

Vision, Mission and Beliefs

Vision Statement

Kentwood Public Schools will be a place of excitement and enthusiasm for education and an appreciation for diversity. Everyone will be encouraged to be a creative force in the development of an educational system for the future through participation in continuous staff development opportunities.

Staff, students, parents, and community will establish higher levels of excellence and develop plans to meet these expectations on a regular basis.

Teachers will accept their responsibility to teach, students to learn, administrators to support both, and all will be accountable to the community for success.

Every staff member will be accountable for the delivery of total quality service to the community at large in a financially responsible manner.

Students are valued for their individual differences and will have broad opportunities to explore a variety of interests with maximum flexibility.

Technology will play a strong role in the delivery of education and the administration of the District. It will be used to improve accountability and efficiency in both areas

The District will reach out to the community to help those families having trouble providing educational support for their children.

There will be a significant number of volunteers working in our schools assisting teachers during the day. An emphasis will be to attract parents, senior citizens, and business people.

The School District will offer continuing adult education to facilitate career change needs of the community. With cooperative programs with other schools, the District will become a place of life long learning.

Local governments and business will become active partners in the District.

The Kentwood School District encourages maximum use of its educational resources and facilities by the community.

Mission Statement

Kentwood Public Schools, together with the parents and the community, will educate all students in a safe, secure environment. We are committed to excellence, equity, and diversity in education. Our goal is for each student to master and apply the essential skills to be a successful, productive citizen.

Beliefs Statement

Kentwood Public Schools believes:

- That each and every student can learn.
 - In diversity and the value a global perspective brings to our student's education
 - In a safe and secure environment for all students and staff
- Continuous improvement is at the core of all of our decisions

Welcome to the Instruction Office of Kentwood Public Schools. This department consists of two Executive Directors. Michael Pickard who is in charge of Elementary Education and Federal and State Programs and Evan Hordyk, who is in charge of Secondary Education. We are very proud of our students and staff and the excellent work they do each and every day. This work could not be accomplished without the great parents who support us in the classroom and out in the community. We are committed to quality instruction for all our students and high quality professional development for our teachers. We are data driven in our decision making when it comes to evaluating programs for student learning. Using data to analyze our students' performance is fundamental to improving our schools. Identification of concerns, selection of appropriate interventions to solve those concerns and a set of assessments in place to analyze our efforts is the cornerstone of what we do in the Instruction Office.

We want you to be aware of the many changes occurring in public education. One change is the Common Core Standards adoption by the Michigan Department of Education. These Standards create one set of clear and consistent expectations for all students. These Standards are our compact with students and parents, and their adoption ensures that all Kentwood students will graduate from High School ready for college and careers.

These standards are relevant to the real world reflecting the knowledge and skills young people need to be prepared for both college and work in a global economy. They will focus on problem solving and critical thinking skills, not solely on knowledge of particular facts that have little relationship to success later in life. The Common Core State Initiative will address this problem by increasing clarity among educators and parents about what students should be able to know and do at each grade level. Grade-by-grade progressions are anchored in college and career readiness. In addition, highlighting the logic, reasoning, evidence, the art of argument and the ability to conduct and report on research are critical skills students will need when they enter the workplace.

Curriculum and assessments that are tied to clearer standards will increase student achievement. We know that student achievement improves when curriculum allows teachers to cover select topics in greater depth, rather than numerous topics superficially. In addition, teachers will be able to better respond to your students' educational needs using assessments that are aligned to the new standards.

Designed to improve educational outcomes for students by developing a set of consistent, clear K-12 academic standards in English Language Arts and Mathematics, the Standards will be consistent from state to state. The Common Core is based on the principle that arithmetic should be the same in Missouri or Michigan. Clearer standards will benefit parents, teachers and students. One of the benefits of adopting clearer standards is that parents, teachers and students will have a shared understanding of what is expected in school. Studies have shown that when parents understand what is expected of their child academically and are actively engaged in their children's education, student achievement is improved. We have always found that to be true in Kentwood.

Common Core Standards are distributed to all teachers for their grade level and or content level. The Common Core Standards adoption by the Michigan Department of Education has created one set of clear and consistent expectations for all students. These Standards are our compact with students and parents, and their adoption ensures that all Kentwood students will graduate from High School ready for college and careers.

Since the implementation of NO CHILD LEFT BEHIND and EdYES the level of accountability and academic expectations for all students has increased dramatically. Kentwood Public School District has historically taken academic success for all students and accountability with highest regard. District educational programming reflects these beliefs.

As educators, we are working hard to improve student achievement. The makeup of student ability levels in each classroom seems to be getting more diverse each year. The majority of our students make adequate progress with core instruction, program and materials. The district has approximately 10%-12% of students that demonstrate low skills and lack of sustained progress. These students are eligible for intensive interventions such as Special Education/tier three support. As the district grows there are a growing number of students not making adequate progress in all core programs. Much time and consideration have been dedicated to establishing interventions to meet the needs of these populations.

Affective and academic issues must work hand in hand. Providing for various learning styles, differentiating instruction and materials, integrating technology, providing professional development and support to the staff, designing interventions and support to families needing help, communicating expectations and being accountable are large responsibilities. However, it is the belief that to achieve academic expectations all these components must be addressed.

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

- Clarity comes before competence.
- Technology can open the walls of the classroom and expand the opportunities for learning.
- We live in a global economy. Our students are competing for jobs . . . for many jobs that have not yet been created.
- Young adults from the age of 18-40 will have approximately 10-14 different jobs.
 - Foundation Learning (Achievement in the core subjects of English language arts, math and science and others identified by the school)
 - Stretch Learning (Demonstration of rigorous and relevant learning beyond the minimum requirements)
 - Student Engagement (The extent to which students are motivated and committed to learning; have a sense of belonging and accomplishment; and have relationships with adults, peers, and parents that support learning)
 - Personal Skill Development (Measures of personal, social, service, and leadership skills and demonstrations of positive behaviors and attitudes)

Timeline for Adoption of Common Core for Kentwood Public Schools

2012-13 & 2013-14

- Continue implementation

2014-15

- Students given new “State” assessment based on Common Core Standards
- The model of 21st century learning described in this plan calls for engaging and empowering learning experiences for all learners. The model asks that we focus what and how we teach to match what people need to know, how they learn, where and when they will learn, and who needs to learn. It brings state-of-the art technology into learning to enable, motivate, and inspire all students, regardless of background, languages, or disabilities, to achieve. It leverages the power of technology to provide personalized learning instead of a one-size fits-all curriculum, pace of teaching, and instructional practices.

