

# Annual Education Report

2008-2009

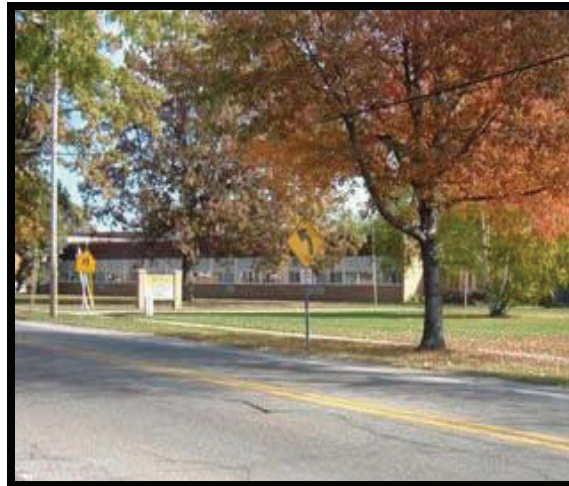
## Milwood Elementary School

3400 Lovers Lane

Kalamazoo, MI 49001

Phone Number: 269.337.0660 . Fax Number: 269.337.1627

[pearsoncs@kalamazoo.k12.mi.us](mailto:pearsoncs@kalamazoo.k12.mi.us)



*The 3 R's: Respect, Responsibility, and Results*

Superintendent: Dr. Michael F. Rice

Principal: Mr. Chuck Pearson

### 2008-09 Board of Education

President: Ms. Patti Sholler-Barber

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**Kalamazoo Public Schools**

Every child, every opportunity, every time!

# Overview of School

## Accreditation Status & Education YES! Grades

The chart below identifies our buildings accreditation status and grades as determined by Education YES!

Education Yes! Report Card	2008 – 2009		2007 – 2008	
	Score	Grade	Score	Grade
Mathematics	76.7		67.5	D
English Language Arts	67.3		64.7	D
Science	N/A	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A	N/A
Achievement Subtotal	72		66.1	D
Indicators of School	100		100	A
Preliminary	81		77	C
AYP Status	Met AYP - N		Met AYP - Y	
Composite Grade	B		C	
Michigan Accreditation	Accredited		Accredited	

\* Schools continue to be accredited unless they receive a D Alert grade, at which point they become designated as unaccredited for the state of Michigan

## 2008–2009 Highlights

- Our discipline referral rate continued to fall due to the effectiveness of our school-wide behavioral support efforts.
- Our teachers continued to grow professionally, attending more than 1,000 hours of training and lead teacher development.
- The PTO continued to increase in numbers and were successful in raising the money and gaining grants from a local foundation. Parent's roles in school activities continue to grow.
- The school offers numerous social and academic support services for our students and their families: KCIS partner, Community Mental Health counseling services site, YMCA Primetime before and after school site, Kids Hope mentoring program site, Kiwanis K-Kids program, in-classroom behavior and academic support, there are over 10 literacy Paraprofessionals, and KVCC nurses visit weekly providing student and staff health care and healthy lifestyle education.
- The number of students who are in the district Academically Talented program is growing. The number of students who score in the top two categories on all the MEAP tests is increasing. Our IOWA test scores are improving. Student data is continuously analyzed by professional staff to individualize the learning for every child.
- We are beginning to close the achievement gap between minority and low-socioeconomic student's and their peers.

## 2008–2009 Highlights (cont.)

- Awarded a 7th year Reading First grant to support our early elementary coach, a Reading First sustainability grant and purchased 100's of non-fiction books for classroom libraries.
- Pushed Strategic Planning Expectations on many fronts. Select expectations for children and parents are shared in parent meetings and at PTO meetings. The expectations for educators drive our professional conversations at professional development sessions, and parent expectations were used in our newsletter and on our hallway communications board.
- Newspapers in Education through the Kalamazoo Gazette provides daily newspapers and training in how to read a newspaper to all our 4<sup>th</sup> and 5<sup>th</sup> graders. We have obtained 100's of books from businesses, donations and school funds to send home in book bags over long school breaks. We promote wide-reading through our Accelerated Reader program and provide incentives for students who can spend their earned points in the AR Store and an annual roller skating party. Students also can earn free meals at local businesses for reading 5 books at home and returning the verification slip signed by an adult.

## Parent Involvement

Parent-Teacher Conference Attendance Rates				
School	Fall 2008		Spring 2009	
	#	%	#	%
Milwood	487	87	477	85

## Parent Involvement Policy

### District Policy

*The District will consistently work, in a variety of ways, to strengthen meaningful family participation in the education of their children.*

### Milwood Elementary's Parent Involvement

Parents are encouraged to participate in the Parents Association, the school improvement team and other school enrichment activities. Parent involvement is assessed through the yearly parent survey.

## Highly Qualified Staff

- 100% of the staff is teaching in their credential area of experience.
- No teachers with emergency or provision credentials are teaching in either the high or low poverty schools.
- No teachers are teaching in the classroom in either the high or low poverty schools that are not highly qualified.
- 2 Administrators; 1 with a Masters Degree; 1 with a Masters+30
- 41 teachers; 23 with a Bachelors Degree; 17 with a Masters Degree; and 1 with a Masters+30
- All Title I instructional paraprofessionals are compliant with the NCLB requirements for highly qualified.

