

LISD Vision: All of our students enjoy thriving, productive lives
in a future *they* create.

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

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ELEMENTARY CURRICULUM CONTACTS

The Division of Learning & Teaching supports the elementary curriculum and instruction program. In addition, Learning and Teaching personnel work in alignment with the office of Campus Operations for coordination of policies and services.

Dr. Penny Reddell,
Associate Superintendent
Division of Learning & Teaching

Lori Rapp, Executive Director – Learning Design and Support
Debbie Roby, Gifted and Talented
Melissa Goulden, Elementary Mathematics
Marsha Cobb, Elementary Social Studies/5th Grade SSI Summer Program
Jonas Greene, Elementary Science
Suzanne Barnard, Environmental Education
Ann Van Zandt, Elementary Language Arts

Dr. Lezley Lewis, Leader – Innovation and Integration
Lakshmi Valdes, Dyslexia/Literacy Intervention/MTA
Annie Rivera, Multilingual Program Administrator
Esther Montanez, Multilingual Coordinator
Tina Hanby, Multilingual Coordinator
Courtney Hart, Spelling Bee/Elem Summer School

BUILDING LEADERSHIP TEAM

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.

RESPONSE TO INTERVENTION PROCESS

When a student is having serious difficulty, the classroom teacher must refer the student to the Response to Intervention (RtI) Process. This process will serve for problem solving appropriate interventions for students. For more information on RtI visit the LISD RtI Website found on the intranet in the Curriculum Center.

GRADING/EVIDENCE OF STUDENT LEARNING

Purpose of Grades/Grading Guidelines

The primary purpose of grades is to measure and communicate what a student knows, understands, and can do as a result of the student's learning; a secondary purpose for grades is to provide teachers with information for instructional planning. Additionally, grading guidelines promote consistency in grading practice throughout the district. The following guidelines will be in place at every campus. Utilizing the following guidelines, campus leadership will meet with each department and/or grade level to establish further grading best practices that focus on student learning (EIA Local). These campus meetings ensure consistency throughout departments and/or grade levels and standardization throughout on-level coursework. Guidelines for grading shall be clearly communicated to teachers, students, and parents.

Grades reflect student work

Grades must reflect a student's relative mastery of a concept/learning goal. There must be a sufficient number of grades taken to support the grade average assigned (EIA Legal/Local). Grades entered for academic work must reflect student achievement and communicate progress to parents. Grades should NOT be given for returning signed papers, attending school functions/events, bringing supplies, etc.

In LISD, no "minimum grade" will be assigned regardless of the quality of student work, product, or demonstrated mastery. Teacher shall record the actual grade a student earns; there is no minimum grade (EIA Legal/TEC 28.0216). Grades will not be reduced for disciplinary reasons; grade penalties are specifically covered in the "Grade Penalties" section below.

Grade 1:

Standards Based Grading provides the foundation for reporting student progress and achievement in First Grade. Student learning is based on standards established by the LISD Curriculum and Texas Essential Knowledge and Skills. Assessment of student learning occurs through teacher observation of students engaged in individual, partner, small group, and whole group activities that occur throughout authentic classroom experiences. When determining individual student progress toward achieving the standards on the report card, a teacher will consider multiple pieces of student work/evidence. Rubrics will be utilized to assess student progress and provide feedback. Please refer to the following website for more information related to the First Grade Standards Based Report Card.

<https://sites.google.com/a/staff.lisd.net/standards-based-report-cards/home>

Re-teach/Re-Assess/Re-Grade

- The rating of N indicates the student is not demonstrating the standard and may require re-teaching/re-assessment and/or further practice opportunities in order to make progress.
- Students must be re-taught through small group, tutoring, peers teaming, etc, before re-assessment. Re-teaching strategies include, but are not limited to: use of alternate and differentiated materials, collaborative/cooperative learning, hands-on and subject appropriate manipulative materials, computer-assisted/online instruction, multi-sensory teaching techniques, and presentation of materials in a modified modality (visual aides, taped reading materials, etc).

