

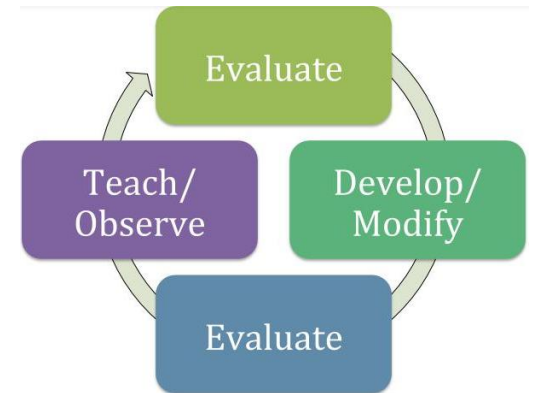


Program CCRS Implementation Plan

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. **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.)



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:

Staff are onboard with CCRS 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:

By the *end* of 21-22, 100% of teachers are able to comfortably discuss the College and Career Readiness Standards in their concentration area (either ELA or Math) *and* have some broad familiarity with the concentration area they are not a part of (either ELA or Math).

By the end of 21-22, 100% of teachers between the two consortiums will have completed *either* a CCRS 9-month implementation cohort or CCRS Foundations course.

Action Item	Time Frame	Person Responsible	Resources Needed
Beginning in the 2020-21 school year, all teachers will be required to attend CCRS Foundations (either online or in person) within the first year of employment. *	Ongoing program guideline	ABE Manager (will monitor), students will work at their own pace	PD time sufficient to complete the Foundations course.
All teachers are required to participate in PLCs when scheduled. If they cannot attend, they will be paired with another teacher to catch up on what they missed. *	Ongoing.	PLC facilitator (appointed teacher each academic year)	One teacher appointed as PLC facilitator in each consortium. Available hours in FTE sufficient for fulfilling this role
First 30 minutes of each PLC in 2020-21 is dedicated to Standards discussion, questions, and implementation. This format will be ongoing beyond 2020-21 for Lakeville and Dakota Prairie.	2020-21 PLC schedule for purposes of this cohort: Oct 19 Feb 22 Nov 23 Mar 22 Dec 21 Apr 26 Jan 25 May 24	PLC facilitator in 2020-21	Blue CCRS book, teacher course curriculum, evidence of standards in student work, prepared questions before meetings, attendance by all participants.

Volunteers in the program (either ESL or GED) will receive introductory information on CCRS	Starting spring 2021 and ongoing for new volunteers	ABE Volunteer Coordinators and PLC Facilitators will build a document to share.	Volunteers will receive a written introduction to the Standards with program information/orientation materials. This will be a broad overview of CCRS, ACES/TIF, and Northstar. Currently working on this.
<p>Expected Outcome (What will it look like when we have succeeded with this objective?):</p> <p>Teachers will begin to feel comfortable and it will be more natural to think in terms of Standards when planning weekly/daily lessons.</p> <p>The Blue book will be more familiar, bookmarked, thumbed through, and easy to discuss. Standards-focused vocabulary used in PLCs will be observable.</p> <p>Volunteers will be able to name and describe the 3 key shifts in the area where they volunteer (ELA or Math) and have some general familiarity with CCRS.</p>			

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:

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

Measurable Objective:

- 100% of staff will log in SID which and how many CCRS-focused PD events they attend each academic year (July 1-June 30).
- 100% of PLC meetings will have one teacher review a Standard in the context of a lesson (standards that are reviewed will be tracked so that there is less overlap).

Action Item	Time Frame	Person Responsible	Resources Needed
At least one PD opportunity around CCRS Standards will be attended each year. Each teacher will keep track of Standards-focused PD attended by logging this into SID (Staff-History- PD Event)	Annually Sept – May (plus August during Summer Institute)	Administrator will check periodically	PD hours adequate to attend at least one PD opportunity around the Standards each year + opportunities for Standards PD. This can be a session at SI, Lang & Lit Institute, a Literacy MN training, or other opportunity.
PLCs will have an ongoing Standards agenda item. Each meeting every teacher will pick	Annually Sept- May	PLC facilitator, participants	PLC meeting, agenda, teacher attendees, CCRS standards, note taker