Why are Academic Standards Important?

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. They help set clear and consistent expectations for students, parents, and teachers; build your child’s knowledge and skills; and help set high goals for all students.

Of course, high standards are not the only thing needed for our children’s success. But standards provide an important first step — a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. Standards help parents and teachers know when students need extra assistance or when they need to be challenged even more. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

How can I Help My Child?

One thing to do is to build a relationship with your child’s teacher. You can do this by talking to his or her teacher regularly about how your child is doing — beyond parent-teacher conferences. Give your teacher your email to communicate to you.

At home, you can play an important role in setting high expectations and supporting your child in meeting them. If your child needs a little extra help or wants to learn more about a subject, work with his or her teacher to identify opportunities for tutoring, to get involved in clubs after school, or to find other resources.

Help Your Child Learn at Home

Learning does not end in the classroom. Children need help and support at home to succeed in their studies. Try to create a quiet place for your child to study, and carve out time *every day* when your child can concentrate on reading, writing, and math uninterrupted by friends, brothers or sisters, or other distractions.

You should also try and sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. By taking these small steps, you will be helping your child become successful both in and outside the classroom.

CURRICULUM, INSTRUCTIONAL INTERVENTIONS, AND MATERIALS

INNOVATIVE/PILOT PROGRAMS

Literacy Improvement Strategies:

The district adopted curriculum, materials, and instructional strategies serve the majority of our students successfully. As we disaggregate data across the district, as well as at each building we find discrepancies of success in some sub groups. In order to address the issues so that all groups meet AYP it is necessary to provide alternative programming.

We have implemented five programs to meet the needs of our students. They are:

- Lindamood–Bell Intervention Strategies for at–risk students.
- Fastt Math – Computer–based Interventions for at–risk students.
- Read 180 – Curriculum and materials based program for at–risk students.
- System 44 – Combination of computer and other materials to develop phonetic awareness in middle and high school students.

Four of these programs are intervention–based (Lindamood–Bell, “Fast ForWord”, “Fastt Math” and “System 44”. They are based on neuroscience research (the way the brain learns) to make changes in brain function that is required to accomplish literacy. The reading program focuses on phonemic awareness, fluency, memory, sound–letter recognition and other skills necessary to

learn to read. The math program uses research–validated methods to provide systematic instruction and continuous practice to help students automatically recall and understand numeration.

The third program, Read 180 is curriculum and materials to remediate below grade level English Language Arts students. This program correlates with the Michigan Curriculum Framework and Grade Level Content Expectations and is implemented in grades 6–12 for students not reading and writing at grade level.

Literacy Intervention Programs

Lindamood–Bell Professional Development Interventions:

1. LIPS

Problem . . .

Student is unable to read and spell words to potential and has been labeled “dyslexic” or learning disabled”. Despite numerous attempts, the student cannot process written words and has to guess from context cues.

Symptoms . . .

Decoding Errors: Reads “steam” for stream, “imagination” for immigration.

Spelling Errors: Spells “gril” for girl, “cret” for correct, “equetment” for equipment.

Pronunciation Errors: Says “curve” for curb, “flustrated” for frustrated, “pacific” for specific.

Cause . . .

A cause of decoding and spelling problems is weak phonemic awareness: difficulty in judging sounds within words.

Individuals add, omit, substitute, and reverse sounds and letters within words. They may also have difficulty spelling phonetically and learning a second language.

2. Visualizing and Verbalizing

Problem . . .

The student reads words accurately, but can't comprehend the content. Words seem to go in one ear and out the other. People think the student is not trying and has been labeled a "motivation" or "attention" problem.

Symptoms. . .

Reading Comprehension: Has to re-read material several times and often remembers only a few details, rather than the "whole".

Oral Language Comprehension: Connects to only part of a conversation and has difficulty responding relevantly and thinking logically. May ask and re-ask the same question and is often labeled a "poor listener".

Oral Language Expression: May seem shy and have difficulty organizing language or may be talkative but scattered, relating information out of sequence or off the topic.

Written Language Skills: Writing is often described as unorganized and nonspecific—an array of details but no point.

Labels: May have been labeled as hyperlexic, ADD/ADHD, high-functioning autistic, or Asperger's Syndrome.

Cause . . .

A primary cause of language comprehension problems is difficulty creating an imaged gestalt—a whole. This is called weak concept imagery. This weakness causes individuals to get only "parts" of what they read or hear, such as a few facts or details, rather than the whole picture.

3. Seeing Stars

Problem . . .

The student has difficulty reading and spelling words. He/She has learned phonics, but phonetic processing is slow. Word identification and reading fluency have not improved at the same rate as word attack skills, and he/she tries to spell phonetically.

Symptoms . . .

Decoding Errors: Reading “book” for brook, “flustrated” for frustrated.

Reading Fluency: Has difficulty rapidly processing words and remembering sight words.

Spelling Accuracy: Can’t remember orthographic patterns. Spells “stream” for stream, “pach” for patch, “opertunity” for opportunity.

Cause . . .

A cause of difficulty in establishing phonological awareness, sight words, accurate spelling, and contextual fluency is weak symbol imagery—the inability to visualize the sounds and letters within words. Individuals are slow to self-correct their reading errors and read fluently. Spelling may be phonetic, but they can’t remember the visual patterns of words.

Lindamood–Bell Implementation – 2011–2015 KPS will fully implement LMB in all elementary buildings as a tier 2 and 3 intervention. Currently, we are piloting this in a middle school for full implementation in 2012. Currently we have 18 certified instructors which mentor our paras and interventionist. The vision is to maintain this effort for the next five years with the concept of core instruction to continue to meet more student needs. Each year we will provide four days of professional development training for staff in the four buildings. We have one certified staff who oversees the program. She mentors, provides professional development, paces lessons and supports groups in each elementary.

Fastt Math

Purpose: The goal of the Fastt Math program is to develop in students the ability to retrieve the answers to basic math facts from memory, both accurately and fluently.

