

TRANSITION PLAN FOR CA COMMON CORE STANDARDS

2011-2015



“Climbing Toward College & Career Readiness”

Governing Board

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Inspiring Collaboration, Innovation, & Empowerment

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce.

The NGA Center and CCSSO received initial feedback on the draft standards from national organizations representing, but not limited to, teachers, postsecondary educators (including community colleges), civil rights groups, English language learners, and students with disabilities. Following the initial round of feedback, the draft standards were opened for public comment, receiving nearly 10,000 responses.

The standards are informed by the highest, most effective models from states across the country and countries around the world, and provide teachers and parents with a common understanding of what students are expected to learn. Consistent standards will provide appropriate benchmarks for all students, regardless of where they live.

These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards:

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Are evidence-based.

The California Common Core State Standards (CCCS) plan is designed to serve as a pathway towards a multi year implementation of the CCCS. The school will monitor the implementation plan on a regular basis and make the necessary adjustments. These modifications will be designed to ensure seamless transition towards the implementation of CCCS with the goal of maximizing student achievement.

2010-2011	LEA Activity
SUMMER	<ul style="list-style-type: none"> • Provide overview to Governing Board (GB) about the implementation of the Common Core standards • Activate GB education implementation committee to review staff development, transition plan, and resources • Form Site based advisory committee (Principal, Coordinator, 2 teachers) • Conduct local needs assessment to identify needs and set priorities for professional learning and develop local professional learning plan based on indentified needs and full implmentation in 2014-15.
2012-2013	LEA Activity
FALL	<ul style="list-style-type: none"> • Overview professional development with all staff on an overview of CA Common Core State Standards (CCCS) and new Smarter Balance Assessment system Articulate the purpose of Common Core State Standards
WINTER	<ul style="list-style-type: none"> • Advisory committee to attend LACOE Training on ELA Common Core • Advisory committee to attend LACOE Training on Overview of Common Core • Advisory committee to attend LACOE Training on Math Common Core
SPRING	<ul style="list-style-type: none"> • Review professional learning outcomes of CCCS and the ACS implementation plan • Job imbedded professional development on Common State Standards in ELA, Math, and new assessment • GB Charter Implementation Committee meeting to discuss implementation of staff development, transition plan, and allocation of resources
SUMMER	<ul style="list-style-type: none"> • Professional development on Common State Standards in ELA & Math and Smarter Balance • Review assessment tools and instructional materials in ELA and math to include the use of technology for the implementation of the CCCS • Job imbedded professional development on strategic design: <ul style="list-style-type: none"> ○ Select standards ○ Design assessment ○ Plan instruction and differentiation ○ Use data to give feedback, re-teach, and/or move on ○ Parent workshops, informational meetings, and updates on CCCS implementation • Job imbedded professional development on strategic design Identifying Gaps & Matches for: <ul style="list-style-type: none"> ○ CA Content vs Common Core standards ○ CST vs Smarter Balance Assessment
2013-2014	LEA Activity
FALL	<ul style="list-style-type: none"> • ALL teachers to attend LACOE Training on implementing Common Core for Mathematics • ALL teachers to attend LACOE Training on implementing Common Core for English Language Arts • Parent informational workshop on CCCS • Teachers in K-5 to develop and teach ELA Common Core lessons

	<ul style="list-style-type: none"> Teachers to design and develop lessons and questions in the context of Webb's Depth Of Knowledge (DOK) for each ELA story in TE
WINTER	<ul style="list-style-type: none"> Develop parent brochure on CCCS for parents Teachers in K-5 to develop and teach Math Common Core lessons Teachers to design and develop lessons and questions in the context of Webb's Depth Of Knowledge (DOK)
SPRING	<ul style="list-style-type: none"> Analyze parent evaluations and feedback forms to highlight strengths and needs Teachers in K-5 to develop and teach writing Common Core lessons Teachers to design and develop lessons and questions in the context of Webb's Depth Of Knowledge (DOK) Implement the pilot assessment for grades 3-5 in ELA and math
SUMMER	<ul style="list-style-type: none"> Modify Pacing Guides/Curriculum to address Gaps Develop formative assessments with respect to prompts and writing rubrics in writing to align to CCCS in K-5 Develop assessments aligned with CCSS in Math & ELA in K-5 Order assessment tools and instructional and/or supplemental materials in ELA and math to include the use of technology
2014-2015	LEA Activity
FALL	<ul style="list-style-type: none"> Full implementation of pacing guides, instructional materials, and assessments with the use Common Core standards Analyze sample assessment questions for curriculum and benchmark assessment to align with Smarter Balance Consortium Assessment (SBAC)
WINTER	<ul style="list-style-type: none"> Review the curriculum pacing guide implementation in ELA and Math Provide training for the development and/or selection of CCCS test items for reading, writing, and math.
SPRING	<ul style="list-style-type: none"> Provide job imbedded ongoing professional development in the effective implementation of CCCS and assessments.
SUMMER	<ul style="list-style-type: none"> Make necessary modifications to pacing guides and assessments based on summative evaluation to align with SBAC Conduct summative evaluation of the following: <ul style="list-style-type: none"> Pacing guide implementation Assessment implementation Student Achievement Data Analyze the student achievement data of SBAC, benchmark, and curriculum based assessment test items Provide appropriate resources based on the summative evaluation and feedback from professional development

