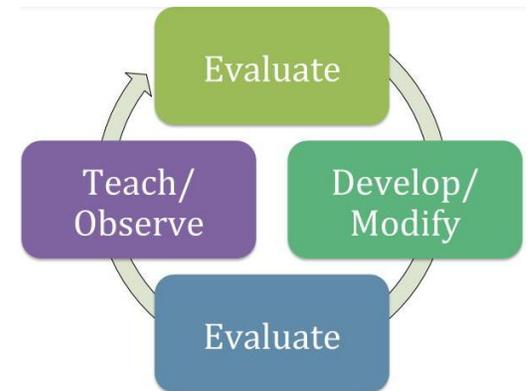


Program CCRS Implementation Plan

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:
 - a. Identify the benefits of standards-based education
 - b. Clearly communicate standards implementation processes and plans
 - c. Develop staff's foundational understanding of the standards
2. Identify and access **supports** for standards implementation (PD, funding, instructional resources, other programs, etc.)
3. Improve **instructional quality**:
 - a. Identify appropriate **standards** for a particular class level or student learning plan
 - b. **Evaluate lessons/units** to determine alignment and **make needed improvements** (*Resource Alignment Evaluation and Rating Tool & High-Value Action Tool*)
 - c. **Create** standards-aligned **lessons/units** (*Lesson/Unit Planning Template*)
 - 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*)
 - e. **Evaluate student tasks** to determine alignment and needed modifications (*Student Task Study Protocol*)
 - f. **Observe & provide feedback** to instructors regarding standards-aligned instruction (*Observation Tool*)
4. Develop and modify **program structures** to support standards implementation (class offerings with well-articulated standards objectives, student placement, staffing, etc.)



Instructions and Timeline

This planning tool is meant to be a living, working document to support CCRS implementation in your program, both in the short and long term. While initial efforts will take place this school year, standards implementation is a multi-year process. This document can guide your work into the

2017-2018 school year. We anticipate that you will draft and revisit the different components of your CCRS Implementation plan at multiple points during the cohort training year and beyond.

CCRS cohort leaders will be reviewing and providing feedback on your plan several times this year, according to the following schedule:

Draft for Components 1 & 2 = post in your program Schoology folder by December 2, 2016 (to be discussed on December 13 Administrator Webinar)

Plan for Components 1 & 2, and initial notes on Components 3 & 4 = post in your program Schoology folder by February 10, 2017 (to be discussed at Institute II)

Draft of plan for Components 3 & 4 = post in your program Schoology folder by March 28, 2017 (to be discussed on March 28 Final Administrator Webinar)

Completed plan for your program = post in your program Schoology folder AND email to Kristine Kelly (kkelly01@hamline.edu) by May 12, 2017

In order to give adequate and timely attention and guidance to all programs, we ask that you please adhere to the above deadlines.

We are so pleased to be joining you in this important work for your students, teachers, program, and for the field of ABE!

Program Plan

Component 1: Groundwork

1. Lay the **groundwork** for standards implementation:
 - a. Identify the benefits of standards-based education
 - b. Clearly communicate standards implementation processes and plans
 - c. Develop staff's foundational understanding of the standards

Questions for Consideration:

October 2016

- *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)*

Notes/Questions:

We are a small staff, which creates limitations at times but in this situation, means that we can try to combine input and get on the same page regarding CCRS implementation pretty quickly, and with a fair amount of support for each teacher.

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

Measurable Objective: Staff is able to name and state benefits of key shifts (ELA & Math) and give examples of how they might look in practice			
Action Item	Time Frame	Person Responsible	Resources Needed
Mini-presentation on ELA key shifts in Education staff meeting; follow with practice activities identifying features and benefits of shifts, explaining in staff's own words and connecting them to our teaching	January 2017	Nicki, Erin	Develop 10-minute presentation (based on CCRS Foundations course and implementation cohort materials) with examples applying ELA key shifts to current unit of LNA's curriculum; time in January Education staff meeting. <i>[Update: Success! I gave an overview of the shifts, we looked at examples of each including Nicki's use of evidence skill-building in her aligned lesson, and teachers explained the shifts in their own words.]</i>
Mini-presentation on Math key shifts in Education staff meeting; follow with practice activities identifying features and benefits	February 2017	Erin	Develop 10-minute presentation (based on CCRS Foundations course and implementation cohort materials) with examples

