



ELEMENTARY CURRICULUM

OUR VISION

All of our students enjoy thriving, productive lives in a future they create.

OUR MISSION

Students, staff, and community design and implement a learning organization that provides engaging, innovative experiences every day.



**LEWISVILLE INDEPENDENT
SCHOOL DISTRICT**

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INTRODUCTION

ELEMENTARY CURRICULUM AND PROGRAMS CONTACTS

The Division of Learning & Teaching supports the elementary curriculum and instructional programs. In addition, Learning and Teaching personnel work in alignment with the Division of Schools and Student Activities for coordination of policies and services.

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Assistant Superintendent

Division of Learning & Teaching

Adrienne Gall, Director of Elementary Curriculum and Programs

Lindsey Ferguson, Elementary Mathematics

Tamberly Wheeler, Elementary Language Arts K-2, Social Studies

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Esther Montanez, Bilingual/ESL Administrator

Trisha Ryherd, Dyslexia, Literacy and At Risk Administrator

Cherylholly Baron, Multilingual Program Administrator

Judy Vega, Multilingual Coordinator

Tina Hanby, Multilingual Coordinator

BUILDING LEADERSHIP TEAM AND STUDENT PERFORMANCE

Each campus has a Building Leadership Team (BLT). The BLT, chaired by the campus principal, functions as the guiding force in campus level goal setting and planning. The BLT, representing all segments of the campus and its community, is instrumental in the site-based decision making process: communicating, advising, researching, monitoring, and recommending actions designed to improve student performance. BLT membership is determined by state and district site-based management guidelines.

CURRICULUM

The LISD prekindergarten curriculum is based on the prekindergarten guidelines as revised by the Texas Education Agency in 2015. TEA organized the 152 student outcomes into 10 domains. Additional local standards have been added. LISD is committed to providing educational programs that will permit all children to develop their abilities and aptitudes to the fullest extent possible.

- I. Social & Emotional Development
- II. Language and Communication
- III. Emergent Literacy: Reading
- IV. Emergent Literacy: Writing
- V. Mathematics
- VI. Science
- VII. Social Studies
- VIII. Fine Arts
- IX. Physical Development
- X. Technology

The guidelines can be found at http://ritter.tea.state.tx.us/ed_init/pkguidelines/index.html.

As an agent of the District, an employee, including a student employee, shall not have rights to work he or she creates on District time or using District technology resources. The District shall own any work or work product created by a District employee in the course and scope of his or her employment, including the right to obtain copyrights.

The state of Texas legally prohibits the use of Common Core Standards in the design of our curriculum.

LISD CURRICULUM MODEL

The LISD curriculum model is based on Understanding by Design, developed by Grant Wiggins and Jay McTighe. Every curriculum unit includes the following components of the Understanding by Design model.

- Stage 1: Desired Results: The desired outcomes (from the TEA Prekindergarten Guidelines and local standards) were organized by **key concepts** into a sequence appropriate for instruction.
 - o A **key concept** has significance for learning in multiple subject areas and will continue to be important throughout the child's education. By directly teaching the key concepts, teachers of young children will be teaching for **deeper understanding** than if the emphasis was only on the curricular skill/concept.
 - o The curriculum writers also identified the **enduring understandings and essential questions** related to these common threads/learning strategies and outcomes. The "Child Behaviors" section of the TEA Prekindergarten Guidelines referenced above was the primary source for identifying what students should know and be able to do as related to the outcomes. **Stage 1 is non-negotiable.**
- Stage 2: Assessment Evidence: The curriculum team worked in conjunction with the Early Childhood Professional Learning Community for this section. Assessments are linked to the prekindergarten report card and grading continuum, as well as the Individual Student Profile Card. **Stage 2 is non-negotiable.**
- Stage 3: Learning Plan: This section includes TEA's recommended instructional strategies from the Prekindergarten Guidelines, along with local recommendations and resources. From this section, teachers will select the resources and strategies they feel will best match the needs of their student

INTERDISCIPLINARY INSTRUCTIONAL UNITS

In recognition of the importance of teaching students to see connections and transfer learning and with awareness of the developmental styles of young children, the LISD prekindergarten curriculum is arranged in interdisciplinary units. Unit information is included in Eduphoria/Forethought.