## School Improvement Plan

Reading	
Goal:	Increase Reading Proficiency for All Subgroups
Data to support goal selection:	There is a significant gap in achievement between African American and white students in 4 <sup>th</sup> and 5 <sup>th</sup> grades as measured by MEAP (ranging from 12-16%). Compared to all students, students with disabilities scored an average of 4% lower on MEAP. There is a significant gap in achievement between African American and white students in grades 1-4 as measured by the ITBS (ranging from 28-32%). All above mentioned subgroups do not meet the state average for reading.
Planned Strategies and Interventions:	We will continue to implement our core literacy program with increased fidelity to the 5 key components of literacy (National Reading Panel, 2001). For students having difficulty we will monitor them weekly with DIBELS progress monitoring and then will implement research-based literacy interventions with a focus on, vocabulary, vocabulary and comprehension development (2001 and University of Oregon). The areas of literacy focus (vocabulary, comprehension and phonics) (LETRS Moats) were chosen based on weaknesses in our student performance measures. Our data indicate the need to improve our reading comprehension instruction as a school (National Reading Panel). Professional development will support the interventions.
Accomplishments:	Interventions began within 5 days of identification. We maintained our cadre of highly trained hourly literacy tutors who work with differentiated small groups in the literacy block, maintained two literacy coaches to support improved instruction. Increased explicit, systematic vocabulary (word work) instruction for identified students. Began to implement Benchmark Assessment program for use with intensive level students (identified by a screener, DIBELS)
Implications for next year:	Fully implement literacy interventions utilizing better individual student information provided by full use of Benchmark Assessment tools. Support literacy instruction in and outside the block with hourly tutors. Further differentiate instruction of more complete inclusion of special needs students (having IEP's) and departmentalizing math and reading in grades 3, 4 and 5.
Writing	
Goal:	Increase in writing proficiency for All Subgroups
Data to support goal selection:	There is a significant achievement gap between African American and white students on the MEAP Writing Test in grades 3-5 (ranging from 17-37%). Also, there is a 4% gap between students with disabilities and White students.
Planned Strategies and Interventions:	We will fully implement writing curriculum, a daily writing block as part of the ELA block and assess our students writing growth at least bi-weekly. We will increase usage of instructional technology to support high student engagement and acquisition of necessary life-long skills. We have increased our writing block time to at least 30 minutes daily. Our data supported increasing our writing block time. We want to develop attitudes and habits about literacy, writing and learning (Fountas and Pinnell). Increasing writing time will have a reciprocal effect on reading achievement.
Accomplishments:	More fully implemented writing instruction. Provided limited coaching through modeling and researching topic in grade level meetings. Field tested writing interventions for identified students. Provided a limited amount of writing support through hourly tutor support, and introduction of Kalamazoo Communities in Schools (KCIS) sponsored writing clinics where students accessed
Implications for next year:	. More fully implement district writing curriculum that is in the process of being aligned with state writing expectations. Monitor writing with walkthroughs, posted student writing across the building and written teacher feedback. Fully implement weekly writing blocked time. Continue professional writing coaching, featuring writing in our annual literacy fair and continuing the KCIS editorial

## Math

Goal:	Increase Math proficiency for All Subgroups
Data to support goal selection:	<b>Measurable Objective Statement to Support Goal:</b> 100% of Milwood students will score at the state annual AYP objective on MEAP (4 <sup>th</sup> -67% and 5 <sup>th</sup> -65%). Milwood students will demonstrate a 7% decrease in children scoring below the 25 <sup>th</sup> percentile and will demonstrate a 7% increase of children scoring above the 50 <sup>th</sup> percentile on the ITBS. The achievement gap between African American and white students will be decreased by 5% on MEAP and IOWA Math assessments.
Planned Strategies and Interventions:	<b>Measurable Objective Statement to Support Goal:</b> 100% of Milwood students will score at the state annual AYP objective on MEAP (4 <sup>th</sup> -67% and 5 <sup>th</sup> -65%). Milwood students will demonstrate a 7% decrease in children scoring below the 25 <sup>th</sup> percentile and will demonstrate a 7% increase of children scoring above the 50 <sup>th</sup> percentile on the ITBS.
Accomplishments:	Began small group instruction in many classrooms with differentiation. Utilized a literacy coach to begin working with teachers by providing model math lessons, modeling small group instruction and utilizing Ed Performance and MEAP math data to make instructional decisions
Implications for next year:	Fully implement new, better aligned math materials and curriculum guides. Increase use of small group, differentiated instruction in math blocks. Ensure each teacher plans for a 75 minute daily math block of time. Increase hourly tutor and special education teacher support in the math block to support struggling learners. Introduce inclusion of special needs students into a departmentalized 4th and 5th grade scheduling model. Begin to departmentalize math, science and writing in 3rd

