



Curriculum and PLC Playbook

2022 - 2023

Centennial Campus Mission Statement

We, Centennial Elementary, with the support of family and community, commit to academic excellence and to the development of life-long learners today, who will become responsible citizens of tomorrow.

Centennial Campus Vision Statement



Collective Commitments

We commit to being risk takers by utilizing a growth mindset with a flexible, positive and grateful attitude. We commit to keeping high expectations and creating a student-centered environment by analyzing data to empower student ownership and success.

We commit to encouraging the unique potential of all students through collaboration and vertical alignment.

Schoolwide Goals 22-23

Targeted instruction, interventions and enrichment will be utilized for students at all levels to ensure that students meet or exceed expected growth as measured by MAP, TELPAS and/or STAAR.

Centennial Elementary will develop an aligned system for analyzing, tracking and monitoring student progress through formative and summative data

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Centennial's Collaborative Planning

Collaborative Planning

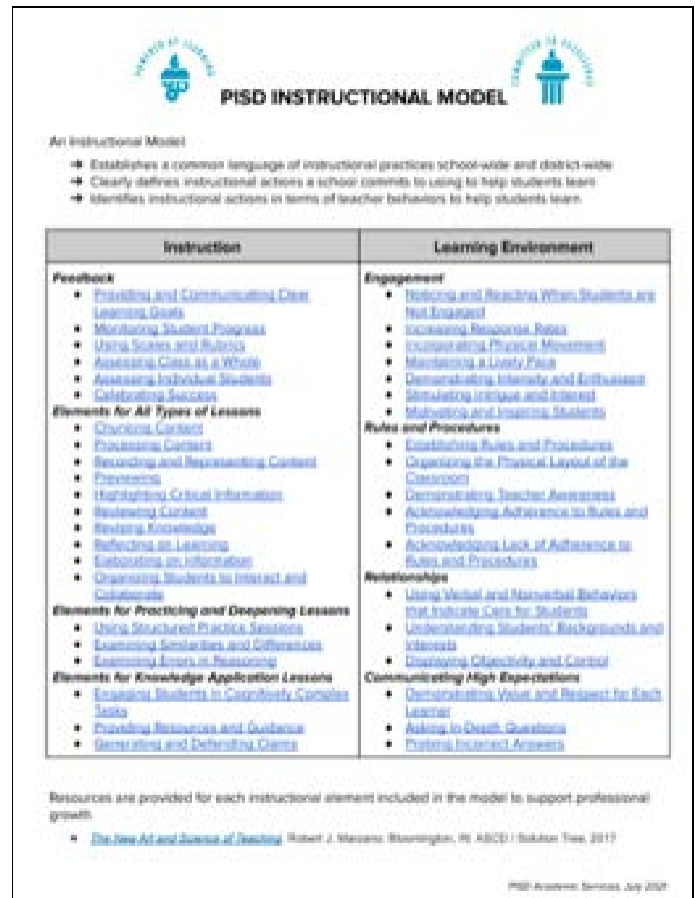
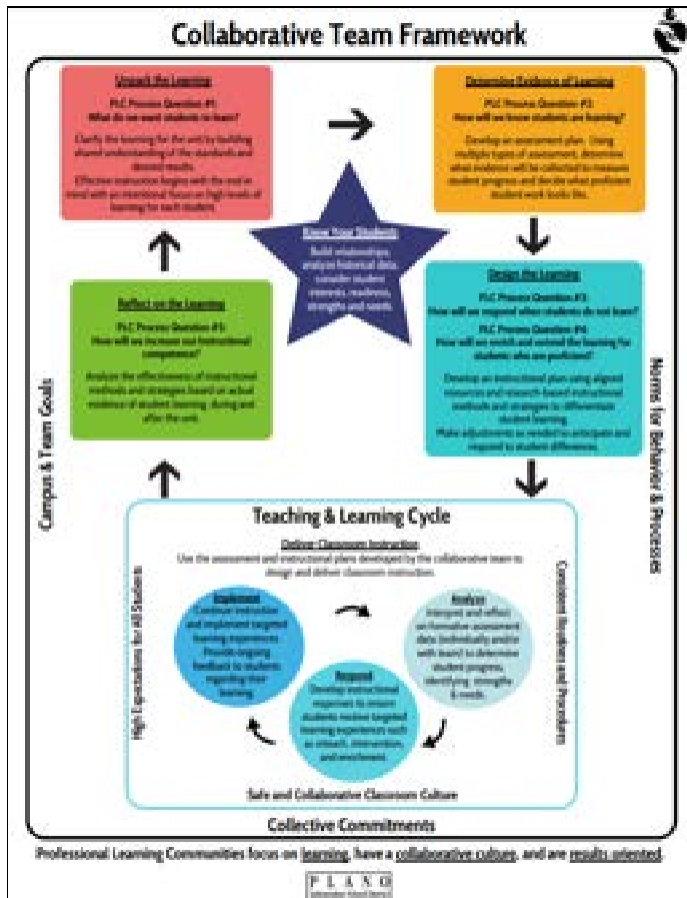
Collaborative planning is a process that allows grade level teams to collectively make decisions when understanding standards, lessons, assessments, and instructional practices that support learners with diverse needs. Grade levels plan collaboratively with instructional leaders every Monday, Tuesday and Wednesday during grade level planning. Grade levels also plan additional days each week as needed to complete all items of their lesson plans. Specific roles may be established among team members dependent on norms established and to ensure that teams are adequately prepared for each planning session. During this collaborative time, teachers unpack essential standards, answer the 4 critical PLC questions, determine increments of learning and learning targets and determine which resources will be used for instruction.