Full Day teachers will extend learning by compacting units into shorter time periods, extending learning within the units, or adding additional units based on Pearson OWL or student interests tied to the PreK Guidelines. See Eduphoria Forethought for additional details.

INSTRUCTION

INSTRUCTIONAL FRAMEWORK AND RECOMMENDED SCHEDULE FOR PREKINDERGARTEN

The TEA Prekindergarten Guidelines provide extensive information for teachers and administrators regarding appropriate instructional practices to be used with three- and four-year-olds. Each domain includes Instructional Strategies specific to each outcome. In addition, the introductory chapters of the guidelines lay the foundation for promoting success for all students through appropriate classroom design, expectations, and practices.

The Daily and Weekly Classroom Schedules are provided to assist teachers in organizing instruction for class time. Consistent schedules are needed to provide stability in a child's day. However, the schedule should remain flexible to meet classroom and student needs. The charts below intended to provide some general guidance in developing a balanced schedule for the pre-kindergarten/PPCD/employee child care school day and week, as well as define the expected instructional arrangements.

Enrichment activities such as computer, science, library, etc. will vary by campus. If the enrichment activity is conducted as a large group, teachers should adjust that day's schedule by reducing large group time in the classroom; small group as small group, etc.

RECOMMENDED DAILY SCHEDULE AND INSTRUCTIONAL FRAMEWORK FOR HALF-DAY PRE-K CLASSROOMS (Times in parenthesis are for three-year-olds)

Note: For 2016-2017, LISD has filed a waiver to maintain a three-hour day.

Total Time	Instructional Framework	% of day
10-25 (10-30)	<p>Large Group: Students should participate in more than one large group per day, no one lasting more than 15 minutes.</p> <ul style="list-style-type: none"> • Community Building-- pledge, songs, helpers, schedule, overview of day • Activities-- such as read alouds, introduce new centers, oral language development, or phonological awareness activities • Closing Activities—wrap-up, summary of day, songs, oral language 	8%
15-30 (10-20)	<p>Small group: Students may participate in more than one small group per day, no one lasting more than 15 minutes.</p> <ul style="list-style-type: none"> • Primary time for new instruction--staff works with small groups on skills/concepts from prekindergarten guidelines and IEPs 	17%
40-60 (40-60)	<p>Centers: Examples of Centers: Writer’s Corner, Library, Listening, Construction, Computers, Dramatic Play, Math, Science, Creativity, ABC</p> <p>During Center Time, adults interact with students to support language, thinking and social skill development. Students should be allowed to select their area of interest and work in that center as long as they are working appropriately. Limiting the time by having rotations decreases opportunities and motivation to engage in complex problem-solving, creative projects and pretend play. Adults record observations for informal assessment and planning purposes. IEP objectives can be embedded into instruction as well.</p>	33%
15-20 (15-20)	Active Learning (indoor/outdoor gross motor)	11%
15-25 (15-25)	Meal/Snack: (supported by adults to reinforce language, literacy & social skills)	14%
5-10 (15-25)	Transitions: (sequencing, following directions, social interactions)	6%
180	TOTAL	100%