## School Improvement Plan

Science	
Goal:	All student subgroups will meet or exceed proficient on the Science MEAP.
Data to support goal selection:	The MEAP Science scores of minority students in grade 5 are 41 points below the scores of non-minority students. The EdPerformance Science scores of minority students in grade 3 are 1.2 grade levels below non-minority students.
Planned Strategies and Interventions:	Teachers at every grade level will fully implement the Battle Creek Math and Science (BCAMSC) curriculum provided by the District.
Accomplishments:	Continued toward full implementation of state standard aligned, kit-based science (BCAMSC) curriculum. Science taught routinely across grades and classes. Integration of science literature connections in literacy blocks. Purposeful instruction of science vocabulary through word walls and
Implications for next year:	Full implementation of BCAMSC curriculum across all grades. Blocking weekly time for science school wide. Considering implementation of a science fair to promote science and science vocabulary/writing school wide.

Social Studies	
Goal:	All student subgroups will score proficient on the Social Studies MEAP test.
Data to support goal selection:	MEAP Social Studies scores of minority students in grade 6 scoring proficient are 49 points below the scores of non minority students.
Planned Strategies and Interventions:	Teachers in grades K-5 will increase their knowledge base of grade level content expectations and increase student discussions related to public policy and citizenship behavior.
Accomplishments:	Time for social studies blocked each week. Integration of social studies concepts into literature in reading and writing blocks. Purposeful work on social studies vocabulary in reading, writing and science blocks.
Implications for next year:	Continue vocabulary instruction in social studies block as well as through planned, explicit reading and writing work. Improve curriculum resources aligned with state social studies standards.



Every child, every opportunity, every time!

## School Assessment Data

### Michigan Educational Assessment Program – MEAP: READING/ LANGUAGE ARTS (ELA)

Student Group 3rd Grade	School Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% Tested in School	% of Students in School at Each Achievement Level			
						Advanced	Proficient	Basic	Below Basic
All Students	2007-08	77	68	81	95	10	67	23	0
	2008-09	73	73	83	97	12	61	25	2
African American	2007-08	69	58	67	93	8	62	31	0
	2008-09	71	65	69	95	6	66	26	3
American Indian/Native Alaskan	2007-08		64	79					
	2008-09		82	80					
Asian/Pacific Islander	2007-08		89	90					
	2008-09		83	92					
Hispanic	2007-08		60	71					
	2008-09		62	74					
White	2007-08	84	80	85	98	14	70	16	0
	2008-09	75	85	87	98	15	60	25	0
Students with Disabilities	2007-08		36	53					
	2008-09		47	55					
Limited English Proficient	2007-08		61	63					
	2008-09		60	69					
Economically Disadvantaged	2007-08	73	60	71	100	6	68	27	0
	2008-09	63	65	74	95	6	57	33	3
Migrant	2007-08			64					
	2008-09			64					
Male	2007-08	74	64	78	95	8	67	26	0
	2008-09	73	72	81	94	14	59	25	2
Female	2007-08	79	71	84	95	11	68	21	0
	2008-09	73	74	86	100	10	63	25	3

Student Group 4th Grade	School Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% Tested in School	% of Students in School at Each Achievement Level			
						Advanced	Proficient	Basic	Below Basic
All Students	2007-08	60	56	76	80	10	49	34	6
	2008-09	57	57	77	92	2	55	40	3
African American	2007-08	45	43	56	72	0	45	45	9
	2008-09	35	43	56	91	0	35	60	5
American Indian/Native Alaskan	2007-08		61	74					
	2008-09		46	73					
Asian/Pacific Islander	2007-08		80	86					
	2008-09		100	88					
Hispanic	2007-08		51	64					
	2008-09		48	64					
White	2007-08	70	73	82	84	19	51	28	2
	2008-09	77	76	83	92	5	73	20	2
Students with Disabilities	2007-08		30	43					
	2008-09		22	44					
Limited English Proficient	2007-08		45	49					
	2008-09		51	50					
Economically Disadvantaged	2007-08	55	45	63	75	6	49	37	7
	2008-09	52	46	64	83	1	51	44	4
Migrant	2007-08			58					
	2008-09			51					
Male	2007-08	55	54	73	79	11	43	36	9
	2008-09	53	54	74	92	0	53	43	4
Female	2007-08	65	59	80	81	9	56	33	2
	2008-09	60	61	79	93	4	56	38	2