one Standard to review that a recent lesson addressed (or one they are planning to address). These will be noted in the minutes.			
Review and invest in CCRS-aligned curriculum in Lakeville (Dakota Prairie uses newest version of Stand Out).	Jan-May 2021	Administrator ABE staff	Funding to purchase. Vendor contacts, samples, demos, and staff/PLC meetings.
<p><i>Expected Outcome (What will it look like when we have succeeded with this objective?):</i></p> <p>Standards-focused discussions are an expected and regular part of PLCs. Standards-focused PD is an expected and regular part of PD annually. Lesson plans will explicitly note which standards are being addressed. Standards-aligned curriculum will be explored and acquired.</p>			

Component 3: Instructional Quality

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

Questions for Consideration:

- *How will we 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?*

Notes/Questions:

We are discussing planning district-scheduled Staff Development days around Standards integration: either CCRS, ACES/TIF, or Northstar.

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

Measurable Objective:

100% of classes will be evaluated for level and class type. Reevaluation as necessary. Logged in SID.

100% of teacher and admin laptops will have specific CCRS sites bookmarked. These sites will also be available in the staff resources section of program webpages.

Action Item	Time Frame	Person Responsible	Resources Needed
Staff will evaluate their classes in order to establish what their level and class type is (ESL 1-3, writing 3-6, etc.). These will be logged in SID under Class Summary. *	Beginning of each school year (August) after the class schedule is distributed. Mid-fall we will review after classes begin and students are placed.	ABE staff Administrator	CCRS Blue Book Current student lists and assessment scores
ABE staff continue to evaluate class offerings to ensure all levels and areas of the Standards are being covered within the program (Reading, Writing, Speaking & Listening and Language).	During workshop week and mid-year at one designated PLC.	ABE staff Administrator	CCRS blue book

<p>ABE staff will be directed to bookmark in their employee laptops the following website https://atlasabe.org/resource/ccrs-in-action-plc-professional-learning-community/ in order to have quick access to the tools necessary for curriculum evaluation, observation templates, unit and lesson planning templates, standards, and other resources.</p>	<p>Ongoing. Walk-through/review of the web pages during workshop week in late August, and when new staff are hired.</p>	<p>ABE staff Administrator</p>	<p>https://atlasabe.org/resource/ccrs-in-action-plc-professional-learning-community/</p>
<p>Expected Outcome (What will it look like when we have succeeded with this objective?):</p> <p>Staff will be clear on what standards their class(es) need to cover and what standards are covered in other classes in the program. This information will be easily accessible through SID.</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?*

Notes/Questions:

ELL and GED staff will work altogether and, if preferred, with partners to make sure all levels of instruction are being covered in the program as students progress.

Standards-evaluated lessons can be uploaded into a shared drive in Google.

Teacher schedules (prep time) will reflect this added work.

All teachers will be responsible for evaluating lessons.

Shared lessons on the Google drive can be easily borrowed and reused.

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

Measurable Objective:

100% of teachers will *each* evaluate at least one past unit using the [High Value Action Revision Tool](#)

100% of teachers will share at least one evaluated lesson or unit at a PLC and discuss their process and changes.

Action Item	Time Frame	Person Responsible	Resources Needed
During workshop week various CCRS tools/names of forms will be reviewed for use throughout the year.	August annually	Administrator Lead Teacher Staff	CCRS evaluation and rating tools Blue book ATLAS website https://atlasabe.org/resources/ccr-standards/ccrs-ela-resources/ela-implementation-tools/

<p>As a group, teachers will thoroughly review the Resource Alignment Evaluation Rating and High-Value Action tools.</p>	<p>First PLC each September.</p>	<p>Teachers who completed the CCRS 9 month training and/or CCRS Foundations All other teachers Administrator</p>	<p>Resource Alignment Evaluation Rating Tool High-Value Action Tool CCRS Blue Book Example lesson plan Staff time</p>
<p>Teachers will evaluate one of their past units ahead of a PLC. If the unit needs editing based on the evaluation tool, what changes can be made to improve it? They will share their process and changes at the PLC.</p> <p>Final work can be uploaded in the shared Google Drive folder of standards-aligned lesson plans.* (Drive shared between Lakeville and Dakota Prairie)</p>	<p>Fall/winter 2021-22</p>	<p>All teachers Administrator</p>	<p>High-Value Action Tool CCRS Blue Book Prepared unit that was taught in the past Staff time Meeting</p>

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

Staff will be able to evaluate their lessons using the Resource Alignment Evaluation Rating Tool, High-Value Action Tool, and CCRS Blue Book.

