

# Annual Education Report

2008–2009

## Northglade Montessori Magnet School

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The mission of Northglade Montessori Magnet School, a diverse nurturing family of students, educators and parents, is to prepare each student to become a well educated, responsible and respectful contributor to family and community by enhancing academic achievement through a literature rich curriculum that integrates technology, addresses individual needs (social, emotional, academic, and physical) and unique talents, in partnership with family and the community.

Superintendent: Dr. Michael F. Rice

Principal: Ms. Flora Harrell

### 2008–09 Board of Education

President: Ms. Patti Sholler-Barber

Vice-President: Ms. Mollie Peterson

Secretary: Ms. Liz Henderson

Treasurer: Mr. Eric Breisach

Trustee: Mr. Phillip W. Dietrich

Trustee: Ms. Marcy L. Peake

Trustee: Ms. Carol McGlenn



**Kalamazoo Public Schools**

Every child, every opportunity, every time!

# Overview of School

## 2008–2009 Highlights (cont.)

### 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	64.8	D	69.2	D
English Language Arts	65	D	56.8	F
Science	N/A	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A	N/A
Achievement Subtotal	64.9	D	63	D
Indicators of School Performance	100	A	100	A
Preliminary	76	C	75	C
AYP Status	Met AYP- Y		Met AYP- Y	
Composite Grade	C		C	
Michigan Accreditation Status *	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

- Northglade is Accredited by the American Montessori Society. The First Public School in Michigan and One of Two in the Nation to Hold Award
- New Principal at Northglade
- The school made Annual Yearly Progress ( AYP)
- State License Renewed for Kindergarten Classrooms which allows for Inclusive of Early Childhood Tuition –Based Program for Three and Four Year Olds
- New Principal met all Requirements of the State Of Michigan to be Appointed Director of Early Childhood Program
- Participated in the Magnet Fair
- The school earned two Certificates of Achievement from Kalamazoo County Health & Community Services Department, in Recognition of Attaining 100% Compliance on the 2009 MDCH IP-100 Immunization Status Report for both Pre-school and School Wide
- Birthday Books and Pencils given to Students
- Enrichment Classes Featured Increased Number of Literacy Activities
- Monthly Newsletter Featured Literacy Information for Families
- Study Hall Offered to Lower and Upper Elementary Students to complete Montessori Work needing Montessori Materials
- Weekly Tours Offered to Impact Enrollment for 2009-2010 School Year
- Increased Participation in Parent Teacher Organization. The School Year for 2009-2010 will Start with a Complete Parent Teacher Organization Board (PTO)

- Excellent Family Attendance at Kindergarten Orientation
- Performance Presented for Cultural Awareness by Von Washington & Company
- Increased Parental Involvement in Monthly PTO-Sponsored Events (Chuck-e-Cheese Back to School Family Night, Talent Show, Skating Party, Holiday Store, Book-Nook, Concerts, Open House with Informational Meeting,
- Books Purchased and Given to Families at Literacy Night for Reading at Home
- School Donations for Classrooms from Parents
- Title I Parent Corp Program Successfully Completed and to be Continued
- Parents and Relatives Attended Lunch with Your Child in Spring 2009
- Accomplished Professional Development Activities
- On-Line Art Gallery via Website Posted
- Improved Website (to Include Health Links)
- Elementary I & II Combined Choir Performed in the Nursing Home During the Holidays

### Parent Involvement

Parent-Teacher Conference Attendance Rates				
School	Fall 2008		Spring 2009	
	#	%	#	%
Northglade	222	93	192	82

### 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.*

#### **Northglade'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.
- 1 Administrator with a Doctorate Degree
- 13 teachers; 3 with a Bachelors Degree; 7 with a Masters Degree; and 3 with a Masters+30
- All Title I instructional paraprofessionals are compliant with the NCLB requirements for highly qualified.

