

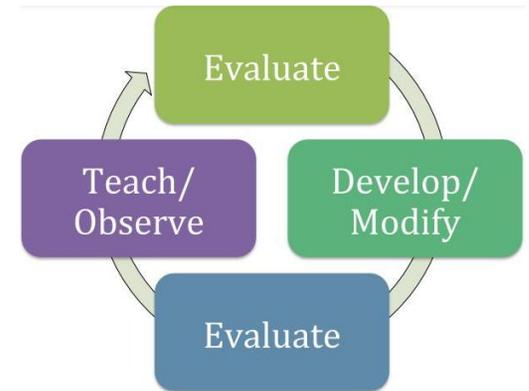
Program CCRS Implementation Plan



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 Schoology by December 1, 2017 (to be discussed on December 12 Administrator Webinar)

Plan for Components 1 & 2, and initial notes on Components 3 & 4 = post in Schoology by February 9, 2018 (to be discussed at Institute II)

Draft of plan for Components 3 & 4 = post in Schoology folder by March 20, 2018 (to be discussed on March 20 Final Administrator Webinar)

Completed plan for your program = post in your program Schoology folder AND email to Kristine Kelly (kkelly01@hamline.edu) by May 11, 2018

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:

- *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 have nine teachers teaching at 3 different locations at various times of the day, so one challenge for us will be finding times to have everyone meet in the same place to discuss this plan. We also have several classes that are volunteer-led. Part of this plan will include ways to inform volunteers about the standards without adding too much to their plate.

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 describe the benefits of standards-based education and give examples of how to implement the key shifts in their class.

Action Item	Time Frame	Person Responsible	Resources Needed
A one-hour staff meeting will be dedicated to discussing the standards and the key shifts. Each staff member will receive a CCRS	October 2017	John Ashby	A few more CCRS books

book at this meeting. Staff will look at a lesson plan and use a CCRS evaluation tool.			
The curriculum will have resources and language that reflect key shifts (example: Former language said “SWBAT answer comprehension questions from the text” and new language will say, “SWBAT use evidence from the text to answer questions about key details in the text”	January 2018	John Ashby, Kaija Bergen	A review of resources and potentially new texts that are better aligned to the standards
All teaching staff will complete the CCRS foundations training	January 2018 – April 2018	Teaching staff	
Expected Outcome (What will it look like when we have succeeded with this objective?): Teachers will be able to comfortably talk about the standards so that more advanced training can be implemented in the future. Staff will be able to articulate how they are already meeting the key shifts and how they can adjust their lessons to better meet the shifts.			

Measurable Objective: Volunteers will be able to describe the key shifts in the CCRS			
Action Item	Time Frame	Person Responsible	Resources Needed
A half hour introduction to the CCRS standards will be part of the quarterly volunteer training dinner	April 2018	John Ashby (or somebody from the MLC if they are here leading the training and want to talk about the CCRS)	Simplified materials to give to volunteers
An update on CCRS implementation will be included once a month in the weekly volunteer update e-mail	January 2018 – ongoing	Anna Webber, John Ashby	Monthly material to include in the e-mail.
Volunteers will be encouraged but not required to complete the CCRS foundations course	In the first volunteer update e-mail	Anna Webber, John Ashby	Perhaps an incentive to volunteers who do complete the training
Expected Outcome (What will it look like when we have succeeded with this objective?): Volunteers will be aware of the CCRS and know Neighborhood House is making an effort to implement these standards, and they’ll have ongoing updates on how this implementation will affect the curriculum, materials, and training.			

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:

Neighborhood House provides each teacher with PD allowance for the program year. Neighborhood House also provides \$500 in tuition reimbursement, and several teachers have used that to begin a master's degree program where they have received more standards training. The teachers in our cohort are Kaija Bergen, Anna Webber, and Cara Berger. Kaija Bergen is the Curriculum Lead; she will be working on implementing standards language and materials to the curriculum. Anna Webber is the Volunteer Coordinator; she will be working on sharing standards training and updates with volunteers. Cara Berger is the Career Pathways Coordinator; she will be working to implement the standards into our career pathway education. Staff will be allowed to work overtime to complete the standards foundation training. Staff meetings will include updates from the CCRS implementation plan.

