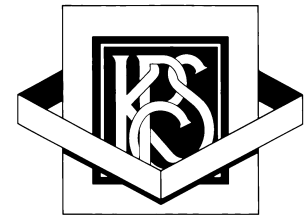


**BOWEN ELEMENTARY**  
**Annual Report – 2008-2009**



**Accreditation Status:**

Component	Score	Grade
Preliminary Grade	89	B
Indicators of School Performance	100	A
AYP Status	Met AYP	
Composite Grade	B	

**Retention Rates:**

	Retention
Bowen	89.02%

**Information about Bowen:**

Bowen Elementary School is named after the Bowen Family, one of Kent County's early pioneer families. Philonzo Bowen bought 340 acres in Section 28 of Paris Township in 1836. Mr. Bowen donated a portion of their farmland for a school near the southwest corner of 44<sup>th</sup> street and Kalamazoo Avenue. The first Bowen School was a log building erected in 1856. In 1865, a brick building was constructed. A picture of this building hangs in the entrance of Bowen Elementary School. Our modern building was constructed in 1952 with additions during the years of 1952, 1957, 1998, and 2000. Bowen's student population of 295, kindergarten through fifth grades and a Special Education Resource room, is representative of our greater society. The children characterize various races, religions, cultures, socio-economic levels and academic capabilities. Our students enjoy the multicultural student oriented atmosphere, which is one of our many strengths. Bowen's Watch D.O.G.S. (Dads of Great Students) initiative has increased parental involvement with our fathers who volunteer during the school day assisting students in the classroom and school environment throughout the 2008-2009 school year.

Bowen Elementary School staff has high expectations and standards for our students and provides a nurturing and safe environment. The students have performed well above expectations when compared to our children in similar demographics. Students are challenged by high academic standards and core curriculum. They are supported by a staff who have maintained their 'Highly Qualified' status by earning Master Degrees and have participated in on-going staff development. The district has adopted the Capturing Kids Hearts program to enable relationship building between students and staff. This program has been instrumental in increasing student engagement and self-management. Each classroom established a social contract to create a positive learning environment. Best practices in the areas of Reading, Mathematics, Gifted and Talented

strategies in the regular classroom, are instilled to create an environment conducive to maximum performance.

The staff utilizes a Balanced Literacy framework for English Language Arts. Our Academic Support Coach and Lindamood Bell Specialist provided training and modeling for teachers. Our teachers provide direct instruction while Long Term Tutors and paraprofessionals assist with our intervention groups and additional classroom support. Required computer literacy competencies are integrated into the curriculum through our teacher directed FutureKids Computer Laboratory in grades K-5. We have also integrated the Fast ForWord and Study Island computer programs throughout the school in grades K-5. Students in Grades kindergarten, first and second use the Dynamics Indicators of Basic Literacy Skills (DIBELS) assessment and progress monitoring was done throughout the school year. Intervention strategies are implemented to improve sound fluency, nonsense word fluency, and oral reading fluency. Individual instruction skills programs, which reinforce reading and mathematics, are addressed in the SuccessMaker Laboratory and in the classrooms. Lindamood Bell intervention groups were established last school year to work on fluency, visualizing and verbalizing, and comprehension skills. Bowen utilized Long Term Tutors for Literacy Intervention Groups in Grades K-5 to work on Reading Comprehension strategies during the 2008-2009 school year.

Teachers check for student growth and achievement through teacher assessments, report cards, quarterly and end of the year assessments and the Michigan Educational Assessment Program (MEAP). The staff provides differential instruction to meet the varied student learning styles.

Major investments in our students' academic future come from our Parent Teacher Council (PTC), Home Intervention Program's Chess Club, Math 24 After-School Club, carnival, Junior Achievement, hands-on Science with Marsha Tester, and DARE instruction. Our staff realizes "It takes a village to raise one child", therefore the combined efforts of staff, parents, community neighbors and business partners are essential. The Artist in Residency Program through the Grand Rapids Symphony Orchestra affords our student a format for music appreciation. All of the students were exposed to a wide variety of presentations: The Performing Arts including Grand Rapids Symphony, Detroit Opera, Diversity Circus as well as our district high school performers and two additional Science programs were presented. Kent Intermediate School District's Aeronautic Educational Laboratory collaborates with the Bowen teachers to allow students to explore the field of aeronautics as an extension of their scientific experience. The school counselor presented several intervention lessons in social problem solving skills to each class, in addition to small group specific social skill focus. Bowen students leave prepared to meet the daily academic challenges required for lifelong learning.