Rationale: Fastt Math uses the Fluency and Automaticity through Systematic Teaching with Technology based on nearly two decades of research on the development of mathematical fluency in math delayed students.

Kentwood Public schools use this program to enhance our current math program grades K–8.

Read 180

Read 180 is a program that Kentwood has implemented at the secondary level (grades 6-12) to address the below-grade-level problem reading student. This program consists of direct and explicit reading strategies, content, and individualized computer-based instruction. Students rotate daily through four distinct activities (direct teacher instruction, silent sustained reading, computer instruction and writing).

Read 180 curriculum and materials correlate with the Michigan Grade Level Content Expectations and Michigan Curriculum Framework.

The Kentwood implementation requires that students are assigned to the program in a two-course period block at the middle school level and one period for three trimesters at the 9-12 level if they are below grade level expectations. Staff team-teach this program. Teachers are involved in extensive professional development prior to implementation and throughout the implementation year.

System 44

System 44 is a foundational reading and phonics intervention technology program for our most challenged readers in Grades 6–12. It has been found to be very effective for our ELL students who may not have the same phonetic elements in their native language. System 44 includes state-of-the-art adaptive reading technology that delivers direct, explicit, research-based foundational reading and phonics instruction as well as engaging, high-interest print materials for student practice in reading, writing, and spelling. Intentionally metacognitive, *System 44* helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered. The program enables students to join the community of readers, and provides educators with a comprehensive set of tools to meet this challenge:

- Validated assessment for screening and placement
- Research-based phonics instruction
- Highly motivating and age-appropriate adaptive technology

Elementary Programs and Instructional Guidelines

The guidelines were formulated to articulate to elementary administrators and teaching staff the program and materials expectations across the district. The goal is to provide consistent and equitable educational opportunities in all elementary buildings based on best practice, research and positive results.

Elementary Program and Instructional Guidelines

English/Language Arts – Scholastic Reading
Scholastic materials used as base for instruction
Content Level Standards Taught (Common Core)
Supplemental Materials used:
<ul style="list-style-type: none"> • Leveled texts (Wright Group, Rigby, Sunshine Fontas and Pinnel) • Trade Books • Across content area texts
Phonics
<ul style="list-style-type: none"> • Preschool/Young Fives <ul style="list-style-type: none"> ○ Zoophonics (letters and sounds) • Zoophonics (Kindergarten and First Grade) implemented • Month by Month Phonics (First Grade and above)
Vocabulary/Spelling
<ul style="list-style-type: none"> • Kentwood Grade Level List / Word Walls <ul style="list-style-type: none"> ○ Rebecca Sitton – High Frequency List ○ Dolch List ○ Reading/Writing Month by Month Phonics – Nifty Fifty (4/5) ○ Content Area Words (Common Core in math and social studies)
Handwriting
<ul style="list-style-type: none"> • Handwriting Without Tears (K-2) or Zaner Bloser Manuscript • Handwriting Without Tears or Zaner Bloser Cursive (Grade 3) • Maintain skill in cursive (Grade 4-5)
Writing
<ul style="list-style-type: none"> • Six Traits (base for teaching of writing)/choose from following materials: <ul style="list-style-type: none"> ○ Hall and Cunningham Writing Mini-Lessons ○ Lucy Calkins Writing Kit ○ Ruby Payne ○ Gary Chadwell

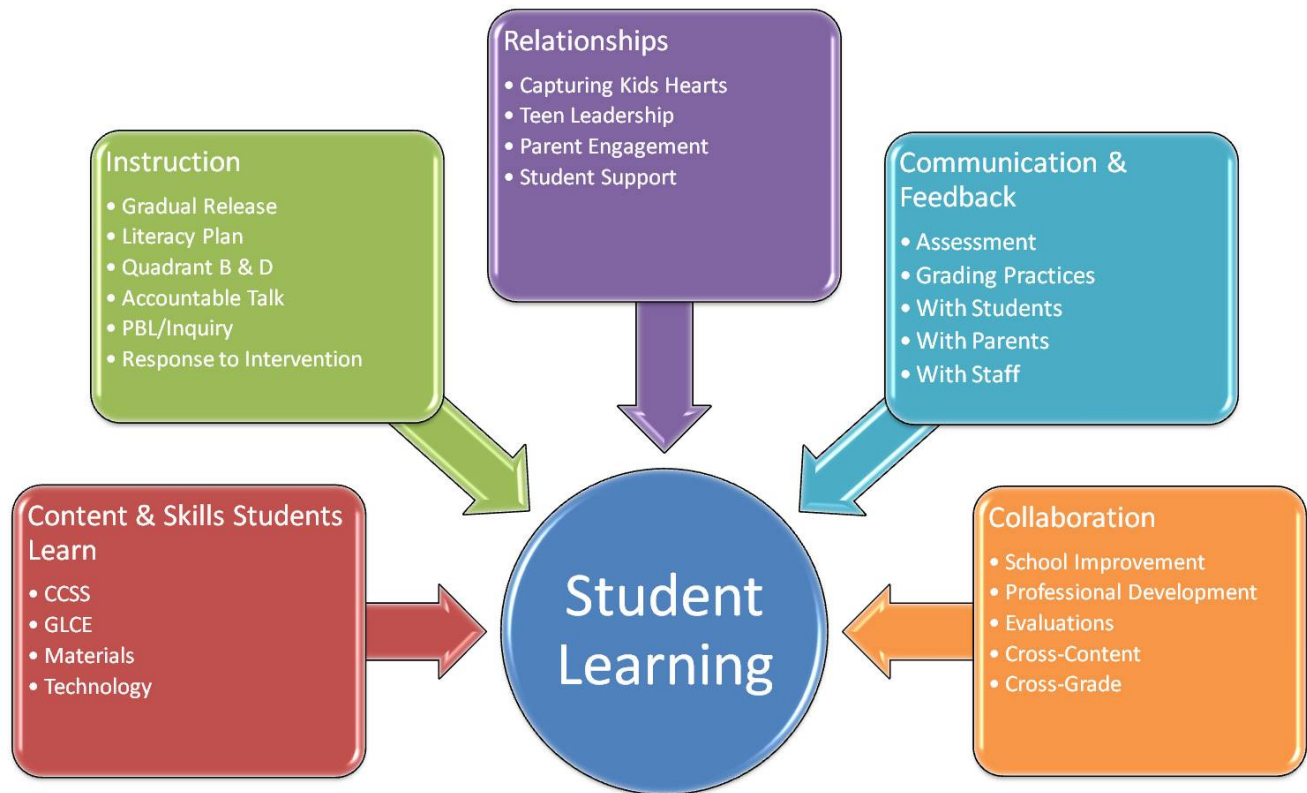
○ Barry Lane Writing Kit
○ Ralph Fletcher
○ WriteSource
○ Marcia Freeman
• DOL (Optional)
Daily Instructional Time of 150 minutes daily (minimum times indicated)
• Direct reading instruction (30 minutes)
• Writing (30 minutes)
• Self-selected reading (30 minutes)
• Word Study (30 minutes)
• Other ELA activities (30 minutes)
Mathematics Math in Focus
• Math in Focus fully implemented
• Math in Focus supporting materials in use
• Journal 1 completed and standards completed (Common Core) (1 st Semester)
• Journal 2 completed and standards completed (Common Core) (2 nd Semester)
• Daily instructional time 60 minutes
• District assessment using Discovery Education using benchmarks
Science
• Curriculum (KC ⁴ aligned with Common Core taught) 5 th grade Holt
• Content Vocabulary
• Daily instructional time of 45 minutes daily/4 days per week*
• District assessment of standards each semester and entered in grade book
21st Technology Skills
• Word processing
• Spreadsheet
• Desktop Publishing
• Multimedia
Social Studies
• Curriculum (KC ⁴ and district grade level standards) TCI adopted textbook
• Content Vocabulary
• Daily instructional time of 45 minutes daily/4 days per week*
• District assessment of standards each semester and entered in grade book
Special Education (unless special program is in place)
• Common Core (for students taking the MEAP)
• Grade level standards adapted per IEP
Teacher Training (indicate teacher training participation)
• Six Traits Writing
• Common Core Standards
• Everyday Math
• Four Block/Balanced Literacy
• Zoophonics