Student Group 5th Grade	School Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% Tested in School	% of Students in School at Each Achievement Level			
						Advanced	Proficient	Basic	Below Basic
All Students	2007-08	61	64	78	97	8	53	32	7
	2008-09	55	59	78	91	10	45	38	7
African American	2007-08	35	49	58	97	0	35	52	13
	2008-09	37	46	58	88	0	37	50	13
American Indian/Native Alaskan	2007-08		54	73					
	2008-09		73	77					
Asian/Pacific Islander	2007-08		75	86					
	2008-09		94	89					
Hispanic	2007-08		61	63					
	2008-09		60	66					
White	2007-08	76	81	84	96	16	60	24	0
	2008-09	61	75	84	92	15	46	37	2
Students with Disabilities	2007-08		23	42					
	2008-09		25	42					
Limited English Proficient	2007-08		54	44					
	2008-09		58	50					
Economically Disadvantaged	2007-08	52	53	65	94	5	47	39	9
	2008-09	49	49	66	92	4	44	43	9
Migrant	2007-08			45					
	2008-09			54					
Male	2007-08	62	59	75	98	5	57	31	7
	2008-09	49	56	76	85	15	34	43	9
Female	2007-08	60	68	81	96	11	49	33	7
	2008-09	61	62	81	98	5	57	34	5

Student Group 6th Grade	School Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% Tested in School	% of Students in School at Each Achievement Level			
						Advanced	Proficient	Basic	Below Basic
All Students	2007-08	55	62	80	97	9	47	41	3
	2008-09	68	67	80	89	0	68	32	0
African American	2007-08	52	49	59	92	9	43	39	9
	2008-09	56	54	61	84	0	56	44	0
American Indian/Native Alaskan	2007-08		73	78					
	2008-09		70	77					
Asian/Pacific Islander	2007-08		85	89					
	2008-09		92	89					
Hispanic	2007-08		58	69					
	2008-09		63	68					
White	2007-08	57	76	86	100	10	47	43	0
	2008-09	67	83	85	100	0	67	33	0
Students with Disabilities	2007-08		27	41					
	2008-09		21	45					
Limited English Proficient	2007-08		46	53					
	2008-09		69	50					
Economically Disadvantaged	2007-08	52	51	67	95	10	43	43	5
	2008-09	64	58	68	81	0	64	36	0
Migrant	2007-08			63					
	2008-09			58					
Male	2007-08	53	56	76	95	11	42	44	3
	2008-09	79	65	77	88	0	79	21	0
Female	2007-08	59	68	83	100	5	55	36	5
	2008-09	60	70	82	91	0	60	40	0

**Michigan Educational Assessment Program – MEAP: MATHEMATICS**

Student Group 3rd Grade	School Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% Tested in School	% of Students in School at Each Achievement Level			
						Advanced	Proficient	Basic	Below Basic
All Students	2007-08	78	76	90	96	29	49	22	0
	2008-09	84	81	91	98	34	49	16	0
African American	2007-08	75	67	76	95	20	55	25	0
	2008-09	86	74	79	97	33	53	14	0
American Indian/Native Alaskan	2007-08		91	90					
	2008-09		82	92					
Asian/Pacific Islander	2007-08		100	97					
	2008-09		91	96					
Hispanic	2007-08		72	85					
	2008-09		74	87					
White	2007-08	80	87	94	98	36	43	20	0
	2008-09	83	92	95	98	35	48	18	0
Students with Disabilities	2007-08		52	77					
	2008-09		71	55					
Limited English Proficient	2007-08		73	83					
	2008-09		72	85					
Economically Disadvantaged	2007-08	76	69	84	100	26	50	24	0
	2008-09	80	76	86	97	27	53	20	0
Migrant	2007-08			85					
	2008-09			80					
Male	2007-08	87	78	90	95	33	54	13	0
	2008-09	84	84	92	96	44	40	16	0
Female	2007-08	72	75	90	96	26	46	28	0
	2008-09	83	79	91	100	23	60	18	0

Student Group 4th Grade	School Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% Tested in School	% of Students in School at Each Achievement Level			
						Advanced	Proficient	Basic	Below Basic
All Students	2007-08	65	66	86	79	17	48	26	9
	2008-09	66	69	88	96	22	45	29	5
African American	2007-08	55	53	69	72	12	42	24	21
	2008-09	47	57	74	96	4	42	44	9
American Indian/Native Alaskan	2007-08		67	85					
	2008-09		62	87					
Asian/Pacific Islander	2007-08		81	95					
	2008-09		100	95					
Hispanic	2007-08		56	79					
	2008-09		67	81					
White	2007-08	76	84	91	82	24	52	24	0
	2008-09	83	84	92	96	39	43	15	2
Students with Disabilities	2007-08		49	65					
	2008-09		47	68					
Limited English Proficient	2007-08		55	74					
	2008-09		64	76					
Economically Disadvantaged	2007-08	58	55	77	74	11	47	30	12
	2008-09	61	59	80	87	17	44	33	5
Migrant	2007-08			81					
	2008-09			82					
Male	2007-08	64	67	86	79	20	43	23	14
	2008-09	71	70	88	94	23	48	23	6
Female	2007-08	67	64	86	79	14	52	29	5
	2008-09	62	68	88	98	21	42	34	4

