

**Program CCRS Implementation Plan**

**Overview**

Led by an administrator, at the close of this cohort year each program will have a plan to expand these key components of standards implementation beyond the cohort participants.

1. Lay the **groundwork** for standards implementation:
	1. Identify the benefits of standards-based education
	2. Clearly communicate standards implementation processes and plans
	3. Develop staff’s foundational understanding of the standards
2. Identify and access **supports** for standards implementation (PD, funding, instructional resources, other programs, etc.)



1. Improve **instructional quality**:
	1. Identify appropriate **standards** for a particular class level or student learning plan
	2. **Evaluate lessons/units** to determine alignment and **make needed improvements** (*Resource Alignment Evaluation and Rating Tool* & *High-Value Action Tool*)
	3. **Create** standards-aligned **lessons/units***(Lesson/Unit Planning Template)*
	4. **Evaluate larger resources** (such as curricula or textbooks) to determine alignment and needed modifications (*Resource Alignment Evaluation and Rating Tool* & *High-Value Action Tool*)
	5. **Observe & provide feedback** to instructors regarding standards-aligned instruction *(Observation Tool)*
2. Develop and modify **program structures** to support standards implementation (class offerings with well-articulated standards objectives, student placement, staffing, etc.)

**Program Plan**

**Component 1: Groundwork**

**1.** Lay the **groundwork** for standards implementation:

* 1. Identify the benefits of standards-based education
	2. Clearly communicate standards implementation processes and plans
	3. Develop staff’s foundational understanding of the standards

***Questions for Consideration:***

* *What is our key message around CCRS implementation?*
* *What strategies will we use to gain the support of key individuals or stakeholders?*
* *What challenges have we faced with implementing previous initiatives and how have we successfully overcome them?*
* *What barriers do we anticipate and how might you handle them?*
* *How will we support staff who are hesitant to change?*
* *What professional development and other activities can support teachers’ understanding and implementation of the key instructional shifts in math and ELA? (rigor, focus, coherence; text complexity, evidence, knowledge)*

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| ***Notes/Questions***: |

***Use the template below to identify objectives and action items that will support the implementation of this component. Add objectives as needed.***

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| ***Measurable Objective:***  |
| ***Action Item*** | ***Time Frame*** | ***Person Responsible*** | ***Resources Needed*** |
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| ***Expected Outcome (What will it look like when we have succeeded with this objective?)***: |

**Component 2: Supports**

**2.** Identify and access **supports** for standards implementation (PD, funding, instructional resources, other programs, etc.)

***Questions for Consideration:***

* *What funding is available or could be reallocated to support standards training and implementation?*
* *How will our cohort participants be leaders in future standards training and/or implementation activities in our program?*
* *What incentives can be provided to staff for participation?*
* *What expertise do we currently have on staff or within the district or area?*
* *What local PD structures are currently in place that could be repurposed (e.g. staff meetings, PLCs, etc.)?*

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| ***Expected Outcome (What will it look like when we have succeeded with this objective?)***: |

**Component 3: Instructional Quality**

**3. a.** Identify appropriate **standards** for a particular class level or student learning plan

***Questions for Consideration:***

* *How will work as a team to determine which standards will be addressed in different aspects of our programming?*
* *How will we determine priority standards for our program or individual students?*
* *How is this being documented and shared in our program and with students?*
* *How will we revisit and refine these decisions as needed moving forward?*

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| ***Expected Outcome (What will it look like when we have succeeded with this objective?)***: |

**3. b. Evaluate lessons/units** to determine alignment and **make needed** **improvements** (*Resource Alignment Evaluation and Rating Tool* & *High-Value Action Tool*)

***Questions for Consideration:***

* *Will staff work individually or collaboratively on the lesson/unit evaluation process? Will all staff be responsible for evaluating lessons and units or just a key team?*
* *How will revised lessons/units be shared within our program?*
* *How will staff be supported or compensated for this evaluation and revision process?*

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| ***Expected Outcome (What will it look like when we have succeeded with this objective?)***: |

**3.c.** **Create** standards-aligned **lessons/units** *(Lesson/Unit Planning Template)*

***Questions for Consideration:***

* *What lesson/unit planning templates will be used in our program? [if using something in addition to the CCRS cohort provided templates]*
* *How will staff be trained to use the lesson/unit planning templates?*
* *Who will create aligned lessons and units? Will all teachers work to create and vet their own, or will a team work to create and/or vet lessons?*
* *How will staff work together to assure that created lessons are high-quality and standards-aligned?*
* *How will lessons/units be shared within our program?*

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| ***Expected Outcome (What will it look like when we have succeeded with this objective?)***: |

**3.d. Evaluate larger resources** (such as curricula or textbooks) to determine alignment and needed modifications (*Resource Alignment Evaluation and Rating Tool* & *High-Value Action Tool*)

***Questions for Consideration:***

* *What will be the process for evaluating and supplementing existing resources? Who will be involved?*
* *How will decisions be made about discontinuing the use of resources/curricula/textbooks that lack sufficient alignment?*
* *What will be the process for evaluating resources to be purchased? Who will be involved?*
* *How will these larger aligned resources be shared within our program?*

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| ***Expected Outcome (What will it look like when we have succeeded with this objective?)***: |

**3. e. Observe & provide feedback** to instructors regarding standards-aligned instruction *(Observation Tool)*

***Questions for Consideration:***

* *What are our current policies and procedures around observation? How might those be modified or supplemented to support standards-based observations and feedback?*
* *How will additional staff in our program be trained to use the Shift-based CCRS Observation Form and/or the full CCRS Observation Form?*
* *How might peer observations be used to support professional development around standards?*
* *What supports (training, release time, subs, etc.) will need to be put in place for observations?*

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| ***Expected Outcome (What will it look like when we have succeeded with this objective?)***: |

**Component 4: Program Structures**

4. Develop and modify **program structures** to support standards implementation (class offerings with well-articulated standards objectives, student placement, staffing, etc.)

***Questions for Consideration:***

* *How will our program staff work together to determine gaps in offerings around the standards?*
* *How will decisions be made to grow or alter current course offerings to ensure standards implementation?*
* *How might our student assessment and/or placement procedures need to change?*
* *How might staffing decisions be impacted by standards-implementation work?*
* *How can volunteers get the information they need to support standards-based instruction, and how can they best be used in our program?*

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| ***Expected Outcome (What will it look like when we have succeeded with this objective?)***: |