Collaborative Team Framework and Instructional Model

[The Plano ISD Collaborative Framework](#)

[The Plano ISD Instructional Model](#)

[Centennial Elementary Instructional Model](#)



Critical PLC Questions

Use these 4 questions to start the planning process each week for each subject:

1. What do we want students to learn? (TEKS)
2. How will we know students are learning? (Assessment/CFA)
3. How will we respond if they do not learn? (Intervention)
4. How will we enrich/expand learning for students who are proficient? (Enrichment)

Big Picture Plan

Grade level teams meet at the start of each unit to unpack essential standards. They then determine the increments of learning for each essential standard, determine the learning targets that address each increment of learning, plan when to give CFAs within the unit, plan for re-engagement and enrichment and determine when to give the unit assessment. This is a team curated outline of a subject's unit that is done digitally.

- Includes the TEKS
- Daily Learning Targets
- Assessment Days (CFAs, MAP, STAAR, Unit Assessments)
- Divided up into the weeks of a unit.

Examples

- [Example of Unit Plan template](#)
- [Big Picture Planning Example](#)

Lesson Planning Document

Grade level teams use Google Docs for weekly lesson planning. Examples of lesson plan templates are below. During collaborative team planning, all team members are expected to bring a Chromebook to collaboratively plan together using the lesson planning document.

Examples

- [First grade ELA Lesson Plan example](#)
- [Example 2-Math](#)
- [Example 3-I and I](#)

If a grade level chooses to create their own, it must include the following:

1. 4 PLC questions (TEKS, Asst./CFA, Intervention, Enrichment)
2. Daily learning target to show increments of learning
3. Workshop model components (mini-lesson, student independent practice, share)
4. Materials and resources

5. CFAs

Norms

Team meeting norms are developed by each grade level to start the year. Grade level teams review norms at the start of team meetings. Norms can be revised as a team as needed.

Extended Planning

Extended planning time is scheduled throughout the school year to allow teams longer than the daily 50 minutes to plan. This time should be devoted strictly to planning and is not for team business.

Intervention and Enrichment

I/E time is a daily, 30-minute period of time grade levels have in the schedule to provide extra help or enrichment opportunities for students. Teams use CFA, unit assessment or MAP data to collaboratively plan flexible groups and lessons to engage students in purposeful instruction. Students are flex grouped and shared amongst all teachers in the grade level. I/E lessons need to be included in weekly lesson plans or placed in the grade level lesson plan folder. Each I/E class must have one teacher table rotation. Grades K-2 include at least one Touch Phonics rotation as a Tier 2 intervention. Teams provide a way to share documentation for RTI.

[Kinder Plans Example](#)

[4th Plans/ Groups Example](#)

Champions

The Champions program originated with the idea that “all students need a Champion” and someone in their corner. Our leadership team compiles a list of students both based on data and teacher input. Staff members are carefully matched with a student who they will closely monitor or “be a champion” for that school year. After a matching ceremony, staff members meet with their Champion weekly work with them on skills shared by their teacher, support staff, or administrators. Staff members might work with students on targeted goals for academics or to work on other needs the students might have. Staff members fill out a form after each meeting with their Champion.

[Champions Training for Staff](#)

Data Meetings

Grade levels, administrators, and the academics team meet bi-monthly to discuss various points of data related to their students. Using a detailed agenda with time stamps, our data meetings follow various protocols to analyze and interpret data. In our specific data room, teachers gain a deeper understanding of where their students are and where they need to go. We often bring in specialists and coordinators from District level to help lead us to the next step in our students.

Continuous Improvement

Student Goal Setting

Students set goals throughout the year to monitor their learning progress. This helps students become accountable and partners in their own learning process. Each grade level or academic class develops their own student goal setting format.

First grade goal setting-[Example](#)

PACE goal setting-[Example](#)

ESL goal setting-[Example](#)

MAP testing goal setting-[Example](#)

Peer to Peer/ Administrator walk-through

Administrators and colleagues provide professional feedback through a google form based on Centennial's instructional model. This feedback is collected and shared with the staff and the site based committee (SBIC) to monitor instructional practices, provide feedback to staff and create a culture of continuous improvement in a safe and collaborative environment.

[Walk-through form](#)

Planning Walk-Through

Instructional specialists and administrators provide teams feedback after each planning session on the collaborative planning cycle based on the rubric below. Instructional specialists and administrators periodically meet to calibrate feedback given to teams.

Centennial Collaborative Planning Cycle Rubric

| INDICATOR | PRE-INITIATING | INITIATING | IMPLEMENTING | DEVELOPING | SUSTAINING |
|-------------------------|--|--|--|---|--|
| NORMS | No norms established | Teams collaborate to establish norms to guide planning | Norms provide structure for planning and most members consistently abide by them. | Norms provide structure and all team members consistently abide by them | Teams consistently monitor and adjust norms and have systems in place when norms are not followed |
| RESOURCES | Teams do not have an understanding of which resource to use and where they are located | Teams bring non-approved/aligned resources that may not be aligned with TEKS, share ideas and only a few teachers participate in the discussion. | Team members utilize district approved/aligned resources and share them with the team. | Teams share district approved/aligned resources prior to meeting. Members come prepared to take part in the discussion. | Through targeted and thorough discussion, teachers connect district approved/aligned resources and state standards with lesson delivery. |
| BACKWARDS DESIGN | TEKS are not discussed during collaborative planning | Team members read the TEKS before planning for instruction | The backwards planning process includes: <ul style="list-style-type: none"> • Learning targets • Student behaviors (How do we know when they have learned it?) • Teacher behaviors (How will we | The backwards planning process includes: <ul style="list-style-type: none"> • Learning targets • Student behaviors (How do we know when they have learned it?) • Teacher behaviors (How will | The backwards planning process includes: <ul style="list-style-type: none"> • Learning targets • Student behaviors (How do we know when they have learned it?) • Teacher behaviors (How will we respond when learning has |