Student Group 5th Grade	School Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% Tested in School	% of Students in School at Each Achievement Level			
						Advanced	Proficient	Basic	Below Basic
All Students	2007-08	56	59	74	97	20	37	37	7
	2008-09	54	54	77	92	22	33	30	15
African American	2007-08	35	42	51	97	13	23	55	10
	2008-09	37	41	55	88	7	30	33	30
American Indian/Native Alaskan	2007-08		54	68					
	2008-09		47	72					
Asian/Pacific Islander	2007-08		62	90					
	2008-09		88	92					
Hispanic	2007-08		57	62					
	2008-09		41	66					
White	2007-08	71	78	81	96	27	44	24	4
	2008-09	70	75	83	94	30	40	23	6
Students with Disabilities	2007-08		33	44					
	2008-09		30	47					
Limited English Proficient	2007-08		48	54					
	2008-09		42	61					
Economically Disadvantaged	2007-08	47	48	60	94	14	33	44	9
	2008-09	49	45	64	92	16	32	32	19
Migrant	2007-08			58					
	2008-09			63					
Male	2007-08	69	61	75	98	21	48	26	5
	2008-09	56	57	78	87	25	31	31	13
Female	2007-08	44	58	73	96	18	27	47	9
	2008-09	52	51	76	98	18	34	30	18

Student Group 6th Grade	School Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% Tested in School	% of Students in School at Each Achievement Level			
						Advanced	Proficient	Basic	Below Basic
All Students	2007-08	47	55	73	97	21	26	33	21
	2008-09	71	68	80	89	29	41	26	3
African American	2007-08	30	39	48	92	13	17	30	39
	2008-09	56	53	61	84	19	38	38	6
American Indian/Native Alaskan	2007-08		73	69					
	2008-09		80	77					
Asian/Pacific Islander	2007-08		85	90					
	2008-09		92	93					
Hispanic	2007-08		58	61					
	2008-09		74	71					
White	2007-08	57	73	80	100	27	30	33	10
	2008-09	83	83	85	100	42	42	17	0
Students with Disabilities	2007-08		28	35					
	2008-09		31	45					
Limited English Proficient	2007-08		49	51					
	2008-09		72	62					
Economically Disadvantaged	2007-08	43	42	58	95	17	26	33	24
	2008-09	76	59	69	81	28	48	20	4
Migrant	2007-08			57					
	2008-09			73					
Male	2007-08	53	58	72	95	19	33	25	22
	2008-09	71	67	79	88	43	29	29	0
Female	2007-08	36	53	73	100	23	14	45	18
	2008-09	70	69	81	91	20	50	25	5

Michigan Educational Assessment Program – MEAP: Science

Student Group 5th Grade	School Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% Tested in School	% of Students in School at Each Achievement Level			
						Advanced	Proficient	Basic	Below Basic
All Students	2007-08	62	62	82	97	20	43	29	9
	2008-09		58	83					
African American	2007-08	42	46	59	97	6	35	39	19
	2008-09		42	62					
American Indian/Native Alaskan	2007-08		54	81					
	2008-09		67	84					
Asian/Pacific Islander	2007-08		77	89					
	2008-09		88	91					
Hispanic	2007-08		60	69					
	2008-09		52	73					
White	2007-08	73	80	89	96	33	40	22	4
	2008-09		79	89					
Students with Disabilities	2007-08		50	62					
	2008-09		47	64					
Limited English Proficient	2007-08		51	53					
	2008-09		48	59					
Economically Disadvantaged	2007-08	55	51	70	94	11	44	33	12
	2008-09		48	72					
Migrant	2007-08			56					
	2008-09			63					
Male	2007-08	74	62	82	98	17	57	19	7
	2008-09		59	83					
Female	2007-08	51	63	82	96	22	29	38	11
	2008-09		56	83					

Michigan Educational Assessment Program – MEAP: Social Studies

Student Group 6th Grade	School Year	School % of Students Proficient & Advanced	District % of Students Proficient & Advanced	State % of Students Proficient & Advanced	% Tested in School	% of Students in School at Each Achievement Level			
						Advanced	Proficient	Basic	Below Basic
All Students	2007-08	48	48	73	97	21	28	7	45
	2008-09		50	74					
African American	2007-08	39	31	45	92	17	22	0	61
	2008-09		32	48					
American Indian/Native Alaskan	2007-08		64	71					
	2008-09		50	71					
Asian/Pacific Islander	2007-08		75	84					
	2008-09		69	84					
Hispanic	2007-08		35	59					
	2008-09		42	59					
White	2007-08	57	69	81	100	23	33	7	37
	2008-09		74	81					
Students with Disabilities	2007-08		35	40					
	2008-09		31	40					
Limited English Proficient	2007-08		23	40					
	2008-09		38	41					
Economically Disadvantaged	2007-08	48	33	56	95	19	29	7	45
	2008-09		39	59					
Migrant	2007-08			48					
	2008-09			48					
Male	2007-08	50	49	72	95	22	28	8	42
	2008-09		52	74					
Female	2007-08	45	46	73	100	18	27	5	50
	2008-09		49	73					10

## School Assessment Data

### Local and Norm Referenced Achievement Data

At Milwood Elementary School we administer a variety of assessments to help determine student needs and progress. Students in grades 1 through 4 take the Iowa Test of Basic Skills to determine how students are progressing compared to a national peer group. Students in grades 3-9 also take Performance Series. Performance Series is a computer based assessment that gives teachers instant feedback on how well students are performing compared to their national peers and on the Michigan GLCE's.

