

Common Core State Standards



Common Core State Standards

Building a System for Student Achievement

November 1, 2011

Student Achievement

Instruction

Curriculum

Assessment

Standards

Materials and
lessons

Formative

Summative

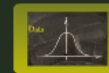
Professional Development



Vision



Data



Goals

Goal 1 - Student Achievement



Goal 2 - Student Achievement



Strategies



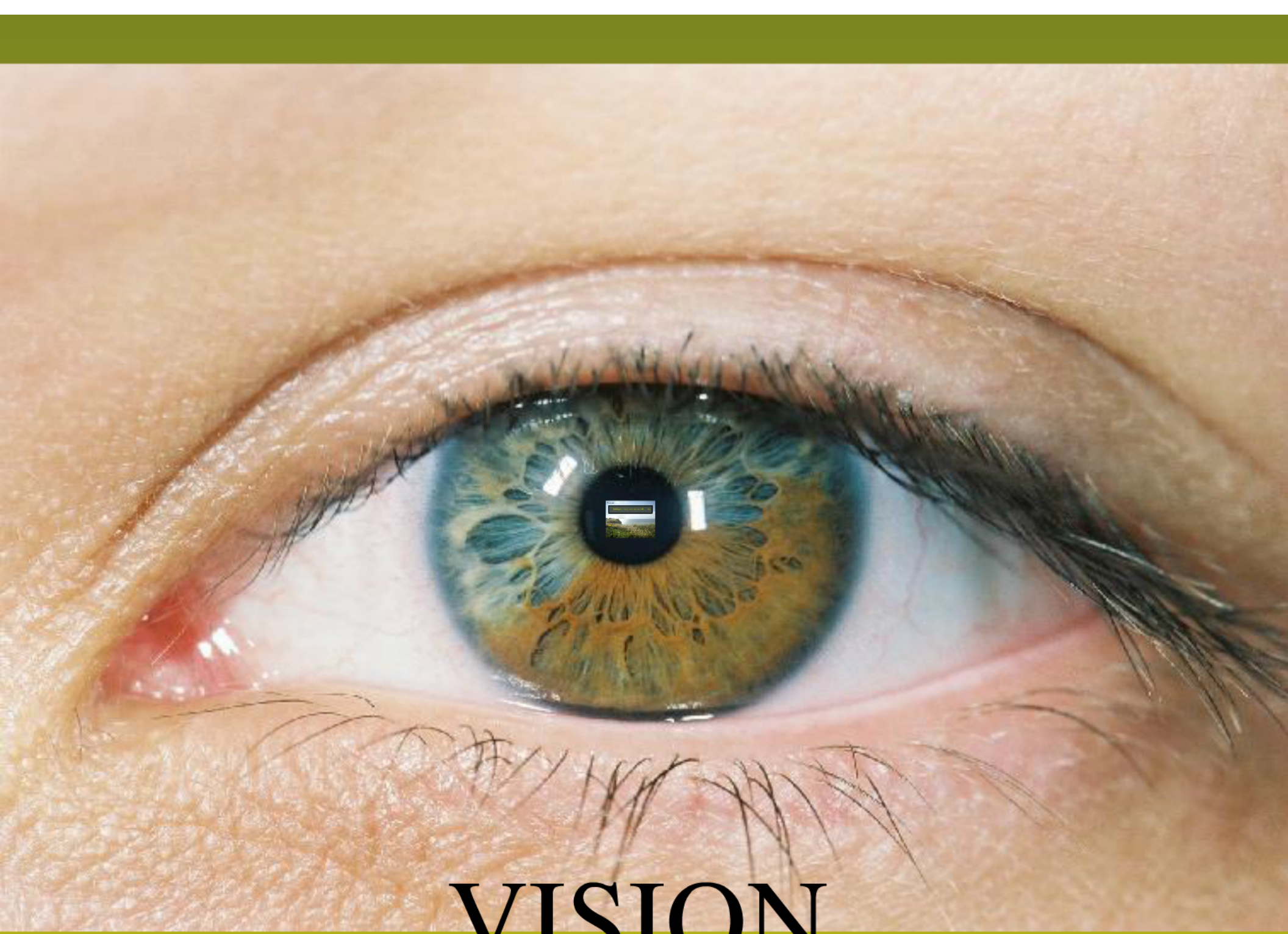
Monitoring and Evaluating

Student Achievement



Common Core State Standar





VISION

• Vision

Building for a better tomorrow, one child at a time.

