

Implementation Plan

2016-2017 Why? Alignment with Program Commitments

1. Curriculum Commitment 2: sequence and pace curriculum both horizontally and vertically
2. Instruction Commitment 3: ongoing data-driven dialogue to influence instruction and instructional practices
3. Assessment Commitment 1: utilize qualitative and quantitative assessment measures

Rationale - Kindergarten

The Common Core Learning Standards address students being able to craft written responses to both literary and informational texts. The skills embedded in writing a response to a text should be scaffolded vertically. Literacy will be incorporated into all content areas. Organizers such as the C-C-E triangle will be continue to be utilized to assist students with organizing their thoughts. Instructional activities will also be implemented to supplement areas in math where gaps exist: fractions, time and money.

<i>What?</i>	<i>How?</i>		<i>Who?</i>	<i>When?</i>	<i>Support</i>	<i>Who Does It?</i>
Objectives	Major Tasks / Activities	Professional Development	Target Population	Dates	Funding Sources To Be Used	Responsibility
<p>Kindergarten: SWBAT continue to use a variety of graphic organizers, including the claim evidence triangle, 5 finger retell and story posters, to enhance their writing abilities.</p> <p>SWBAT write complete sentences to analyze literary and informational texts.</p> <p>SWBAT to participate in research-based and data driven activities. Data from writing samples with rubrics, journals, CFAs, AIMSweb will guide instruction and be shared with the K grade level and with other grade levels for horizontal and vertical alignment.</p> <p>The Five Senses and the Nursery Rhymes and Fables domains will be instructed again this year.</p>	<p>All teachers will review writing samples and related data throughout the school year; they will learn from their colleagues. The “Year at a Glance” K resource will assist with writing, planning and achieving goals.</p> <p>Content vocabulary and discussed keywords will be displayed for students on classroom word walls and will be used in dialogue during classroom instruction.</p> <p>Implement graphic organizers into writing instruction and into writers’ workshop, including the claim/evidence triangle, 5 finger retell and story posters. Supplement with math materials to target fractions, time and money.</p> <p>Compare and contrast activities with literary and informational texts. Modeling, guided practice, independent practice and Kagan structures will be incorporated.</p> <p>Close reading, Kagan, Marzano, research projects and technology will be implemented to support writing. Chromebooks will be utilized regularly.</p> <p>Writing will be implemented into the special area content.</p>	<p>Data coach meetings (grade level and whole group meetings)</p> <p>Grade level/planning time meetings</p> <p>Faculty meeting content</p> <p>Bring presenters in for PD</p> <p>Staff development day meetings</p> <p>District ELA, Math, Science and Social Studies Committee meetings</p> <p>HV Literacy Team meetings and extended day PD</p> <p>HV Math Team meetings and extended day PD</p>	<p>Kindergarten students</p>	<p>September 2016 – June 2017</p>	<p>Hillview Budget funds</p> <p>District curriculum budget funds</p>	<p>Collective – kindergarten team teachers and special education teachers</p> <p>Data coaches</p> <p>All Hillview faculty and staff members</p>
<p>Potential Roadblocks, Challenges, and Unintended Consequences: Students who are not developmentally ready to read and write until a certain point. Ensure that Orton Gillingham and guided reading are continually instructed, along with the two domains.</p>			<p>Solutions: Draw pictures, label with letters/sounds until words and sentences can be written. Plan with the district literacy team to maintain consistency K-3.</p>			

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Rationale - Kindergarten

Targeting writing weaknesses is a Hillview Literacy Team goal. The Common Core Learning Standards address students being able to craft written responses to both literary and informational texts. The skills embedded in writing a response to a text should be scaffolded vertically. Organizers such as the claim/evidence triangle assist students in organizing their thoughts.

<i>What?</i>	<i>How?</i>		<i>Who?</i>	<i>When?</i>	<i>Support</i>	<i>Who Does It?</i>
Objectives	Major Tasks / Activities	Professional Development	Target Population	Dates	Funding Sources To Be Used	Responsibility
<p><u>Kindergarten:</u></p> <p>SWBAT read a variety of leveled appropriate texts.</p> <p>SWB exposed to key words in both ELA and Mathematics.</p> <p>SWBAT use supplemental math materials to bridge the gaps between the Expressions Math program and CCLS.</p> <p>SWBAT use pictures to write about the text.</p>	<p>Domain/Module texts, content area texts, Scholastic leveled readers, and other supplemental texts will be used for a variety of instructional activities (modeled, guided/centers, and independent)</p> <p>Chromebooks will be used to access web-based instructional websites and programs, such as Raz-Kids.</p> <p>Math activities from online resources; math binder activities with a focus on time, money and fact fluency. Implement Gregtang.math and Eileen Ryan’s fact fluency games in centers.</p> <p>Content vocabulary and key words will be displayed on sight word walls and guided reading posters, as well as in dialogue during classroom instruction.</p> <p>Pictures and wordless picture books will be used to prompt students’ analysis for writing tasks using the C-E-E triangle, whole group and guided reading and writing activities.</p>	<p>Data coach meetings (grade level and whole group meetings)</p> <p>Grade level/planning time meetings</p> <p>Faculty meeting content</p> <p>Presenters for PD</p> <p>Staff development day meetings</p> <p>District ELA, Math, Science and Social Studies Committee meetings</p> <p>HV Literacy Team meetings and extended day PD</p> <p>HV Math Team meetings and extended day PD</p>	Kindergarten students	September 2016 – June 2017	<p>Hillview Budget funds</p> <p>District curriculum budget funds</p>	<p>Collective – kindergarten team teachers and special education teachers</p> <p>Data coaches</p> <p>All Hillview faculty and staff members</p>

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Students who are not developmentally ready to read and write until a certain point.

Solutions:
Draw pictures, label with letters/sounds until words and sentences can be written. Plan with the district literacy team to maintain consistency K-3.

