standards
Illinois
students
benchmarks
knowledge
skills
higher
success
international
academic
new
21st
different
scenes
English
global
better
workforce
Core
teachers
leaders
understand
progress
strengths
students
Core
students
new
based
academic
Getting the Common Core into the Classroom

Urgency, Vision, System, Staff

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Limestone Community HS

2014-15
- PARCC assessment
- JUNIORS READY

2013-14
- Cohesive curricular experience year 2

2012-13
- Cohesive curricular experience year 1

2011-12
- English teaching to the CCSS
- Rest of departments in coordinated planning
CCSS BLUEPRINT

1. Develop a sense of URGENCY
2. Establish clear VISION
3. Set-up the SYSTEM
4. Develop STAFF
1. Develop a sense of URGENCY
   a) Corrective Action
   b) NSC data, Compass data
   c) CCSS research
   d) Next generation assessments
2. Establish VISION
   a) Prepare students for first year of college
   b) Tighten the opportunity gap
   c) Expectations
   d) What can we become?
   e) This is the MAIN THING
3. Set-up the SYSTEM
   a) Data Team
   b) Interim Assessments
   c) Grade to Growth mind-set
   d) MAP Rit as primary placement
   e) Protect instruction time
   f) Establish protocols
Limestone Community HS

4. Develop STAFF
   a) Over communicate the **MAIN THING**
   b) Change is no longer episodic
   c) Course alignment
   d) Walk-throughs
CCSS BLUEPRINT

1. Develop URGENCY
2. Establish VISION
3. Set-up the SYSTEM
4. Develop STAFF
URGENCY

• 18% of alumni earn 4-year degrees
• 11% of alumni earn 2-year degrees
• 49% place into ENG 110 at local junior college
URGENCY (LITERACY)

• College professors are requiring more & more independent reading from professional journals (2005 College Board study)
• 350 point Lexile gap between end-of-high school and college texts (Williamson, 2006)
• More than the difference between grades 4 & 8 on NAEP (national proficiency exam)
URGENCY (MATH)

φ 754 school districts
φ 2000 & 2002, graduated 2009
φ Exceed Math group dropped from grade 3 to 5

19%
URGENCY

φ Change is no longer episodic...CONTINUAL!
φ MAP TESTING (Universal Screener)
φ Individualize results to make it real
φ Analyze & communicate gaps
  φ in particular Lexile

Limestone Community High School, 2011
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URGENCY

φ Next generation assessments
φ Current 7th & 8th graders
φ Develop deeper skills
φ Technology will make it more relevant, effective, and efficient
φ Measures frequently
φ Primarily uses extended, open-ended tasks
On the Road Delivery Service wants to open a business that uses trucks to deliver packages in two regions of the country. A region is a group of states that are near each other.

On the Road has divided the United States into ten regions (numbered 1 to 10), as shown on the map.

You will be making a recommendation to the owners of On the Road about which two of ten regions you believe are the best choices for where they should open their business. Your recommendation will be based on data that you will be analyzing in this task.
Write a paragraph in which you recommend in which two of the ten regions On the Road Delivery Service should set up its business. Use as much of the data and graph information as you need to provide strong support for the two regions that you choose.

Remember that the best choices based on the information in one graph may not be the best choices using another graph. You should evaluate all of the information available before making a decision. Be sure to cite specific information from the data and graphs in your justification.
The tabs below provide data and graphs for the ten regions.

### Region Population Density

<table>
<thead>
<tr>
<th>Region</th>
<th>Population (in millions)</th>
<th>Area (in thousand square miles)</th>
<th>Population Density (in people per square mile)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11</td>
<td>253</td>
<td>43</td>
</tr>
<tr>
<td>2</td>
<td>41</td>
<td>388</td>
<td>106</td>
</tr>
<tr>
<td>3</td>
<td>12</td>
<td>613</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
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<td>363</td>
<td>118</td>
</tr>
<tr>
<td>9</td>
<td>51</td>
<td>129</td>
<td>395</td>
</tr>
<tr>
<td>10</td>
<td>3</td>
<td>54</td>
<td>56</td>
</tr>
</tbody>
</table>

Write a paragraph in which you recommend in which two of the ten regions On the Road Delivery Service should set up its business. Use as much of the data and graph information as you need to provide strong support for the two regions that you choose.