Mission

The mission of the Aiken County Public School District is to create in students a passion for learning and achievement that will serve them as they compete and contribute in a global society.



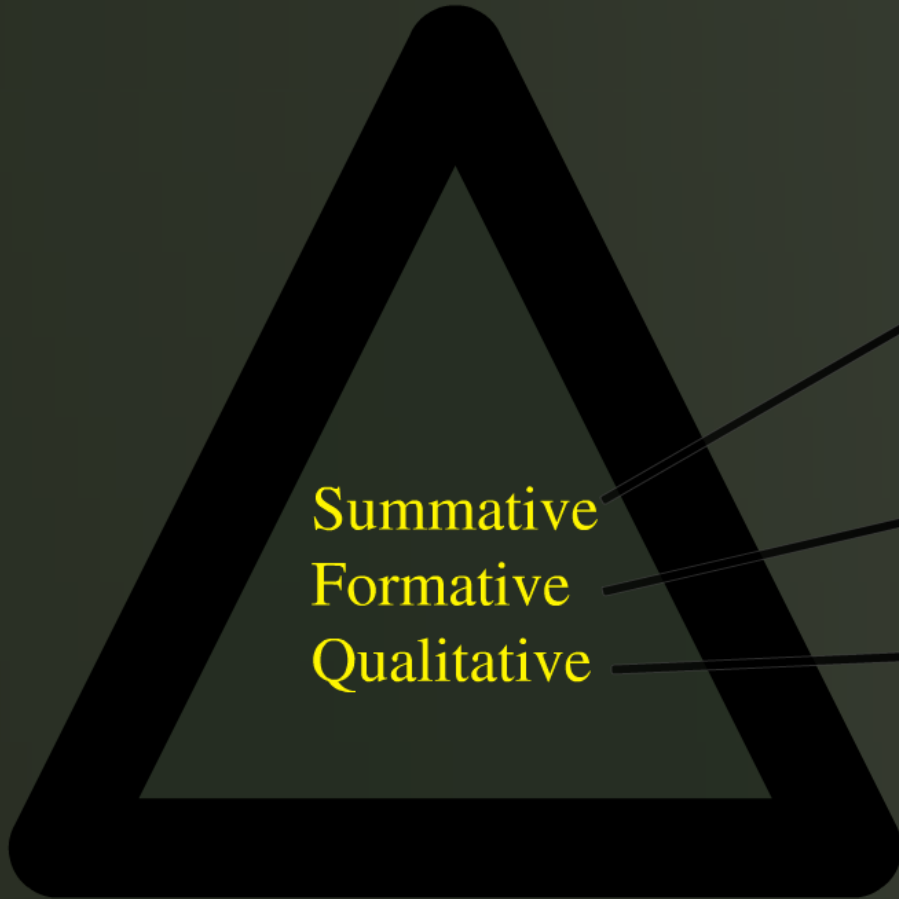
Essential Question

How can we ensure that **100%** of our students receive daily instruction on **appropriate content standards**, delivered through a **rigorous curriculum**, specific to their

How can we ensure that **100%** of our students receive daily instruction on **appropriate content standards**, delivered through a **rigorous curriculum**, specific to their performance level as indicated by **formative assessment**?

Data





Summative
Formative
Qualitative

PASS, HSAP, EOC, Graduation Rate, etc.
(summary data)

MAP, Dominie, Benchmarks, etc.
(form instruction)

Surveys, informal feedback, etc.

Goal 1 - Student Achievement

By spring 2014, Aiken County students will demonstrate academic proficiency by meeting the following targets:

- PASS – The district mean of students in each demographic subgroup scoring Met or

Exemplary will be above the state mean in the four core content areas.

- HSAP – The percentage of Aiken County students in each demographic subgroup passing both subtests will be at or above districts like ours.

- SAT – The mean total score for Aiken County students will be at or above the national average.

- ACT – The mean total score for Aiken County students will be at or above the national average.

- AP Exams – Of the Aiken County students taking AP exams, 65% will score 3 or above.

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Goal 2 - Student Achievement

By the Spring of 2014, the on-time graduation rate for our students in each demographic subgroup will be at least 80% and will meet or exceed districts like ours as indicated on the state report card.