## School Improvement Plan

Reading	
Goal:	All student subgroups will meet or exceed state targets for ELA (Reading) in grades 3 – 5
Data to support goal selection:	As measured by the ELA (Reading) MEAP, students in grades 3, 4, & 5 performed below AYP targets on average by 32 percentage points. Classroom teachers report (based on performance-based assessments) more than half of students performing below grade level. Students in grades 3 through 6 scored below 67% in reading achievement based on Performance.
Planned Strategies and Interventions:	Implementation of Reading Recovery strategies to correct deficiencies and accelerate students' reading ability and confidence level (Marie Clay). Conduct routine grade-level planning sessions to analyze and review data and design individualized lessons/interventions to meet the diverse needs of learners. Conduct interest inventory and provide age-appropriate reading materials in areas of interest with opportunities to write for different audiences. (Montessori)
Accomplishments:	The third grade students exceeded the state target of 60% in all subgroups. African American students and free/reduced lunch students were just under the district percentages of proficient students in these subgroups. The White students are at or above the expected grade levels in grades 1-3. On the Performance, comparing the students' test scores from the 07/08 and 08/09 academic years, data indicates that African American students showed an increase at all levels.
Implications for next year:	The school will require the services of the District Literacy Coach and/or Coordinator, and organize teachers' planning schedules to offer time to collaborate as a team to address the literacy needs of all students. Teachers will work in collaboration with the Principal and Reading Recovery Teacher to implement strategies, individualize lessons, and design interventions for students.
Writing	
Goal:	All student subgroups will meet or exceed state achievement targets for ELA (Writing).
Data to support goal selection:	The 3 <sup>rd</sup> - 5 <sup>th</sup> grade students showed a decrease on the Writing MEAP scores in 08/09 school year when compared to the district average with a deficit range of 7% to 14 %. The data show that there are differences in percentages of free/reduced lunch students and paid lunch students proficient in writing. (25% and 35% in grade 3; 8% and 30% in grade 4; 26 % in grade 5. Fourth grade was especially concerning with a 22% difference by the free and reduced students.)
Planned Strategies and Interventions:	Extend instructional time to accommodate 30-minute daily writing blocks (Eric). Provide formative writing assessments (three per year) to reflect all content areas (John Collins).
Accomplishments:	Seventeen percent of African American students were proficient in writing in grade 4(one percentage above the district's percentage). Thirty percent of African American students in grade 5 were proficient in writing (the same as the district's 30%).
Implications for next year:	The school will utilize the services of the building writing team to assist in the implementation of strategies, individualize lessons, and design interventions for students. The school will also provide ongoing site-level support using assessment tools and templates to enable teachers to collectively identify needs based on data and make use of appropriate interventions included in the Lucy Calkins writing program.
Math	
Goal:	All student subgroups will meet or exceed state achievement targets for math
Data to support goal selection:	As measured by the state assessment, students in grades 3 through 6 performed below AYP targets on average by 9 percentage points. More than 50% of students in grades 3 through 6 perform below grade level as measured by Performance. IOWA shows that students in grades 1, 2, and 3 performed below district averages.
Planned Strategies and Interventions:	Continue aligning lessons/format with state standards and benchmarks (Educational Research Services, 29). Conduct routine grade-level planning sessions to analyze and review data and design individualized lessons/interventions to meet the diverse needs of learners. Extend School Day for Kindergarten Classrooms.
Accomplishments:	Students in 3 <sup>rd</sup> and 6 <sup>th</sup> grade showed an increase for the percentage of students scoring at the proficient level in math in 08/09 when compared to students in the same grade tested in 07/08. Seventy-one percent of non-free/reduced lunch students were proficient (exceeding the state target of 67% Forty-six percent of 6 <sup>th</sup> grade students were proficient in mathematics (district 68%). This was an improvement over the 39% proficient of the prior year. When analyzing the data from the Ed Performance test in math our African American students showed an increase in scores in all grades 3-6 when comparing the 07/08 and 08/09 academic year.
Implications for next year:	In order to implement the indicated objective, students will learn critical thinking and processing skills integrating the application of basic computational algorithms. The school will provide ongoing site-level support using assessment tools and templates to enable teachers to collectively identify needs based on data and appropriate interventions for learners.

