

Wake County Public School System Elementary Programs at a Glance

The goal of Elementary Programs is to provide support for schools as they ensure that each child receives an equitable, rigorous, and relevant education. Grounded in the belief that **all** students deserve access to high quality instruction, this team provides guidelines, resources, and professional development which enable school staff to deploy curriculum and assessments with fidelity as well as make nuanced professional judgments in support of student learning and achievement.

Elementary Program Expectations are that:

- *Instruction and assessments are aligned with lessons, pacing, and resources provided through C-MAPP (Curriculum Management Application) available at <http://cmapp.wcpss.net>.*
- *Formative, diagnostic, benchmark, and summative data are used to inform and guide instruction.*
- *Core Instruction is differentiated and scaffolded with opportunities for re-teaching and enrichment as needed using a multi-tiered system of support.*
- *Learning is relevant, connections are made across content areas, and students understand practical applications of what they are learning.*
- *Appropriate elements of the SIOP Framework are used for planning and delivering instruction.*
- *Twenty-first Century learning, skills, and tools are infused into instruction across all content areas including collaboration, communication, critical thinking and creativity.*
- *Staffs collaborate to meet the learning needs of all students in high functioning PLTs.*

Recommended Time Allotments for Instruction: A regular school day lasts 6 hours and 30 minutes (390 minutes). With 270 minutes devoted to core instruction, 120 minutes are used collectively for lunch, daily physical activity, specials, and transitions. The recommendation for arts, healthful living, and world languages is 45 minutes once per week. The recommendation for social studies and science is daily instruction in one subject, using alternating 4 – 4 ½ week rotations during each quarter.

Subject	Grades K-1	Grades 2-3	Grades 4-5
*English Language Arts	<i>Reading – 120 minutes Writing – 30 minutes Total: 150 minutes (56%)</i>	<i>Reading – 105 minutes Writing – 30 minutes Total: 135 minutes (50%)</i>	<i>Reading – 85 minutes Writing – 45 minutes Total: 130 min (48%)</i>
Math	60 min (22%)	60 min (22%)	60 min (22%)
Science/Social Studies	45 min (17%) – alternating 4-4 ½ week blocks	45 min (17%) – alternating 4-4 ½ week blocks	50 min (19%) – alternating 4-4 ½ week blocks
*Intervention/Enrichment	15 min (5%)	30 min (11%)	30 min (11%)
Total Instructional Time	270 minutes	270 minutes	270 minutes

Content Area/Program Overview and Expectations

Academically/Intellectually Gifted	
<p>The Academically or Intellectually Gifted (AIG) Program provides an appropriately challenging education for K-12 students who perform, or show potential for performing, at remarkably high levels of accomplishment when compared to others of their age, experience, or environment. Services for AIG students include differentiated curriculum and instruction that extends and enriches the <i>North Carolina Standard Course of Study</i>.</p>	<ul style="list-style-type: none"> ▪ Use research-based instructional strategies and resources in the areas of reading and/or math to enrich and extend the <i>North Carolina Standard Course of Study</i>. ▪ Provide a challenging, rigorous, and relevant curriculum and instruction to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners. ▪ Collaborate regularly with classroom teachers to discuss data, instructional strategies, and individual student progress. ▪ AIG students may participate in small, pull-out or push-in sessions commensurate with the area of identification, grade level, and classroom performance. This includes the Third Grade Explorers Model.
Arts	
<p>Arts education in the WCPSS encompasses a sequential program in visual arts, music, dance, and theatre. Lessons focus on critical thinking and problem solving, creative self-expression, and aesthetic awareness. The program is based on the belief that the arts are basic and add richness to an individual's life. Arts Education encompasses a broad range of experiences related directly to literacy skills in Math, Language Arts, Science, and Social Studies. Students who learn how to read music, compose choreography, create visual art, calculate and execute theatrical designs are able to transfer their skills into their other classroom experiences.</p>	<ul style="list-style-type: none"> ▪ Follow the <i>North Carolina Standard Course of Study</i> for Arts Education. ▪ Focus on the core concepts of each arts discipline, yet make a concerted effort to integrate across the curriculum. ▪ Incorporate previously learned concepts into new lessons using the spiraled curriculum. ▪ Provide a wide range of opportunities for students to learn basic skills, analyze and critique their own work and the work of others, create new solutions for a variety of problems, and perform or demonstrate artistic interpretations. ▪ Foster the 21st Century skills of communication, collaboration, creativity, and connections across cultures and academic disciplines.
English as a Second Language	
<p>The English as a Second Language program focuses on developing four domains of language (Listening, Speaking, Reading, and Writing) through five standards: Social and Instructional Language, the Language of English Language Arts, the Language of Math, the Language of Science, and the Language of Social Studies. The goal of ESL is to deliver English language instruction so that limited English proficient (LEP) students succeed in mainstream classes and eventually exit LEP status entirely.</p>	<ul style="list-style-type: none"> ▪ Use a variety of resources to deliver instruction, including ESL textbooks, supplemental texts and readers, an electronic resources provided by the ESL Department. ▪ Collaborate with mainstream/classroom teachers, content teachers, specialty area teachers, and intervention teachers on a regular basis to ensure that best practices are being incorporated for LEP students to support the development of subject area academic language.