• Instructional Model
• Dibels
• Visualizing/Verbalizing (2 days)
• Seeing Stars (2 days)
• LIPS (3 days)
• District assessment using Discovery Education using benchmarks

*or equivalent

Secondary Program and Instructional Guidelines

Effective instruction that leads to student learning encompasses the areas illustrated in the chart below.



While maintaining awareness of those areas, the focus of secondary instruction in the next 5 years will be on 3 main priorities to improve the academic achievement of our students.

1. Implement a cross-content literacy plan.
2. Improve Math instruction, especially as it relates to developing deeper levels of understanding around foundational math skills, to adequately prepare students for high school Math requirements.
3. Develop students work and study skills to increase motivation and maintain high expectations regarding behavior and inter-personal relationships.

These priorities will be met by providing quality curriculum and instruction to students along with the necessary supports to meet high expectations. The following are key, researched-based strategies that will help our students meet those expectations:

- *Assign adult advocates to students who are performing below expectations.*

- *Provide academic support and enrichment to improve academic performance.*
- *Implement programs to improve students' classroom behavior and social skills.*
- *Personalize the learning environment and instructional process.*
- *Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school.*

Annually the Curriculum Office reports student assessment results and progress at a public school board meeting. Student data, MEAP/MME, report cards, Scholastic Reading Inventory scores, Study Island scores, progress reports and results of other assessments that are used in the District are accessible by building staff through various data systems provided by the school district, Kent ISD, MDE and vendor partners. Staff regularly share this information with parents.

Support Program Personnel

The positions described here are reflective of an integrated plan to use personnel efficiently and effectively. At-Risk, Title, and general funds are used to provide equitable support for all buildings.

The focus of these positions illustrates the need to address academic and affective needs of students to achieve success.

Academic Support Coaches support our professional development activities and provide support to struggling students in our elementary and middle schools. Counseling and social work positions are part time in the district. Title funds allow supplemental counselors and are identified as "Positive Behavior Support Personnel". A new program was added, "Parent Liaison" to assist at-risk families and students as well as our Parent Engagement model. Section 31a funds provide RTI Specialist in secondary buildings. The RTI Specialists provide struggling, at-risk students with a consistent adult presence for encouragement, accountability and support. Other Title and Section 31a funded supplemental positions include paraprofessionals, academic interventionist, and some technology support.

Academic Support Coach Peer Coaching Guidelines

Role of the Coach and Guidelines:

- ASC coaching will focus on classroom instruction and professional development
- Coaches are prepared to model lessons, help plan lessons, locate resources and materials, and facilitate professional development
- Upon request of the classroom teacher, coaches will provide traditional coaching services:

- Discuss the lesson with the teacher in a pre-conference
 - Observe and script the lesson
 - Analyze the script to prepare for the conference
 - Meet with the teacher to discuss the lesson
 - Teacher reflects on the lesson
 - Focus on what worked and what could be changed
 - Coach and teacher work together to reflect on the lesson
 - Script and other notes belong to the teacher being coached
 - No information regarding the content of the interaction will be given to the principal or other evaluator
- All coaching will involve follow-up support
 - Coaching sessions will all be scheduled



Gradual Release of Responsibility Instructional Model

The What, the Why, and the How

To assist Kentwood teachers in adopting the Common Core State Standards effectively, we are implementing the **Gradual Release of Responsibility Instructional Model** in Kindergarten through 8th grade.

Our instructional model overlays all content areas. It addresses *Instructional Best Practice, Explicit Instruction, and Differentiation* to best meet the needs of our diverse learners.

All four components (Focus Lesson, Productive Group Work, Guided Instruction, and Independent Learning) of the model are included in each lesson. Within a lesson and across a unit of study, Gradual Release shifts the cognitive load slowly and purposefully from teacher modeling, to joint responsibility, to independent practice and application by the learner. Inherent in the model is individual and shared responsibility for both the teacher and the learner.

Once implemented, this model will be the "way we do business" in our classrooms. This predictable structure will save valuable instructional time within and across grade levels. In addition to using time effectively and efficiently, the Gradual Release of Responsibility Instructional Model is a proven structure to accelerate and deepen student learning.