## School Improvement Plan

Science	
<b>Goal:</b>	All student subgroups will increase in the percent proficient for science.
<b>Data to support goal selection:</b>	The proficiency percentage of 5 <sup>th</sup> graders decreased by 13 points on the Science MEAP when comparing data from the 07/08 and 08/09 academic year. Forty-four percent of students in 07/08 year were proficient and 31% were proficient in 08-09. District percentages in 07/08 and 08/09 were 62% and 58% respectively. Twenty-six percent of 5th grade students were proficient in science (district 42%). Twenty-six percent of free/reduced lunch students were proficient in science (district 48%)
<b>Planned Strategies and Interventions:</b>	The school continues to instruct students in the Montessori Science Curriculum, Life, Montessori Biology for Lower Elementary and Plant Physiology, A Botany Study with Special Impressionistic Charts, Methods and Materials in Elementary Biology and Science II, The Five Great Lessons and ongoing team planning and curriculum aligning with state standards.
<b>Accomplishments:</b>	When comparing the students' test scores for science on the Performance Test, in the 07/08 and 08/09 academic years, the data indicates that African American students showed an increase in grades 3, 4 and 6 in average percentages. Students with free and reduced lunch showed an increase in all grades, except the 5 <sup>th</sup> grade. The students without free and reduced lunch showed an increase in 3 <sup>rd</sup> and 6 <sup>th</sup> grades.
<b>Implications for next year:</b>	Full implementation of the Battle Creek Math and Science Center Science curriculum along with the Montessori Curriculum, will increase the performance of all students in all areas of science with an emphasis on vocabulary and the scientific process.

Social Studies	
<b>Goal:</b>	All student subgroups will increase in the percent proficient for social studies.
<b>Data to support goal selection:</b>	The percentage of 6th grade students who were proficient in social studies increased by 10 percent when comparing data from the 07/08 and 08/09 academic year (36 % and 46% respectively). The district averages were 48% and 50%. Thirty-three percent of African American students were proficient in social studies (district also 33%). Thirty-three percent of free/reduced lunch students were proficient (district 39%).
<b>Planned Strategies and Interventions:</b>	The school continues to instruct students in the Montessori Social Studies Curriculum Land Forms, Continents, Map Study, Special Impressionistic Charts, (Methods and Materials in Elementary Social Studies I & I I), with ongoing team planning and curriculum aligning with state standards.
<b>Accomplishments:</b>	The percentage of 6th grade students who were proficient on the MEAP increased by 10 points when comparing data from the 07/08 and 08/09 academic year. In 07/08 our 6 <sup>th</sup> grade students scored 36% proficient, and in 08/09 the same grade level scored 46%. The district average for 08/09 was 50% proficient. The percentage of grade 6 students scoring at the proficient level on the Social Studies MEAP has steadily increased from 06-07 - 08-09. Both our school and the district had 32 percent of African American student's proficient on the MEAP. There is a small gap between our school and the district for free/reduced lunch students and paid lunch students (33% and 39%). Our students are making progress, with increases in all subgroups when comparing the last two years of MEAP results.
<b>Implications for next year:</b>	With a greater emphasis placed on the Improvement of the instruction of social studies, and the implementation of a Social Studies Leadership team member from the building, we look forward to our students showing Increased scores on MEAP & local and state Formative Assessments .



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### 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	59	68	81	97	6	53	38	3
	2008-09	61	73	83	97	6	55	36	3
African American	2007-08	55	58	67	100	0	55	41	3
	2008-09	50	65	69	96	8	42	46	4
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		80	85					
	2008-09		85	87					
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	50	60	71	92	5	45	45	5
	2008-09	50	65	74	76	6	44	44	6
Migrant	2007-08			64					
	2008-09			64					
Male	2007-08	44	64	78	94	6	38	50	6
	2008-09	73	72	81	100	7	67	27	0
Female	2007-08	72	71	84	100	6	67	28	0
	2008-09	50	74	86	90	6	44	44	6

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	53	56	76	83	3	50	40	7
	2008-09	46	57	77	100	0	46	51	3
African American	2007-08	46	43	56	84	4	42	46	8
	2008-09	40	43	56	100	0	40	57	3
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		73	82					
	2008-09		76	83					
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	46	45	63	83	0	46	46	8
	2008-09	40	46	64	96	0	40	56	4
Migrant	2007-08			58					
	2008-09			51					
Male	2007-08	54	54	73	81	8	46	38	8
	2008-09	35	54	74	100	0	35	59	6
Female	2007-08	53	59	80	85	0	53	41	6
	2008-09	56	61	79	100	0	56	44	0