**RECOMMENDED DAILY SCHEDULE AND INSTRUCTIONAL FRAMEWORK FOR FULL DAY CLASSROOMS
SERVING THREE- AND/OR FOUR-YEAR-OLDS**

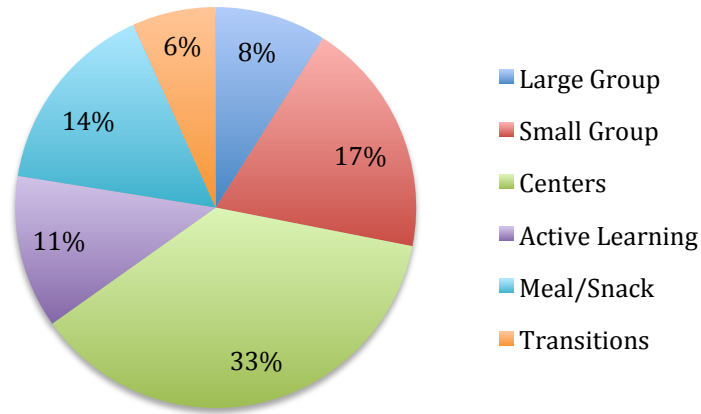
7:45-3:00 ---Times in parenthesis are for three-year-olds

Daily Time	Instructional Framework	% of the day
30-60 (15-40)	Large Group: Students will participate in more than one large group per day, no one lasting more than 15 minutes. <ul style="list-style-type: none"> • Community Building-- pledge, songs, helpers, schedule, overview of day • Activities-- such as read alouds, introduce new centers, oral language development, or phonological awareness activities • Closing Activities—wrap-up, summary of day, songs, oral language 	10%
30-70 (20-40)	Small group: Students will participate in more than one small group per day, no one lasting more than 15 minutes. <ul style="list-style-type: none"> • Primary time for new instruction--staff works with small groups on skills/concepts from prekindergarten guidelines and IEPs 	12%
90-100 (90-120)	Centers: Examples of Centers: Writer’s Corner, Library, Listening, Construction, Computers, Dramatic Play, Math,Science, Creativity, ABC During Center Time, adults interact with students to support language, thinking and social skill development. Students should be allowed to select their area of interest and work in that center as long as they are working appropriately. Limiting the time by having rotations decreases the opportunities and motivation to engage in complex problem-solving, creative projects and pretend play. Adults record observations for informal assessment and planning purposes. IEP objectives can be embedded into instruction as well. Blocks of 45 minutes or more are required for students to engage in deep levels of play.	27%
60-90 (70-90)	Active Learning (indoor/outdoor gross motor)	15%
50-75 (50-75)	Meal /Snack: (supported by adults to reinforce language, literacy & social skills)	13%
30-40 (30-40)	Transitions: (sequencing, following directions, social interactions)	7%
0-90 (75-100)	Rest (will vary by class and throughout the year, moving four-year-olds towards no nap)	17%
435	TOTAL FOR FULL DAY	100%100%

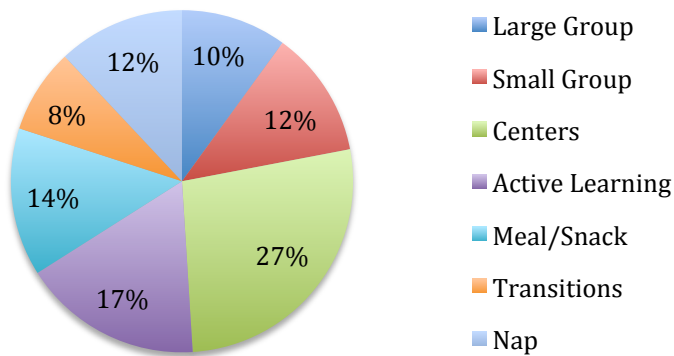
EXTENDED DAY—where available

Staff will provide a variety of activities from 3:00-5:15, including but not limited to the following: snack, active learning, centers, read-alouds, and small group activities

Recommended Division of Half Day PreK Time



Recommended Division of Full Day PreK Time (will vary during the year)



ASSESSMENT

PRE-K ASSESSMENTS

Teachers are to conduct ongoing and summative assessments to determine student progress and guide instruction. Anecdotal information based on teacher observation is to be gathered as part of this ongoing assessment for most skills. Specific assessment tasks are defined in the curriculum and in the Prekindergarten Report Card Descriptors for some skills. (See Eduphoria: Forethought: PreK Course Documents) Teachers will administer the age-appropriate Individual Student Profile Card or CLI Engage tasks at least three times a year.