#### **Nationally Normed Achievement Tests – Iowa Test of Basic Skills (ITBS)**

ITBS				
Sub-group	Reading GLE		Math GLE	
	07-08	08-09	07-08	08-09
<b>First Grade</b>				
African American	1.7	1.5	1.2	1.2
Hispanic	1.4	1.8	1.4	1.3
White	2	1.8	1.6	1.6
Economically Disadvantaged	1.7	1.5	1.7	1.3
Special Education	1.4	1.5	1.3	1.6
<b>Second Grade</b>				
African American	2.8	2.6	2.4	2.4
Hispanic	2.2	2.6	2.3	2.7
White	3.1	3.3	2.8	3.1
Economically Disadvantaged	2.7	2.8	2.4	2.6
Special Education	1.9	2.5	1.9	2.6
<b>Third Grade</b>				
African American	3.4	3.6	3.3	3.3
Hispanic	3.6	3.3	3.5	3.2
White	3.9	4	3.7	3.6
Economically Disadvantaged	3.4	3.4	3.4	3.3
Special Education	2.6	1.9	3.3	2.2
<b>Fourth Grade</b>				
African American	3.7	3.7	3.6	3.8
Hispanic	3.5	4.6	3.3	4.2
White	5.1	5.3	4.5	4.7
Economically Disadvantaged	4.1	4.3	3.8	4.1
Special Education	3.3	2.9	3.2	3.9

#### **Nationally Normed Achievement Tests – Performance Series**

EdPerformance				
Sub-group	Reading GLE		Math GLE	
	07-08	08-09	07-08	08-09
<b>Fifth Grade</b>				
African American	2525	2502	2359	2264
Hispanic	N/A	2410	N/A	2279
White	2689	2709	2450	2453
Economically Disadvantaged	2555	2554	2359	2319

## Adequate Yearly Progress (AYP)

### Achievement Targets in Relation to AYP Targets and Attendance Rate

	Reading/Language Arts						Mathematics						Additional Academic Indicator		
	Percent Tested			% Proficient & Advanced			Percent Tested			% Proficient & Advanced			Attendance Rate		
Student Group Elementary School	Goal: 95%			Goal: %			Goal: 95%			Goal: %			Goal: 90%		
	School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
All Students	95	99	97	83	82		97	100	97	88	88		95	92	
African American	94	99	96	79	77		96	99	97	83	83		94	91	
American Indian/ Native Alaskan	N/A	N/A	96	N/A	N/A		N/A	N/A	97	N/A	N/A		N/A	N/A	
Asian/Pacific Islander	N/A	N/A	99	N/A	N/A		N/A	N/A	100	N/A	N/A		N/A	N/A	
Hispanic	100	102	96	90	79		100	103	98	87	87		94	93	
White	95	99	97	83	89		97	100	97	91	94		95	94	
Students with Disabilities	94	99		37	57		94	100		66	77		94	90	
Limited English Proficient	N/A	99		N/A	79		N/A	101		N/A	85		N/A	93	
Economically Disadvantaged	94	101		79	77		96	102		86	85		94	91	



# Core Curriculum

The purpose of the Kalamazoo Public Schools curriculum is to ensure that all students learn the same essential content based on the Michigan Department of Education (MDE) standards and expectations. The curriculum ensures that students will be able to access, evaluate, and use information in a technology-dependent world. The curriculum provides optimal learning opportunities for all students and is designed to ensure post-secondary success in institutions of higher education and the workplace.

## **The Process of Curriculum Development and Alignment**

As of 2007-2008, curriculum leaders, in conjunction with teachers, have integrated three major approaches to curriculum work in the development model. This model recognizes that creating curriculum guides alone does not enhance student achievement; it is merely the first step. Curriculum work must funnel down to classroom instruction, assessment, and instructional improvement based on data in order to maximize student achievement. As such, the model is focused on the work of Ainsworth, Marzano, Wiggins, and Tomlinson specifically as related to using standards for curriculum development, unit design, lesson design, instruction, differentiated instruction, and assessment (formative and summative). Our current process is indicated below:

- Unpack and prioritize Michigan Department of Education's grade level content standards (i.e., GLCEs and HSCEs).
- Unpack expectations using Ainsworth model of identifying verbs, nouns, concepts, skills, big ideas, essential questions, identify level of Bloom's Taxonomy for each expectation, create assessment items aligned to each prioritized standard
- Prioritize expectations
- Group expectations to create measurement topics
- Create end of course assessments
- Create assessment map
- Chunk
- Create course map and common formative assessments\*
- Train team in data analysis
- Create units of instruction using the Understanding by Design (UbD) model
- Implement, assess, reflect, modify for improvement

\*Common formative assessments are defined as periodic or interim assessments, collaboratively designed by grade-level or course teams of teachers and administered to all students in a grade level or course several times during the quarter, semester, trimester, or entire school year (Ainsworth, 2006).