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Strategies



a



- Aiken County Literacy Model
(Model Classrooms)
- Classroom Set-Up
 - Rituals and Routines
 - Read Aloud
 - Shared Reading
 - Independent Reading
 - Literacy Stations/Centers
 - Guided Reading/Small Group Instruction
 - Student Reflection



- Common Core State Standards
- District Rollout
 - Principal PD
 - Curriculum Committees
 - Revised Kindergarten Report Card
 - Standardized Tests



Early Childhood

Preschool Program
 • Child Development
 • PALS Preschools
 • Preschool Special Education
 • Preschoolers' Acquisition



- Data and Interventions
- Dominate
 - Reading
 - Recovery



- Computer Aided Instruction
- Computers in Every Classroom
 - Compass
 - SmartBoards

Maria



Aiken County Literacy Model (Model Classrooms)

- Classroom Set-Up
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Common Core State Standards

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ESOL

- Classes
- Rosetta Stone
- ELDA



Computer Aided Instruction

- Computers in Every Classroom
- Compass
- SmartBoards



Data and Interventions

- Dominie
- Reading
Recovery



Preschool Programs

- Child Development
- Preschool Special Education
- PALS (Preschoolers Acquiring Language Skills)



Meet JR



JR has been referred to the SIT (Student Intervention Team) for behavior



The SIT team puts interventions in place to provide support (student/parent).

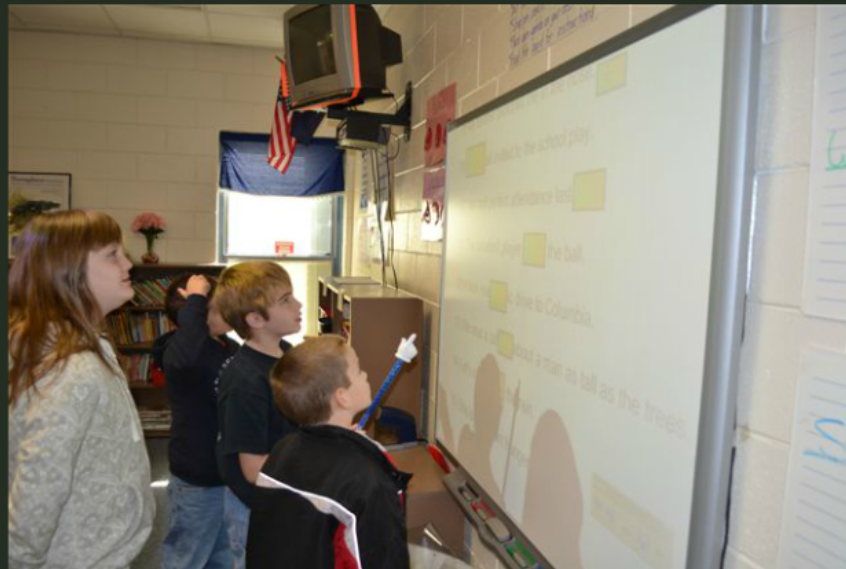
The Literacy Model is implemented (ex. Classroom setup, rituals and routines, literacy stations/centers, and small group instruction).



JR and some of his peers receive small group instruction at least 3 days a week. He has a mentor that comes in and works with him one on one. JR also receives one on one from his teacher and the classroom aide.



Technology is used (ex. Compass Learning, SmartBoard, classroom computers/laptops, Ipods, Ipads) daily because JR needs lots of visuals, charts, and pictures. He and his peers go to the Compass Learning Lab weekly. His teacher uses interventions such as books on tape, board games, computer games, and Ipods in the classroom to help JR be successful.



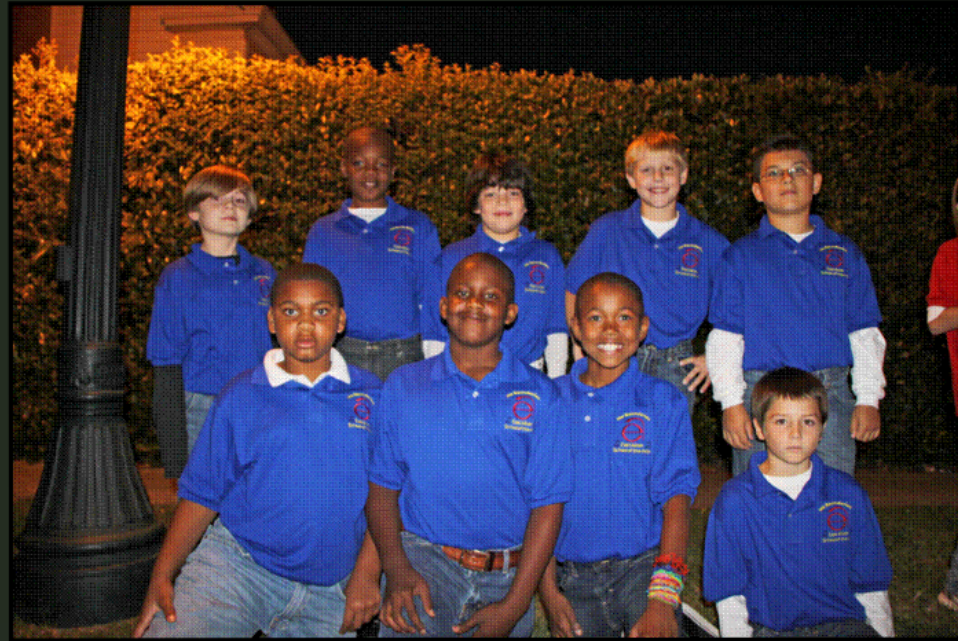
The teacher uses best practices and innovative techniques in integrating the arts into the core curriculum (science, math, language arts, and social studies)