Grades 2-5

- Major Grades – A minimum of three major grades per nine-week grading period in each of the following: Reading, Language Composition, Math, Science/Health, and Social Studies.
 - Performance tasks/performance based assessment
 - Content exams (including performance based content tasks/assessments)
 - Research projects/papers (final product)
 - Special projects (performances, speeches, presentations,
 - Multi-media student created work
 - Written compositions
 - Portfolios
- Minor Grades – A minimum of three minor grades per nine-week grading period in each of the following: Reading, Language Composition, Spelling, Math, Science/Health, and Social Studies
 - Group/individual projects and assignments
 - Running Records
 - Hands-on activities/labs
 - Class/group work learning (cooperative learning, etc)
 - Fluency probes
 - Learning Centers/Workstations
 - Lab reports
 - Computer Activities
 - Notebooks
 - Vocabulary/spelling tests and/or assignments
 - Interim work for projects/papers
 - Quizzes
 - Journals
 - Writing process (prewriting, drafting, revising, editing, publishing)
 - Informal Compositions
 - Portfolios
 - Speech/communication/presentation skills
- Homework assigned, that is not defined in the major or minor grade categories, will not be included in the six weeks grade. Please note there may be opportunities when major or minor assignments originating at school may need to be completed at home for children to demonstrate depth and understanding. In these circumstances, those assignments could be graded.
- Re-teach/Re-Assess/Re-Grade
 - If a student earns a grade below a 70 on a major grade, the teacher must re-teach, then re-assess.
 - After the re-teach/re-assess the higher of the two grades will be assigned, with the maximum possible score of 70.
 - In order to receive re-assessment options, students must turn in major grade assignments by the actual due date.
 - Students must be re-taught through small group, tutoring, peers teaming, etc, before re-assessment. Re-teaching strategies include, but are not limited to: use of alternate and differentiated materials, collaborative/cooperative learning, hands-on and subject appropriate manipulative materials, computer-assisted/online instruction, multi-sensory teaching techniques, and presentation of materials in a modified modality (visual aides, taped reading materials, etc).

HOMEWORK

Homework assignments shall be:

- Appropriate to the student's level of achievement
- Coordinated among the various teachers
- Related to the content/concepts being taught

Homework assignments shall not be employed as disciplinary measures.

PARENT / TEACHER CONFERENCES

Please refer to Board Policy EIA Local and look at the campus calendar for established dates for parent/teacher conferences.

PROMOTION / RETENTION

Promotion from Grade 1 to Grade 2 shall be based on mastery of the grade 1 grade-level standards (essential knowledge and skills) as demonstrated through skills observed/assessed by the teacher, individual student work, and portfolios/collections of each student's work. (EIE Local). In a circumstance where student retention is under consideration, campus personnel should take into consideration:

- specific standards in which the student received a level of N (Not Demonstrating Standard)
- evidence of learning demonstrated through individual student work and teacher observation
- additional support provided through Response to Intervention

Promotion in grades 2-5 shall be based on a student attaining for the year an overall average of 70 or above in the combined areas of language arts, mathematics, science, and social studies. In addition, a student must maintain an overall 70 or above in three of the following areas: of language arts, mathematics, science, and social studies. (EIE Local)

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

TEKS are those state-mandated skills that comprise a well-balanced curriculum. The TEKS provide the core of our curriculum in the LISD. However, curricular programming is not limited to the TEKS. LISD is committed to providing educational programs that will permit all children to develop their abilities and aptitudes to the fullest extent possible.

The LISD curriculum is designed based on Understanding By Design, written by Jay McTighe and Grant Wiggins. The LISD curriculum is provided to teachers through the online tool Eduphoria: Forethought. Each unit of study includes an overview, Stage I, Stage 2 and Stage 3.

- The overview provides teachers with a summary of key concepts and expectations for the unit.
- Stage 1 includes the learning goals based on the TEKS, along with the enduring understandings and essential questions required in all classrooms.
- Stage 2 includes assessment options, including performance tasks that assess student understanding at high levels.
- Stage 3 is a Learning Plan including district-approved resources and activities to be used to reach the non-negotiable learning goals identified in Stage 1.

Texas Education Code requires student mastery of the TEKS to be closely monitored and the need for remediation determined. The teacher will use a variety of assessment tools/methods to evaluate student mastery of the TEKS.

TUTORIALS

Elementary tutorials will begin no later than the beginning of the fourth week of school. Tutorials may be held before school, within the school day, or after school. Students attending tutorial sessions should be those students who are failing a particular subject, or students who need review of a concept or extra help and support. Teachers will document need for tutorials and attendance at tutorial sessions in their grade book.