PK3 Students: Profile Card only

PK4 Students: CLI tasks as designated in Eduphoria

GRADES

The superintendent or designee shall ensure each campus or instructional level develops guidelines for teacher to follow in arriving at nine-week grades for students. These guidelines shall ensure grades reflect student achievement and a sufficient number of grades are taken to support the average grade assigned. Grades shall not be reduced for disciplinary reasons. The district does not have a requirement for a minimum/maximum number of grades to be recorded for pre-kindergarten students.

All students (eligible or tuition-based) in pre-kindergarten classes as well as students with IEPs who were four on/before Sept. 1, have progress reported on the four-year-old report card. All students in pre-kindergarten classes as well as students with IEPs who were three on/before Sept. 1, have progress reported on the three-year-old report card. Students with IEPs who turn three AFTER Sept. 1 will only receive progress reports on IEP goals.

Teachers are to gather information on student performance and report progress according to the Prekindergarten Report Card Descriptors. This document provides descriptors for ratings of Developed, Still Developing or Needing Improvement for each standard on the report card. Student progress is recorded in the Skyward Standards-Based Gradebook. Report cards are generated from the gradebook at the end of each nine weeks grading period.

HOMEWORK

Listening to an adult or older sibling read to them for 10-15 minutes per day is an expected daily assignment for pre-kindergarten students. Doing a Ready Rosie activity with parents is also appropriate. Frequent opportunities to check out books from the school and/or classroom library should be provided to support this effort. Other age-appropriate activities for parents/children to do together may be assigned. Worksheets are not considered appropriate homework for prekindergarten students. Homework assignments shall not be used as disciplinary purposes.

RE-TEACHING

For students not yet at the Developed level, teachers are to provide ongoing opportunities for guided and independent practice. Support will be embedded in classroom routines, direct and indirect instructional activities. As students improve their understanding of the prekindergarten guidelines being assessed, teachers will record the change in the Skyward gradebook. Ongoing opportunities may include but are not limited to: additional individual/ small group instruction, and support from other campus staff.

RESPONSE TO INTERVENTION PROCESS

When a student is having difficulty attaining skills and concepts in the PreK Guidelines, the classroom teacher of a pre-k eligible child must refer the student to the Response to Intervention (RtI) Process. Tier 1 includes the documentation of the additional strategies and support employed by the teacher not being used with the entire class. This process will serve as a problem-solving vehicle for generating and monitoring appropriate interventions for students. For more information on RtI visit the LISD RtI Website .

PARENT / TEACHER CONFERENCES

Teachers shall have conferences with parents a minimum of once every eighteen weeks. All parent/teacher conferences should be documented and provide information about the child's progress in school.

PROMOTION / RETENTION

Under State law, children who will be five years old on or before September 1 of the coming school year are eligible for kindergarten. Prekindergarten students can not be retained.

SPECIAL PROGRAMS

ENGLISH LANGUAGE LEARNERS:

There are two types of service provided for four-year-olds who are of limited English proficiency (LEP).

ENGLISH AS A SECOND LANGUAGE (ESL) service is provided primarily for students who are speakers of languages other than Spanish who are of limited English proficiency. ESL instruction is provided within the classroom by the student's prekindergarten teacher.

DUAL LANGUAGE PROGRAM (BILINGUAL-ENGLISH & SPANISH)

All half-day bilingual classes use **One-Way Dual Language** Instruction. In this program, one language group (English Learners) is taught through two languages (aka Enrichment Dual Language). English Learners in PreK who participate in one-way dual language will have approximately 80% of their instruction in Spanish and 20% in English. This leads into sequential literacy instruction in K-5. Some full-day bilingual classes use Two-Way Dual Language Instruction with approximately 50% of the instruction in each language.

CHILDREN WITH INDIVIDUAL EDUCATION PLANS (IEPs)

Three and four-year-olds with identified disabilities requiring special education assistance can be served within a prekindergarten classroom or in another setting. All children with identified disabilities should have opportunities to learn the general education curriculum, with supports/modifications as identified in the child's IEP.