Parent/teacher conferences are held on a regular basis and strategies are shared with the parent to use at home.



The school tapped into his energy and creativity to help JR be successful. JR is achieving, being rewarded for his good behavior, and now sings in the boy's choir.



An academic core that is aligned to what students must know, understand, and be able to do to succeed in college-preparatory English, mathematics, and science.



Use of data to review and revisit school and classroom practices

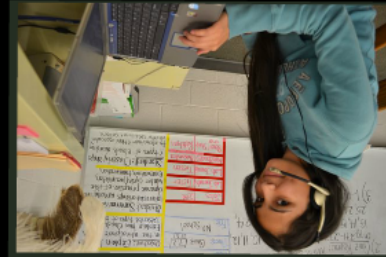


Quality of instruction that engages students in their learning

Middle School



Support from parents
A belief that all students matter



High expectations and a system of extra help and time
Use of technology for learning to improve and students' knowledge and skills

Knowledge without remedial school and preparatory education and careers.

Making Middle Grades Work

A Comprehensive Improvement Framework



An academic core that is aligned to what students must know, understand, and be able to do to succeed in college-preparatory English, mathematics, and science.



Use of data
to review
and revisit
school and
classroom
practices



Qualified teachers
who know academic
content and how to
teach young
adolescents

Classroom practices
that engage students
in their learning



Teachers working together to plan, to develop, to coordinate, and to share

Strong leadership who participate with teachers in planning and implementing research-based improvements.



High expectations and a system of extra help and time

Use of technology for learning to improve students' knowledge and skills



Support from
parents

A belief that all
students matter



The mission of Making Middle Grades Work is to make sure that all students leave eighth grade with the knowledge and skills to be successful without remediation in a college-preparatory curriculum and with plans for what to study to complete high school and prepare for future education and careers.



Josh excels in elementary and middle school.

In HS, his Individual Graduation Plan meeting between his parents and school counselor indicate his desire to pursue the Science, Technology, Engineering, and Mathematics cluster of study in high school.

Josh requests information regarding the Aiken County Robotics Club and contacts the sponsor prior to the start of his 9th grade year.



integrated into his environment because of the smooth transition opportunity provided by the Freshman Academy.

His participation in ROTC also helps him to feel as if he is a part of something bigger than just himself. He is exposed to rigorous coursework in all classes because his teachers follow Common Core Curriculum State Standards.

His teachers make use of Benchmark Assessments to provide formative data regarding how best to instruct Josh and his classmates.



High School

In the spring of his junior year, Josh takes his first administration of the SAT. He makes a perfect score on the math portion and ranks in the 95th percentile nationally. Since Josh has already accumulated most of the Carnegie units needed to graduate by the conclusion of his junior year, he and his parents decide he will take advantage of Dual Enrollment classes offered at USC Aiken in the 12th grade.



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Josh is a five year-old boy who began school as a kindergarten student in an Aiken County classroom.

He is a well-adjusted child and makes friends easily. Josh's parents have already assumed the role as his first teachers, so he arrives at school ready to learn on grade level.



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In HS, his Individual Graduation Plan meeting between his parents and school counselor indicate his desire to pursue the Science, Technology, Engineering, and Mathematics cluster of study in high school.

Josh requests information regarding the Aiken County Robotics Club and contacts the sponsor prior to the start of his 9th grade year.



Josh arrives at high school and is immediately integrated into his environment because of the smooth transition opportunity provided by the Freshman Academy.

