

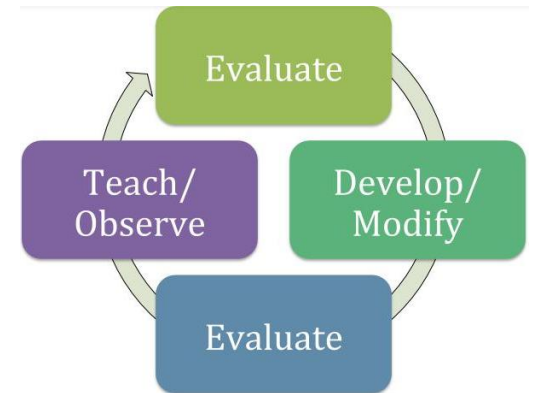


Program CCRS Implementation Plan

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:

The Moorhead ABE consortium consists of 7 sites with a full-time program manager, 13 part-time instructors and 3 part-time paraprofessionals.

Moorhead ABE participated in its first cohort in 2018-19 with 4 staff. This initial group fully engaged in the CCRS vision and has laid the groundwork for 6 staff to participate in the 2020-21 cohort (2 are participating in their second content area). Staff recognizes that standards-based work not only lends credibility to the field, but is essential to the Minnesota State Standard Adult High School Diploma program and is a core standard of adult education.

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 Moorhead ABE instructional staff will demonstrate a basic understanding of the shifts, levels, standards and anchors for CCRS ELA and math terminology within their CCRS book.			
Action Item	Time Frame	Person Responsible	Resources Needed
Provide CCRS blue books to all instructional staff that they will tab and reference for all CCRS work	This will be done at all-staff training in August, November, January and at time of hire	Program manager, CCRS lead	CCRS blue book, tabs
CCRS Foundations course completion for all instructional staff	January 2021 or within 6 months of hire	Program manager, CCRS lead	Schoology course, CCRS blue book, computer access
CCRS cohort members will be provided paid PLC time for additional in-depth work with templates, binders or evaluation tools	November and January PD days; monthly CCRS PD activities	Program manager, CCRS lead, CCRS team	CCRS binder, CCRS blue book, ABE funding
Expected Outcome (What will it look like when we have succeeded with this objective?):			
<p>1. All instructional staff will: have CCRS blue books with labeled tabs; have completed the CCRS Foundations Schoology course; and be able to identify key CCRS terms (shifts, levels, standards and anchors) by March 1, 2021.</p> <p>2. The CCRS cohort team completed this objective in October, 2020, and will have monthly trainings to delve deeper into the CCRS blue book and CCRS binder, unpack the standards, utilize templates, evaluate materials and align lessons.</p>			

Measurable Objective:

All instructional staff will demonstrate an understanding of, and work toward the support of, the consortium CCRS implementation plan. The CCRS lead, cohort team and program manager will provide support as instructors begin to engage in standards alignment activities including: CCRS Foundations, accessing ATLAS resources (videos, discussions, lessons, teacher workouts), reflecting and implementing the shifts into their teaching.

Action Item	Time Frame	Person Responsible	Resources Needed
The CCRS cohort team will meet 2 times per month to assist in developing and carrying out the implementation plan, evaluate materials, share resources and increase understanding of the CCRS-related vocabulary	2020-21 cohort year and beyond One hour on the first and third Wednesdays of each month will be designated as CCRS training sessions	Program manager, CCRS lead, CCRS cohort members	CCRS blue book, CCRS binder, ATLAS resources, ABE funding
CCRS cohort members will assist their fellow colleagues in accessing the CCRS Foundations Schoology course, share appropriate resources, serve as mentors as needed and encourage colleagues who haven't participated in the	2020-21 cohort year and ongoing	Program manager, CCRS lead, CCRS cohort members	Schoology course, relevant resources, ABE funding

CCRS cohort to do so in the future			
CCRS implementation plan and support materials will be posted monthly in the staff workroom or shared electronically to provide ongoing exposure to key CCRS terms and concepts	2020-21 cohort year and ongoing	Program manager, CCRS lead, CCRS cohort members	CCRS binder, CCRS blue book, ATLAS resources, staff workroom wall, Google tools (poll, jamboard, etc.)
<p><i>Expected Outcome (What will it look like when we have succeeded with this objective?):</i></p> <p>1. Instructional staff will gain a shared foundational CCRS knowledge base that will both support the Moorhead ABE implementation plan and generate future cohort participation.</p> <p>2. CCRS cohort team meetings will have agendas and minutes to track progress and adherence to the implementation plan.</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:

Moorhead ABE will dedicate CCRS-focused professional development to all instructional staff during the district PD days in November and January. This will consist of such activities as: CCRS Foundations work; CCRS cohort meeting time; accessing ATLAS resources; and evaluating lessons and materials. This PD time will be funded by the ABE budget.