Parents must be notified at the end of the third week, of each six weeks grading period, if their child is failing or in danger of failing.

TIME ALLOTMENTS (DAILY AND WEEKLY RECOMMENDATIONS)

The Daily and Weekly classroom schedule allows adequate time to teach and learn the Texas Essential Knowledge and Skills in all subject areas. The daily or weekly instructional schedule should provide guidance to the teacher and bring about needed stability in the events of the child's day. However, the schedule should remain flexible. Learning is an integrated process and the time spent on any area of the curriculum will vary from day to day or from week to week.

The chart herein is intended to provide some general guidance in developing a balanced schedule for the elementary school day and week.

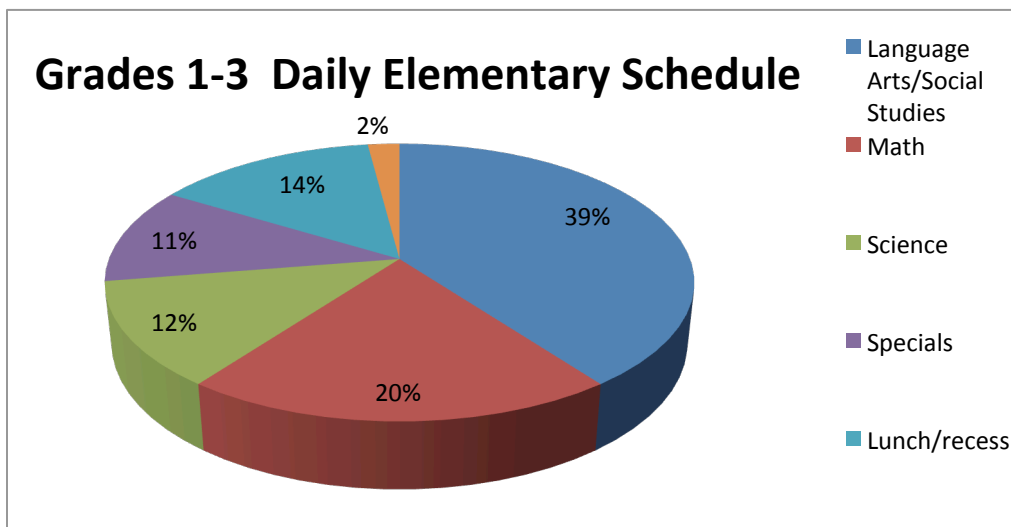
Recommended Daily Time Allotments: (See kindergarten guide for recommended kindergarten schedule.)

Grades 1 – 3 Time Allotments:

Daily Time Allotment (Grades 1-3)	Content Area/Activities	Approximate % of the school day (based on average of time ranges)
160-170 minutes	English/Spanish Language Arts/Social Studies Integration*(instructional framework)	39%
80- 90 minutes	Math*(instructional framework)	20%
45-55 minutes	Science	12%
285- 315 minutes	Total Core Content Minutes	71%
60 minutes	Lunch/Recess	14%
45 minutes	Specials: Art, Music, PE, Spanish, Science Discovery	11%
10 minutes (as needed per campus)	Texas Senate Bill 530 Fitness*(reference SB 530 Statement)	2%
115 minutes	Total Other Minutes	27%
420 minutes	Total Daily Minutes Available	

ESL for LEP students must be equal to the minutes taught in Reading and English Language Arts. These minutes can be stand alone or incorporated into the content areas.

Teachers who integrate language arts skills and processes into core content area instruction create a more coherent learning experience and optimize learning time. For example, in language arts, students may work on how to read non-fiction text using readings which are relevant to social studies and science content. Likewise, during mathematics, science, or social studies, teachers may work with students on how to read