His participation in ROTC also helps him to feel as if he is a part of something bigger than just himself. He is exposed to rigorous coursework in all classes because his teachers follow Common Core Curriculum State Standards.

His teachers make use of Benchmark Assessments to provide formative data regarding how best to instruct Josh and his classmates.



Josh's teachers and administrators have common, high expectations for the academic environment in his classes because his District has implemented with fidelity the Ten Key Practices from High Schools That Work.

His teachers and administrators worked together to create a classroom observation tool that identifies and reinforces appropriate rigor, engagement, and use of data, ensuring that Josh and his classmates are prepared for college and careers after graduation.

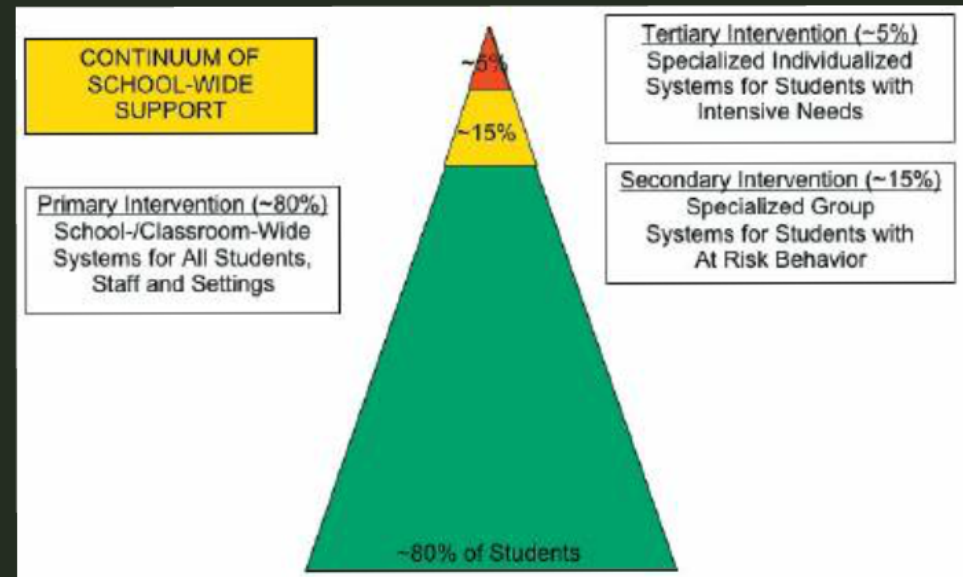
His school uses an Advisor-Advisee Program that provides a caring adult to follow the progress of every student through school and intervene early when needed.



In his sophomore year, Josh begins to associate with a different group of students than in the past and adopts some negative behaviors.

He spends time with a Therapeutic Counselor while at the CIL and regains his focus and desire to excel in school. When he is returned to his home high school, his name is referred to his School Intervention Team as a student to watch for successful transition.

These interventions work and by the conclusion of the school year Josh is signed up to enroll in Advanced Placement classes for the 11th grade.





In the spring of his junior year, Josh takes his first administration of the SAT. He makes a perfect score on the math portion and ranks in the 95th percentile nationally. Since Josh has already accumulated most of the Carnegie units needed to graduate by the conclusion of his junior year, he and his parents decide he will take advantage of Dual Enrollment classes offered at USC-Aiken in the 12th grade.



In the fall of his senior year, Josh takes the SAT again and improves his score. He is the highest scorer in his school and will receive numerous scholarship opportunities as a result. His class rank, grade point average, and SAT's qualify him for a Palmetto Fellows Award.

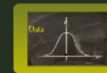
He applies to Clemson University and receives notification of his acceptance in December. He will study Electrical and Computer Engineering. He narrowly edges out another student to be named Valedictorian of his graduating class.

Congratulations Josh -

Vision



Data



Goals

Goal 1 - Student Achievement



Goal 2 - Student Achievement



Strategies



Monitoring and Evaluating



Student Achievement



Professional Development

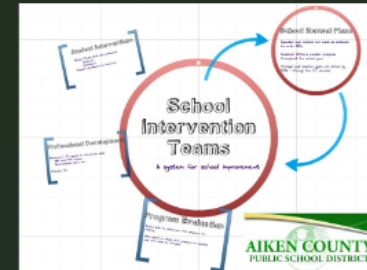
Common Core State Standards



By the Spring of 2014, 100% of the students in the district will be successful in meeting the standards for the 21st Century Learning Skills. The 21st Century Learning Skills are: Critical Thinking, Creativity, Collaboration, and Communication.

