

Annual Education Report

2008-2009

Washington Writers' Academy

1919 Portage Street

Kalamazoo, MI 49001

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Washington Writers' Academy will create a safe learning environment where all children gain the skills necessary to promote academic and social successes leading to positive life choices.

Superintendent: Dr. Michael F. Rice

Principal: John Klein

2008-09 Board of Education

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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	70.9	C	64.5	D
English Language Arts	59	F	59.5	D
Science	N/A	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A	N/A
Achievement Subtotal	65	D	62	D
Indicators of School	100	A	100	A
Preliminary	77	C	74	C
AYP Status	Met AYP- Y		Met AYP- N	
Composite Grade	C		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

Specialized School

Our school is a Writing Magnet.

2008–2009 Highlights

- Improved ITBS scores
- Successful creation and implementation of Busy Bee Time, a 30 minute Tier II reading intervention delivery system
- Reading First awards—Voluntary Sustainability Award for \$16,000 and an extension of the grant for a coach into the 2009-2010 school year (1 of 14 schools in MI)
- ITBS gains in reducing the number of students in the 25th percentile and below and increasing the number of students in the 50th percentile and above
- Safe and Civil Schools Grant
- Thanksgiving Dinner for school attended by over 350 people
- partnership with KCIS
- 3 RIF assemblies giving books to K-2 students
- WMU Counseling Center provided individual and group counseling services to over one third of our student population.
- Lunch Mentoring Program involving WMU students from Young Black Males campus organization
- Planning writing instruction with writing coach

2008–2009 Highlights (cont.)

- an experiential learning opportunity for all third and fourth grade students and many parents that involved a tour of the Western Michigan University campus, student and parent break out sessions, and a picnic lunch
- In our Above the Rim Reading Challenge: WWA students scored 4,170 points, which equates to more than 250,000 minutes, or 4,000 hours of reading during our Above the Rim Reading Challenge
- K graduation had 300+ people in attendance
- 5th grade graduation had 250+ people in attendance
- Made AYP in 2008-2009
- WWA hosted guests from all over the country through the Third Coast Writing Project Rural Sites Network Conference on March 13th. During this event WWA had their first ever Drop Everything and Write event. The positive feedback from the visitors was overwhelming... so much so that another group from Adrian Michigan came to visit on May 29th to see the wonderful work of our writers and teachers of writing.

Parent Involvement

Parent-Teacher Conference Attendance Rates				
School	Fall 2008		Spring 2009	
	#	%	#	%
Washington	299	82	271	75

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.