of shifts, explaining in staff's own words and connecting them to our teaching			applying Math key shifts to current unit of LNA's curriculum; time in February Education staff meeting. <i>[Update: Success! We looked at the Math key shifts (using examples of each including components of my aligned math lesson) and standards of mathematical practice, and did a matching game with the latter.]</i>
Discuss in education staff meeting the barriers to applying key shifts in our lessons, units and overall curriculum; brainstorm solutions	March 2017	Erin and Nicki work on CCRS unit planning tool Erin leads staff discussion (Nicki weighs in, presents options)	Current curriculum, proposed unit planning tool aligning LNA's curriculum to CCRS; time in March Education staff meeting <i>[Update! We had a GREAT session responding to the prompts "Strengths", "Barriers/Concerns" and "Possible Solutions" that I can share with ATLAS separately.]</i>
All staff undergo CCRS Foundations course online in at least one area	Between January and April 2017	All staff; Erin will check in	Online CCRS Foundations course <i>[Update: most have; recommended to others]</i>

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

All teachers will be able to name and explain the ELA/Math key shifts, find them in the CCRS book and articulate how they look when applied to ABE lessons. All teachers will have shared potential concerns and barriers to applying this knowledge to their planning and the staff will generate feedback on ideas for alignment.

Measurable Objective: Staff is able to locate and reference the standards that apply to the students they teach

<i>Action Item</i>	<i>Time Frame</i>	<i>Person Responsible</i>	<i>Resources Needed</i>
Teachers work together in Education staff meeting to locate the standard bands (A-E) that apply to the students they teach by level and label these in their CCRS books for easy access when planning	March 2017	Erin leading teachers	CCRS books for each teacher; time in March Education staff meeting <i>[Update: completed in April meeting]</i>

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

All teachers will be able to easily access standards pertaining to the leveled groups of students they teach in the CCRS book and talk about them in CCRS terminology.

Measurable Objective: Staff has articulated concerns and barriers to CCRS implementation particular to site/individual teachers

Action Item	Time Frame	Person Responsible	Resources Needed
Discuss in education staff meeting the barriers to applying key shifts in our lessons, units and overall curriculum; also consider what strengths we have that will help us in this process ; brainstorm solutions and supports	March 2017	Education staff lead by Erin and Nicki	Current curriculum, proposed unit planning tool aligning LNA's curriculum to CCRS; time in March Education staff meeting [Update! We had a GREAT session responding to the prompts "Strengths", "Barriers/Concerns" and "Possible Solutions" that I can share with ATLAS separately.]
Brainstorm solutions to concerns and barriers in education staff meeting	March 2017	Education staff lead by Erin and Nicki	Current curriculum, proposed unit planning tool aligning LNA's curriculum to CCRS; time in March Education staff meeting [see above]
Erin and Nicki build solutions into site implementation plan	March to April 2017	Erin and Nicki work on CCRS unit planning tool and site implementation plan	CCRS unit planning tool and site implementation plan; time for Erin and Nicki to meet and incorporate feedback from staff [Update: completed!]

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

Staff feedback about barriers/strengths to site CCRS implementation incorporated in implementation plan.

Measurable Objective: Staff is informed and confident about rolling out a plan for CCRS Standards Alignment

Action Item	Time Frame	Person Responsible	Resources Needed
Share LNA Site CCRS Implementation plan with staff via email	April 2017	Erin	LNA Site CCRS Implementation plan, tools for alignment; email [Update: completed!]
Clarify and discuss LNA Site CCRS Implementation plan in Education staff meeting	June 2017	Erin and Nicki	LNA Site CCRS Implementation plan, tools for alignment; time for retreat

			[Update: 2 retreats held in June. Completed!]
Teachers talk individually with manager in one-on-one check-ins to demonstrate awareness of expectations, set goals for their own part in site standards alignment and discuss how to use tools to complete these tasks. Talk through any concerns/challenges with manager	Beginning July 2017	Erin, teachers	LNA Site CCRS Implementation plan, tools for alignment; time in monthly teacher check-ins with manager [Update: started, ongoing]
Expected Outcome (What will it look like when we have succeeded with this objective?):			
Teachers have established individual goals and can state expectations for site-wide standards implementation, are comfortable using tools provided for aligning their instruction and are prepared to report progress in monthly meetings and check-ins.			