A database of evaluated lessons will be collected in a shared Google Drive folder. This folder will be shared between Lakeville and Dakota Prairie. In this way teachers can share their work with other teachers to use or modify for their specific purposes.

Staff will be able to talk with each other and build community as our consortiums continue to learn and incorporate CCRS 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:

Lakeville will be acquiring a new ELA textbooks series for 21-22. Northfield will continue to use Standout curriculum.

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

Measurable Objective:

100% of teachers will begin using, before the end of the 21-22 school year, the CCRS aligned lesson planning template for unit planning and for lesson observations.

100% of teachers will take at least one (or more) units or lessons they created and used that are CCRS aligned and upload these to the shared Google Drive between Lakeville and Dakota Prairie ABE. This is for future use by other teachers.

Action Item	Time Frame	Person Responsible	Resources Needed
Teachers will use the template for CCRS aligned ELA or Math Lesson Unit Planning.	Beginning March-April 2021, teachers <i>in the cohort</i> will try using the CCRS aligned lesson template (ELA or Math) for their third observation (or if no observation, at an appointed time). Beginning fall 2021, each teacher who has gone through CCRS Foundations or 9-month cohort will be expected to use this template.	ABE staff	Template for CCRS aligned lesson unit planning (ELA or Math)
At least one or two times a year each teacher will upload an aligned lesson or unit to the shared Google drive that archives and organizes by content and level. This practice can be timed along with observations that may occur for that teacher.	Beginning fall 2021 and ongoing	ABE staff	Google shared drive organized by subject, content, and level. Template for CCRS aligned lesson unit planning (ELA or Math)
Expected Outcome (What will it look like when we have succeeded with this objective?):			
Our program will archive CCRS-aligned units and lessons for future use.			

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:

Evaluating regularly used print resources in our resource libraries will be possible once we are back on a regular in-person schedule.

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

Measurable Objective:

10% of each of the new curriculum considered for Lakeville’s program will be evaluated by teachers using the CCRS Alignment Evaluation and Rating Tool

50% of older resources in our libraries that are identified as *regularly used* in the classroom will be evaluated in the 21-22 school year.

Action Item	Time Frame	Person Responsible	Resources Needed
-------------	------------	--------------------	------------------

<p>Teachers will use the template for ELA or Math CCRS Alignment Evaluation and Rating Tool for 10% of the whole resources they would like to use for their classroom or program wide.</p>	<p>March-May 2021- ELA CCRS Alignment Evaluation and Rating Tool will be used to assess new textbooks considered for Lakeville’s EL program.</p> <p>Ongoing- new curriculum additions will be evaluated using the ELA or MATH CCRS Alignment Evaluation and Rating Tool before purchase.</p>	<p>ABE staff</p>	<p>New or existing resources CCRS Rating Tool Shared Google Sheet to track teacher feedback</p>
<p>A shared Google Drive will be created to house documentation for each program resource reviewed in our resource libraries.</p> <p>Resources that score poorly will be voted on to keep or retire.</p>	<p>Spring 2021 and ongoing</p>	<p>Administrator</p>	<p>Shared Google Drive Meetings for staff discussion of evaluated sources</p>
<p>Older, <i>regularly used</i> resources in classes will be evaluated in the 21-22 school year.</p>	<p>Starting in fall 2021 ELA or Math CCRS Alignment Evaluation and Rating Tool will be used for dated, regularly used resources in classes.</p>	<p>ABE staff</p>	<p>Existing resources CCRS Rating Tool Shared Google Drive</p>
<p>Expected Outcome (What will it look like when we have succeeded with this objective?): ABE resources that are a part of program resource rooms will be evaluated for CCRS alignment. This will allow for up-to-date, quality resources at our teacher’s disposal. Evaluation tool use and results will be archived in a shared Google Drive for teachers to look up in the future. Teachers can also make note of how they would strengthen resources that are worth keeping but need some improvement in areas where they are weak (such as academic vocabulary, text-dependent questions, etc.).</p>			

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?*

Notes/Questions:

Observations are typically three times a year for the first 3 years, then on a three year rotation. This is a district-regulated procedure. Danielson-based observations are currently required with IGDP and QComp.

