shared resources and ongoing support will be provided through our continued partnership with the Achievement Network.</i> Topics for school-wide professional development will focus on, but not limited to, the following: <ul style="list-style-type: none"> ▪ instructional shifts and the Standards for Mathematical Practice ▪ skills students need to demonstrate mastery at core expectations (e.g. required fluencies) ▪ utilizing internal assessments to identify and address learning gaps (i.e. shorter data cycle) 	Ongoing (schedule TBD)	LT, DT, ANet
SY2015 PARCC	Adoption of math curriculum fully aligned to CCSS with professional development focused on successful facilitation of program in the classroom	FY15	LT, GL

LT = Leadership Team/ Math Lead DT = Data Team (includes ANet representative) GL = Grade Level Teams