The process of revising curriculum guides in the district involves teachers and curriculum leaders collaboratively conducting gap analyses using the following approach, in part, outlined by MDE:

- Standards and expectations published by MDE are identified and prioritized.
- Teams review existing documents to 1) determine whether GLCEs or HSCEs are taught in the curriculum and 2) identify the level of proficiency outcomes should be met.
- Pacing guides are reviewed to determine alignment along with corresponding resources.

Guides requiring revisions adhere to the cycle noted under *Process for Curriculum Development*.

All curriculum guides in the district are based on state standards and expectations. Serving as *living documents*, curriculum guides are reviewed annually to ensure alignment to state expectations and to incorporate needed revisions based on student data, research on best practices, and feedback from all stakeholders. In an effort to increase student achievement and effectively implement the curriculum, teachers across content areas engage in ongoing professional development. The sessions are designed to assist teachers in developing their capacity to a) further study and develop strategies to implement the GLCEs and HSCEs, b) use data to drive instruction, and c) identify areas of interest to strengthen classroom instruction. The district offers a variety of professional growth opportunities: differentiated professional development that allows teachers to develop in areas of interest; grade level/department sessions; school and district-wide sessions based on curriculum, data, and school improvement plans; training for group facilitators and content leaders representing their respective buildings; and voluntary after school sessions to further support instruction.

Several data warehousing systems are accessed to plan and evaluate professional development (building and district level), evaluate the impact of curriculum and instruction on student achievement, and support the development of school improvement plans. At the building level, staff members further align classroom instruction based on results from item analyses, disaggregated data based on subgroups, and noted trends over a period of time. At the district level, both aggregate and disaggregated data are used to establish academic goals, identify programming needs, and plan meaningful and relevant professional development.

## **The Foundation of Core Courses**

All core courses (English Language Arts, mathematics, science, and social studies) are based on GLCEs or HSCEs. Students have access to courses across levels with opportunities for differentiated instruction. Resources are aligned to curriculum guides based on state expectations and offer activities to meet diverse learning styles and needs. Classes plan for small and whole group differentiated instruction to ensure that all students have equal and equitable access to appropriate core outcomes. Student data (formative and context-bound) is also used to guide decision making and select appropriate resources. Special education teachers receive core curriculum guides and participate in training to interpret expectations for areas under study. Special education teachers also have the opportunity to work with building teams in identifying best practices for reaching struggling learners. Professional development opportunities with corresponding resources are offered to all teachers in the district

### **Teaching to Expectations (Units of Study)**

Curriculum documents are designed to teach the Michigan Grade Level Content Expectations (GLCEs) to all students. The units of study are divided into three stages based on the genres to be explicitly taught at each grade level. **Stage 1** of each unit identifies the desired results for all students in a specific grade level. Stage 1 specifies what each student should know, understand, and be able to do at the end of the unit. The “desired results” designates the content worthy of understanding, what enduring understandings are desired, and what essential questions will be explored. Stage 1 calls for clarity about the priorities of the unit. **Stage 2** of each unit determines the acceptable evidence from the desired understandings and content of the unit of study. Stage 2 provides diagnostic, formative, and summative assessment to allow educators to know when students have achieved the desired results of the unit. This stage describes the acceptable evidence of a student’s understanding and proficiency. The assessment evidence reflects the desired results of Stage 1. **Stage 3** of each unit is the instructional plan. Stage 3 suggests the activities, sequence, and resources which are best suited to accomplish the goals established in Stage 1. This stage focuses on the knowledge and skills students need to perform effectively to achieve the desired results. The goal is to make teaching engaging and effective for learners, while always keeping the end in mind.

### **English Language Arts**

The kindergarten through third grade curriculum writing teams drafted reading guides winter 2009. All elementary teachers received draft guides and professional development fall 2009 and 2010. Full implementation of guides in classrooms is scheduled fall 2010.

In the area of writing at the elementary level, teams will assemble during the 2009-2010 school year to review resources. The outcome of the review will drive development of K-5 writing curriculum guides during 2010-2011 with full implementation and professional development in 2011-2012. Serving as living documents, writing teams will review guides yearly to a) incorporate diagnostic assessments, b) adjust expectations for learning experiences based on data, c) include scaffolding and reference materials, and d) strengthen units of study. At the secondary level, teams assembled fall 2009 to review resources and write guides for targeted courses. English curriculum guides drafted in 2007-2008 were scheduled for full implementation during 2009-2010 or 2010-2011. Professional development activities occurred fall 2009 and will in fall 2010. Plans to conduct resources audits for specific elective English courses will occur during 2011-2012 with possible adoption recommendations and curriculum development work in 2012-2013.

### **Math**

A representative group of elementary teachers assembled in fall 2008 to explore options for new resources aligned with state expectations and based on best practices for grades K-5. Following the scheduled resource pilot in January 2009, mathematics leadership team members will identify and recommended a new series in March 2009. Professional development activities were scheduled for late summer and fall 2009 that provided assistance to classroom teachers with using guides and new textbook series to teach grade-level content expectations. During 2008-2010, the curriculum writing team, along with classroom teachers, convened periodically to report on the quality of guides and offered recommendations for improvement. The implementation began in fall 2009 and will be provided with ongoing opportunities for improving guide components and professional development.