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	50	64	78	96	35	15	27	23
	2008-09	46	59	78	100	0	46	54	0
African American	2007-08	38	49	58	95	19	19	33	29
	2008-09	39	46	58	100	0	39	61	0
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		81	84					
	2008-09		75	84					
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	44	53	65	95	22	22	33	22
	2008-09	42	49	66	90	0	42	58	0
Migrant	2007-08			45					
	2008-09			54					
Male	2007-08	42	59	75	92	33	8	25	33
	2008-09		56	76					
Female	2007-08	57	68	81	100	36	21	29	14
	2008-09	53	62	81	100	0	53	47	0

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	61	62	80	88	9	52	30	9
	2008-09	54	67	80	96	8	46	38	8
African American	2007-08	53	49	59	86	11	42	37	11
	2008-09	42	54	61	95	11	32	47	11
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		76	86					
	2008-09		83	85					
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	61	51	67	90	6	56	33	6
	2008-09	40	58	68	94	0	40	53	7
Migrant	2007-08			63					
	2008-09			58					
Male	2007-08	54	56	76	93	8	46	31	15
	2008-09	36	65	77	100	0	36	55	9
Female	2007-08	70	68	83	83	10	60	30	0
	2008-09	69	70	82	93	15	54	23	8

**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	62	76	90	97	15	47	32	6
	2008-09	63	81	91	100	17	46	37	0
African American	2007-08	59	67	76	100	17	41	34	7
	2008-09	54	74	79	100	14	39	46	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		87	94					
	2008-09		92	95					
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	45	69	84	92	9	36	45	9
	2008-09	56	76	86	86	22	33	44	0
Migrant	2007-08			85					
	2008-09			80					
Male	2007-08	63	78	90	94	13	50	25	13
	2008-09	73	84	92	100	27	47	27	0
Female	2007-08	61	75	90	100	17	44	39	0
	2008-09	55	79	91	100	10	45	45	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	59	66	86	81	7	52	24	17
	2008-09	34	69	88	100	14	20	51	14
African American	2007-08	54	53	69	84	4	50	27	19
	2008-09	33	57	74	100	13	20	53	13
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		84	91					
	2008-09		84	92					
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	52	55	77	79	0	52	26	22
	2008-09	28	59	80	96	12	16	56	16
Migrant	2007-08			81					
	2008-09			82					
Male	2007-08	67	67	86	75	17	50	17	17
	2008-09	24	70	88	100	12	12	59	18
Female	2007-08	53	64	86	85	0	53	29	18
	2008-09	44	68	88	100	17	28	44	11

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	46	59	74	96	23	23	42	12
	2008-09	31	54	77	100	4	27	38	31
African American	2007-08	33	42	51	95	10	24	52	14
	2008-09	26	41	55	100	0	26	39	35
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		78	81					
	2008-09		75	83					
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	33	48	60	95	17	17	56	11
	2008-09	26	45	64	90	5	21	42	32
Migrant	2007-08			58					
	2008-09			63					
Male	2007-08	42	61	75	92	25	17	42	17
	2008-09		57	78					
Female	2007-08	50	58	73	100	21	29	43	7
	2008-09	29	51	76	100	0	29	53	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	39	55	73	88	13	26	43	17
	2008-09	46	68	80	96	29	17	38	17
African American	2007-08	37	39	48	86	11	26	47	16
	2008-09	37	53	61	95	16	21	42	21
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		73	80					
	2008-09		83	85					
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	28	42	58	90	6	22	56	17
	2008-09	33	59	69	94	13	20	47	20
Migrant	2007-08			57					
	2008-09			73					
Male	2007-08	38	58	72	93	15	23	38	23
	2008-09	45	67	79	100	27	18	27	27
Female	2007-08	40	53	73	83	10	30	50	10
	2008-09	46	69	81	93	31	15	46	8