Healthful Living	
<p>The Healthful Living Education program promotes behaviors that contribute to a healthful lifestyle and improved quality of life for all students. The Healthful Living Education curriculum, when fully integrated, supports and reinforces the goals and objectives of its two major components: health and physical education. When the concepts of these two areas are integrated, learning is enhanced.</p>	<ul style="list-style-type: none"> ▪ Follow the <i>North Carolina Standard Course of Study</i> for Healthful Living. ▪ Maximize time on task in physical education so that students maintain their target heart rate for most of the class period, enhancing cardiovascular health. ▪ Continually integrate health education concepts into physical education. ▪ Engage students in age-appropriate activities that are inclusive in nature. ▪ Utilize fitness testing as a means of tailoring instruction for students.
Instructional Technology	
<p>21st Century Skills are infused into core curriculum in all classrooms throughout the school day. Teachers promote, support and model creative and innovative thinking through technology-enriched environments. The use of digital tools emphasizes discovery through applying, finding, assessing, synthesizing and utilizing information. Teacher and student access to course content is enhanced by electronic sources within a media-rich environment. Some schools employ technology facilitators to work with teachers on the implementation of 21st Century skills, but many schools do not have a technology facilitator. Therefore, the Curriculum and Instruction Elementary Instructional Technology team, consisting of one instructional technology teacher trainer, offers support to 106 elementary schools.</p>	<ul style="list-style-type: none"> ▪ Orchestrate learning and help students turn information into knowledge, and knowledge into wisdom. ▪ Create relevant, real-world learning experiences to promote student learning and creativity utilizing digital tools. ▪ Incorporate collaboration and communication among students and the school community using digital tools. ▪ Model and teach the safe, legal, and ethical use of digital information. ▪ Evaluate and reflect on current professional practices to make effective use of existing and emerging digital tools. ▪ Address the needs of learners by providing equitable access to digital tools for all students. ▪ Facilitate effective use of digital tools to collect and evaluate information. ▪ Use 21st Century skills to understand and address global issues. ▪ Develop learning environments that enable students to pursue their individual curiosities and become self-directed learners.
Intervention Programs	
<p>Intervention Services supports schools (K-12) in providing interventions for students at risk of academic failure through a variety of programs and initiatives:</p> <ul style="list-style-type: none"> ▪ K-5 Intervention Teachers ▪ Personal Education Plans (PEPs) ▪ High School Intervention Coordinators ▪ Positive Behavior Support/High Expectations ▪ Tuition Childcare Programs 	<p>Elementary Intervention Teachers</p> <ul style="list-style-type: none"> ▪ Provide supplementary support for students beyond the core curriculum. ▪ Use the K-8 Intervention Procedural Guide to find recommended resources, student selection processes, and program models. ▪ Select students for service based on data showing they have the greatest need for supplementary intervention. ▪ Participate in PLT conversations about students. ▪ Follow best practices and use data to design and adjust interventions to meet the targeted needs of students.