| | | | | | |
|--|--|--|--|---|---|
| | | | <p><i>respond when learning has not occurred?)</i></p> <p>No connection is made between behaviors and instruction</p> | <p><i>we respond when learning has not occurred?)</i></p> <p>Teachers begin to discuss where behaviors occur in lesson delivery</p> | <p><i>not occurred?)</i></p> <p>Teachers discuss where behaviors occur in lesson delivery.</p> <p>Unpacking/Discussion impact lesson delivery including scaffolding, differentiation and include cross-curricular integration.</p> |
| <p>UTILIZATION OF ASSESSMENTS AND DATA</p> <p>GOAL: THIS IS DOMAIN IS THE HEART OF YOUR PLANNING</p> | <p>Teachers use district assessments but have little understanding of how to analyze results and plan instruction accordingly.</p> <p>Teachers are unfamiliar with how to create their own formative assessments and use information to guide instruction.</p> | <p>Teachers utilize district and teacher created assessments to assign grades and occasion plan interventions.</p> | <p>Teachers utilize district and teacher created assessments to assign grades and occasion plan interventions.</p> <p>Analysis of grade level data is discussed informally</p> | <p>Collaborative teams frequently use district and teacher created common formative assessments to plan instruction and interventions.</p> <p>Members use data to develop more effective instructional strategies resulting in increased student achievement.</p> | <p>Frequent common formative assessments provide the vital information that fuels the school's systems of instructional strategies, intervention and enrichment.</p> <p>Members who struggle to teach a skill are learning from those who are getting the best results.</p> |
| <p>PROFESSIONAL CAPACITY</p> | <p>Teachers are uncomfortable with growing their own capacity for learning and leading.</p> <p>Reflection and application of new learning is not</p> | <p>Few teachers are comfortable with growing their own capacity for learning and leading.</p> <p>Reflection and application of</p> | <p>Some teachers are comfortable with growing their own capacity for learning and leading.</p> <p>Reflection and application of</p> | <p>Most teachers are comfortable with growing their own capacity for learning and leading.</p> <p>Self-reflection and application of</p> | <p>The campus culture reflects teachers seeking feedback from others, researching information and self-reflection to grow their professional</p> |

| | | | | | |
|----------------------|---|--|--|--|---|
| | evident. | new learning is inconsistent. | new learning are implemented consistently. | new learning are implemented consistently. | capacity. |
| RELATIONSHIPS | Teams have superficial interactions and an unclear purpose. Members are hesitant to share ideas and feedback. | Teams have unclear purpose or varied interpretations, resist feedback and cliques impact team dynamics | Teams have a shared purpose and understanding, trust one another and are open to ideas. Conflict is solved in a mature manner. | Teams have a shared purpose, exhibit high trust resulting in high risk, seek alternative opinions and ideas and invite feedback. | Team culture reflects a shared purpose and mission. Members work interdependently to influence student achievement. |

*DuFour, Richard, Rebecca DuFour, Robert Eaker, Thomas Many and Mike Mattos *Learning by Doing : A Professional Learning Communities at Work* 3rd ed. Bloomington, IN Solution Tree 2016

Curriculum and Instruction

Language Arts

Balanced Literacy Model

Our classrooms follow the [balanced literacy model](#).

| | |
|---|--|
| Foundational Skills | <ul style="list-style-type: none">● 10-20 minutes● Explicit instruction of On-Grade Level TEKS<ul style="list-style-type: none">○ K-2 (Everyday, utilizing the HMH Foundational Skills lessons)○ 3-5 (Twice weekly, utilizing the HMH Foundational Skills lessons)<ul style="list-style-type: none">▪ Phonological/Phonemic Awareness, Phonics/Decoding, Spelling, Print Awareness▪ Vocabulary |
| Reading workshop mini lesson | <ul style="list-style-type: none">● 15-20 minutes<ul style="list-style-type: none">○ I Do - Teacher models reading skill/strategy○ We Do - Teacher and students practice reading skill/strategy together○ You Do - Students practice reading skill/strategy as a collaborative (small) group & then independently (can be done during Independent Literacy time) |
| Writing Workshop with Grammar Instruction Mini-Lesson | <ul style="list-style-type: none">● 20 minutes● I Do - Teacher models composition (writing) skill/strategy<ul style="list-style-type: none">• May be focused on explicit grammar skill/strategy/genre characteristics - Composition TEKS Strand; Editing TEKS● We Do - Teacher and students practice composition (writing) skill together● You Do - Students practice composition (writing) skill/strategy as a small group & then independently (can be done during Independent Literacy time) |
| Guided Reading and Guided Writing/Small Group Targeted Instruction* 50-70 mins. | <ul style="list-style-type: none">● 50-70 minutes● 3-4 groups pulled daily (15-20 mins. each)● Learning follows the instructional reading level lesson plan model from Jan Richardson's Next Step Forward in Guided Reading, including:<ul style="list-style-type: none">○ Phonological/Phonemic Awareness○ Phonics (Decoding)/Word Study |