With respect to middle school mathematics, the leadership team will review resources during 2009-2010 to investigate quality, relevance in meeting state expectations, and unification of format and content with the K-5 program. Based on findings, the adoption and curriculum development process may occur in 2010-2011 with scheduled professional development in fall 2011. In the meantime, to focus instruction on grade-level content expectations and support instructional practices, mathematics writing teams will assemble in winter 2009 to strengthen currently used guides. In winter 2009, high school curriculum writing teams collaborated with teachers to complete guides drafted during 2007-2008. In fall 2009, teachers received drafts guides and are expected to fully implement the program during 2009-2010. Plans to conduct resource audits for specific elective courses will occur 2010-2011. Revisions in state course expectations will direct future curriculum writing efforts during 2010-2011 and 2011-2012.

### **Science**

During the 2007-2008, the district adopted a K-6 science program developed by Battle Creek Area Mathematics and Science Center (BCAMSC) in Battle Creek, Michigan. BCAMSC curriculum guides contain instructional units aligned with grade level content expectations for life, earth, and physical science strands. On a yearly basis, BCAMSC provides teachers with updated unit activities and curriculum guides (components), includes resources to address realignment needs indicated by MDE, and offers professional development. Over the past two years, the district has phased in units by specific grade levels. In accordance with the final phase of implementation plan, 3rd through 6th grade teacher received the newly realigned science units with curriculum guides and training in fall 2009. consistent with the elementary direction and based on the results of an resource audit conducted in 2007, the science leadership teams will consider piloting BCAMSC units along with other resource options for 7th and 8th grades in spring 2010. Upon approval, the leadership team will deliver professional development sessions during 2010-2011. In the meantime, the 7th grade curriculum writing team assembled in winter 2009 to draft pacing guides and identify supplementary materials for use in fall 2009. Similarly, the 8th grade curriculum writing team assembled in winter 2009 to continue writing pacing guides previously drafted in 2007-2008. Seventh and eighth grade teachers received draft pacing guides in fall 2009 with supporting professional development. Full implementation of the 7th and 8th grade science curriculum guides will occur 2010-2011.

In 2010-2011, curriculum writing teams will implement secondary science guides drafted during 2008-2009. Curriculum teams worked during the summer in writing these guides to provide teachers with drafts and professional development in the fall 2009. Teachers will fully implement revised guides in 2011 with opportunities for improving guide components and professional development. Curriculum writing teams will assemble during 2009-2010 and 2010-2011 to investigate alignment between high school content expectations and currently used textbooks in honors and elective courses. Based on findings, recommendations for adoptions and the subsequent revision of curriculum guides will occur in winter 2010 with professional development during 2010-2011.

## **Social Studies**

To address MDE revisions at the elementary level curriculum writing teams conducted K-5 resource audits to ensure alignment to the grade level content expectations. Teachers will receive draft guides in fall 2010 with supporting professional development. Full implementation of guides is expected fall 2011. At the middle school level, 6th grade recently underwent a textbook adoption and as a result, curriculum writing teams assembled draft curriculum guides that provide direction in implementing the newly adopted series in the fall of 2009. Teachers engaged in professional development in fall 2009 and will continue the work during the year. Full implementation of the revised guide is scheduled fall 2010.

During 2009-10, the middle school social studies curriculum writing team will review grade level content expectations and resources to determine cohesiveness of the 6th and 7th grade courses. Recommendations to shift or redistribute partial content in 7th grade to 6th may occur based on breadth of current MDE social studies topics. This decision will assist with ensuring vertical articulation between courses. Based on resource needs, the curriculum writing team may recommend an adoption during 2009-2010. The 7th grade curriculum writing team will continue drafting curriculum pacing guides during 2009-2010 with full implementation in 2011. In 8th grade, a textbook adoption committee convened in 2007-2008 to conduct a resource audit and pilot selected resources. As a result of the pilot, committee members recommended a new textbook series for adoption in winter 2010. In the meantime, the curriculum writing team will complete 8th grade previously drafted in 2008-2009. Teachers received draft guides in fall 2009 with scheduled professional development. Full implementation of the 8th grade guides with new resources is scheduled 2011.

High school social studies curriculum guides drafted in 2007-2008 are scheduled for full implementation in 2010-2011. To meet timelines, curriculum teams have assembled this year to continue writing guides. Several of these guides will undergo major revisions due to new MDE high school content expectations. Teachers received draft guides in fall 2009 along with professional development. With respect to elective courses, curriculum writing teams will conduct resource audits during 2010-2011 and 2011-2012. Curriculum writing teams may offer recommendations for adoptions based on findings. Writing teams will complete related work with developing curriculum guides between 2011-2012 and 2012-2013.

## **Variations**

All schools use Kalamazoo Public School's curriculum guides that are aligned to MDE expectations and standards. Magnet schools and schools with special themes integrate their specialized areas into the KPS curriculum.