Focus Lesson

ESTABLISH PURPOSE, HAVE AN EXPLICIT FOCUS, MODEL THINKING

- Use Think-Alouds (modeling, metacognitive awareness, etc.)
- Facilitate use of academic language, including explanations and justifications
- Explain concepts, processes and/or procedures
- Use scaffolds—visuals, demonstrations, language frames, etc. This is done whole class and lasts approximately 15 minutes or less
- This is not intended as a time to ask individual students questions

Productive Group Work

CONSOLIDATING THINKING WITH PEERS

- Students work in pairs or small groups (2 - 5 students)
 - Groups can be different sizes depending on needs
 - Students share attention to materials and tasks
- Task complexity is grade appropriate and designed so outcomes are not guaranteed (the chance of productive failure exists)
- Students use Accountable Talk @
 - Accountable to the Learning Community
 - Accountable to Knowledge
 - Accountable to Rigorous Thinking
- Individual student accountability is built in
- Academic language is scaffolded

Examples of Possible Learning Structures

- (To be decided on by grade levels and built on from year to year)
- Turn and Talk
 - Anticipation Guides
 - Numbered Heads Together
 - Think-Write-Pair-Share
 - Collaborative Poster
 - Concept Sort
 - Fishbowl
 - Reciprocal Teaching
 - Etc.

Guided Instruction

STRATEGIC USE OF QUESTIONS, PROMPTS AND CUES

- Teacher usually meets with small groups (1 - 5 students)
 - May include meeting with Productive Group Work groups, a needs based group, or 1-1 Conferencing in Writing or Self-Selected Reading
 - Can happen whole group but is very difficult to do without losing the group while working with one student
- Based on formative assessment

Explanation of Questions, Prompts and Cues

- Questions** - checking for understanding
- Prompts** - for cognitive shift - 4 Types
- Cognitive
 - Background Knowledge (most common)
 - Procedural (prevalent in Math and Reading)
 - Metacognitive
 - Reflective Question - "Does that make sense?"
 - Heuristic - Informal Problem Solving
- Cues** - if possible comes after prompt; paired cues have greater impact
- 6 Types: visual; physical; gestural; positional; verbal; environmental

If Questions, Prompts and Cues are not successful, teacher gives direct explanation and models to reteach

Independent Learning

ACTIVATE PRIOR KNOWLEDGE, APPLY and/or EXTEND LEARNING

- Dependent on purpose and where it falls in sequence of Instructional Model lessons, productive group work and guided instruction
- Occurs in class
- Examples of Possible In-class Work**
 - Rate content understanding 1-5 on a sticky note
 - Complete an exit slip based on a posed question
 - Use a rubric to score individual effort during Productive Group Work
 - Record a response in a "Thinking Journal" based on content, product or process
 - Complete a section of a graphic organizer
 - Work independently on the explicit focus of the lesson
 - Etc.

Important Things to Understand

- This is not a linear model
- Procedures and structures for Productive Group Work must be established before Guided Instruction is possible
- Differentiated instruction is key for student learning
- Formative Assessment* is an important, integral part of all phases of this learning model. We must always ask:
 - Who is not learning?
 - Why?
 - What are we going to do about it?
- Anytime we are managing students instead of teaching, restructuring activity into Productive Group Work is more effective
- Be aware of the "Expert Blind Spot" - with content understanding comes a tendency to forget the novice learner's perspective
- When reading content text, use different content area lenses. We typically focus on different information in the same text depending on our content expertise. This is especially important to be aware of when reading across the content areas.

GRADUAL RELEASE OF RESPONSIBILITY INSTRUCTIONAL MODEL

Teacher Responsibility



"I do it"

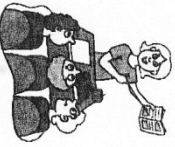
FOCUS LESSON

- sets clear purpose for essential learning(s)
- provides direct instruction related to content and/or process(es)
- models thinking to make it visible for students
- checks for understanding
- uses a variety of texts/resources for student engagement

- listens
- observes



DEMONSTRATION / MODELING PHASE



"We do it together"

GUIDED INSTRUCTION

- works with students on content and/or process(es)
- meets with students preferably in small groups
- checks for understanding using strategic questions, prompts, and cues

- responds to questions, prompts, and cues
- interacts with teacher
- asks questions
- shares thinking
- participates



GUIDED INSTRUCTION



"You do it together"

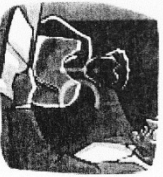
- Guided Instruction as needed (see above)

PRODUCTIVE GROUP WORK

- collaborates
- supports others in accomplishing individual learning goal(s)
- listens
- asks questions and shares thinking
- shows respect to partner/group members



STUDENTS WORK TOGETHER



"You do it alone"

- assists students, as needed

INDEPENDENT LEARNING

- works on content or process(es) after being guided and/or collaborating through learning
- practices spiraled learning and/or concepts for continuous learning



INDEPENDENT PRACTICE

Student Responsibility

CURRICULUM DESIGN AND DEVELOPMENT PROCESS

Starting in school year 2010–11 the State of Michigan adopted common core in math and ELA standards for all Michigan public school students. High school course standards are being developed for statewide use to support instruction of the new high school graduation requirements. All state developed curriculum is assessed for students' level of academic achievement by MEAP, MME and ACT. The district's success in teaching and learning of the statewide curriculum is reflected in AYP status.

Given the development of state-wide mandated curriculum the development process at the local level is minimal. The district focus is on implementation, monitoring, and ensuring learning of the curriculum for all students. The greatest task for local districts will be to design and implement innovative programs, materials, and instructional strategies to meet the needs of all students. A section in this unit articulates curriculum, instructional interventions, pilot/innovative programs, and materials implemented to address the learning needs of all students.

The curriculum implementation process is lead by the District Instruction Office and supervised daily by the building administrator(s). The district Curriculum Council is an advisory group consisting of teachers, parents, and administration from all levels (elementary, middle school, high school, alternative education,

and special education). The procedures described articulate the process used to communicate, implement, evaluate district curriculum, and to acquire new materials.