| | |
|-----------------------------------|--|
| | <ul style="list-style-type: none"> ○ Guided Reading/Guided Writing ● Targeted Skill Instruction <p>* Guided Reading/Writing & Independent Literacy happen simultaneously.</p> |
| Heart of the workshop | <ul style="list-style-type: none"> ● 50-70 mins. ● Students work in Independent Stations including: <ul style="list-style-type: none"> ○ Reading ○ Writing ○ Word Work/Work Study ● Students rotate through Guided Reading/Writing with teacher at minimum 3 times/week ● Students read from individual leveled reading boxes ● Teacher check-ins occur |
| Read Aloud/Modeled Reading | <p>Read Aloud can occur at any time in any content</p> <ul style="list-style-type: none"> ● Teachers demonstrate proficient reading ● Students exposed to a variety of texts |

What We Teach

TEKS and Essential Standards

The Texas Essential Knowledge and Skills and district identified essential standards are taught on a daily basis. The scope and sequence is organized on the [Big Picture Plan](#).

- [Example of Big Picture Unit Plan](#)
- [Big Picture Planning Example](#)

Lesson Plan

[Template](#)

[First grade example](#)

Learning Targets

Learning targets are created collaboratively with teams during grade level planning and are written in kid friendly, “I can” language. The learning targets show the increments of learning for each essential standard. They are displayed for all content areas and updated daily.

How We Know They Learned

Assessments

- **Reading Records** are formally given 3 times a year using the Next Step Guided Reading Assessment Kit.(BOY, MOY, and EOY) **students reading below grade level are assessed monthly and recorded on [campus monitoring sheet](#) until they reach grade level.** Literacy Footprint assessment kit can be used for progress monitoring.
- **Unit Assessments:** It is a district expectation for grades 3-5 to give and track in Edugence
- **Common Formative Assessments (CFAs)** are given as determined by team during collaborative planning
- **District Literacy Assessments** given 3 times a year
 - Jan Richardson's Reading Record Assessment Kit
 - Mclass (K-2) powered by DIBELS (Dynamic Indicators of Basic Early Literacy Skills) 8th Edition
 - Composition evaluation
 - All data should be entered into Edugence
- **Early Literacy Screeners K-2** (optional): Can be used to give additional data about students' knowledge of letter/sound ID and high frequency words.
 - TPRI, Texas Primary Reading Inventory
 - Jan Richardson reading assessment (letter ID, sound ID, rhyming)
 - QPS-Quick Phonics Screener
 - timed alphabet
 - Words Their Way Spelling Inventory (Can be used to help identify students' spelling patterns).

Common Formative Assessments

CFAs should be given on a consistent basis to monitor progress in a specific standard. These will be created during planning and will focus on one essential standard. Teachers will create exemplar and rubrics specific with expected criteria to measure proficiency in masters, meets, or approaches categories. CFAs will be analyzed as a team using the [Centennial CFA protocol](#) to guide further instruction.

[CFA Campus Training](#)

Examples of Literacy CFAs and rubrics

- [1st CFA Example](#)
- [4th grade CFA example.](#)
- [1st grade data analysis of CFA](#)

Literacy and Technology Resources

- [Technology Resources](#)
 - HMH-iRead
 - Lexia provided for SPED and Dyslexic students
 - Learning Ally
 - Amplify (Grades K-2)
- HMH Reading Curriculum
 - Guided reading library
 - Leveled readers
 - Intervention Resources
- Literacy Footprints (Digital and hardcopies available)
- Words Their Way (Digital and hardcopies available)
- Handwriting Without Tears
- [Next Steps to Guided Reading](#) by Jan Richardson
- [Writing Strategies Book](#) by Jen Serravallo
- [Reading Strategies Book](#) by Jen Serravallo
- [Patterns of Power](#) by Jeff Anderson
- Comprehension Toolkit
- [Lead 4ward Field Guide & IQ investigation](#)
- Empowering Writers
- Mentoring Minds-Standards Mastery Series Flip Chart
- [TEKS Guide](#)
- [Talk read, talk write, planning template](#)
- [QSSSA](#)

Math

Workshop Model

Our classrooms follow the workshop model.

| | |
|------------------------------|--|
| Number Talks | <ul style="list-style-type: none">● 3 - 5 minutes● Use this time as an opener to activate students' number sense● Linked in Unit Plan |
| Spiral Review | <ul style="list-style-type: none">● 3-5 minutes● Spiral skills from previous units linked in unit plans |
| Mini Lesson | <ul style="list-style-type: none">● 10 - 20 minutes● Begin by reading learning target, then break it down with the kids, read it again all together● Teacher models a strategy or skill(I do, we do, you do)● Students' are involved in the lesson with manipulatives, whiteboards, etc.● Use of anchor charts and critical vocabulary as needed |
| Heart of the Workshop | <ul style="list-style-type: none">● 45-60 minutes● Teacher will pull small groups & confer with students● Take notes on students' as needed● Visual posted of student expectations of tasks (Station rotation schedule or Student task list)● Students will independently practice the skill modeled for them during the mini lesson or previously taught skills● Students will participate in math activities independently or with partner(s)● The activities will be in alignment with previous learning targets and current learning targets● Use of technology● Use of math notebooks |
| Wrap-Up | <ul style="list-style-type: none">● 5 -10 minutes● Exit tickets● Students will discuss their learning target, ah-ha's, questions, etc...● Students share exemplar work from the day● Teacher notes next steps for learning |

What We Teach

TEKS and Essential Standards

The Texas Essential Knowledge and Skills and district identified essential standards are taught on a daily basis. The scope and sequence is organized on the [Big Picture Plan](#).