Washington 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 Masters+30
- 26 teachers; 13 with a Bachelors Degree; 13 with a Masters Degree; and 0 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 achievement targets for ELA.
Data to support goal selection:	<ul style="list-style-type: none"> • In 3rd grade 67% of African American students were proficient on the MEAP Reading test (50% scored proficient on the ELA Test—10% below the target) • In 4th grade 42% of African American students were proficient on the MEAP Reading test (36% scored proficient on the ELA Test—23% below the target) • In 5th grade 58% of African American students were proficient on the MEAP Reading test (49% scored proficient on the ELA Test—8% below the target)
Planned Strategies and Interventions:	<ul style="list-style-type: none"> • Extended Day Kindergarten: all Kindergarten students will have the opportunity to receive a full day of instruction in the Kindergarten curriculum through an extended day. • Guided Reading: all students will participate in guided reading lessons using high interest books at their instructional reading level. • Busy Bee Time: teachers will provide K-5 students Tier II interventions matched to students' needs. • Formative Assessment: teachers will assess students using running records to guide instruction for small group differentiated instruction. • Reading Stamina: teachers will provide at least 15 minutes of independent reading time 3 times a week to build reading stamina. • Clear Expectations: teachers will provide direct, explicit instruction for behavioral expectations during the reading block, as well as behavioral expectations throughout the school to increase learning time.
Accomplishments:	<ul style="list-style-type: none"> • 8% decrease in the number of students in the 25th percentile and below • 8% increase in the number of students in the 50th percentile and above • 345 K-5 students involved in strategic reading intervention/enrichment block 30 minutes a day, 4 days a week, planned as a collaboration among teachers, reading coach, and principal •
Implications for next year:	<ul style="list-style-type: none"> • Begin intervention/enrichment block in September, using data gathered from the Spring • Continue professional development on collecting formative data to guide instruction
Writing	
Goal:	All student subgroups will meet or exceed state achievement targets for ELA.
Data to support goal selection:	<ul style="list-style-type: none"> • In 3rd grade 18% of African American students were proficient on the MEAP Writing test (50% scored proficient on the ELA Test—10% below the target) • In 4th grade 8% of African American students were proficient on the MEAP Writing test (36% scored proficient on the ELA Test—23% below the target) • In 5th grade 26% of African American students were proficient on the MEAP Writing test (49% scored proficient on the ELA Test—8% below the target)
Planned Strategies and Interventions:	<ul style="list-style-type: none"> • Extended Day Kindergarten: all Kindergarten students will have the opportunity to receive a full day of instruction in the Kindergarten curriculum through an extended day. • Differentiated Instruction: all students will receive differentiated instruction during their writing blocks, using guided writing, conferencing, and writing intervention groups. • Curriculum Alignment: all students will participate in genre studies aligned to the GLCEs. • Benchmark Assessment: teachers will give benchmark writing assessments, based on a prompt, three times a year to all students. The writing will be used to establish a classroom continuum of abilities to write independently and guide teachers' instruction. • Writing Block: teachers will conduct writers' workshop for students 30-50 minutes a day. • Celebrate Writers: school staff will share and celebrate student and adult writing. • Clear Expectations: teachers will provide direct, explicit instruction for behavioral expectations during the writing block, as well as behavioral expectations throughout the school to increase learning time.
Accomplishments:	<ul style="list-style-type: none"> • Successful team-teaching and planning between writing coach and classroom teachers • 4 Writers' Expos that celebrated students' writing
Implications for next year:	Utilize monthly grade level meeting time to increase collaboration between writing coach and classroom teachers

School Improvement Plan

Math	
Goal:	All student subgroups will meet or exceed state achievement targets for math.
Data to support goal selection:	<ul style="list-style-type: none"> • In 3rd grade 75% of African American students were proficient on the MEAP Math test (8% above the target) • In 4th grade 64% of African American students were proficient on the MEAP Math test (1% below the target) • In 5th grade 40% of African American students were proficient on the MEAP Math test (22% below the target) •
Planned Strategies and Interventions:	<ul style="list-style-type: none"> • Extended Day Kindergarten: all Kindergarten students will have the opportunity to receive a full day of instruction in the Kindergarten curriculum through an extended day. • Building Vocabulary: all students will receive direct, explicit vocabulary instruction daily. • Small Group Instruction: all students will receive small group instruction at least 3 times a week. • Math Blocks: all students will receive 75 minutes of daily math instruction. • Hands-on materials: all students will use hands-on manipulatives during math instruction. • Clear Expectations: teachers will provide direct, explicit instruction for behavioral expectations during the reading block, as well as behavioral expectations throughout the school to increase learning time.
Accomplishments:	<ul style="list-style-type: none"> • Small group lessons taught at least 3 times a week in all classrooms • Math blocks scheduled for all grades to protect instructional time
Implications for next year:	Teachers will use grade level meeting time to share strategies to provide small group instruction
Science	
Goal:	All student subgroups will meet or exceed state achievement targets for science.
Data to support goal selection:	In 5 th grade 49% of all students were proficient on the MEAP Science test.
Planned Strategies and Interventions:	<ol style="list-style-type: none"> 1. Teachers will provide all kindergarten students full day instruction through an extended day. 2. Teachers will use manipulatives in science lessons. 3. Teachers will deliver inquiry based science investigations 4. Teachers will require students to write about their science investigations as a means to reflect on their learning. 5. Teachers will provide direct, explicit instruction for behavioral expectations during the science lessons, as well as behavioral expectations throughout the school to increase learning time.
Accomplishments:	This is a new goal and set of strategies.
Implications for next year:	Continue to implement the strategies in the School Improvement Plan.
Social Studies	
Goal:	All student subgroups will meet or exceed state achievement targets for social studies.
Data to support goal selection:	Less than 25% of 6 th grade students who attended WWA in 5 th grade were proficient on the MEAP Social Studies test (18% of African American students and 22% of White students).
Planned Strategies and Interventions:	<ol style="list-style-type: none"> 1. Teachers will provide all kindergarten students full day instruction through an extended day. 2. Teachers will write critical thinking questions into lesson plans to prompt higher order thinking. 3. Teachers will require students to write as a means to reflect on their learning. 4. Teachers will provide direct, explicit instruction for behavioral expectations during social studies lessons, as well as behavioral expectations throughout the school to increase learning time.
Accomplishments:	This is a new goal and set of strategies.
Implications for next year:	Continue to implement the strategies in the School Improvement Plan.