Peer observations, while not a regular practice to-date, will be an important part of program-based PD in the future.

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

Measurable Objective:

100% of teachers will participate in one peer observation per academic year starting fall 2021.

100% of teachers will use CCRS unit/lesson planning tools and turn these in before observations (with pre observation notes) by the end of the 21-22 school year.

100% of PLC agendas starting in fall 2021 will contain a CCRS-focused peer-review agenda item in the event there are teachers who can share out for that month on their peer review experience.

Action Item	Time Frame	Person Responsible	Resources Needed
Teachers will demonstrate knowledge of CCRS and evidence of classroom implementation during observations by the program manager or peer observer. Danielson domains will still be identified and evaluated in addition to CCRS.	Spring 2021 and ongoing	ABE staff Administrator	Blue Book Unit/lesson plan CCRS observation tool
CCRS unit/lesson planning tools will be uploaded into TalentEd by Lakeville teachers in pre-observation attachments. For Dakota Prairie, CCRS unit/lesson planning tool will be collected with the pre-observation form.	Spring 2021 and ongoing	ABE Staff	CCRS unit/lesson planning tool

<p>Time for one peer observation a year will be built into each teacher's schedule. This time will include one 2.5 hour class and 30 minutes of meeting time after class to discuss the lesson. Teachers will let me know when this is completed.</p>	<p>Starting fall 2021</p>	<p>ABE Staff Administrator</p>	<p>CCRS Observation Tool</p>
<p>In each PLC agenda, peer reviews will be an agenda item. Any teacher who has completed a peer-review since the last PLC can review key take-aways.</p>	<p>Starting fall 2021</p>	<p>ABE Staff</p>	<p>PLC meetings and agenda</p>
<p><i>Expected Outcome (What will it look like when we have succeeded with this objective?):</i></p> <p>Peer review will become a regular part of lesson evaluations, training, team building and standards learning.</p> <p>CCRS planning and evaluation tools will be fully implemented by the end of the 21-22 school year as evidenced by their regular use and foundational role in teacher observations.</p>			

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:

Course offerings will change based on student/community need. Curriculum for new course offerings will be evaluated using CCRS evaluation tools before new classes begin.

CASAS scores and evaluation tools will be used to assess what CCRS standards need to be further addressed in each class.

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

Measurable Objective:

100% of courses will be evaluated based on SID reports (attendance numbers, contact hours) teacher, student and community feedback, partnership opportunities, staffing level and budget.

In 20-21, at least 50% of resources for new course offerings will be evaluated using CCRS evaluation tools *before* new classes begin.

100% of volunteers will have in-house training which will include an introduction to CCRS. 100% of **new** volunteers will have CCRS training as a part of orientation.

Action Item	Time Frame	Person Responsible	Resources Needed
Course offerings will be an agenda item three times a year in order to review data, demand, relevancy, need, etc.	Before fall, spring, and summer course catalog is released.	Administrator ABE Staff	Team meetings pre scheduled Agenda SID data course notes
Student progress reflected in SID and other assessment measures will be identified and discussed at PLC meetings as an agenda item.	Beginning fall 2021 and ongoing	ABE staff	PLC meetings SID reports CCRS tools CCRS Blue Book Schedule of PD events
As addressed in Component #1, volunteers will receive a written introduction to the Standards with program information/orientation materials. This will be a broad overview of CCRS, ACES/TIF, and Northstar.	Beginning fall 2021 and ongoing	ABE Volunteer Coordinator and staff Administrator	Written introduction to the Standards.

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

Program gaps will be identified and a plan to fill gaps will be created among all staff as a team effort.
Volunteers will be broadly informed of Standards starting fall 2021.