Lesson Plan

Big Picture Unit Plan-[Example 1st grade Lesson Plan Template](#)

Learning Targets

Learning targets are created collaboratively with teams during grade level planning and are written in kid friendly, “I can” language. The learning targets show the increments of learning for each essential standard. They are displayed for all content areas and updated daily.

How We Teach

Guided Math Groups/Small groups

Math groups are pulled based on common formative assessment data, teacher observations, exit tickets, student work, etc...These groups are flexible. Students will receive intervention & enrichment during their small group time. Small groups should not exceed 6-7 students.

Meeting Frequency Expectations

| | |
|--|-------------------|
| Approaching Instructional expectations | Daily |
| Meets instructional expectations | Minimum 3-4x/week |
| Exceeds instructional expectations | Minimum 2-3x/week |

Manipulatives

These items are located in a spot in the classroom that is accessible to all students at any time. Examples of manipulatives always available:

- Grades K - 2
 - Unifix Cubes
 - Number Lines
 - 100/120 Chart

- Counters
- Dice
- Grades 3 - 5
 - Rulers
 - Base Ten Blocks
 - Place value chart
 - Protractor

Additional manipulatives will be available based on the current unit. For example, multiplication charts, fraction strips, etc.

Math Anchor Charts and Vocabulary

Math classrooms will have a math wall with vocabulary and anchor charts displayed. Math vocabulary should be added to the wall as the words are introduced. Words that are specified in the district scope & sequence (Unit Plan → Stage 1 → Acquisition → Critical Vocabulary) need to be taught and displayed according to sequence. It's important that anchor charts are made with the students during the mini lesson.



Number Talks

Used to activate students' number sense and math process skills to flexibly solve problems mentally. Number Talks should align with the current unit being taught. Number talks are student led and teacher facilitated. Number talks aligned to the current unit are linked in the UBD and can be refined to meet students' needs.

How We Know They Learned

Assessments

District assessments will be given in Edugence for 3rd-5th. K-2nd district assessments are linked in the unit planner and are administered in small groups.

- **Assessing Math Concepts (K-2)**
- **Plano ISD Unit Assessments (given in Edugence)**
- **Math Common Formative Assessments**

Math and Technology Resources

This is a list of district allowed resources that can be used to guide your daily instruction, small group, and intervention and enrichment.

- [Technology Resources](#)
 - Dreambox
 - SAVVAS
- PISD Lessons
- Envisions
- Investigations
- Math Exemplars I & II
- LoneSTAAR
- [Lead 4ward Field Guide & IQ investigation](#)
- Motivation Math/Think-up (3rd - 5th)
- Hands on Standards (1st-5th)
- Engaging Math (2nd - 5th)
- Developing Number Concepts (K-2)
- Think Tank (1st-5th)
- Mentoring Minds-Standards Mastery Series flip chart
- [QSSSA](#) and [planning template](#)
- [Talk read, talk write, planning template](#)

Science (Grades 3-5)

Workshop Model

Our classrooms follow the workshop model.

| | |
|------------------------------|--|
| Science Talks | <ul style="list-style-type: none">● 5 - 10 minutes● Use this time as an opener to activate students' prior knowledge● Linked in Unit Plan |
| Mini Lesson | <ul style="list-style-type: none">● 10 - 15 minutes● Begin by reading learning target, then break it down with the kids, read it again all together● Teacher models a strategy, skill, or experiment● Use of anchor charts and critical vocabulary as needed |
| Heart of the Workshop | <ul style="list-style-type: none">● 15 - 30 minutes● Teacher will pull small groups & confer with students as needed● Students participate in experiment or practice the lesson modeled independently or with partner(s)● Visual posted of student expectations of tasks (Rotation schedule or Student task list)● The activities will be in alignment with previous learning targets and current learning targets● Use of technology● Use of science notebook |
| Wrap-Up | <ul style="list-style-type: none">● 5 minutes● Students will discuss their learning target, ah-ha's, questions, etc...● Students share exemplar work from the day● Teacher notes next steps for learning |

What We Teach

TEKS and Essential Standards

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Learning Targets

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Coding

This is an enrichment option for your students.

- [Coding Enrichment Resource](#)
- Coding Connections (Curriculum Planner → Stage 3 → Science Toolbox)

Engineering

Engineering lessons are embedded in unit plans. The lesson will use the binders in your grade level titled, Engineering is Elementary.

How We Teach

Science Talks

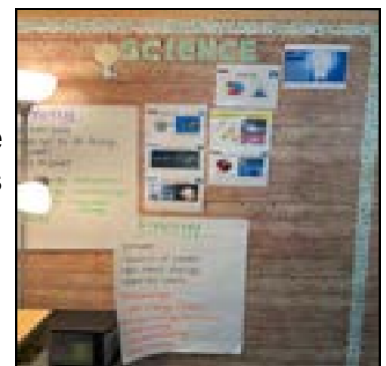
The discussion questions are linked in the unit plan as a weekly presentation and spiral all grade level essential standards.

Science Experiments

Each unit allows students the opportunity to conduct investigations and experiments where they will record observations, analyze and interpret data, and communicate conclusions.