**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	44	62	82	93	16	28	16	40
	2008-09	31	58	83	100	4	27	38	31
African American	2007-08	35	46	59	91	10	25	15	50
	2008-09	26	42	62	100	0	26	39	35
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		80	89					
	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 Disadvan- taged	2007-08	29	51	70	89	6	24	24	47
	2008-09	26	48	72	90	5	21	42	32
Migrant	2007-08			56					
	2008-09			63					
Male	2007-08	25	62	82	92	8	17	25	50
	2008-09		59	83					
Female	2007-08	62	63	82	93	23	38	8	31
	2008-09	29	56	83	100	0	29	53	18

**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	36	48	73	85	9	27	41	23
	2008-09	46	50	74	96	13	33	17	38
African American	2007-08	33	31	45	82	6	28	44	22
	2008-09	32	32	48	95	5	26	21	47
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		69	81					
	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 Disadvan- taged	2007-08	28	33	56	90	0	28	44	28
	2008-09	33	39	59	94	7	27	27	40
Migrant	2007-08			48					
	2008-09			48					
Male	2007-08	33	49	72	86	17	17	50	17
	2008-09	36	52	74	100	9	27	18	45
Female	2007-08	40	46	73	83	0	40	30	30
	2008-09	54	49	73	93	15	38	15	31

## School Assessment Data

### Local and Norm Referenced Achievement Data

At Northglade 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)

#### Nationally Normed Achievement Tests – Performance Series

ITBS				
Sub-group	Reading GLE		Math GLE	
	07-08	08-09	07-08	08-09
<b>First Grade</b>				
African American	1.7	1.6	1.2	1.1
Hispanic	2.6	K.6	1.1	K.7
White	2.5	2.6	2	2.1
Economically Disadvantaged	1.6	1.5	1.2	1.1
Special Education	2.6	N/A	1.1	N/A
<b>Second Grade</b>				
African American	2.2	2.3	1.8	2.2
Hispanic	3.3	N/A	2.6	N/A
White	3.3	4.1	2.6	3.5
Economically Disadvantaged	2.1	2.3	1.9	2.3
Special Education	N/A	N/A	N/A	N/A
<b>Third Grade</b>				
African American	3	3.1	2.9	2.9
Hispanic	5.1	N/A	3.4	N/A
White	4.6	4.6	3.5	3.5
Economically Disadvantaged	2.8	3.1	2.8	2.9
Special Education	N/A	N/A	N/A	N/A
<b>Fourth Grade</b>				
African American	4.1	3.9	3.8	3.6
Hispanic	N/A	N/A	N/A	N/A
White	5.2	4.5	4.3	4.2
Economically Disadvantaged	4.1	3.5	3.8	3.3
Special Education	N/A	N/A	N/A	N/A

EdPerformance				
Sub-group	Reading GLE		Math GLE	
	07-08	08-09	07-08	08-09
<b>Fifth Grade</b>				
African American	2478	2599	2342	2348
Hispanic	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A
Economically Disadvantaged	2471	2568	2347	2309

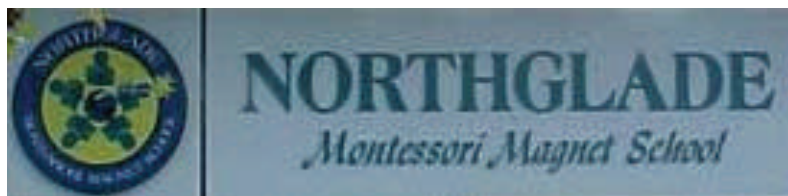


Every child, every opportunity, every time!

## 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	99	99	97	76	82		100	100	97	81	88		94	92	
African American	99	99	96	71	77		101	99	97	80	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	N/A	102	96	N/A	79		N/A	103	98	N/A	87		N/A	93	
White	N/A	99	97	N/A	89		N/A	100	97	N/A	94		N/A	94	
Students with Disabilities	N/A	99		N/A	57		N/A	100		N/A	77		N/A	90	
Limited English Proficient	N/A	99		N/A	79		N/A	101		N/A	85		N/A	93	
Economically Disadvantaged	99	101		70	77		101	102		80	85		93	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.