<ul style="list-style-type: none"> ▪ Supplemental Services Programs ▪ School/Community Helping Hands Mentoring Program 	<ul style="list-style-type: none"> ▪ Follow the recommended format(s) for effective literacy intervention and math intervention lessons. ▪ Collaborate with regular classroom teachers to develop and implement Personal Education Plans (PEPs) developed by the classroom teacher in collaboration with the PLT and Intervention.
English Language Arts/Literacy	
<p><u>Literacy</u> includes reading, writing, listening, speaking, and thinking. Balanced literacy is an instructional framework that scaffolds students’ learning and fosters their literacy success. Students receive explicit instruction in foundational literacy skills, word recognition skills, vocabulary development, comprehension, fluency, and writing. The teacher models new strategies, provides shared practice opportunities, and coaches students in the application of the new learning in guided reading and writing lessons. The ultimate goal of literacy instruction is that students independently use these literacy strategies in a variety of texts and contexts.</p>	<ul style="list-style-type: none"> ▪ Provide daily literacy instruction that includes both reading and writing instruction with time for whole group, small group, and individual learning based on grade level recommendations in the Daily CAFÉ framework. ▪ Teacher models higher order thinking, strategic comprehension, and/or word analysis strategies that contribute to students’ cognitive processing and knowledge construction. ▪ Use a variety of resources, media, and genres balancing literary and informational in reading and writing instruction which have high quality and have relevance. ▪ Monitor student progress of reading through the administration of the mCLASS Assessments and collection of student writing samples. ▪ Administer Digging Deeper Assessments as outlined on the Individual Student Reading Profile for identified “as risk” students (based on assessment data including the DIBELS Next Benchmarks) to determine area of need and provide targeted intervention. ▪ Students receiving intervention services should also receive small group instruction (guided reading, strategy group, conferring) from the classroom teacher.
Mathematics	
<p>Quality <u>mathematics</u> instruction provides students with real world problem solving strategies that promote deep conceptual understanding. Students should be engaged in high quality tasks that foster collaboration and the implementation of the Standards for Mathematical Practice. http://www.corestandards.org/math/practice</p>	<ul style="list-style-type: none"> ▪ Focus on deep conceptual understanding of mathematics, instead of memorization of procedures and algorithms. ▪ Allow students to explore math through the use of manipulatives and problem-solving. ▪ Incorporate real-world, multi-step, higher level thinking problems so students understand the importance of lifelong applications of math. ▪ Encourage students to collaborate to solve problems through the use of math talk. ▪ Develop student leaders to lead and facilitate math instruction. ▪ Implement the Standards for Mathematical Practice.
Media Services	
<p>The <u>library media</u> program creates a foundation for lifelong learning by enabling students and school staff to be effective users of ideas and information. The</p>	<ul style="list-style-type: none"> ▪ Promote research-based best practices in independent reading and reading promotion initiatives as well as provide training for library media and other staff. ▪ Advocate for integration of 21st Century information literacy skills into content-area learning

<p>program is designed to complement and enhance the educational philosophy, goals, and objectives of the school and of the district by providing intellectual and physical access to materials in all formats and providing instruction to develop competence and stimulate interest in reading, viewing, and using information. Media staff works in collaboration with other teachers to design learning strategies to meet the needs of individual students.</p>	<p>and instruction.</p> <ul style="list-style-type: none"> ▪ Facilitate and assist in interpreting and implementing school district policies in the areas of copyright, appropriate internet use, and selection and retention of instructional resources. ▪ Provide online resources accessible both at school and at home for students and teachers.
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Science