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

Measurable Objective: The program will have an implementation plan and teachers will understand their role in the implementation			
Action Item	Time Frame	Person Responsible	Resources Needed
Implementation plan will be discussed at monthly check-ins with staff and Manager, and concerns about the plan will be addressed. The Manager will discuss with teachers how their	January 2018 – ongoing (I know that the implementation won't be complete until later in 2018, but some of the staff will already be working on parts of the plan such as completing the	John Ashby meeting with staff	An implementation plan

efforts in the implementation plan can be compensated.	foundations training.)		
Staff will receive and regularly review an implementation plan checklist	April 2018 – ongoing	John Ashby	An implementation plan checklist
The Manager will hold an implementation plan kick-off meeting with snacks and copies of the plan for all staff.	April 2018	John Ashby	Snacks to encourage buy-in
Expected Outcome (What will it look like when we have succeeded with this objective?): Staff will understand the implementation and feel comfortable moving forward with the action plan.			

Measurable Objective: Staff will understand how much PD funding they have available and make a plan of how to use it.			
Action Item	Time Frame	Person Responsible	Resources Needed
Program Manager will meet with Finance Director to review the budget decide how much PD money is available for each staff member. (Right now, we have a budget and staff can request to have PD items paid for, but the staff do not know how much is actually available to each person).	January 2018 meeting with Finance Director, details on PD amount sent out in e-mail	John Ashby, Holly Calvillo (Director of Finance)	A review of Neighborhood House budget
Staff will create a PD plan for next program year based on allotted PD funding	August 2018 (or whenever FY 2019 funds become available)	All staff	PD plan template
Expected Outcome (What will it look like when we have succeeded with this objective?): Staff will have a plan of how they will spend their PD funding			

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:
 Neighborhood House offers three levels of English Language Acquisition classes as well as an Integrated EL/Civics class for job-seeking students with a 210-225 CASAS score. We also offer GED and College Prep course for anyone taking a TABE test. We currently have no minimum TABE score for that class, which means there is a very large range of reading-levels, but we find that by not having a minimum TABE we are more inclusive to students who have faced barriers to receiving formal education in the past. Below, when we talk about applying standards to a level, we are mostly talking about ESL levels since we only have one ABE level at the moment. There will also be a discussion of applying levels to student-specific needs, and that will apply to students across all classes.

Measurable Objective: Staff will be able to show how standards are applied at their level			
Action Item	Time Frame	Person Responsible	Resources Needed
Staff will determine which standards band applies to their class level and will observe teachers who teach at a similar level using a simplified version of the CCRS observation tool.	April 2018	All teaching staff	A simplified version of the CCRS observation tool. I have one that I've tried out, and I'll send that in with this first draft.
Teaching staff will have simplified tools to find standards that apply to their level.	January 2018	John Ashby	List of anchors by level

Each unit in the curriculum will have a standard or pair of standards to be focused on during that unit.	January 2019	John Ashby, Kaija Bergen	These will be listed on the curriculum on the unit overview pages
<p>Expected Outcome (What will it look like when we have succeeded with this objective?): Staff will be able to use class materials to specifically target a standard, and they will be able to teach a variety of standards throughout a course. Teachers will be able to assess if their students are meeting the objectives set in the CCRS.</p>			

<p>Measurable Objective: Students will be able to interpret assessments to understand where they need improvement and teachers will be able to connect those needs to targeted standards.</p>			
Action Item	Time Frame	Person Responsible	Resources Needed
Neighborhood House has developed a CASAS and TABE appraisal tool. Currently, the tool shows skills students need to practice to practice based on what questions they missed. This tool will be adjusted to align with standards. For example, where it says now that students need to practice identifying detailed information from a reading, the tool will be supplemented to show that the skill needed is in Reading Anchor 3.	December 2018	John Ashby Kaija Bergen	New tests as they become available and an adjusted appraisal tool
<p>Expected Outcome (What will it look like when we have succeeded with this objective?): Staff or interns will meet with students to show them their test analysis and recommend reading practice strategies. The teacher will analyze the test results for a class to develop strategies to target standards if there are trends of improvement needs in the class.</p>			

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?

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 will be able to use the evaluation and the high value action tools.			
Action Item	Time Frame	Person Responsible	Resources Needed
One all-staff meeting will be devoted to learning how to evaluate lessons and units for standards alignment and how to use the high value action tool. At this training, staff will complete the tools together for practice.	July 2018	John Ashby	The printed tools mentioned above and example lesson plans or perhaps videos to evaluate.
A sample of reading tasks from each class’s curriculum will be evaluated for standards alignment. That evaluation will be available to view for the staff teaching that class. The staff member will be able to see how the tasks in the sample of reading activities align to the standards.	December 2018	John Ashby Kaija Bergen	This will go together with the evaluation of material mentioned below. In the process of evaluating our material, we will select well-aligned materials to be annotated for teacher reference.
Expected Outcome (What will it look like when we have succeeded with this objective?): Staff will know what a well-aligned lesson looks like. They will have resources available to show how the materials they use align to various standards in their lesson.			