## **School Improvement:**

Bowen's school improvement process is a team effort. Special attention was aimed toward augmenting student's achievement in the core curricula areas: reading, mathematics, and writing. The staff participated in extensive training in Michigan Literacy Progress Profile (MLPP), Lindamood Bell Strategies and the implementation of the Four Blocks Instructional Framework and Strategies for Language Arts acquisition. The Four Blocks Program for language arts instruction is in the plan to target specific strategies to increase our students' success with writing across the curriculum.

Using disaggregate MEAP data and district assessments the Bowen staff determined that our gaps were not significant. Our black, male and economically disadvantaged (ED) students scored below the aggregate of 80% in Reading, 52% in Writing, and 86% in Math. The Bowen School Improvement team determined several strategies for use in addressing the discrepancies. The strategies are listed below:

### **Reading**

- Disaggregate MEAP, SRI, and Running Record data to guide instruction in paying close attention to our ED students' scores.
- Implement Cross-Grade Reading Buddies focusing on reading/listening comprehension.
- Staff will create Reading Month activities focused on comprehension and execute the activities throughout the month.
- Utilize intervention groups for all students focusing on comprehension along with Lindamood Bell Strategies.
- All general education teachers will focus on one comprehension strategy from Strategies That Work utilizing best practices.
- Implement Comprehension Tool Kits into classroom lessons to reinforce comprehension strategies.
- Host a parent meeting explaining reading comprehension strategies to parents.
- Implement Fountas and Pinnell reading program as a reading intervention focusing on comprehension and fluency.
- Utilize reading tutors to improve comprehension strategies.
- Provide leveled books for K-2 students to take home to encourage reading comprehension as well as parent involvement.
- Staff will utilize the Bowen Academic Support Coach (ASC) to support and reinforce comprehension strategies.
- Staff will utilize a Technology Coach to support and trouble shoot use of interactive technology in reading.
- Staff will utilize interactive White Boards to support and reinforce activities focusing on reading comprehension.

## Writing

- Disaggregate and analyze MEAP, SRI, and Running Record data to guide instruction in writing.
- Staff will utilize the Bowen Academic Support Coach (ASC) to support and reinforce focus on details, author's purpose and grammar and usage.
- Staff will utilize a Technology Coach to support and trouble shoot use of interactive technology in writing.
- Collaborate by grade level to score student writing samples focusing on writing details.
- Hosting a writing celebration during the school day to showcase students 6+1 writing publications (Young Authors).
- Staff will read "Everyday Editing" by Jeff Anderson to focus on conventions and grammar in students writing.
- Integrate conventions and presentation into all traits.
- Establish and order 6+1 Trait anchor books to model the traits and enhance student understanding.

## Mathematics

- Disaggregate and analyze math MEAP and common assessment data to guide instruction in numeration and measurement (time and money).
- Staff will utilize a District Math Coach to support and reinforce Everyday Math focusing on numeration and measurement (time and money).
- Staff will utilize a Technology Coach to support and trouble shoot use of interactive technology in math.
- Implementing a Math Club for grades 3-5 focusing on numeration, number sense, and measurement (time and money).
- All staff will focus on playing Everyday Math Games 3-5 times per week to increase numeration and measurement (time and money).
- Hosting a Title I "Parent Math Night", focusing on math numeration.
- Teachers will utilize web-based math resources and intranet to support lesson-planning, assessment and student computer math activities time.
- Staff will utilize interactive White Boards to support and reinforce activities focusing on numeration and measurement (time and money).

These strategies will be implemented using professional development time, Academic Support Coach, out-of-district expert support and/or Kent Intermediate School District (KISD) workshops, REACH days, specific tool assessment meetings and collaborative grade level planning.