Vocabulary Routine

This is when the teacher introduces the critical vocabulary words that the students are expected to use and apply throughout the unit. The words are added to the science wall.



How We Know They Learned

- District Unit Assessments
- Science Notebooks
- Project and Experiment Rubrics

Science and Technology Resources

This is a list of district allowed resources that can be used to guide your daily instruction or small group.

- [Technology Resources](#)
 - Discovery Education
 - Generation Genius
- PISD Lessons
- Sciencosaur Book
- Engineering is Elementary Binders
- Unit Choice Boards (Curriculum Planner → Stage 3 → Science Toolbox)
- [QSSSA](#) and [planning template](#)
- [Talk read, talk write, planning template](#)

Social Studies (Grade 3-5)

***Integrate into Reader's and Writer's Workshop when able

| | |
|------------------------------|--|
| Introduction | <ul style="list-style-type: none">● 2-5 minutes● Use this time as an opener to activate students' prior knowledge |
| Mini Lesson | <ul style="list-style-type: none">● 5-10 minutes● Begin by reading learning target, then break it down with the kids, read it again all together● Teacher models a strategy or skill● Teacher facilitates positive discussion with students when they are sharing opinions on specific topics● Use of anchor charts and critical vocabulary as needed |
| Heart of the workshop | <ul style="list-style-type: none">● 15-20 minutes● Students are participating in collaborative research projects● Students are reading material that is related to current topic of study● Use of technology● Students will write reflections on their learning in their social studies notebook as needed● Teacher is checking in as students are working to ensure understanding of learning target |
| Wrap up | <ul style="list-style-type: none">● 5 minutes● Students will discuss their learning target, ah-ha's, questions, etc...● Students share exemplar work from the day● Teacher notes next steps for learning● Exit Ticket |

What We Teach

TEKS and Essential Standards

The Texas Essential Knowledge and Skills and district identified essential standards are taught on a

daily basis. The scope and sequence is organized on the [Big Picture Plan](#).

Learning Targets

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How We Teach

Vocabulary Routine

This is when the teacher introduces the critical vocabulary words that the students are expected to use and apply throughout the unit. The words are added to the Social Studies content wall.

Collaborative Research Projects

Each unit contains projects where students get to research, create visuals, and record responses collaboratively as a team.

Social Studies Notebooks

Students take notes and respond and reflect on their learning.

How We Know They Learned

- District Unit Assessments
- Student Response Paragraphs
- Research Plan
- Project Rubrics
- Seesaw Responses

Resources

- [Technology Resources](#)
 - Discovery Education
 - SAVVAS (MyWorld Social Studies Curriculum)
- District provided resources and activities for instruction
- [QSSSA](#) and [planning template](#)

- [Talk read, talk write, planning template](#)

Inquiry and Innovation (I&I): Grades K- 2

*Grade K = 30-40 minutes

*Grades 1-2 = 45-60 minutes

Workshop Model

Our classrooms follow the workshop model.

| | |
|------------------------------|--|
| Introduction | <ul style="list-style-type: none">● 2-5 minutes● Use this time as an opener to activate students' prior knowledge● Linked in Unit Plan |
| Mini Lesson | <ul style="list-style-type: none">● 10 - 15 minutes● Begin by reading learning target, then break it down with the kids, read it again all together● Teacher models a strategy or skill● Use of anchor charts and critical vocabulary as needed |
| Heart of the Workshop | <ul style="list-style-type: none">● 15 - 30 minutes● Teacher will facilitate small groups & confer with students to check for understanding● Students participate in experiment or practice the lesson modeled independently or with partner(s)● Visual posted of student expectations of tasks (Station rotation schedule or Student task list)● The activities will be in alignment with previous learning targets and current learning targets● Use of technology● Big Centers activity (Grade K)● Use of I&I Notebook |
| Wrap-Up | <ul style="list-style-type: none">● 5-10 minutes● Students will discuss their learning target, ah-ha's, questions, etc...● Students share exemplar work from the day● Teacher notes next steps for learning |

What We Teach

TEKS and Essential Standards

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Learning Targets

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How We Teach

Inquiry and Research Projects

Each unit contains projects where students get to use their communication and thinking skills to solve problems with a team.

Vocabulary Routine

This is when the teacher introduces the critical vocabulary words that the students are expected to use and apply throughout I&I. The words are added to the word wall.

How We Know They Learned

- Informal Teacher Observations
- Classroom Discussions
- Engineering Project Rubrics
- Data collected from I&I Notebooks

Resources

- [Technology Resources](#)
 - Discovery Education
 - Generation Genius
- Unit Choice Boards (Curriculum Planner → Stage 3 → Unit Toolbox)
- Discovery Education
- Engineering is Elementary binders (Grades 1-2)

- [Coding Enrichment Resource](#)
- [QSSSA and Planning Template](#)
- [Talk Read, Talk Write, Planning template](#)

Portfolios and Grades

Portfolios (K-2)

Teachers will input assessment data and progress towards grade level standards 3 times a year (BOY, MOY, EOY). All data will be input on Edugence. Specials teachers also complete progress on portfolios. Teachers should also include a glow and grow for each student in the comment section during each reporting period. Portfolios are shared with parents during conferences (BOY, MOY, EOY).

Grades (3-5)

Teachers will input grades into Pinnacle weekly for their subject(s) taught. Use the District expectations for the amount of reported grades needed each semester.