<p>The foundation for scientific concepts begins in elementary school where inquiry science investigations occur consistently. Science instruction is student-centered and teacher-facilitated. Students are engaged with a question or problem related to a big idea identified in the science standards. Students predict, talk, share, and use their prior knowledge. Students use scientific tools, materials, and vocabulary to generate ideas about science concepts. Students record their observations and data and use them to formulate responses based on evidence. Teachers note what they see students doing and conference with them. Teachers listen and probe for students’ understanding and misconceptions in whole groups, small groups, and with individual students. Teachers guide students to connect new concepts with what students already know.</p>	<ul style="list-style-type: none"> ▪ Every student receives inquiry-based science instruction aligned with the <i>North Carolina Essential Standards</i> and in accordance with the expected time allotments. WCPSS teachers are expected to utilize the adopted science kits to deliver instruction. ▪ Learning is focused on building deep conceptual understanding of scientific concepts that encompass knowledge and reasoning rather than memorization. ▪ Teachers follow the instructional guidelines according to C-MAPP unit guides and instructional lessons that are aligned with the adopted science kit materials. ▪ Teachers utilize ongoing assessments to guide instructional planning. ▪ Teachers also integrate the use of science notebooks and word/realia walls to build scientific understanding and the language of scientists.
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Social Studies

<p>The foundation of social studies understanding begins in elementary school where inquiry drives discovery. Social Studies instruction is student center and teacher-facilitated with literacy (reading, writing, speaking and listening) the vehicle by which the concept driven North Carolina Social Studies Essential Standards are explored and expressed.</p>	<ul style="list-style-type: none"> ▪ Social Studies defined is “an interdisciplinary exploration of the social sciences and humanities, including civics, economics, geography and history, in order to develop responsible, informed and engaged citizens and to foster civic, economic, global, and historical literacy.” ▪ Students are engaged in enduring understandings of the disciplines as they progress through the grades where learning is focused on building deep conceptual understanding of enduring concepts that encompass knowledge and reasoning rather than memorization.
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Special Education Literacy	
<p>Special Education teachers provide specialized instruction to students on a broad continuum ranging from mildly to significantly disabled. Teachers work with students to improve their reading and writing skills, confidence and motivation so that they may access grade level curriculum to the greatest extent possible. Assessments are used to determine the student's current literacy strengths and needs to develop appropriate instruction. During specialized instruction, research/evidence based reading and writing resources and strategies are utilized based on student's individual literacy needs.</p>	<p>Assessment</p> <ul style="list-style-type: none"> ▪ Student literacy data is collaboratively collected from all service providers using the CORE informal diagnostic reading assessments and the general education literacy assessments. This data is analyzed to create the Present Levels of Academic Achievement and Functional Performance on the student's IEP, to develop IEP goals, and design the instructional plan to address individual student literacy needs. <p>Instruction</p> <ul style="list-style-type: none"> ▪ Students receive direct, explicit, systematic, and multi-sensory instruction in literacy using research/evidence-based resources and instructional strategies in the least restrictive environment. <p>Collaboration</p> <ul style="list-style-type: none"> ▪ Special education and general education teachers collaborate to coordinate instruction and discuss data, instructional strategies, and student progress. <p>NC Extended Common Core</p> <ul style="list-style-type: none"> ▪ Students on the NC Extended Content standards receive daily literacy instruction within a context of a language-rich environment with high expectations for literacy development.
Title I	
<p>Title I operates under the No Child Left Behind Act (NCLB) for the purpose of ensuring that students who are failing or who are at risk of failing in school receive appropriate support. In this district, Title I supports identified schools in School wide programs, Pre-K to grade 5. At the elementary level, Title I utilizes formal structures for student selection,</p>	<p>Student Selection</p> <ul style="list-style-type: none"> ▪ Use school-based criteria to identify students needing interventions in School wide projects. <p>Intervention</p> <ul style="list-style-type: none"> ▪ Conduct assessments and identify instructional needs of students below expectations in literacy and/or mathematics.