Strategies

Monitoring and Evaluating



School Intervention Teams

A system for school improvement

Student Interventions

Review Data (look for patterns)
Academic
Behavioral
Provide strategies to teachers

Professional Development

Recommend PD based on schedule data
MAP and PASS scores
Observational data, etc.
Evaluate PD

Program Evaluation

Review data to determine which programs are working
Make decisions about which programs to continue and which ones to eliminate

School Renewal Plans

Agendas and minutes are used as evidence to write SRPs

Academic Officers monitor progress throughout the school year

Principal and teacher goals are driven by SRPs - through the SIT process

AIKEN COUNTY
PUBLIC SCHOOL DISTRICT



Common Core State Standards

2011-2012	2012-2013	2013-2014	2014-2015
<p>8 & 1st Implement Common Core 100% (ELA and math teachers can only access Common Core Standards in TestTraker)</p>	<p>100% Pre-K-12 ELA Common Core Implementation</p> <p>100% K-7 Math Common Core Implementation</p> <p>Grades 8-12 SC Academic Math Standards</p>	<p>100% K-12 ELA Common Core Implementation</p> <p>100% K-8 Math Common Core Implementation</p> <p>Grades 9-12 What is common between Common Core and SC Academic Math Standards</p>	<p>100% K-12 Common Core Implementation</p>
<p>3-12 Drop in Units (SC Standards & Common Core in TestTraker for grades 3-12)</p> <p>Early Release & Principal Training Days Dedicated to Standards Awareness Activities (compare current standards, investigate gaps in current curriculum where appropriate)</p>	<p>Only Common Core Standards Available in TestTraker for K-12 ELA and Math Teachers</p> <p>Early Release & Principal Training Days Dedicated to Standards Awareness Activities (compare current standards, investigate gaps in current curriculum where appropriate)</p>	<p>Lesson Bank in TestTraker</p> <p>Early Release & Principal Training Days Dedicated to Collaboratively Developing Common Standards-Based Assessments</p>	<p>Common Assessment Bank in TestTraker</p> <p>Early Release & Principal Training Days Dedicated to Collaboratively Developing Standards-Based Summative Assessments</p>
<p>GBEs Tied to Standard Awareness (Common Core where appropriate)</p>	<p>GBEs Tied to Standards Based Curriculum (stand plans and formative assessment)</p>	<p>GBEs Tied to Common Standards-Based Assessments</p>	<p>All GBEs (own teachers) Tied to Common Core Formative Assessments</p>
<p>PASS and MSAP Testing SC Standards</p>	<p>PASS and MSAP Testing SC Standards Common Core MAP Testing</p>	<p>PASS and MSAP Testing What is common between Common Core and current SC Standards</p>	<p>Common Core Testing Grades 3-8 or Grades 9-11</p>

2011-2012	2012-2013	2013-2014	2014-2015
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<p>2-12 Drop in Units (SC Standards & Common Core in TesTrakker for grades 2-12)</p>	<p>Only Common Core Standards Available in TesTrakker for K-12 ELA and Math Teachers</p>	<p>Lesson Bank in TesTrakker</p>	<p>Common Assessment Bank in TesTrakker</p>
<p>Early Release & Principal Training Days Dedicated to Standards Awareness Activities (compare contrast common core to current standards, investigate gaps in current curriculum where appropriate)</p>	<p>Early Release & Principal Training Days Dedicated to Collaborative Standards-Based Lesson planning, Including Formative Assessments (daily or weekly)</p>	<p>Early Release & Principal Training Days Dedicated to Collaboratively Developing Common Standards-Based Assessments</p>	<p>Early Release & Principal Training Days Dedicated to Collaboratively Developing Standards-Based Summative Assessments</p>
<p>GBEs Tied to <u>Standard Awareness</u> (Common Core where appropriate)</p>	<p>GBEs Tied to <u>Standards Based Curriculum (lesson plans and formative assessments)</u></p>	<p>GBEs Tied to <u>Common Standards-Based Assessments</u></p>	<p>All GBEs (core teachers) Tied to <u>Common Core Formative Assessments</u></p>
<p>PASS and HSAP Testing SC Standards</p>	<p>PASS and HSAP Testing SC Standards Common Core MAP Testing</p>	<p>PASS and HSAP Testing What is common between Common Core and current SC Standards</p>	<p>Common Core Testing Grades 3-9 or Grades 3-11</p>