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.)?*

Notes/Questions:

- * Teachers receive an annual PD allotment. Part of the funding will be used towards the CCRS cohort and various staff trainings and retreats.
- * Cohort participants (Erin and Nicki) will be responsible for maintaining the timeline of standards implementation.
- * The incentive is to be on the cutting edge of Standards Based Education. In addition, establishing cohort buddies within LNA and building in admin time to address standards implementation are part of the incentive to participation.
- * Two of our four teachers are currently part of the first CCRS Cohort.
- * Additionally, part of monthly check-ins and education staff meetings will be used to identify successes and opportunities for growth regarding standards implementation.

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

Measurable Objective: Practice incorporating standards into daily/weekly lessons and track progress			
Action Item	Time Frame	Person Responsible	Resources Needed
Create an implementation plan	Throughout winter/spring, completed May 2017	Erin and Nicki	Meeting time, staff input, course/cohort tools, CCRS books and ATLAS! [Update: completed!]
Prepare staff in monthly Education staff meetings to use lesson planning tools aligning lessons to CCRS	Summer 2017	Erin and Nicki	CCRS books & binders
Implement a quick checklist to see if lessons are using standards and key shifts	Begin August 2017	All teachers; Erin and Nicki will create the tool	Standards implementation checklist, prep time
Incorporate Reflection Journals in which teachers makes notes after class on how CCRS implementation is going, how students are responding, etc.	Begin July 2017	Erin, Nicki + teachers	Reflection journals, writing time [Update: started, ongoing]
Teachers check in briefly at staff meetings and in more detail at monthly in monthly check-in with manager to see how the process is going (supported by reflection journals)	Begin August 2017	Erin, teachers	Reflection journals, meeting time [Update: started, ongoing]

Expected Outcome (What will it look like when we have succeeded with this objective?): Increased automaticity in incorporating standards into units of instruction over time, more consistently aligned instruction.

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 work as a team to ensure no standards are left out of our programming?
- How will we determine priority standards for 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?

Notes/Questions:

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

Measurable Objective: Teachers work with manager to determine which areas of standards apply to their instruction			
Action Item	Time Frame	Person Responsible	Resources Needed
Each teacher will talk with manager on how best to incorporate CCRS standards in their courses (i.e. it is difficult to bring in both ELA and Math standards expectations for a course that meets 4 hours/wk)	April/May 2017	Teachers, Erin	CCRS book; time in monthly check-ins [Update: this process has begun—we will continue to reflect on it over the next couple of months.]
Expected Outcome (What will it look like when we have succeeded with this objective?): Teachers will know which standards they are accountable to address in their instruction for each course.			

Measurable Objective: Teachers work with manager to set personal goals re: integrating key shifts into instruction, reflect on and track progress			
Action Item	Time Frame	Person Responsible	Resources Needed
Each teacher will choose 1-2 keys shifts related to standards being implemented in their class and discuss with manager how they can incorporate them into planning	April/May 2017	Teachers, Erin	CCRS book; time in monthly check-ins [Update: completed!]
Teacher will document alignment to key shifts in reflection journals	~Weekly, summer-fall 2017	Teachers	Reflection journal [Update: started, ongoing]
Teachers reflect further with manager on how alignment is impacting instruction and learning (what's working? What's challenging?)	Monthly, summer-fall 2017	Teachers, Erin	Reflection journal; time in monthly check-ins [Update: started, ongoing]
Teachers will set future goals for further CCRS alignment	Winter 2017	Teachers, Erin	Time in monthly check-ins
Expected Outcome (What will it look like when we have succeeded with this objective?):			
Teachers will be able to integrate key shifts relevant to their students and improve their alignment skills with increasing automaticity over the year.			

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?*

Notes/Questions:

- Not all of our staff have capacity to take part in this evaluation process, but we will include everyone in the findings to get their feedback. We will check in with teachers about their ability to participate in going over curriculum using the tools and arrange meeting time to pursue this.
- We will make sure our ABE teacher takes part in this process as well as 1-2 ESL teachers.
- Two of our classes have no formal curriculum, so we'll look at how lessons are generated and evaluate that as well