Remember that the best choices based on the information in one graph may not be the best choices using another graph. You should evaluate all of the information available before making a decision. Be sure to cite specific information from the data and graphs in your justification.
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Remember that the best choices based on the information in one graph may not be the best choices using another graph. You should evaluate all of the information available before making a decision. Be sure to cite specific information from the data and graphs in your justification.
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Remember that the best choices based on the information in one graph may not be the best choices using another graph. You should evaluate all of the information available before making a decision. Be sure to cite specific information from the data and graphs in your justification.
URGENCY

YABUT MCGEE

(dealing with yeah, but...)
CCSS BLUEPRINT

1. Develop URGENCY
2. Establish VISION
3. Set-up the SYSTEM
4. Develop STAFF
VISION

I. Where are we now?
   A. National Student Clearinghouse data
      φ post-secondary degree completion
      φ post-secondary enrollment
   B. College placement data
      φ Compass Test
VISION

I. What can we become?
   A. This becomes THE MAIN THING
      - establishes picture for the future
      - reflects core values
      - defines purpose
      - provides guidance for daily decisions
I. How do we get there?

A. Behavioral Expectations

φ actions consistent with THE MAIN THING
φ culture of acting upon expectations
φ provides focus for conflict resolution
φ collaborative open dialogue
φ over-communicate THE MAIN THING
φ KEEP THE MAIN THING THE MAIN THING
CCSS BLUEPRINT

1. Develop URGENCY
2. Establish VISION

3. Set-up the SYSTEM

4. Develop STAFF
SYSTEM SET-UP

φ Data Team (MAP, NSC, Compass,...)
φ Interim Assessments
φ Individual Student Growth focus
φ KEEP THE MAIN THING THE MAIN THING
SYSTEM SET-UP

φ Placement protocol
  φ Achievement Grouping
φ Advancement protocol
  φ Acceleration
    φ Exceed Math dropped 19% from grade 3 to 5
φ Intervention protocol
φ KEEP THE MAIN THING THE MAIN THING
CCSS BLUEPRINT

1. Develop URGENCY
2. Establish VISION
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4. Develop STAFF

Limestone Community High School, 2011
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STAFF DEVELOPMENT

- Give them continual updates
- Over communicate THE MAIN THING
- Walk-throughs
  - Relationships, Rigor, Relevance
  - Individual Student Growth
- Celebrate successes

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STAFF DEVELOPMENT

- Course Alignment (VERTICAL)
  - Backward benchmarking
  - If we don’t do it first, we will do it twice
- Text Examples
  - handle with assistance first year
  - independently read, comprehend, argue

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Grade 9 - Unit 2

The Novel – Honor

This unit, the second of six, focuses on the novel as a literary form and explores the unifying theme of “honor” in the classic American novel, To Kill a Mockingbird.

ESSENTIAL QUESTION

Is honor inherent or bestowed?

OVERVIEW

Students apply the knowledge of literary elements explored in unit one to a new literary form, the novel, and discuss the similarities and differences between how those elements are developed in short stories and in novels. Setting and characterization are highlighted, with particular attention paid to the question of which characters in To Kill A Mockingbird may be called “honorable.” Paired informational texts illuminate the historical context of the Great Depression and the Jim Crow South. Alternate titles are suggested if teachers wanted to chose a different novel for this unit. The theme of honor could be considered with all of the texts listed here.

www.commoncore.org

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STAFF DEVELOPMENT

φ Horizontal Alignment
φ The Cohesive Curricular Experience
φ Coordinated Plan
φ John Hersey High School
STAFF DEVELOPMENT

φ The Daily Classroom
φ More small group instruction
φ More independent learning
φ Student interaction with text
  φ Complexity
    φ With assistance
    φ Independently articulate an argument
φ TECHNOLOGY
φ TECHNOLOGY
iPad and Dragon Dictation
STAFF DEVELOPMENT

CHANGE IS CONTINUAL
STAFF DEVELOPMENT

IF NOT NOW? WHEN?
WHAT IS THE MAIN THING?
Jack Johnson
and Friends

We're Going To Be Friends
by Jack Johnson
CCSS BLUEPRINT

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