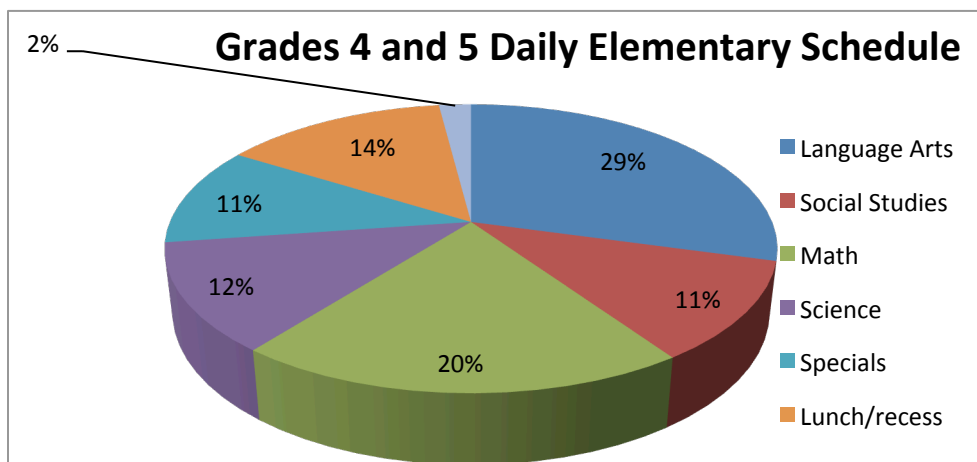


In Grades 4 and 5 the elementary schedule will vary from campus to campus as a result of departmentalization.

Daily Time Allotment (Grades 4-5)	Content Area/Activities	Approximate % of the school day
120-125 minutes	English/Spanish Language Arts*(instructional framework)	29%
45 minutes	Social Studies	11%
75-90 minutes	Math*(instructional framework)	20%
45-55 minutes	Science	12%
285- 315 minutes	Total Core Content Minutes	72%
60 minutes	Lunch/Recess	14%
45 minutes	Specials: Art, Music, PE, Spanish, Science Discovery	11%
10 minutes (as needed per campus)	Texas SB 530 Fitness*(reference Texas SB 530 Statement)	2%
115 minutes	Total Other Minutes	27%
420 minutes	Total Daily Minutes Available	

ESL for LEP students must be equal to the minutes taught in Reading and English Language Arts. These minutes can be stand alone or incorporated into the content areas.

Teachers who integrate language arts skills and processes into core content area instruction create a more coherent learning experience and optimize learning time. For example, in language arts, students may work on how to read non-fiction text using readings which are relevant to social studies and science content. Likewise, during mathematics, science, or social studies, teachers may work with students on how to read and write informational text and thus simultaneously meet language arts TEKS and strengthen content area learning.



Weekly Time Allotment (Grades 1-3)	Content Area/Activities	Approximate % of the school day (based on average of time ranges)
800-850 minutes	English Language Arts/Social Studies Integration* (instructional framework)	39%
400-450 minutes	Math	20%
225-275 minutes	Science* (instructional framework)	12%
1425- 1575 minutes	Total Core Content Minutes	71%
300 minutes	Lunch/Recess	14%
225 minutes	Specials: Art, Music, PE, Spanish, Science Discovery	11%
50 minutes (as needed per campus)	House Bill 3 Fitness* (reference House Bill 3 Statement)	2%
575 minutes	Total Other Minutes	27%
2100 minutes	Total Weekly Minutes Available	

Weekly Time Allotment (Grades 4-5)	Content Area/Activities	Approximate % of the school day
600-625 minutes	English Language Arts* (instructional framework)	29%
225 minutes	Social Studies	11%
375-450 minutes	Math* (instructional framework)	20%
225-275 minutes	Science	12%
1425-1575 minutes	Total Core Content Minutes	72%
300 minutes	Lunch/Recess	14%
225 minutes	Specials: Art, Music, PE, Spanish, Science Discovery	11%
50 minutes (as needed per campus)	House Bill 3 Fitness* (reference House Bill 3 Statement)	2%
675 minutes	Total Other Minutes	27%
2100 minutes	Total Weekly Minutes Available	

DUAL LANGUAGE

LISD Program Model & Design

LISD offers a two-way program model to serve students in the bilingual education program. Native English speakers and native Spanish speakers are integrated in the same classroom in which each is learning either Spanish or English as their target language, respectively. The LISD Dual Language program institutes the tenets of research and best practices through its innovative and sustainable program model and design. Distinguishing between the program components of model and design makes the customized program development process authentic for each campus where a dual language program is implemented. The program model is defined as the components of the program that are common among all grade levels, i.e. co-teach, subject content integration. Program design is defined as the program components customized to meet the needs of the individual classrooms, grade levels, campuses and/or developmental appropriateness.