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

Measurable Objective: Teachers from our ESL and ABE programs will evaluate our current curricula, share findings			
Action Item	Time Frame	Person Responsible	Resources Needed
Teachers will evaluate 2-3 upcoming units of our ESL and ABE curricula using the <u>Resource Alignment Evaluation and Rating Tool & High-Value Action Tool</u>	August 2017	Erin, teachers	Resource Alignment Evaluation and Rating Tool & High-Value Action Tool, LNA ESL and ABE curricula, CCRS book, separate meeting time
Share findings of evaluation process with other education staff	August/Sept 2017	Education staff	Resource Alignment Evaluation and Rating Tool & High-Value Action Tool, LNA ESL and ABE curricula, CCRS book, time in monthly staff meeting
Staff members will take on future evaluation of units, 2-3 at a time, in future months, and report findings	Sept 2017-spring 2018	Education staff	Resource Alignment Evaluation and Rating Tool & High-Value Action Tool, LNA ESL and ABE curricula, CCRS book, time in monthly staff meeting
Expected Outcome (What will it look like when we have succeeded with this objective?):			
The education staff will have looked at all of our units for the purposes of alignment to CCRS using consistent, formal evaluation practices.			

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?*

Notes/Questions:

-We may have to organize a retreat to go over the lesson/unit-planning templates together, rather than cramming it into staff meeting time.
 -We want teachers to get to a point where they know how to align their own lessons, so they should get to review a model provided by Nicki and Erin and then practice doing it themselves.
 -We might have to brainstorm how to maintain accountability to standards alignment over time.

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

Measurable Objective: Teachers get time together to get acquainted with lesson alignment tools, see examples of alignment process at more than one level, make plans to use them

Action Item	Time Frame	Person Responsible	Resources Needed
Manager will organize a 3-hour CCRS alignment retreat with teachers	June 2017	Erin (and Nicki); all teachers attend	CCRS books, alignment tools, examples of lesson alignment process [Update: 2 retreats held in June. Completed!]
Teachers will have time during training to consider the type of lesson they want to try out based on goals.	June 2017	All teachers	CCRS books, alignment tools, examples of lesson alignment process [Update: 2 retreats held in June. Completed!]

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

Teachers be trained in how the CCRS Alignment tools work and will feel prepared to try them out.

Measurable Objective: Teachers select/make lesson plan or materials to align using tools, connected to their “key shifts” goal			
Action Item	Time Frame	Person Responsible	Resources Needed
Manager provides list of useful CCRS or Common-Core-aligned lesson plans as well as resources available onsite at LNA and online; reminds teachers that they can create materials or align an existing task format that they use and like	August 2017	All teachers	Typical sources we use for lesson planning (textbooks available at LNA, online resources, aligned lesson archives available digitally, etc.)
Teachers will select or make materials to align using the tools. If they take a pass at their lesson with the tool and it is strongly not aligned, they must choose something that can be modified. Selections should be tied to their “key shifts” goal.	August 2017	All teachers	Typical sources we use for lesson planning (textbooks available at LNA, online resources, aligned lesson archives available digitally, etc.)
Expected Outcome (What will it look like when we have succeeded with this objective?):			
Teachers select materials to align using tools and find something that can be modified to align to CCRS.			

Measurable Objective: Teachers rate and make modifications to their lessons using tools to align to CCRS			
Action Item	Time Frame	Person Responsible	Resources Needed
Teachers rate lessons using CCRS rating tools, determine modifications to be made	September 2017	All teachers	Lesson materials, CCRS rating tools, prep time
Teachers modify lessons to align to CCRS shifts	September 2017	All teachers	Lesson materials, CCRS rating tools, prep time
Expected Outcome (What will it look like when we have succeeded with this objective?):			
Teachers have created a CCRS-aligned lesson.			

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?

Notes/Questions:

-PT teachers don't have capacity for this—this will fall on the manager a bit at a time.

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

Measurable Objective: Manager will evaluate most commonly used resources in our program, track ratings and share with staff

Action Item	Time Frame	Person Responsible	Resources Needed
Manager develops tracking document to share evaluation of resources with teachers	July 2017	Erin	Excel, resource rating tool
Manager checks in with teachers about which resources they use	July 2017	Erin, staff	Time to chat in office, look at materials briefly or email
Manager rates most commonly used texts and resources in our program bit by bit	July-September 2017	Erin	Resource rating tool, LNA's most commonly used resources
Manager records ratings and feedback, emails to teachers to read	September 2017	Erin, staff	Excel, resource rating tool, email

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

Most major resources used in lesson prep at LNA will be rated for alignment, ratings will be compiled into one document and shared with staff

Measurable Objective: Manager will check in with staff about any resources that are strongly not aligned and discuss how/if they should be used in instruction

Action Item	Time Frame	Person Responsible	Resources Needed
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Manager will identify any unaligned resources and ask staff how frequently they use them; discuss how and if they should be used or discarded	September 2017	Erin, teachers	Time in monthly check-ins with manager
Manager discards/donates unaligned resources if not needed	September 2017	Erin	
Expected Outcome (What will it look like when we have succeeded with this objective?): Use of unaligned resources will be minimized and/or unaligned resources deemed unuseful will be discarded.			