CURRICULUM DEVELOPMENT/MATERIALS ACQUISITION

Content Area/Grade Level Committee

Adapt content/course standards when provided by Dept. of Education
Write/Update Curriculum Standards
Vote approval/refer back to committee



Grade Level/Content Area Committees

Reviews materials
Select materials that meet/address standards
Teachers vote/recommendation made



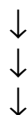
Instructional Office

Pilot Programs (if applicable)
Budget purchases and timeline



Curriculum Council

Provides input/oversight and
make recommendations to the
District Instruction Office



Board of Education

Acts on recommendation



↓
↓
Purchase
Implement
Professional Development
Evaluation/Monitor Student Achievement

EVALUATION AND ASSESSMENT

Ongoing evaluation and assessment of the curriculum, student achievement, affective and building climate, and community perception must be monitored for effectiveness and relevance. Data generated on these topics and others will be reviewed, recommendations and actions taken accordingly. This requires accountability and diligence from all staff as the district works for excellence and equity for all.

Programs and curriculum will be evaluated using the following criteria:

1. State/federal mandates.
2. Student achievement on state tests, standardized achievement tests, district-wide assessments, teacher input.
3. Research and best practice.
4. Program gap analysis.
5. Achievement and progress of district and buildings as articulated on district and building School Improvement plans.
6. Michigan Department of Education Accreditation Program
7. Student achievement based on standards-based report cards.

“Other” Surveys/Request for Information

On an “as needed” or “determined” basis community members, parents, staff and/or students may be surveyed to solicit information on various topics.

ANALYSIS AND USE OF DISTRICT-LEVEL DATA

The intent of data collection is to assist and provide a foundation of information to program planning and decision making. All Kentwood administrators have access to Kent ISD’s “IGOR” – a data warehouse of district information which includes student demographics, attendance, testing results, discipline, financial, staff, etc. The power of this software program allows the administrator to monitor and disaggregate information in multiple ways.

ACADEMIC MEASURES

The MEAP/MME/ACT/SAT are various measures of student academic growth. The MEAP, MME and ACT are state mandated tests that students in grades 3–9 and 11 take annually. These tests evaluate the following:

Content Assessed	Grade Levels Assessed
Reading	3-8, 11
Math	3-8, 11
Writing	4, 7, 11
Science	5, 8, 11
Social Studies	6, 9, 11

Students at the middle school and high school level can earn scholarship money for reaching a level of competency in these areas. These tests require students to demonstrate higher order thinking skills and application. Curriculum has been adopted to provide instruction to teach these skills.

The ACT/SAT tests are national assessments given to high school juniors and seniors. These tests are used as college entry criteria. From these tests, National Merit Scholars are identified.

Additional measures of district and individual building performance are included in the **Michigan School Report Card**. This report is compiled by the Michigan Department of Education and “grades” are assigned based on student achievement (MEAP), school performance indicators and Annual Yearly Progress (AYP) status. This is Michigan’s – **EdYes** program for federal compliance of **No Child Left Behind**. The State criteria exceed federal program requirements.

	September	November	January	March	April	May
Kdg.	Complete administration of Get It, Got It, Go Review Get It, Got It, Go Assessment Data MLPP: Letter & Sound ID DIBELS	MLPP: Letter & Sound ID Rhyme Choice Rhyme Supply	MLPP: Letter & Sound ID Rhyme Choice Rhyme Supply KWD Kindergarten Sight Words Administer Running Record to readers only Use A-Z 2007 DIBELS	MLPP (as needed): Letter & Sound ID Rhyme Choice Rhyme Supply Writing Assessme nt: Narrative - "Caring" MLPP Kdg 4 Point Rubric	DIBELS (or in May)	MLPP (as needed): Letter & Sound ID Rhyme Choice Rhyme Supply KWD Kindergarten Sight Words Administer Running Record Use A-Z 2007
	September	November	January	March	April	May
First Grade	Review Assessment Data from KDG as needed MLPP Hearing and Recording Sounds (Administer Running Record Use A-Z 2007 DIBELS Writing Assessment Narrative - "Friendship" MLPP 1 st Grade 4 Point Rubric September 30- Discovery Ed Computer based assessment	Administer Running Record Use A-Z 2007 (for conference reporting) MLPP Hearing and Recording Sounds	Administer Running Record Use A-Z 2007 SRI if appropriate DIBELS January 30- Discovery Ed Computer based assessment in ELA & Math	Administer Running Record Use A-Z 2007 (for conference reporting) Writing Assessment: Narrative - "Caring" MLPP 1 st Grade 4 Point Rubric	DIBELS (or in May)	Administer Running Record Use A-Z 2007 SRI if appropriate May 31 st -Discovery Ed Computer based assessment in ELA & Math

	September	October	January	March	April	May
Second Grade	<p>Review Reading Assessment Data from First Grade</p> <p>DIBELS</p> <p>Writing Assessment: Narrative - "Friendship" MEAP 4 Point Rubric</p> <p>September 30- Discovery Ed Computer based assessment in ELA & Math</p>	<p>During MP1: Administer SRI (Running Record if SRI is BR using A-Z 2007) (Score to be used for conferences and report cards)</p>	<p>Administer SRI (Running Record if SRI is BR using A-Z 2007)</p> <p>DIBELS</p> <p>January 30- Discovery Ed Computer based assessment in ELA & Math</p>	<p>Writing Assessment: Narrative - "Caring" MEAP 4 Point Rubric / Peer Response Multiple Choice only</p>	<p>DIBELS (or in May)</p>	<p>Administer SRI (Running Record if SRI is BR using A-Z 2007)</p> <p>May 31- Discovery Ed Computer based assessment in ELA & Math</p>
	September	October	January	March	April	May
Third Grade	<p>Review Assessment Data from Second Grade</p> <p>Writing Assessment: Narrative - "Friendship" MEAP 4 Point Rubric / Peer Response Writing and Multiple Choice</p> <p>September 30- Discovery Ed Computer based assessment in ELA & Math</p>	<p>MEAP</p> <p>During MP1: Administer SRI (Running Record if SRI is BR using A-Z 2007) (score to be used for conferences and report card)</p>	<p>Administer SRI (Running Record if SRI is \leq 200 using A-Z 2007)</p> <p>January 30- Discovery Ed Computer based assessment in ELA & Math</p>	<p>Writing Assessment: Narrative - "Caring" MEAP 4 Point Rubric / Peer Response Writing and Multiple Choice</p> <p>Social Studies Assessment to be administered between March 1-12</p> <p>Science Assessment to be administered between March 1-12</p>		<p>Administer SRI (Running Record if SRI is \leq 200 using A-Z 2007)</p> <p>May 31- Discovery Ed Computer based assessment in ELA & Math</p>

