

## 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 – First Grade

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-E-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.

What?	How?		Who?	When?	Support	Who Does It?
Objectives	Major Tasks / Activities	Professional Development	Target Population	Dates	Funding Sources To Be Used	Responsibility
<p><b>First Grade:</b> Students will be exposed to key words in ELA and Math generated from CCLS and NYS Assessments.</p>	<ul style="list-style-type: none"> <li>Vocabulary books</li> <li>Class discussion</li> <li>Writing</li> <li>Close reading</li> <li>Kagan strategies</li> <li>Marzano strategies</li> </ul>	<p>Data coach meetings (grade level and whole group meetings)</p> <p>Grade level/planning time meetings</p> <p>Faculty meeting content</p>	First grade students	September 2016 – June 2017	Hillview budget/funds  Curriculum Office budget/funds	Collective- 1 <sup>st</sup> grade teachers, AIS, and special education teachers  Data coaches  All Hillview faculty and staff members
Students will read a variety of level appropriate texts.	<ul style="list-style-type: none"> <li>Scholastic News</li> <li>Domain Material</li> <li>Scholastic Leveled Books</li> </ul>	Presenters: Patty George or other literacy experts				
Students will create a written response based on a given picture; the human body and “A New Nation” domains will be instructed again.	<ul style="list-style-type: none"> <li>Chromebooks</li> <li>Document Based Questions</li> <li>Share work using Kagan structures</li> <li>Domain Material</li> <li>New ELA CFAs</li> <li>Rigby books</li> <li>Scholastic Books</li> </ul>	Staff development day meetings  District Committee meetings *ELA *Math *Science *SS				
Students will use supplemental math material to bridge the gaps between the <i>Expressions</i> math program and CCLS.	Integrate daily math CC worksheets to supplement the <i>Expressions</i> program *Greg Tang Math *Eileen Ryan’s Fact Fluency	HV Literacy Team meetings and extended day PD  HV Math Team meetings and extended day PD				
Students will continue to use the CEE triangle to help construct written responses as well as the 5 finger retell to help students summarize a passage	Collect and examine students’ writing samples for data discussions to check for understanding					
Teachers will refer to the New ELA curriculum maps, as needed, as a framework reference						

**Potential Roadblocks, Challenges, and Unintended Consequences (Grade 1)**

Placing a strong focus on terms from State Assessment when so many students are opting out

Funding for texts

**Solutions**

Continue to expose students to a variety of complex texts with rich vocabulary and additional opportunities for developing written responses