3.e. Evaluate student tasks to determine alignment and needed modifications (*Student Task Study Protocol*)

Questions for Consideration:

- *Who will participate in the evaluation of student tasks? Will all teachers join in this work or just a targeted team?*
- *How and when will staff work together to evaluate and improve student tasks?*
- *How will aligned student tasks be shared within our program?*

Notes/Questions:

-This can be after the teachers have worked on their key shift-related goals for a few months and been observed on their aligned lessons.

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

Measurable Objective: All teachers work together to complete Student Task Study Protocol			
Action Item	Time Frame	Person Responsible	Resources Needed
Nicki or Erin collect student work from a lesson aligned using their key shifts goal	January 2018	Erin or Nicki	Student work samples (from a lesson aligned using their key shifts goal)
In staff meeting, teachers practice going through Student	January 2018	All teachers	Student work samples (from a lesson aligned using their key

Task Study Protocol with that teacher's student work samples			shifts goal); Student Task Study Protocol
Teachers collect student work from a lesson aligned using their key shifts goal	February-March 2018	All teachers (other than the one who's already undergone it in January)	Student work samples (from a lesson aligned using their key shifts goal)
In staff meeting, teachers practice going through Student Task Study Protocol with other teachers' student work samples	March 2018	All teachers	Student work samples (from a lesson aligned using their key shifts goal); Student Task Study Protocol
Expected Outcome (What will it look like when we have succeeded with this objective?): Teachers will have their student work samples reviewed by colleagues using Student Task Study Protocol.			

3. f. 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 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?

Notes/Questions:

-We currently do peer observations annually, plus the manager observes once a year for annual reviews. We can center one of these around CCRS for the next few years (this will be negotiated among staff in a future staff meeting).
-Nicki and Erin can do the first round of observations. We may do this annually, so staff who have undergone it already can observe each other next time around.

Measurable Objective: Teachers are observed and receive feedback on CCRS-aligned lessons; reflect on experience

Action Item	Time Frame	Person Responsible	Resources Needed
Erin or Nicki observes each teacher on aligned lesson plan (and are observed) using CCRS Observation Tool	October/November 2017	All teachers	Aligned lesson, observation tool, time to observe lesson, extra observation time for Nicki
Observer shares feedback from tool in quick session with	October/November 2017	All teachers	Aligned lesson, observation tool, meeting time to share feedback

teacher; teacher reflects on experience in monthly check-in			and time for reflection in monthly check-in
Expected Outcome (What will it look like when we have succeeded with this objective?): Teachers have received feedback on their CCRS-aligned lesson and shared what they've learned from the experience.			

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?

Notes/Questions:

-This is such a long-range set of goals. We need some time to figure it out, so for now, we will just plan a time to revisit these questions.

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

Measurable Objective: Education staff reflects on CCRS implementation process so far and considers how to adapt programming to align to CCRS long-term			
Action Item	Time Frame	Person Responsible	Resources Needed
Manager arranges CCRS retreat for education staff, staff reflects	Spring 2018	Erin, teachers	Time for retreat, collection of tools and past training materials to use while reflecting

on stages of CCRS implementation			
Education staff tackles questions of how to build CCRS alignment into programming long-term during retreat	Spring 2018	Erin, teachers	Time for retreat, collection of tools and past training materials to inform discussion
Expected Outcome (What will it look like when we have succeeded with this objective?):			
LNA Education staff will be on the same page as to how CCRS alignment will continue to be rolled out and fit into our programming going forward.			

Measurable Objective: New staff get training on CCRS basics			
Action Item	Time Frame	Person Responsible	Resources Needed
Manager makes kit for new teachers (identifying key shifts, go over example lessons that are aligned)	By end of 2017	Erin, Nicki reviews	Time to make kit
New teachers go through CCRS basics online course and overview kit from Erin/Nicki	Ongoing; first several months of new staff service	Erin, Nicki, new teacher	Time for training
Expected Outcome (What will it look like when we have succeeded with this objective?):			
LNA Education staff will be on the same page as to how CCRS alignment fits into our program.			