**Most recent MEAP data – Fall 2008**

## MEAP Demographic Summary - School

KENTWOOD PUBLIC - Bowen Elem  
English Language Arts - 3rd Grade  
Full Academic Year: Yes

Student Group	School Year	AYP Target	SCHOOL % of students Meets or Exceeds State Standards (Levels 1 & 2)	DISTRICT % of students Meets or Exceeds State Standards (Levels 1 & 2)	STATE % of students Meets or Exceeds State Standards (Levels 1 & 2)	Percent of Students in School at Each Achievement Level			
						Exceeds Level 1	Meets Level 2	Basic Level 3	Apprent. Level 4
All Students	2008-09	59%	85%	89%	83%	8%	78%	15%	0%
Male	2008-09	59%	69%	86%	81%	0%	69%	31%	0%
Female	2008-09	59%	93%	92%	86%	11%	81%	7%	0%
Asian	2008-09	59%	N/A	94%	92%	N/A	N/A	N/A	N/A
African American	2008-09	59%	81%	85%	69%	5%	76%	19%	0%
Hispanic	2008-09	59%	N/A	86%	74%	N/A	N/A	N/A	N/A
White	2008-09	59%	N/A	92%	87%	N/A	N/A	N/A	N/A
Multiracial	2008-09	59%	N/A	79%	82%	N/A	N/A	N/A	N/A
Economically Disadvantaged	2008-09	59%	84%	85%	74%	8%	76%	16%	0%
Limited English Proficient	2008-09	59%	N/A	76%	69%	N/A	N/A	N/A	N/A
Students with Disabilities	2008-09	59%	N/A	72%	55%	N/A	N/A	N/A	N/A

# MEAP Demographic Summary - School

KENTWOOD PUBLIC - Bowen Elem  
 English Language Arts - 4th Grade  
 Full Academic Year: Yes

Student Group	School Year	AYP Target	SCHOOL % of students Meets or Exceeds State Standards (Levels 1 & 2)	DISTRICT % of students Meets or Exceeds State Standards (Levels 1 & 2)	STATE % of students Meets or Exceeds State Standards (Levels 1 & 2)	Percent of Students in School at Each Achievement Level			
						Exceeds Level 1	Meets Level 2	Basic Level 3	Apprent. Level 4
All Students	2008-09	59%	78%	85%	77%	2%	75%	20%	2%
Male	2008-09	59%	83%	82%	74%	6%	78%	17%	0%
Female	2008-09	59%	73%	87%	79%	0%	73%	23%	5%
Native American	2008-09	59%	N/A	N/A	73%	N/A	N/A	N/A	N/A
Asian	2008-09	59%	N/A	84%	88%	N/A	N/A	N/A	N/A
African American	2008-09	59%	78%	77%	56%	4%	74%	17%	4%
Hispanic	2008-09	59%	N/A	89%	64%	N/A	N/A	N/A	N/A
White	2008-09	59%	N/A	89%	83%	N/A	N/A	N/A	N/A
Multiracial	2008-09	59%	N/A	83%	77%	N/A	N/A	N/A	N/A
Economically Disadvantaged	2008-09	59%	59%	76%	64%	0%	59%	36%	5%
Limited English Proficient	2008-09	59%	N/A	58%	50%	N/A	N/A	N/A	N/A
Students with Disabilities	2008-09	59%	N/A	51%	44%	N/A	N/A	N/A	N/A

# MEAP Demographic Summary - School

KENTWOOD PUBLIC - Bowen Elem  
 English Language Arts - 5th Grade  
 Full Academic Year: Yes

