

**Implementation Plan: Court Street Elementary 2016-2017**

<p><b>Why? Alignment with Program Commitments</b> CFAs (in the area of ELA) will be administered during the 2016-2017 school year and assessment data will be used to inform instruction through data coach meetings.</p>	<p><b>Rationale</b> To provide children with a high-quality education based on student assessment results and research-based instructional strategies in order to increase student achievement in the area of ELA.</p>
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<i>What?</i>	<i>How?</i>		<i>Who?</i>	<i>When?</i>	<i>Support</i>	<i>Who Does It?</i>
<b>Objectives</b>	<b>Major Tasks / Activities</b>	<b>Professional Development</b>	<b>Target Population</b>	<b>Dates</b>	<b>Funding Sources To Be Used</b>	<b>Responsibility</b>
<p><b>Curriculum and Instruction</b></p> <p>Utilize data coaches to facilitate data-driven dialogue and best practices in ELA based on student results on the revised CFAs.</p>	<p>Schedule and create a Court Street data coach calendar including: *when the ELA CFAs will be administered (pacing) *when the assessment results will be in Edocrina *when the data meeting will be held</p> <p>Schedule and utilize Court Street Literacy Committee meetings to support research-based ELA strategies</p>	<p>Provide teachers and data coaches opportunities to discuss best practices in ELA data meetings</p> <p>Provide professional development opportunities at faculty meetings, and/or grade-level meetings including Kagan trainers to model how Kagan structures can be utilized when teaching ELA</p>	<p>Classroom teachers</p> <p>Data coaches</p> <p>Literacy Committee members</p> <p>Kagan trainers</p>	<p>September 2016-June 2017</p>	<p>Data coach stipend</p> <p>School budget</p> <p>Professional development money allocated to each building</p>	<p>Data Coaches</p> <p>Court Street Literacy Committee members and principal</p> <p>Kagan trainers</p>

<p><b>Potential Roadblocks, Challenges, and Unintended Consequences</b></p> <ol style="list-style-type: none"> <li>Due to the higher rigor of the CFAs, children may not perform to teacher expectations.</li> </ol>	<p><b>Solutions</b></p> <ol style="list-style-type: none"> <li>The CFAs are a living document and will continue to be revised.</li> </ol>
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<b>Why? Alignment with Program Commitments</b> With the adoption of the new science standards, teachers need to be informed of the standards and inquiry-based instructional strategies.			<b>Rationale</b> To provide children with a high-quality education based on inquiry-based instructional strategies in the area of science			
<b>What?</b>	<b>How?</b>		<b>Who?</b>	<b>When?</b>	<b>Support</b>	<b>Who Does It?</b>
<b>Objectives</b>	<b>Major Tasks / Activities</b>	<b>Professional Development</b>	<b>Target Population</b>	<b>Dates</b>	<b>Funding Sources To Be Used</b>	<b>Responsibility</b>
<b>Instruction and Assessment</b>  Promote and provide opportunities to review and understand the new science standards and inquiry-based instructional strategies.	Create a Court Street Science Committee to analyze the new standards and to create inquiry-based instructional strategies  Schedule and utilize faculty meetings and Court Street Science Committee meetings to review science standards, create science lessons, and view inquiry-based instructional strategies.	Provide teachers opportunities to discuss best practices at Court Street Science Committee meetings  View science videos and organize a flipped faculty meeting to review inquiry-based instructional strategies	Classroom teachers  Science Committee members	September 2016-June 2017	School budget: Science budget money	Court Street Science Committee members and principal
<b>Potential Roadblocks, Challenges, and Unintended Consequences</b> 1. Because time is a valuable commodity, finding time at each faculty meeting to incorporate work around the science standards may be a challenge.			<b>Solutions</b> 1. Including science on each faculty meeting agenda, utilizing extended hours, and/or release time may be solutions for staying focused on science standards and inquiry-based instruction.			

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<b>Why? Alignment with Program Commitments</b> 1. Technology that supports curriculum and enhances instructional practice motivates children in an ever-changing technological world.			<b>Rationale</b> To provide children with a high-quality education and technology opportunities that enhance instructional practice.			
<i>What?</i>	<i>How?</i>		<i>Who?</i>	<i>When?</i>	<i>Support</i>	<i>Who Does It?</i>
<b>Objectives</b>	<b>Major Tasks / Activities</b>	<b>Professional Development</b>	<b>Target Population</b>	<b>Dates</b>	<b>Funding Sources To Be Used</b>	<b>Responsibility</b>
<b>Instruction and Technology</b> Promote and provide technology opportunities to enhance instructional practice	Continue to utilize the Court Street Technology Committee (including the technology mentor) and schedule meetings to research and create technology activities aligned with the Common Core Learning Standards and skills being taught at each grade level. The committee will focus on: *Google Apps *Chromebook usage *Tablets (Kindergarten) *New technology	Provide professional development opportunities in the area of technology at faculty meetings, and/or grade-level meetings based on the work of the Court Street Technology Committee.  Organize classroom visitations for Technology Committee members to support classroom/grade level teachers.	Classroom teachers  Technology Committee	September 2016-June 2017	School budget	Court Street Technology Committee members  Technology mentor  Principal
<b>Potential Roadblocks, Challenges, and Unintended Consequences</b> 1. There is a range of comfort levels in the area of technology and we are concerned about some classrooms utilizing technology more than others.			<b>Solutions</b> 1. The Court Street Technology Committee will assist teachers by providing hands-on instructional activities so that all children have technological opportunities at Court Street Elementary.			