In addition to these dates, there will be ongoing paid time for instructional staff to engage in both structured training and local implementation plan work. The CCRS cohort team will be paid for CCRS meeting times outside of their regular teaching hours, but are also encouraged to plan, evaluate, reflect and collaborate as part of their regular teaching and/or prep time whenever possible. Staff coverage will be arranged for peer-to-peer observation and feedback 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:

The Moorhead Area Public Schools Professional Development days for ABE held in November and January will be structured around CCRS standards alignment, allowing staff to engage in either the CCRS Foundations course or CCRS cohort team work toward the implementation plan.

Action Item	Time Frame	Person Responsible	Resources Needed
The ABE calendar will have identified PD dates for CCRS Foundations and/or cohort work	November and January mandatory PD days will be utilized. There will also be 2 CCRS cohort meetings per month. The first will focus on specific activities using teacher workouts from the CCRS	Program manager, CCRS lead, CCRS cohort members	ABE calendar shared with all staff, CCRS blue book, CCRS binder, resources from ATLAS

	resources on ATLAS. The focus will rotate between math and ELA each time. The second meeting will be used as a connection time to share and answer questions. Guiding questions, polls and surveying of needs will be included as needed for follow-up.		
Volunteers and paraprofessionals will be provided CCRS-focused PD at the fall and spring trainings	These trainings will occur at the fall (October) and spring (April) volunteer training sessions	Program manager, CCRS lead, CCRS cohort members	Scheduled training dates in mid-October and mid-April using the ATLAS and Literacy Minnesota resources
ABE funding will be designated for CCRS Foundations and cohort work for each instructional staff member. This will be an ongoing priority	Ongoing throughout each fiscal year	Program manager and district business office	ABE budget and Region 1 budget report
CCRS cohort staff will be given priority to attend related CCRS content PD of MDE-supported activities such as: Language and Literacy Institute, Summer Institute, regional conferences and MNI/Math conferences	Ongoing throughout each fiscal year	Program manager, CCRS lead, CCRS cohort members	Program manager, CCRS lead, CCRS cohort members, ABE funding

Provide CCRS-focused PD to the 4 consortium sites who aren't participating in a CCRS cohort	This will occur three times per year: on the August, November, and January PD days at 4:00 pm using Google Meet.	Program manager, CCRS leads, instructional staff from Hawley, Barnesville, Wheaton and Breckenridge sites	ABE calendar shared with all staff, CCRS blue book, CCRS binder, resources from ATLAS, ABE funding
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Expected Outcome (What will it look like when we have succeeded with this objective?):

All instructional staff will have completed CCRS Foundations and ongoing PD using either the district-allotted PD dollars or ABE funding. To supplement this funding or for more advanced training, scholarship dollars will be accessed, if available. Records of this training will be tracked in the Student Information Database (SiD) "Staff and Volunteer" reports.

Measurable Objective:

All Moorhead ABE CCRS-related activity by instructors will be monitored and tracked using the Student Information Database (SiD) Staff Training Report listed under "Staff and Volunteer" reports. This PD includes but is not limited to: CCRS Foundations, CCRS Cohorts, and content-specific conferences such as Language and Literacy Institute, MNI/math conferences, regional conferences and Summer Institute.

Action Item	Time Frame	Person Responsible	Resources Needed
Instructional staff will choose at least one CCRS-related item to use in their annual individual professional development SMART goals	September 15 of each academic year and at time of hire for new instructional staff	All ABE staff	District SMART goal template
Electronic copies of CCRS-focused material will be stored and organized in a Google Drive folder for the consortium to access	Google Drive folder developed by December 31, 2020. Vetted materials will be added and organized on an ongoing basis	Program manager, CCRS lead, CCRS team members	Google Drive access

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

The SiD Staff Training Report for each instructional staff member will be updated at the culmination of each activity and evaluated annually by September 15 with the CCRS-focused PD activities that have been completed.