Student Group	School Year	AYP Target	SCHOOL % of students Meets or Exceeds State Standards (Levels 1 & 2)	DISTRICT % of students Meets or Exceeds State Standards (Levels 1 & 2)	STATE % of students Meets or Exceeds State Standards (Levels 1 & 2)	Percent of Students in School at Each Achievement Level			
						Exceeds Level 1	Meets Level 2	Basic Level 3	Apprent. Level 4
All Students	2008-09	59%	79%	84%	78%	16%	63%	18%	3%
Male	2008-09	59%	73%	84%	76%	13%	60%	27%	0%
Female	2008-09	59%	83%	84%	81%	17%	65%	13%	4%
Asian	2008-09	59%	N/A	75%	89%	N/A	N/A	N/A	N/A
African American	2008-09	59%	72%	75%	58%	6%	67%	28%	0%
Hispanic	2008-09	59%	N/A	85%	66%	N/A	N/A	N/A	N/A
White	2008-09	59%	N/A	89%	84%	N/A	N/A	N/A	N/A
Multiracial	2008-09	59%	N/A	91%	79%	N/A	N/A	N/A	N/A
Economically Disadvantaged	2008-09	59%	76%	75%	66%	14%	62%	19%	5%
Limited English Proficient	2008-09	59%	N/A	52%	50%	N/A	N/A	N/A	N/A
Students with Disabilities	2008-09	59%	N/A	56%	42%	N/A	N/A	N/A	N/A

# MEAP Demographic Summary - School

KENTWOOD PUBLIC - Bowen Elem  
 Mathematics - 3rd Grade  
 Full Academic Year: Yes

Student Group	School Year	AYP Target	SCHOOL % of students Meets or Exceeds State Standards (Levels 1 & 2)	DISTRICT % of students Meets or Exceeds State Standards (Levels 1 & 2)	STATE % of students Meets or Exceeds State Standards (Levels 1 & 2)	Percent of Students in School at Each Achievement Level			
						Exceeds Level 1	Meets Level 2	Basic Level 3	Apprent. Level 4
All Students	2008-09	65%	92%	96%	91%	55%	38%	8%	0%
Male	2008-09	65%	85%	96%	92%	46%	38%	15%	0%
Female	2008-09	65%	96%	97%	91%	59%	37%	4%	0%
Asian	2008-09	65%	N/A	100%	96%	N/A	N/A	N/A	N/A
African American	2008-09	65%	95%	92%	79%	38%	57%	5%	0%
Hispanic	2008-09	65%	N/A	95%	87%	N/A	N/A	N/A	N/A
White	2008-09	65%	N/A	99%	95%	N/A	N/A	N/A	N/A
Multiracial	2008-09	65%	N/A	94%	92%	N/A	N/A	N/A	N/A
Economically Disadvantaged	2008-09	65%	96%	96%	86%	52%	44%	4%	0%
Limited English Proficient	2008-09	65%	N/A	94%	85%	N/A	N/A	N/A	N/A
Students with Disabilities	2008-09	65%	N/A	92%	80%	N/A	N/A	N/A	N/A

# MEAP Demographic Summary - School

KENTWOOD PUBLIC - Bowen Elem  
 Mathematics - 4th Grade  
 Full Academic Year: Yes

