

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 – Second 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 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><u>Second Grade:</u></p> <p>SWBAT read a variety of leveled appropriate texts.</p> <p>SWBAT use supplemental math materials to bridge gaps between the Expressions math program and CCLS. Begin instructing 3rd grade topics (money, time, fractions, multiplication)</p> <p>SWB exposed to keywords in both ELA and Math.</p> <p>SWBAT construct grade level appropriate written responses echoing the question, using details from the text and proper mechanics and conventions.</p>	<p>Domain/Module texts, content area texts, Scholastic leveled readers, and other supplemental texts will be used for a wide variety of instructional activities (modeled, guided, and independent).</p> <p>Utilize Eileen Ryan’s fact fluency games, Greg Tang Math, and the newly developed Expressions Math Unit Tests.</p> <p>Chromebooks will be used to access web-based instructional websites and programs to provide students with enrichment, ongoing practice, and review of key concepts.</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>The claim evidence triangle and five finger retell will be used to help construct written responses. Grammar packets, leveled comprehension sheets, literature packets, teacher modeling, and Brain Pop will also be used to improve written responses.</p> <p>Incorporate Kagan Cooperative Learning Structures to improve student learning and increase student motivation.</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>Staff development day meetings</p> <p>HV Literacy Team meetings and extended day PD</p> <p>HV Math Team meetings and extended day PD</p> <p>Cross grade level collaboration</p> <p>District ELA Committee</p> <p>District Math Committee</p> <p>District Science Committee</p> <p>District Social Studies Committee</p>	<p>Second grade students</p>	<p>September 2016 – June 2017</p>	<p>Hillview budget/funds</p> <p>District Curriculum Office budget/funds</p>	<p>Collective – 2nd grade teachers and special education teachers</p> <p>Data coaches</p> <p>All Hillview faculty and staff members</p>

Potential Roadblocks, Challenges, and Unintended Consequences (Grade 2)

Developmental level

Readiness

Content Area Readers needed

We are utilizing ELA and math specific annotated questions, yet the test seems to change each year

Bring all LCSD grade 2 teachers together for planning and dialogue

Solutions

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