Measurable Objective: All units will be assessed and have a unit overview document. Units will be adjusted or removed if they are not well aligned.

Action Item	Time Frame	Person Responsible	Resources Needed
Each unit in the curriculum will have a unit overview document. This document will include the reading, the complexity level, the content focus, the reading anchor focus, and the TIF focus. By completing these forms, the unit will be evaluated. If the material in the unit is not at the right complexity level, does not have an academic content focus, and is not grounded in a reading anchor focus, it will not be possible to complete this overview.	Ongoing; the curriculum is updated every quarter. The process will begin for the summer 2018 quarter	John Ashby Kaija Bergen Cara Berger Anna Webber	Unit overview tool
Units will be adjusted as the unit overview is completed. The changes will be tracked to show how alignment is happening.	Starting May 2018	John Ashby Kaija Bergen	Unit overview tool

Expected Outcome (What will it look like when we have succeeded with this objective?): The units in each class’s curriculum will be well aligned to the standards and the key shifts. There will be documentation of how the curriculum has been adjusted to align with the standards.

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:

Currently Neighborhood House has a curriculum for each class that consists of daily objectives and suggested materials for each day of class. Teachers are responsible for creating their own lesson plan using the objectives and suggested materials.

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 will be able to write standards-aligned lesson plans and unit overviews			
Action Item	Time Frame	Person Responsible	Resources Needed
One all-staff meeting will be devoted to learning how to write a lesson plan using the CCRS aligned lesson-planning tool.	July 2018	John Ashby	Meeting time and space
Each quarter, staff will be asked to submit a lesson plan to the Program Manager. The Program Manager will discuss the lesson plans with the teaching staff, and the lesson plans will be archived for future use and reference for new staff and volunteers.	Underway	All staff	Lesson planning tool
New staff will be trained into how to complete the CCRS-aligned lesson planning and unit overview tools.	As new staff are hired	John Ashby	A planned orientation training CCRS implementation checklist
Expected Outcome (What will it look like when we have succeeded with this objective?): Teachers will be able to plan lessons with key shifts in the CCRS in mind and show where their lessons are meeting specific, targeted standards.			

Measurable Objective: Volunteers will be able to write lesson plans using a curriculum that has been evaluated using a CCRS evaluation too			
Action Item	Time Frame	Person Responsible	Resources Needed
Each unit in the curriculum will include a unit overview to show how it is aligned to the standards	June 2018	John Ashby Kaija Bergen	Unit overview tools
Volunteers will receive training on the components of lesson planning (setting objectives, introduction, modeling, guided practice, independent practice, and assessment)	One such training happened in October 2017. A refresher of lesson planning will be part of the quarterly volunteer trainings at least once a year	John Ashby Anna Webber	A volunteer training plan
Volunteers will have sample lesson plans available to use as a model (see the previous objective)	May 2018	John Ashby	Model lesson plans
Expected Outcome (What will it look like when we have succeeded with this objective?): Volunteers will be writing lesson plans that contain the key components of a good lesson plan, and they will be using material from a curriculum that has been evaluated for standards alignment.			

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: In the English Language Acquisition courses, each class has an assigned text for the week. The reading objectives for the class comes from that assigned text. A large part of the resource evaluation will involve determining if these texts are well-aligned to the standards and if the reading activities the texts provide target specific standards.

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

Measurable Objective: Reading material for each level will fall into a determined quantitative reading level			
Action Item	Time Frame	Person Responsible	Resources Needed
A sample of readings from each class curriculum will be evaluated for Lexile Level. This will determine a range of reading-levels for each class. For example, the Intermediate ELL class currently uses texts with Lexile Levels between 600 and 925 (with some exceptions for domain-specific texts).	In progress (one class currently has readings that fall into a specific range – the Intermediate class mentioned to the left).	John Ashby Kaija Bergen	Lexile Level calculator https://lexile.com/analyzer/
Expected Outcome (What will it look like when we have succeeded with this objective?): The curriculum writer will be able to determine if a text is at the right complexity level for the class, and readings will be at a relatively consistent complexity level across units.			

Measurable Objective: Reading comprehension and analysis activities from textbooks will be evaluated for standards alignment and supplemented with standards-based notation			
Action Item	Time Frame	Person Responsible	Resources Needed
A sample of reading activities from each class’s texts will be evaluated for how well the activities assess the key shifts and target specific standards. A sample of reading activities will	December 2018	John Ashby Kaija Bergen	Supplemental reading activity document

be supplemented with a document showing what standard the questions are targeted at and supplemental writing, speaking, listening, and grammar topics for that standard			
Expected Outcome (What will it look like when we have succeeded with this objective?): Teachers will be able to use activities from the textbooks to determine which standards to target in future lessons and inform student learning plans.			