Multi-Tier Support System (MTSS)

Name and Need

Teachers and instructional leaders meet once every 4 weeks to discuss the academic and behavioral needs of 3-4 students that need the most support in each grade level. A plan for intervention strategies and next steps is discussed for teachers to implement.

SST (Student Support Team)

SST is a collaborative meeting with the classroom teacher, administration, Specialists and Special Education teachers to address specific intervention goals and next steps for students that need additional monitoring and support. SST meetings are scheduled formally once a month during planning and as needed. All required documentation for SST needs to be completed the Thursday prior to the meeting. Students that are being monitored through SST receive Tier 2 and 3 intervention and need to have their intervention documented in Edugence, as well as evidence of parent correspondence.

[Initial SST checklist](#)

[Review SST checklist](#)

[Intervention Documentation Form](#)

[SST Protocol and Time Stamped Agenda](#)

[SST Parent Notice \(Post Meeting\)](#)

Tier 2 & 3 Intervention

Tier 2 intervention is provided by the classroom teacher for students that need additional support in a specific academic or behavioral area. For example, decoding CVC words, making inferences using text evidence or solving one and two step word problems within 100,000. Intervention goals are written with a measurable outcome and target the specific area a student needs more support. All Tier 2 intervention is documented in Edugence. To identify which students need Tier 2 intervention, teachers use reading and/or math Tier 2 criteria along with a preponderance of evidence to make a decision. A Tier 2 goal should be worked on and monitored for 4-6 weeks depending on the goal. A Tier 2 goal should be worked on with students 3-4 times a week. Tier 2 criteria can be found on the PISD Curriculum Planner. Teachers meet monthly to change, edit, and collaborate on their Tier 2 data in an RTI meeting after school.

Tier 3 intervention is more intensive intervention for students that do not respond to Tier 2 intervention. Tier 3 intervention increases in length of time and frequency the intervention is provided to students. Tier 3 intervention can be provided by the classroom teacher or Specialists. Tier 3 goals should be worked on and monitored for 3-4 weeks depending on the goal. A Tier 3 goal should be worked on with students 4-5 times a week.

Documenting Intervention in Edugence

Directions for entering intervention documentation can be found in the [PISD RTI Handbook](#).

Tier 2 intervention needs to be entered into Edugence every 4-6 weeks. Tier 3 intervention needs to be entered into Edugence every 3-4 weeks.

Restorative Practices

Centennial uses a restorative approach to community building, classroom management and discipline. According to restorative practices, these three aspects must be in place and work together for the classroom community to thrive.

Community Circles (Morning Meetings)

At Centennial, we begin each morning with our community circles or “morning meetings” - a time that is dedicated to building our classroom community by learning about character traits, having open and honest communication, and maintaining a judgment free space. Morning meetings begin following announcements until shortly before 8:00. Morning meetings are a critical tool of social and emotional learning in order to establish that all students are mentally, emotionally and physically ready to focus on learning. A vital part of a circle is the talking piece (ball stuffed animal, sensory toy). Whoever has the talking piece is the speaker while everyone else is the listener. Students have an opportunity to share their thoughts, but are not forced to share. They have the power to “pass” when a talking piece is passed to them. The goal is that students will see their classroom as more of a home away from home and become more comfortable with expressing themselves in a community setting.

Morning Meeting Guidelines:

Speak from the heart: Share only your experiences, perspectives, feelings-not those of others

Listen from the heart: Be open and non-judgmental. Use good listening skills.

What is said in the circle stays in the circle: Do not use information shared to spread gossip.

Say just enough: Be considerate of the time when sharing





Respect the talking piece: At school we use a “talking piece” to ensure that only one student talks at a time. Only the person holding the “talking piece” may speak.

Morning Meeting prompts are provided building wide to have consistency and ensure the time is used effectively. Each day, the prompt is displayed right after announcements. Teachers do have the freedom to use a different prompt if they feel something needs to be addressed within their class community.

[Morning Meeting Slides and Resources](#)

Classroom Respect Agreements

This is a set of agreements, rooted in restorative practices, made and agreed on by the students and teachers at the beginning of the year. They are created as a collaborative effort where every student's voice is heard. These norms, created in four designated categories, are made by all classes within the first week of school, posted in the classroom and referred back to throughout the year as behavior expectations for the classroom.

| | |
|--|--|
| <p>Teacher RESPECTING Students</p>  <ul style="list-style-type: none"> >> RECOGNIZE STUDENT SUCCESS >> SHOW KINDNESS TO EVERYONE >> BE OPEN-MINDED TO STUDENT SUGGESTIONS >> ALLOW SUFFICIENT THINK TIME | <p>Students RESPECTING Students</p>  <ul style="list-style-type: none"> >> ACTS OF KINDNESS >> TAKE CARE OF YOURSELF >> HELP OTHERS TO CARE FOR THEMSELVES >> BE A PROBLEM-SOLVER |
| <p>Students RESPECTING Teacher</p>  <ul style="list-style-type: none"> >> USE POLITE WORDS AND GOOD MANNERS >> DISPLAY RESPECTFUL BEHAVIOR >> RESPECTFUL COMMUNICATION SKILLS >> STAY FOCUSED AND USE TIME WISELY | <p>Everyone RESPECTING Classroom</p>  <ul style="list-style-type: none"> >> KEEP CLASSROOM CLEAN >> RESPECT THE DECOR/FLEXIBLE SEATING/FURNITURE >> RESPECT THE KID-FREE ZONE >> COMPLETE LEADERSHIP RESPONSIBILITIES DAILY |

I-Messages

Staff and students receive explicit instruction on using I-messages to communicate their feelings to each other without placing blame. These can be especially helpful if a conflict or disagreement arises in the classroom. Teachers model the use of I-messages by using these sentence stems to share their own feelings.