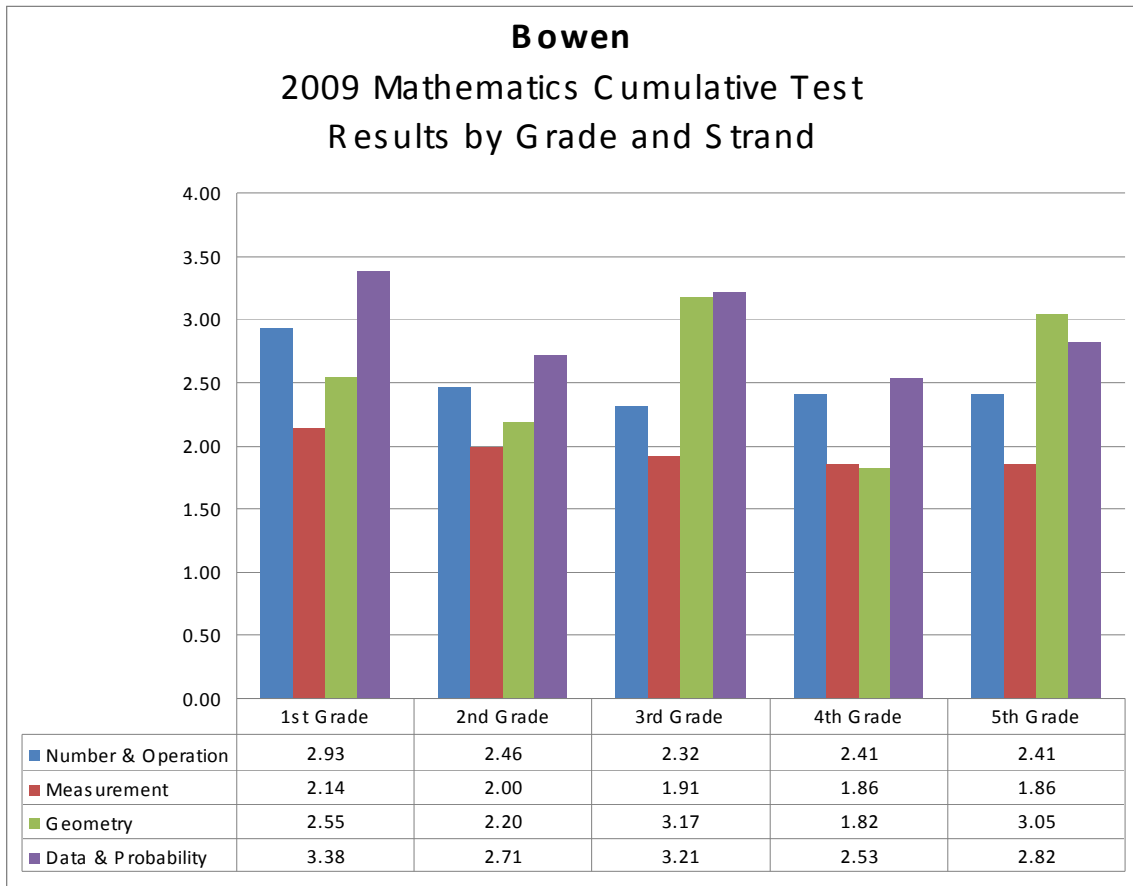
Student Group	School Year	AYP Target	SCHOOL % of students Meets or Exceeds State Standards (Levels 1 & 2)	DISTRICT % of students Meets or Exceeds State Standards (Levels 1 & 2)	STATE % of students Meets or Exceeds State Standards (Levels 1 & 2)	Percent of Students in School at Each Achievement Level			
						Exceeds Level 1	Meets Level 2	Basic Level 3	Apprent. Level 4
All Students	2008-09	65%	92%	93%	88%	25%	68%	5%	2%
Male	2008-09	65%	100%	96%	88%	39%	61%	0%	0%
Female	2008-09	65%	86%	90%	88%	14%	73%	9%	5%
Native American	2008-09	65%	N/A	N/A	87%	N/A	N/A	N/A	N/A
Asian	2008-09	65%	N/A	98%	95%	N/A	N/A	N/A	N/A
African American	2008-09	65%	91%	86%	74%	22%	70%	4%	4%
Hispanic	2008-09	65%	N/A	96%	81%	N/A	N/A	N/A	N/A
White	2008-09	65%	N/A	95%	92%	N/A	N/A	N/A	N/A
Multiracial	2008-09	65%	N/A	90%	87%	N/A	N/A	N/A	N/A
Economically Disadvantaged	2008-09	65%	86%	90%	80%	18%	68%	9%	5%
Limited English Proficient	2008-09	65%	N/A	89%	76%	N/A	N/A	N/A	N/A
Students with Disabilities	2008-09	65%	N/A	78%	68%	N/A	N/A	N/A	N/A

# MEAP Demographic Summary - School

KENTWOOD PUBLIC - Bowen Elem  
 Mathematics - 5th Grade  
 Full Academic Year: Yes