Program Model

- 50/50 Academic English & Spanish
- Native Spanish and English speakers integrated for all academic instruction
- Co-Teach Model for Instruction
- Class Rotation supporting 50/50

Dual Language Instruction Model

The LISD Instructional Model is grounded in research-based pedagogy and educationally sound approaches for teaching second language learners. Instruction does not - mirror the partner classroom; each classroom is responsible for coordinating the content, targeted skills and resources with the partner classroom. Instruction is academically and linguistically scaffolded between the two classrooms; each classroom functioning as a support for the other's content and instruction. Complete immersion in the target language of instruction is employed with no concurrent translations of content provided by the teachers. All four core content areas (math, reading, science and social studies) are given equal, instructional time in the target language. The need to reinforce and extend learning is met through ***the comprehensive instruction of each content area in both languages***. As a result of core content area instruction in both languages, no cognitive or linguistic gap exists for any content area. The student's interdisciplinary comprehension and ability to engage in academic discourse through two language is maximized. The Dual Language program utilizes the LISD curriculum.

The instructional minutes, as planned in the LISD Program Model, satisfies the fifty percent (50%) instructional time spent in each target language and the completion of the curriculum and the pacing required for accelerating student learning. ***All core content is integrated and taught with developmentally appropriate practices.***

TRANSITIONAL BILINGUAL EDUCATION MODEL

Transitional Bilingual Education is a service model for students identified as Limited English Proficient (LEP) where content area instruction is provided to a student in his/her native language while he/she acquires academic English (Crawford, 2004). This allows children to continue learning the appropriate grade level content without falling behind their monolingual peers. Once a student meets certain criteria and attains a particular

level of academic English, the student may be switched to a general education classroom with native English speakers. Students may be moved to the mainstream English classroom within two to five years of being enrolled in a transitional service model (Crawford & TAC §89.1225). The goal of TBE is to help students make a successful transition to the mainstream classroom (Crawford, 2004).

In a TBE service model, students primarily receive native language* literacy instruction in Pre-Kindergarten through first grades. Students begin to receive equitable literacy instruction in both English and Spanish in second grade. As the students progress through the subsequent grade levels, the amount of Spanish support decreases simultaneously with the amount of English instruction increasing proportionately. Although students

receive a larger percentage of native language instruction in the earlier grades, English as a Second Language (ESL) instruction begins as early as Pre-K and should not be delayed (Cummins, 1998).

GIFTED AND TALENTED (LEAP)

Students who are qualified and placed in the gifted and talented program are served through a combination general classroom/pull-out program conducted on their campus. LEAP teachers will pull students for two to five hours a week depending on the grade level. LEAP teachers provide rigorous, engaging opportunities for students to grow and develop their unique talents with other students who are being served through the LEAP program. The LEAP student is placed in a general education class clustered with at least two other gifted and talented students. The cluster classroom teacher is a general education teacher who has completed additional training in meeting the needs of the gifted and talented student. The cluster teacher is responsible for ensuring the mastery of all grade level requirements and providing engaging opportunities for the gifted student to be engaged in challenging learning opportunities through differentiated instruction in the general education classroom.

All kindergarten students participate in challenging, learning opportunities during the fall semester in their general education classroom where they have an opportunity to demonstrate a readiness for higher level thinking activities. Kindergartners can be assessed for LEAP beginning in January. Kindergartners who qualify for LEAP services begin attending LEAP in March.

COORDINATED SCHOOL HEALTH PROGRAM

In elementary school the required Health TEKS are integrated throughout the elementary school program. The Health TEKS are addressed through campus and classroom healthy routines, PE programming, and Science Programming where appropriate.

TEXAS SENATE BILL 530

A school district shall require a student enrolled in kindergarten or a grade level below grade six to participate in moderate or vigorous daily physical activity for at least 30 minutes throughout the school year as part of the district's physical education curriculum.

If a school district determines, for any particular grade level below grade six, that requiring moderate or vigorous daily physical activity is impractical due to scheduling concerns or other factors, the district may as an alternative require a student in that grade level to participate in moderate or vigorous physical activity for at least 135 minutes during each school week.

APPENDIX