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	57	68	81	94	8	49	27	16
	2008-09	52	73	83	98	3	49	46	2
African American	2007-08	50	58	67	97	6	44	29	21
	2008-09	50	65	69	98	0	50	48	2
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	69	80	85	87	8	62	23	8
	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 Disadvan- taged	2007-08	60	60	71	100	9	51	24	16
	2008-09	53	65	74	95	3	49	46	2
Migrant	2007-08			64					
	2008-09			64					
Male	2007-08	41	64	78	93	7	33	30	30
	2008-09	44	72	81	100	0	44	56	0
Female	2007-08	77	71	84	96	9	68	23	0
	2008-09	62	74	86	97	7	55	34	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	43	56	76	84	2	42	49	8
	2008-09	43	57	77	98	4	39	51	6
African American	2007-08	40	43	56	89	0	40	50	10
	2008-09	36	43	56	100	3	33	56	8
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	55	76	83	92	9	45	45	0
Students with Disabilities	2007-08		30	43					
	2008-09	27	22	44	92	0	27	64	9
Limited English Proficient	2007-08		45	49					
	2008-09		51	50					
Economically Disadvan- taged	2007-08	38	45	63	91	2	35	54	8
	2008-09	42	46	64	96	4	38	52	6
Migrant	2007-08			58					
	2008-09			51					
Male	2007-08	38	54	73	93	0	38	50	12
	2008-09	39	54	74	100	7	32	54	7
Female	2007-08	48	59	80	75	4	44	48	4
	2008-09	48	61	79	91	0	48	48	5

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	41	64	78	87	0	41	44	15
	2008-09	49	59	78	100	2	47	32	19
African American	2007-08	39	49	58	93	0	39	42	18
	2008-09	49	46	58	100	0	49	35	16
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	50	81	84	71	0	50	40	10
	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 Disadvan- taged	2007-08	38	53	65	91	0	38	46	15
	2008-09	43	49	66	100	0	43	36	21
Migrant	2007-08			45					
	2008-09			54					
Male	2007-08	31	59	75	81	0	31	52	17
	2008-09	42	56	76	100	0	42	29	29
Female	2007-08	52	68	81	96	0	52	36	12
	2008-09	55	62	81	100	3	52	34	10