<p>intervention, collaboration, and parent involvement in order to support reading and mathematics achievement through supplemental instruction. Title I also provides extended learning opportunities through summer school and extended learning programs.</p>	<ul style="list-style-type: none"> ▪ Provide direct instruction to identified students in small groups, monitor progress and adjust instruction to ensure student achievement. <p>Collaboration</p> <ul style="list-style-type: none"> ▪ Hold monthly collaborative meetings to determine the most appropriate intervention for students served. ▪ Communicate student progress to parents and teachers. <p>Parent Involvement</p> <ul style="list-style-type: none"> ▪ Develop and distribute a written Parent/Family Involvement Policy that aligns with the guidelines set forth in NCLB. Develop and distribute Grade level Home-School Compacts outlining expectations for teachers, parents, and students, and providing tips for parents to help their child meet academic expectations. ▪ Provide parents of identified students with information, strategies and materials to support home/school learning connections through Parent Are Connected activities.
<p>World Languages</p>	
<p>World Language instruction at the elementary level focuses on the development of listening and speaking skills and on cultural awareness. Grammar is not ignored, but is learned indirectly rather than through direct instruction. Elementary world language programs follow the natural sequence of language learning: understanding > speaking > reading > writing. The primary stress is on understanding and speaking. Instructional techniques appropriate for young children have been developed; physical activity and concrete experiences play an important role. The typical lesson plan includes songs, rhymes, games, play-acting with puppets, and other physical activities that appeal to the elementary child.</p>	<ul style="list-style-type: none"> ▪ Follow the North Carolina Essential Standards for World Languages. ▪ Deliver instruction in the target language. ▪ Use visuals, manipulatives, and realia (authentic items from the target culture) to engage students and to facilitate learning. ▪ The curriculum is spiraled so that previously learned vocabulary and expressions are incorporated into new lessons. ▪ When possible, make connections to grade-level concepts in their lessons.

Elementary School Digital Resources

Various resources are utilized to support and enhance instruction. The following digital resources are available to all elementary schools.

Content



Discovery Education
<http://www.discoveryeducation.com>

Use: multimedia content, model lessons, builder tools, interactivities

Students have their own accounts.



BrainPOP, BrainPOP Jr, BrainPOP Espanol
<http://www.brainpop.com>

Use: multimedia content, model lessons, quizzes

Students have school generic accounts.



netTrekker
<http://school.nettrekker.com>

Use: safe search engine, filters for readability and type, literacy support

No login needed at school. Generic home accounts.



Culturegrams
<http://online.culturegrams.com>

Use: articles, resources and multimedia content for world cultures

No login needed at school.



NCWiseOwl
<http://www.ncwiseowl.org>

Use: Research articles, resources and multimedia content, eBooks

No login needed at school.

Creation



Google Apps for Education
<http://google.wcpss.net>

Use: collaborative documents, forms, and other apps (no Gmail)

Teachers have accounts. Students will have their own accounts beginning 2014-15.



edmodo
<http://wcpss.edmodo.com>

Use: collaborative space, safe social networking for students

Teachers and students create own accounts. Must have codes to join groups.



Voicethread
<http://wcpss.ed.voicethread.com>

Use: collaborative presentations

Teachers and students have own accounts.



PBWorks (Wikis)
<http://wikisupport.wcpss.net/index.htm>

Use: collaborative websites, resource sharing

Must request wiki setup through Tech Services.



eduBlogs
<http://blogsupport.wcpss.net/index.htm>

Use: blogging, communication tool

Must request blog setup through Tech Services.

Additional student and teacher resources can be located at <https://sites.google.com/a/wcpss.net/itlmsprojects/digital-resources>