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?*

Notes/Questions:

Moorhead ABE will first prioritize developing standards-aligned curriculum in these areas:

1. Units or courses that support groups not making NRS level gains
2. ESL students who need additional support once moving into the ABE levels 1-6

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 understand and be able to identify the standards and shifts that correlate with the academic level of students in their class. Corresponding CCRS-aligned instruction will be provided to these students.			
Action Item	Time Frame	Person Responsible	Resources Needed
ABE instructors will align lessons and instruction to CCRS standards focusing on the academic needs of students in the classroom as determined by the data in the Student Information Database (SID) Posttest and Level Gain report.	June 2021 and ongoing	ABE instructors	Student Information Database (SID) Posttest and Level Gain report, CCRS book, lesson materials, objectives for the specific lessons, unit or course
Expected Outcome (What will it look like when we have succeeded with this objective?):			
Staff will identify the standards and shifts that are taught in a CCRS level and align the lessons to correspond to that level.			

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:

CCRS team and other ABE staff that have completed the CCRS Foundations course will begin using the Resource Alignment Evaluation and Rating Tool and High-Value Action Tool to evaluate lessons and units.

Prior to implementation, staff will strengthen their skills at CCRS team meetings by using the ATLAS resources (teacher workouts, videos, materials, lessons, and K-12 materials found online). The CCRS lead will design and facilitate these training sessions and offer support to instructors as needed.

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

Measurable Objective:

New and existing lessons will be vetted for standards alignment using the CCRS Implementation Tools including: Lesson Planning Templates, Resource Alignment Evaluation and Rating Tool and High-Value Action Tools.

Action Item	Time Frame	Person Responsible	Resources Needed
ABE instructors will examine current CCRS-aligned lessons from the ATLAS resources as well as evaluate new lessons and units that were created using the lesson planning template and the CCRS Implementation Tools, which include the Resource Alignment Evaluation and Rating Tool and High-Value Action Tool.	Ongoing	ABE instructors	Lesson or unit plan, CCRS Implementation Tools including the Resource Alignment Evaluation and Rating Tool and High-Value Action Tool

CCRS team members will evaluate new and existing CCRS standards-aligned lessons and units using the Resource Alignment Tool and High-Value Action Tool and monthly CCRS meetings.	Ongoing at monthly CCRS meetings	CCRS team members	High-Value Action Tool
CCRS Lead person will design and facilitate CCRS meetings using resources found on ATLAS and at CCRS trainings	Ongoing at monthly CCRS meetings	CCRS lead, CCRS team members	ATLAS resources, CCRS team meetings
<p><i>Expected Outcome (What will it look like when we have succeeded with this objective?):</i></p> <p>CCRS-aligned lessons and units will be fully vetted by the CCRS team.</p>			

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:

Moorhead ABE began CCRS alignment in levels B and C in both the ELA and math during the 2018-19 cohort. This corresponded both to the student levels in the cohort team’s classrooms as well as the levels of the range of students in greatest need as evidenced by the SID posttest and Level Gains report.

Moorhead ABE staff will adopt the CCRS lesson plan template and unit plan for planning all future lessons and units. Realizing that this template will not be fully complete for every ABE unit, even a partially complete template provides some consistency for the CCRS team. Once created, these lessons will be reviewed by the CCRS Instructional team and shared in a Google Drive set and organized by the program manager.

This shared Google Drive allows access by other consortium staff (day, evening, and off-site) who are using the materials but do not share a classroom. It will provide access to program plans and materials in addition to those available on the ATLAS website.

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

Measurable Objective:

Moorhead ABE staff will utilize the CCRS lesson plan template for lesson planning purposes and will store completed plans in a shared CCRS Google Drive folder.

Action Item	Time Frame	Person Responsible	Resources Needed
Provide access to online and hard copies of the lesson plan templates for staff at all levels. The CCRS cohort team will provide guidance and support to colleagues as needed	Ongoing	Instructors and CCRS Cohort team	Electronic access to the lesson plan template, hard copies of the lesson plan template
CCRS Google Drive will be created and utilized by the	Ongoing	Program manager, CCRS lead, and CCRS team members	Google Drive folders

CCRS team to organize lessons and units by content and level			
<p>Expected Outcome (What will it look like when we have succeeded with this objective?):</p> <p>Instructors will use the CCRS lesson plan template for all future lessons and completed plans; these will be stored in the CCRS Google Drive folder.</p>			

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:

Instructors and the program manager have begun screening current and potential curriculum for CCRS alignment. Moving forward, only aligned material will be purchased from publishers to ease the burden on instructional staff. Future purchases will be discussed and approved at monthly CCRS team meetings.

The older material that is currently on the shelves but does not align with CCRS will be used for supplemental purposes or donated, if appropriate.

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 current and future ABE materials or texts will be evaluated for CCRS alignment and results recorded in a shared Google Sheet.