I feel _____
(emotion)

When you _____
(current behavior)

Instead, could you _____
(replacement behavior)

Restorative Chat

A restorative chat is a technique that builds and restores relationships through equal opportunity sharing and listening. Restorative chats are used to resolve conflict between students and are facilitated by teachers. All teachers have a card on their ID badge with prompts to be used in these situations.

Behavior Management and Student Recognition

Centennial Believes

As a staff, we developed a set of beliefs that define our core values around student and adult behavior.

[Centennial Believes](#)

PBIS

This is used as an approach to promote school safety and good behavior. With PBIS, students are taught about behavior expectations and strategies. The focus of PBIS is prevention, not punishment.

[PBIS Cafeteria Procedures](#)



Calm Down Corner

Every classroom at Centennial is expected to have a designated “calm down corner” for students who need a break before they are ready to learn. Each calm down corner is equipped with a poster showing appropriate calm down procedures as well as sensory items to help students regulate their emotions. In addition, students learn about the Zones of Regulation and use their time in the calm down spot to get “back to green”.

[Calm Down Procedure](#)

[Zones of Regulation](#)

Student Recognition

Comet Compliment

Throughout the year, each student will be awarded at least one “Comet Compliment” for going above and beyond. Compliments can be given for any behavior that exemplifies our expectations, for example, working hard on an assignment, helping a classmate, or being a good friend. Students will be recognized during announcements where their compliment will be read out loud for the whole school to hear. Then, they get to come to the principal's office where they can sign the Book of Compliments and get a reward from the treasure box. They get to take their compliment home to show off!

[Comet Compliment Template](#)

Commended Comet

Commended Comet awards are given monthly by homeroom and



specials teachers to a student who has shown tremendous growth, grit or improvement on a designated character trait. Commended Comet awards are presented in front of the whole grade level and a personalized magazine cover with the student's picture on it is displayed for the month in the hallway. At the end of the month, the student can take home their magazine cover!

Shining Star Award

The Shining Star Award is presented to one exemplary student per class at the end of each nine-weeks. These awards are given to the student who goes above and beyond to consistently portray the character trait for the nine-weeks. Awards are presented at our quarterly assembly in front of the whole school as well as the student's family - who are invited as a surprise to the student. Award winners receive a certificate and letter recognizing their accomplishment and their picture is displayed in the main hallway for the next nine-weeks.

PISD Review360

Any significant behaviors that require documentation or office referrals must be entered into Review360.

Family Connections

General Parent Communication

Centennial teachers are expected to communicate routinely with parents/guardians for positive and corrective feedback regarding their student.

Verbal Communication

Positive Phone Calls

Within the first month of school, teachers including specials, special education, academics should contact all parents of homeroom class with a positive phone call home to establish a relationship and build rapport with families. Throughout the school year, teachers should make frequent positive phone calls home to promote positive classroom culture. In January, the staff completes a “100 Positive Phone Call Challenge” to celebrate the 100th day of school.

Parent/Teacher Conferences

Grades K-2 will have parent conferences at the beginning of the year and middle of the year. End of the year conferences should be held for Tier 2 students. Dates will be provided for the conference times. Additional conferences will be scheduled as needed. Portfolios and assessment data will be shared during the conference.

Grades 3-5 will have a designated parent/teacher conference day in October and can be scheduled as needed throughout the year. Assessment data is required to share with families as well as Tier 2 documentation.

Written Communication

Grade Level Thursday Email

This is a weekly newsletter that is created by each team and is sent to parents every Thursday by the homeroom teacher. It includes information about the upcoming week from the grade level as well as important school wide information. Newsletters contain a recap of the week, learning targets, teacher contact information, upcoming events and important dates.

- [Example 1](#)
- [Example 2](#)

School Messenger

In addition to the Thursday email, important school wide information is sent to parents through School Messenger. This system is used for priority information and allows administrators to communicate directly with families.

Marquee

The school marquee displays important upcoming dates as well as other important information as another layer of parent communication.

Facebook

The campus PR Liaison as well as administrators routinely post to our campus Facebook page in order to engage our community. Some posts share important information about upcoming events or deadlines, while others highlight fun and exciting things happening in the school buildings. Teachers can submit photos from classroom activities/lessons to the PR Liaison for posting on FB.

Parent Teacher Association (PTA)

The Centennial PTA provides an additional connection between families and the school. They host many events throughout the year that help our campus build connections with families, such as our Fall Color Run, Spring Picnic, Multicultural Night, and Scholastic Book Fairs. They also communicate with parents through a weekly newsletter, their PTA website and Facebook.

WatchDOGS (Dads of Great Students)

The Dads of Great Students WATCH D.O.G.S. Program is one of Centennial's most popular programs for our community and students. Fathers, grandfathers, step-fathers, and other father-figures serve at least one day at Centennial each year under the leadership of a program coordinator. This program provides positive male role models for the students and emphasizes the importance of education.

WatchDOGS go through training and are provided support materials. These volunteers get to have lunch and recess with their child, and then dedicate their time to other students providing targeted intervention and enrichment with guidance provided by teachers. This group of volunteers work together with schools to improve outcomes for students.