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?*

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 will participate in a monthly Professional Learning Community (PLC) to share student tasks			
Action Item	Time Frame	Person Responsible	Resources Needed
Teaching staff and the Adult Education Manager will meet monthly for a teaching PLC. Each month will focus on a specific topic such as critical thinking, making inferences, and occasionally things that are not as well-aligned to the reading standards such as pronunciation or listening activities.	In progress	All teaching staff	An established PLC time and schedule of topics

As teachers share activities from their classes, there will be a discussion of what standards are targeted in that student learning task.	To be supplemented to our current PLC starting in March 2018	All teaching staff	
Expected Outcome (What will it look like when we have succeeded with this objective?): Teachers will share and give feedback on student tasks as they related to the standards.			

Measurable Objective: Volunteers will have resources to implement standards-aligned student tasks			
Action Item	Time Frame	Person Responsible	Resources Needed
A suggested student activity will be included at least once a month in the volunteer update e-mail. The Volunteer Coordinator and the Adult Education Manager will work together to determine which student tasks to include in the e-mail.	To be supplemented to current volunteer update e-mail immediately	John Ashby Anna Webber	A collection of suggested activities to include in the volunteer e-mail.
The curriculum will include suggested student tasks for various levels.	Already in place at several levels	John Ashby Kaija Bergen	
Expected Outcome (What will it look like when we have succeeded with this objective?): Volunteers will be using student tasks in class that the Adult Education Manager and Curriculum Lead have evaluated.			

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:
 Neighborhood House teachers currently do bi-annual observations, and the Adult Education Manager does bi-annual observations. This schedule will continue but with more of a focus on standards-alignment.

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 will observe each other and be observed using a standards-based observation tool			
Action Item	Time Frame	Person Responsible	Resources Needed
Teachers will engage in bi-annual peer observations using a simplified form of the CCRS observation tool and give feedback to their peers.	To supplement to current observation schedule	All staff	Observation tool
The Adult Education Manager will engage in bi-annual peer observations using a simplified form of the CCRS observation tool and give feedback	To supplement to current observation schedule	John Ashby	Observation tool
Expected Outcome (What will it look like when we have succeeded with this objective?): Teachers will have experience in observing a class and giving feedback based on CCRS alignment. Teachers will be coached on how to improve their classes.			

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:

Neighborhood House’s largest population of students are at ESL levels 1-3. This has been the case for many years, so many of our course offerings will continue to focus on basic literacy instruction. We will find ways to show how basic literacy instruction can hit a variety of reading and math standards.

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 will develop a standards-based education plan for non-advancing students			
Action Item	Time Frame	Person Responsible	Resources Needed
Teachers will use the CASAS and TABE evaluation tools mentioned in 3a to determine standards to target for students	Ready by December 2018	All teaching staff	The materials referenced in 3a
Teachers will use supplemental materials from the Reading Activities supplemental document, and they will identify standards to target.	December 2018	All teaching staff	The materials mentioned in 3d

Students will receive a discussion an education plan with their instructor.	December 2018	All teaching staff	Leveled education plan forms
Expected Outcome (What will it look like when we have succeeded with this objective?): Students who have not advanced a level in more than a year will have tools to improve the skills they need to advance a level			

Measurable Objective: Each unit in the curriculum will include one math objective as it relates to the language-learning topic			
Action Item	Time Frame	Person Responsible	Resources Needed
The curriculum will be updated to include at least one math objective for each week	May 2018	John Ashby Kaija Bergen	ELL-friendly math textbooks
Math will be built in to course content to increase coherence of math topics (all of the life skills units in the ELL classes – time, cooking, work, transportation - will lend themselves well to a math component)	May 2018	John Ashby Kaija Bergen	
Expected Outcome (What will it look like when we have succeeded with this objective?): Math will be part of the regular weekly classroom routines			

Measurable Objective: New staff will receive a CCRS orientation training			
Action Item	Time Frame	Person Responsible	Resources Needed
All new staff will receive a one hour training in how to use the lesson and unit plan templates	This will happen as soon as we hire our next new staff member	John Ashby	Materials from section 3 and orientation material
All new staff will receive a one hour training in how to use the evaluation and high-value action tool templates	This will happen as soon as we hire our next new staff member	John Ashby	Materials from section 3 and orientation material
New staff will have materials and	This will happen as soon as we	John Ashby	Materials from section 3 and

samples to reference in their curriculum, as mentioned in several points in section 3	hire our next new staff member		orientation material
Expected Outcome (What will it look like when we have succeeded with this objective?): New staff will have a foundational understanding of how standards are applied in their class			