	September	October	November	January	March	May
Fourth Grade	Review Assessment Data from Third Grade Writing Assessment: Narrative - "Friendship" MEAP 4 Point Rubric / Peer Response Writing and Multiple Choice September 30- Discovery Ed Computer based assessment in ELA & Math	MEAP During MP1: Administer SRI (Running Record if SRI is BR using A-Z 2007) (score to be used for conferences and report card)	Social Studies Assessment to be administered between November 1-10 Science Assessment to be administered between November 1-10	Administer SRI (Running Record if SRI is ≤ 200 using A-Z 2007) January 30- Discovery Ed Computer based assessment in ELA & Math	Writing Assessment : Narrative - "Caring" MEAP 4 Point Rubric / Peer Response Writing and Multiple Choice Social Studies Assessment to be administered between March 1-12 Science Assessment to be administered between March 1-12	Administer SRI (Running Record if SRI is ≤ 200 using A-Z 2007) May 31- Discovery Ed Computer based assessment in ELA & Math
	September	October	November	January	March	May
Fifth Grade	Review Assessment Data from Fourth Grade Writing Assessment: Narrative - "Friendship" MEAP 4 Point Rubric / Peer Response Writing and Multiple Choice September 30- Discovery Ed Computer based assessment in ELA & Math	MEAP During MP1: Administer SRI (Running Record if SRI is BR using A-Z 2007) (score to be used for conferences and report card)	Social Studies Assessment to be administered between November 1-10 Science Assessment to be administered between November 1-10	Administer SRI (Running Record if SRI is ≤ 200 using A-Z 2007) January 30- Discovery Ed Computer based assessment in ELA & Math	Writing Assessment: Narrative - "Caring" MEAP 4 Point Rubric / Peer Response Writing and Multiple Choice Social Studies Assessment to be administered between March 1-12 Science Assessment to be administered between March 1-12	Administer SRI (Running Record if SRI is ≤ 200 using A-Z 2007) May 31- Discovery Ed Computer based assessment in ELA & Math

Scholastic Reading Inventory Assessment

SRI should not be administered to a given student more than 3 times in a school year. Building discretion is allowed to establish the first SRI assessment date, providing It occurs during the first marking period. It is permissible to administer the SRI to students new to Kentwood at a different time than returning Kentwood students, however, no student should be assessed more than once during this marking period.

Grade level guides for Explicit Tier I Writing Instruction are provided to support quality instruction. Buildings are expected to support quality writing instruction with formative assessments, including informational text writing, throughout the year.

Second grade written Progress Reports will be provided for parents in November and March to meet School Improvement requirements.

Third grade written Progress Reports will be provided for parents in November using a report card template with additional written Progress Reports provided midway through marking periods 2, 3, and 4 to meet School Improvement requirements.

SRI should not be administered to a given student more than 3 times in a school year. Building discretion is allowed to establish the first SRI assessment date, providing it occurs during the first marking period. It is permissible to administer the SRI to students new to Kentwood at a different time than returning Kentwood students, however, no student should be assessed more than once during this marking period.

Grade level guides for Explicit Tier I Writing Instruction are provided to support quality instruction. Buildings are expected to support quality writing instruction with formative assessments, including informational text writing, throughout the year. Fourth and Fifth grade written Progress Reports will be provided for parents midway through each marking period to meet School Improvement requirements.

SRI/Lexile Stretch Reading Targets KPS Common Core Implementation Phases 2012 - 2014

Grade	Previous SRI/Running Record Proficiency Levels	2012-2013 Proficiency Target	2013-2014 Proficiency Target	2014 Proficiency Target	Key Points from Reading Literature & Informational Text Standard #10 & CCSS Proficiency Stretch Bands Appendix A End of the Year Expectation
K	C	D	TBD	TBD	N/A
1	J	J	TBD	TBD	N/A
2	300-600L	350L	425L	500L	450 – 790L Read and comprehend <i>with scaffolding as needed</i> at the high end of the band
3	500-800L	525L	575L	650L	450 – 790L Read and comprehend <i>independently and proficiently</i> at the high end of the band
4	600-900L	625L	700L	800L	770 – 980L Read and comprehend <i>with scaffolding as needed</i> at the high end of the band

5	700-1000L	725L	800L	900L	770 – 980L Read and comprehend <i>independently and proficiently</i> at the high end of the band
6	800-1050L	800L	850L	950L	955-1155L Read and comprehend <i>with scaffolding as needed</i> at the high end of the band
7	850-1100L	875L	925L	1000L	955-1155L Read and comprehend <i>with scaffolding as needed</i> at the high end of the band
8	900-1150L	950L	1000L	1050L	955-1155L Read and comprehend <i>independently and proficiently</i> at the high end of the band
9	1000-1200L	1000L	1050L	1100L	1080-1305L Read and comprehend <i>with scaffolding as needed</i> at the high end of the band
10	1025-1250L	1050L	1100L	1150L	1080-1305L Read and comprehend <i>independently and proficiently</i> at the high end of the band
11	1050-1300L	1100L	1150L	1200L	1215-1355L Read and comprehend <i>with scaffolding as needed</i> at the high end of the band
12	1100-1349L	1150L	1200L	1250L	1215-1355L Read and comprehend <i>independently and proficiently</i> at the high end of the band

Discovery Education

Discovery Education Assessments are given multiple times each school year. The variety of interim, formative, and diagnostic assessments offered through Discovery Education are reliable, state-specific, and built on the most up-to-date research, software, and psychometrics. Discovery Education Assessment also offers Common Core formative and interim assessments.