Student Group	School Year	AYP Target	SCHOOL % of students Meets or Exceeds State Standards (Levels 1 & 2)	DISTRICT % of students Meets or Exceeds State Standards (Levels 1 & 2)	STATE % of students Meets or Exceeds State Standards (Levels 1 & 2)	Percent of Students in School at Each Achievement Level			
						Exceeds Level 1	Meets Level 2	Basic Level 3	Apprent. Level 4
All Students	2008-09	65%	82%	87%	77%	50%	32%	18%	0%
Male	2008-09	65%	73%	90%	78%	33%	40%	27%	0%
Female	2008-09	65%	87%	84%	76%	61%	26%	13%	0%
Asian	2008-09	65%	N/A	91%	92%	N/A	N/A	N/A	N/A
African American	2008-09	65%	78%	82%	55%	33%	44%	22%	0%
Hispanic	2008-09	65%	N/A	86%	66%	N/A	N/A	N/A	N/A
White	2008-09	65%	N/A	91%	83%	N/A	N/A	N/A	N/A
Multiracial	2008-09	65%	N/A	77%	77%	N/A	N/A	N/A	N/A
Economically Disadvantaged	2008-09	65%	71%	83%	64%	48%	24%	29%	0%
Limited English Proficient	2008-09	65%	N/A	71%	61%	N/A	N/A	N/A	N/A
Students with Disabilities	2008-09	65%	N/A	65%	47%	N/A	N/A	N/A	N/A

**End of the year math data:**



**2009 End of the Year Reading Data:  
SRI Percentages per Grade Level**

<u>Grade</u>	<u>Adv/Prof/Basic</u>	<u>Below Basic</u>	<u>Fraction</u>	<u>Percentage</u>
<b>Second</b>	<b>41</b>	<b>14</b>	<b>41/55</b>	<b>75%</b>
<b>Third</b>	<b>39</b>	<b>5</b>	<b>39/45</b>	<b>87%</b>
<b>Fourth</b>	<b>45</b>	<b>6</b>	<b>45/51</b>	<b>88%</b>
<b>Fifth</b>	<b>41</b>	<b>3</b>	<b>41/44</b>	<b>93%</b>

**Attendance Rate: 94.49%**

**Parent Involvement:**

Parent Teacher Conferences Participation:  
Fall 2008 - **100%**  
Spring 2009 – **98%**

**Parent Involvement Policy:** Board Policy GA AE

Board Policy GA AE

The board representatives to each building shall meet upon request for the purpose of providing parents of Title I students an opportunity to participate in the design and implementation of the Title I program. Any parents of title I students within the building shall be invited to this meeting.

The board strongly encourages parental involvement in the district's programs. A program that will encourage parental participation and training will be developed according to Title I Federal guidelines.

Approved April 29, 2002

**Core Curriculum:**

Process:

Kentwood Public Schools has aligned curriculum in all content areas with the Michigan Curriculum Framework and benchmarks. We are currently working on adjusting our curriculum to incorporate the new Grade Level Content Expectations. Our assessments and report card are also aligned with the curriculum. Classroom instruction is congruent with the curriculum expectations and is monitored consistently by building principals and academic support personnel.

Alignment:

Each grade level on the elementary level and each content area at the secondary levels meet throughout the year to study curriculum issues and to ensure that all students have common, equitable curricular experiences. A gap analysis is conducted with the MEAP testing information and the curriculum is examined for areas of strength and weakness. After this audit, necessary adjustments are made.

## Equity:

Excellence and Equity for All is the motto of Kentwood Public Schools. Common assessments with common scoring rubrics, a common curriculum, common core materials, and a common electronic standards-based report card help us work toward our goal of equity. In addition, principals and other evaluators have common instructional expectations that are used to guide teacher evaluation. Professional development, study groups, and constant communication between regular education, special education, and gifted programs also facilitate this process. We are committed to ALL of our students having multiple opportunities to learn and be successful in the core curriculum.

## **Teacher Qualification:**

100% of Bowen teachers are considered highly qualified. They hold the appropriate teaching credentials and/or have advanced degrees in the areas in which they are teaching.

The district has identified all teachers who are not considered highly qualified according to No Child Left Behind guidelines and has required these teachers to develop a plan for becoming highly qualified. In addition, the district has adopted the Michigan Department of Education Portfolio option for teachers. A letter of agreement to support this option has been signed with the local teacher association.

Every parent has the right to know the particular teacher qualifications of his/her child's teacher(s). The district publishes the process in the November issue of the district newsletter. The Human Resources Office is the single point of contact for the dissemination of teacher qualification information.