Contact Information

Content Area/Program	Key Personnel
Elementary Programs	James Overman, Senior Director of Elementary Programs 919-431-7440, joverman@wcpss.net Ingrid McPhun, Secretary to Senior Director, 919-431-7440 imcphun@wcpss.net
Academically/Intellectually Gifted	Wendy Carlyle, Director of AIG Programs, 919-431-7656, wcarlyle@wcpss.net Shani Brown, Coordinating Teacher, 919-431-7658, sbrown@wcpss.net Michelle Gainey, Coordinating Teacher, 919-431-7678, mgainey@wcpss.net Pamela Young, Psychologist, 919-431-7492, ptyoung@wcpss.net Madeline Rogue, Secretary to Director, 919-431-7657, mrogue@wcpss.net
Arts	Elizabeth Grimes-Droessler, Senior Administrator, 919-431-7654, egrimes-droessler@wcpss.net Jim Martz, Coordinating Teacher, 919-431-7642, K-12, jmartz@wcpss.net
English as a Second Language	Glenda Harrell, Director of ESL, 919-431-7722, gharrell2@wcpss.net Alesha McCauley, Senior Administrator, 919-431-7481, amccauley@wcpss.net Amanda Miller, Coordinating Teacher, K-5, 919-431-7688, amiller2@wcpss.net Denise Daniels, Coordinating Teacher, K-5, 919-431-7635, ddaniels4@wcpss.net
Healthful Living	Brian Glendenning, Senior Administrator, 919-431-7201, bglendenning@wcpss.net
Instructional Technology	Marlo Gaddis, Director of Instructional Technology and Library Media Services, 919-431-7451, mgaddis@wcpss.net Kristy Meyrick, Coordinating Teacher, 919-431-7675, kmeyrick@wcpss.net Erika Woodard, Coordinating Teacher, 919-431-7674, elwoodard@wcpss.net Rusty Taylor, Coordinating Teacher, 919-431-7183, jtaylor@wcpss.net
Intervention Programs	Denise Tillery, Sr. Director of Intervention Services, 919-431-7683 dtillery@wcpss.net Paul Walker, Senior Administrator for K-12 Intervention, 919-858-3230, pwalker@wcpss.net Jennifer Estes, Coordinating Teacher, 919-858-3232, jestes@wcpss.net Alicia Miller, Coordinating Teacher, 919-431-7889, amiller3@wcpss.net Tammy Fuller, Coordinating Teacher, 919-431-7889, tfuller@wcpss.net
Language Arts/Literacy	Sherri Miller, Director of K-12 Literacy Programs, 919-431-7484, smiller@wcpss.net Sharon Collins, Senior Administrator, 919-431-7461, sgcollins@wcpss.net Julie Abdella, Coordinating Teacher, 919-431-7670, jabdella@wcpss.net Julia DeLaRosa, Coordinating Teacher, 919-431-7663, jdelarosa@wcpss.net Barbara Sorensen, Coordinating Teacher, 919-431-7647, bsorensen@wcpss.net

Mathematics	Michelle Tucker, Senior Administrator, 919-431-7646, mtucker@wcpss.net Leslie Blake, Coordinating Teacher, 919-431-7458, lblake2@wcpss.net Crystal Cabral, Coordinating Teacher, 919-431-7668, ccabral@wcpss.net Christie McLaughlin-Harding, Coordinating Teacher for Math Coaches, 919-431-7468, cmclaughlin-harding@wcpss.net
Science	Kristen Hellier, Senior Administrator, 919-431-7457, khellier@wcpss.net Walter Harris, Coordinating Teacher, 919-431-7432, wharris@wcpss.net
Social Studies	Julie Abdella, Coordinating Teacher, 919-431-7670, jabdella@wcpss.net
Special Education Literacy	Yolanda Perkins, Senior Administrator, 919-431-7464, yperkins@wcpss.net Heather Lowry, Coordinating Teacher, 919-431-7686, hlowry@wcpss.net Mary Burch, Coordinating Teacher, 919-431-7685, mburch@wcpss.net Kristi Kamada, Coordinating Teacher, 919-852-3301, kkamada@wcpss.net Susan Viggiano, Coordinating Teacher, 919-431-7671, sviggiano@wcpss.net Elin Newton, Coordinating Teacher, 919-431-7687, enewton@wcpss.net Angela Daye, Coordinating Teacher, 919-431-7672, adaye@wcpss.net
Title I	Michele Woodson, Dir. of Title I Programs, 919-431-7679, mwoodson@wcpss.net Patty Carter, Senior Administrator, 919-431-7694, pcarter@wcpss.net Robin Bunn, Coordinating Teacher, 919-431-7648, rbunn@wcpss.net Krisan Matthews, Coordinating Teacher, 919-431-7648, kmatthews@wcpss.net Hannah Smith, Coordinating Teacher, 919-431-7463, hsmith4@wcpss.net Timothy Marshmon, Coordinating Teacher, 919-431-7468, tmarshom@wcpss.net
World Languages	Delynda Ramirez-Carter, Senior Administrator, 919-431-7665, dramirez-carter@wcpss.net