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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	67	76	90	94	22	45	31	2
	2008-09	76	81	91	100	21	55	23	2
African American	2007-08	59	67	76	97	12	47	38	3
	2008-09	75	74	79	100	14	61	24	2
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	85	87	94	87	46	38	15	0
	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 Disadvan- taged	2007-08	67	69	84	100	22	44	31	2
	2008-09	77	76	86	97	22	55	22	2
Migrant	2007-08			85					
	2008-09			80					
Male	2007-08	63	78	90	93	22	41	37	0
	2008-09	70	84	92	100	21	48	27	3
Female	2007-08	73	75	90	96	23	50	23	5
	2008-09	83	79	91	97	21	62	17	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	49	66	86	84	6	43	38	13
	2008-09	67	69	88	98	22	45	29	4
African American	2007-08	45	53	69	89	5	40	38	17
	2008-09	64	57	74	100	14	50	31	6
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	73	84	92	92	45	27	27	0
Students with Disabilities	2007-08		49	65					
	2008-09	73	47	68	92	0	73	27	0
Limited English Proficient	2007-08		55	74					
	2008-09		64	76					
Economically Disadvan- taged	2007-08	44	55	77	91	4	40	42	15
	2008-09	67	59	80	96	21	46	29	4
Migrant	2007-08			81					
	2008-09			82					
Male	2007-08	50	67	86	93	4	46	42	8
	2008-09	71	70	88	100	18	54	25	4
Female	2007-08	48	64	86	75	7	41	33	19
	2008-09	62	68	88	91	29	33	33	5

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	35	59	74	87	7	28	46	19
	2008-09	42	54	77	100	6	36	45	13
African American	2007-08	29	42	51	93	3	26	47	24
	2008-09	40	41	55	100	5	35	49	12
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	40	78	81	71	10	30	50	10
	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 Disadvan- taged	2007-08	35	48	60	91	6	29	46	19
	2008-09	36	45	64	100	4	32	49	15
Migrant	2007-08			58					
	2008-09			63					
Male	2007-08	34	61	75	81	7	28	38	28
	2008-09	42	57	78	100	4	38	38	21
Female	2007-08	36	58	73	96	8	28	56	8
	2008-09	41	51	76	100	7	34	52	7



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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	47	62	82	87	2	45	38	15
	2008-09	49	58	83	100	4	45	40	11
African American	2007-08	45	46	59	93	3	42	37	18
	2008-09	49	42	62	100	2	47	37	14
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	71				
	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	47	51	70	91	0	47	37	16
	2008-09	45	48	72	100	2	43	45	11
Migrant	2007-08			56					
	2008-09			63					
Male	2007-08	46	62	82	81	0	46	39	14
	2008-09	67	59	83	100	0	67	25	8
Female	2007-08	48	63	82	96	4	44	36	16
	2008-09	34	56	83	100	7	28	52	14

School Assessment Data

Local and Norm Referenced Achievement Data

At Washington Writers' Academy 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
First Grade				
African American	1.5	1.3	1.2	1.1
Hispanic	1.7	1.4	1.4	1.5
White	1.9	1.5	1.6	1.3
Economically Disadvantaged	1.5	1.4	1.3	1.1
Special Education	1.5	1.3	1.3	1.1
Second Grade				
African American	2.2	2.6	2	2.3
Hispanic	2.3	N/A	2.2	N/A
White	2.3	3.3	2.3	2.8
Economically Disadvantaged	2.2	2.7	2.1	2.4
Special Education	2	2.1	2.1	1.9
Third Grade				
African American	3	3	3	2.8
Hispanic	3.9	3.1	3.3	3.5
White	4.3	3.3	3.6	3.4
Economically Disadvantaged	3.4	3.1	3.2	3
Special Education	2.9	2.8	2.7	2.4
Fourth Grade				
African American	4	4	3.6	3.6
Hispanic	4.4	5.4	4.4	4.8
White	4.9	5	4.4	4.7
Economically Disadvantaged	4	4.3	3.7	3.9
Special Education	2.9	3.4	3.2	3.4

Nationally Normed Achievement Tests – Performance Series

EdPerformance				
Sub-group	Reading GLE		Math GLE	
	07-08	08-09	07-08	08-09
Fifth Grade				
African American	2403	2500	2274	2299
Hispanic	n/a	n/a	n/a	n/a
White	2495	n/a	2351	n/a
Economically Disadvantaged	2432	2482	2304	2316

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	103	99	97	74	82		104	100	97	83	88		91	92	
African American	104	99	96	72	77		104	99	97	80	83		90	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	77	89		N/A	100	97	97	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	104	101		72	77		105	102		82	85		90	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.