- Predict proficiency for Reading, Language Arts, Math and Science, and Social Studies
- Screen students to identify risk for academic failure
- Measure academic growth within and across years
- Monitor progress on state standards and Common Core standards
- Analyze student performance using reports that show proficiency, state and national percentiles, percent correct, item difficulty, and content mastery

Progress Zone combines diagnostic assessment with the power of Discovery Education's educational videos to provide an item bank of over 60,000 items where educators can create, assign, and share assessments. Power academic progress by helping teachers quickly assess and target individual student differences

- Create, share, and assign items and probes for continuous progress monitoring and daily skill diagnosis
- Remediate with Discovery Education's digital content
- Monitor student progress throughout the year
- Analyze student performance using reports that show percent correct, item difficulty, and content mastery

These are used at our middle schools and high schools. Discovery Education provides a single comprehensive assessment solution that satisfies AYP and proficiency requirements as well as IDEA Response To Intervention guidelines. Periodic, predictive benchmarks screen for tiered intervention and measure student growth. Once students are identified for tiered interventions, teachers monitor student progress using Discovery Education probes or district assessments to measure and to track the students' response to instructional interventions. This Assessment system allows us to:

- Screen for students at risk
- Monitor progress throughout the year
- Measure growth
- Identify students' response to instruction

Learning A- Z

Learning A-Z helps teachers differentiate their instruction with customized online learning solutions for our elementary students. Teachers are provided the dynamic classroom resources and learning tools they need to create and monitor those individualized solutions, including printable books, worksheets, and lesson plans, along with a host of projectable, online interactive, and mobile resources. All of the teacher resources are available online 24/7.

World Book K-12 Online Resources

K-12	School and Library Online Advance Reference Suite
K-5	Science Power, Discover, Social Studies, Early World of Learning

World Book Online Reference Center is a powerful reference tool that includes encyclopedia, multimedia, e-book, and primary source databases, fully integrated in a single search.

Early World of Learning is the premier online resource for preschoolers and children in the early elementary grades. Developed with experts on early childhood education, the *Early World of Learning* offers rich resources designed for easy integration into the classroom curriculum. The site encompasses three interactive learning environments:

[Trek's Travels](#) offers narrated stories, interactive games, and original videos that teach critical early childhood themes, including numbers, shapes, colors, opposites, and more.

[Welcome to Reading](#) provides leveled reading practice to develop and strengthen phonics, vocabulary, phonemic awareness, and comprehension skills. This site incorporates The Lexile Framework® for Reading to make sure every child meets with success.

[Know It](#) offers a richly visual interactive encyclopedia that will captivate early learners with non-fiction topics of interest and importance to them.

World Book Discover offers engaging reference resources for students reading below grade level because of language or learning difficulties, with content and tools specifically developed for these students. The collection includes reference articles, text-to-speech capabilities, learning and life skills activities, research tools, multimedia, and interactive video to draw students into curriculum-related topics and subjects relevant to older students.

Science Power uses extensive multimedia—including interactive animations, videos, illustrations, and photos—to teach upper elementary-age children core science concepts. Each lesson in the site is paired with an experiment, extension activity, critical thinking questions, quizzes, and websites to amplify the content of the lesson and promote learning.

Materials Adoption/Implementation Cycle

Curriculum standards are written and sequenced for all content areas and grade levels taught in Kentwood Public Schools. These standards are annually reviewed by teachers working in their Curriculum Content Committees. Updates and revisions are made when needed. Michigan Grade Level Content Expectations are an integral basis for curriculum standard updates as provided by the Michigan Department of Education.

A “formal” in-depth review of all standards is completed prior to the purchase of new materials. Materials are evaluated using a criterion that includes how well the standards are addressed.

It is the expectation that the articulated curriculum be taught by teachers and learned by students. These standards are worded with parent-friendly language and will appear on the students' report card. Teachers will indicate student's level of achievement on each standard throughout the year based on district assessments.

The materials adoption/implementation cycle is a seven year plan. This replacement cycle allows the district to budget for these expenditures. The attached charts indicate the implementation/planning cycle and the estimated budget projection. The budget projections are estimated and are subject to funds available.

RTI Math	Elementary	Middle	High School
Tier 3	<ul style="list-style-type: none"> • Intensive Intervention Groups (1-3 students) • Do The Math 	<ul style="list-style-type: none"> • Intervention Specialists • Long-term Tutors • Team Taught Math (VW) 	
Tier 2	<ul style="list-style-type: none"> • Intervention Groups (3-15 students) <ul style="list-style-type: none"> -FASTT Math -Do The Math • Reteach GLCEs • Reteach Vocabulary • Focus on Manipulatives • Various Problem-solving strategies 	<ul style="list-style-type: none"> • Team Taught 3's-4's MEAP SPED (VW) • Support Class 9 Weeks 3's-4's MEAP (CW) • Intervention Specialists • Long Term Tutors • Academic Support Coach 8th small group (PI) • After School Tutoring (PW & VW) 	
Tier 1	<ul style="list-style-type: none"> • Quality Classroom Instruction- Grade Level GLCEs • Everyday Math • Differentiated Instruction • Problem Solving Strategies • Assessments <ul style="list-style-type: none"> -Mid-year -End-of-year 	<ul style="list-style-type: none"> • Common Assessments • CMP • 6th,7th,8th General Ed 	

RTI ELA	Elementary	Middle	High School
Tier 3	<ul style="list-style-type: none"> • Progress monitoring • More time than Tier 2 for intervention group • Smaller groups for intervention • Highly trained staff • May include team support 	<ul style="list-style-type: none"> • Intervention Specialists • Long-term Tutors • System 44 • Academic Support Coaches • READ 180 tutors (PI & CW) 	
Tier 2	<ul style="list-style-type: none"> • Progress monitoring-flexible grouping • Intervention groups-skill/level based • 95% group/LMB/Leveled literacy • Other more specific strategies 	<ul style="list-style-type: none"> • READ 180 (SRI) • System 44 (SRI) • FastForward (CW) • One Hour Transition SPED (VW) • RAZZ Kids ELL newcomers (CW) • Intervention Specialists • Long Term Tutors (VW & CW) • Academic Support Coaches • After School Tutoring (PW & VW) 	
Tier 1	<ul style="list-style-type: none"> • Four Block structure • Research based instruction • Differentiated instruction • Needs to meet needs of 80% of kids or more • Screening with DIBELS, Running Records & SRI • LMB techniques infused in core 	<ul style="list-style-type: none"> • 20 minutes S.S.R. (16 CW) • 6th grade 9 week writing (VW) • 6th, 7th, 8th general ELA • Common Assessment (4X) • SRI (3X) 	