Action Item	Time Frame	Person Responsible	Resources Needed
The CCRS Resource Alignment Tool and High-Value Action Tool will be used to indicate the level of alignment of a text (<i>i.e.: aligned/not aligned</i>)	June 2021	Program manager and CCRS team bring examples to review at June team meetings	CCRS Resource Alignment Tool and High-Value Action Tool, curriculum to use for examples
Develop a Google Sheet to record both the CCRS alignment rating and result of the High-Value Action Tool of current ABE materials or texts and how to strengthen alignment and what the purpose will be for those resources that are not aligned	June 2021	Program manager and CCRS lead	Google Sheet and Google Drive access for staff

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

The CCRS instructional team will implement a CCRS rubric or rating system to evaluate texts for CCRS alignment. The results will be cataloged into a shared Google Sheet in Google Drive.

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:

Moorhead ABE follows the district teacher evaluation protocol for probationary teachers and 3-year cycle for others. CCRS criterion will be a “look-for” during the required observation and conferencing process.

The program manager supports and encourages both mentorship and peer observations for growing one’s CCRS skillsets. These activities will be supported by paid staff time and classroom coverage (paraprofessionals, volunteers, etc.) for said activities.

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

Measurable Objective:

ABE staff evaluations and observations will incorporate evidence of the knowledge of CCRS standards alignment and practice by instructors.

Action Item	Time Frame	Person Responsible	Resources Needed
Instructors will demonstrate CCRS knowledge and evidence of implementation within	Ongoing teacher observations	Instructors, program manager	Lesson plan, CCRS Implementation Tools for Observation (CCRS

classroom practices during observations by the program manager			Observation Guide for Planning and Practice), MAPS district observation tool.
Instructors will demonstrate CCRS knowledge and evidence of implementation within classroom practices during peer-to-peer observations	Ongoing peer-to-peer observations	Instructors, CCRS team members	Lesson plan, Shift-based CCRS Observation forms
Staff professional development days will incorporate trainings using the CCRS videos and resources from the ATLAS resources along with discussions using the Shift-based observation forms to train staff	Ongoing (minimum of 2-3 per year)	Program manager, CCRS lead, instructors, paraprofessionals	ATLAS CCRS videos and resources, discussion questions and Shift-based CCRS Observation forms
<i>Expected Outcome (What will it look like when we have succeeded with this objective?):</i>			
Comments regarding CCRS engagement and standards implementation within the classroom practice will be noted in teacher observations.			

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:

Moorhead ABE has begun to prioritize, plan and develop CCRS-aligned courses based on current identified student levels with the greatest needs as evidenced in the Student Information Database (SID). The goal is to develop targeted instruction for each identified level of greatest need.

New volunteers and paraprofessionals will participate in CCRS training using CCRS content from ABE YouTube channel, ATLAS resources, Literacy Minnesota volunteer training materials and user-friendly materials such as the “Tools for Formative Assessment” (60 Techniques to Check for Understanding).

Staff will continue to use all CCRS templates, alignment tools and rubrics as well as engage in local, regional, and state CCRS PD to remain competent in CCRS alignment processes.

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

Measurable Objective:

CCRS trained instructors will use information from the SID database in conjunction with CCRS implementation tools including: templates, rubrics, and alignment tools to both identify current gaps in programming and align instruction accordingly.

Action Item	Time Frame	Person Responsible	Resources Needed
The CCRS instructional team will meet monthly to identify the highest student achievement	Ongoing	Program manager, CCRS lead, and CCRS cohort instructors	CCRS implementation tools, CCRS blue book, SID reports (TABE A and Posttest and Level Gains Report), resources and trainings

gaps in programming and target instruction to fill these gaps			developed and offered at the local regional and state levels.
Expected Outcome (What will it look like when we have succeeded with this objective?):			
CCRS trained instructors will identify the gaps in programming and target their instruction to fill these gaps using CCRS implementation tools including: templates, rubrics, alignment tools from the CCRS cohort, information and reports from SID and ongoing local, regional and state professional development associated with CCRS.			

Measurable Objective:			
Moorhead ABE volunteers will be introduced to and invited to continue CCRS training to extend the work beyond the instructional team.			
Action Item	Time Frame	Person Responsible	Resources Needed
Specific CCRS training for volunteers will be offered to volunteers and paraprofessionals who work less than 20 hours per week.	A minimum of twice per year (October and February)	Program manager, CCRS lead	CCRS Volunteer Training Materials
Expected Outcome (What will it look like when we have succeeded with this objective?):			
Volunteers and paraprofessionals will attend CCRS training for volunteers to familiarize themselves with standards alignment.			