

## Owosso Public Schools Essential Agreements for Curriculum and Instruction

The Owosso Public School District houses three elementary buildings located in different neighborhoods within the City of Owosso. As we enter the 2024-2025 school year, we are facing a growing number of families who are choosing to attend our wonderful school district. Our education program reflects contemporary understandings about how children learn best; in an environment that is safe, supportive, and organized for clear expectations for learning. Our teachers develop meaningful relationships with each and every student and provide clearly defined norms for learning and behavior (with multiple opportunities to practice and receive ongoing feedback), allowing learning to be the center of all classrooms. We have an unwavering belief that each of the three elementary buildings remain equitable in all educational experiences. This is imperative to us to ensure that a student's address has no influence on the materials, resources, lessons, teacher quality, or extra-curricular activities they will receive. This is our commitment.

The following provides a general guide to the broad principles of instructional practice to which all Owosso elementary teachers are held accountable. Teachers will implement the programs as intended and will maintain a good faith attention to the district pacing guides, teachers will provide regular ongoing feedback to students, will adhere to unit assessments expectations, and will remain in-step with grade level goals. Teacher should follow IEP students goals when applicable. Core instruction for math and language arts will begin the first week of school and routines for core instruction in all areas (math, reading, writing, science, and social studies) will be in place no later than the second full week of school.

### Math

- Everyday Math is the Core Curriculum and is expected to have daily dedicated time incorporating Number Corner/Number Talks (3-5 times per week) into daily math instruction.
- Teachers will spend at least 1.25 hours each day on Everyday Math/Number Corner/Number Talks instruction.
- The Math Pacing Guide is located on each grade level POI (Program of Inquiry) and detailed in the IB Curriculum Maps.
- Assessment Check In's - ACI's – May be used as a formative assessment to guide teachers with instruction. Each teacher should use ACI's as they determine best fit for their class.
- NWEA (Northwest Evaluation Association) will be given Fall, Winter, and Spring for grades K-5 to measure math benchmarks.
- Unit Assessments – Classroom teachers will score the test and provide timely feedback. The ConnectEd website is a great resource for Standards Based Report Cards.
- Using the "HomeLinks or StudyLinks" should not impact the math grade.
- Kindergarten will use (Rocket Math) for number writing for number formation.
- ALEKS (4-5) Math Number Operations
- Math Interventionist will utilize Everyday Math 4 Readiness activities and/or AVMR1/ AVMR2 Interview Assessments/Activities for math intervention.

### Science and Social Studies

- The Michigan Social Standards Grade Level Content Expectations and the Next Generation Science Standards is the core curriculum for K-5 social studies and science instruction. Boardworks, Mystery Science, Project Lead the Way, Discovery DE will be used as a resources for teaching science in the K-5 classroom. These resources are outlined in the Program Of Inquiry and Curriculum Maps.
- Dedicated time daily will be given to Science and/or Social Studies following the POI (Program of Inquiry) and the IB Curriculum Maps. Boardworks, Mystery Science, Project Lead the Way, Discovery DE will be used as a resources for teaching science in the K-5 classroom and are outlined in POI and curriculum maps.
- IB common grade level rubrics are to be used to assess science and social studies projects and activities.
- Social Studies instruction should include an equal focus on ALL strands: Civics/Government, Economics, Geography, History, and Public Discourse/Decision Making/ Citizen Involvement and have been written into each grade level POI (Program of Inquiry) and IB Curriculum Maps.
- Real world applications and current events should be the highlight of instruction connecting current events to history/past events. Social Studies instruction will focus on present context (current events happening today connected to past i.e. Civil War). The goal is to develop students who see themselves as relevant and participating citizens in a democratic society.

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## Literacy

- **Guided reading instruction should be based on current data (*running records, DRA, UFLI weekly assessments, Illuminate assessments.*) All students should receive Literacy Footprint lessons, but UFLI lessons/skills (irregular heart words) can be embedded in when/if supported by data.**
- Teachers will organize and plan for daily literacy instruction (K-2 - 2 hours) (3-5 - 1.5 hours) using the Reading Workshop model including all components of a balanced (to/with/by) literacy program.
- Making Meaning, Literacy Footprints, Heggerty, UFLI (Univ. Florida Literacy Initiative) (K-2) are the Core Curriculum for K-5 literacy instruction and are expected to be used with fidelity, these resources are embedded into the POI (Program of Inquiry) to use as a pacing guide and IB Curriculum Maps.
- Making Meaning (Center for Collaborative Classroom) teaches comprehension through shared reading this is the “to and with” part of balanced literacy (i.e. teachers are reading “to and with” students using Making Meaning materials.) Review will occur during the 2024-2025 school year.
- Literacy Footprints (Pioneer Valley) is the resource to teach Guided Reading and is considered the “with and by” part of balanced literacy and is used to model and teach students “how” to read, comprehend and respond to reading. **Teachers should plan for and facilitate guided reading groups on a daily basis. Literacy routines/rotations including guided reading should be up and running by the 10th day of school.** Each Literacy Footprints lesson includes a comprehensive structure for teaching students to read and write, it is expected that the entire Literacy Footprints lesson is taught (sight word review, reading new book and discuss, writing, word study, teaching new sight words, etc). Teachers will use the Literacy Footprint digital reader for in class reading practice, at home reading and/or remote online instruction. Phonics and Word Study are also embedded into the Literacy Footprints guided reading resource (K-5), for helping students learn high frequency words (i.e. no excuse or snap words) and spelling patterns of words. The Next Step Forward in Word Study & Phonics by Jan Richardson is an additional resource for teachers who wish to dig deeper with individual students.
- Heggerty (Heggerty) is a resource that K-2 teachers will use to teach Phonological Awareness.
- **UFLI Foundations - (University of Florida Literacy Institute)** K-3 teachers will teach a daily whole class lesson to address foundational skills. Each classroom teacher will implement all 8 steps of the UFLI lessons, and incorporate the decodable text into instruction with teacher support. The decodable text is not intended for homework. All K-3 teachers will utilize an interactive, growing sound wall. K-3 teachers will be responsible for teaching the reading and spelling of the UFLI Irregular heart words listed in their grade level scope & sequence. Each grade shall follow the pacing calendars below.  
\*It is important to note that grade 3 teachers will follow a shortened pacing guide for whole class instruction. intended for the first marking period only.

[OPS Kindergarten Pacing](#)   [OPS First Grade Pacing](#)   [OPS Second Grade Pacing](#)   [OPS Third Grade Pacing](#)

- **All** students must be given time for independent daily reading that is connected to the mini lessons taught. This is how students apply their skills in literacy. Independent reading is the “by” part of balanced literacy. Students at all grade levels should demonstrate developmentally appropriate, periodic, increases in reading stamina. Teachers have access to the Literacy Footprints digital readers and classrooms libraries for student reading practice. The use of the digital reader will be determined by grade level.
- Media Center/Library book choices should be guided by the interests of students rather than book levels.
- Reading Interventionists will use the district approved literacy intervention Fountas and Pinnell Leveled Literacy Intervention (Heinemann) and/or Literacy Footprints Intervention Partner (Pioneer Valley), All components will be used as the primary intervention program for all students that are identified as below developmental benchmarks for reading. Differentiated Reading Instruction (Walpole/McKenna) may be used in addition to the above interventions when supported by data. UFLI Foundations (University of Florida Literacy Institute) may be used as a Tier III intervention when supported by data.

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## Writing

- K-5 teachers will organize and plan for a minimum of 45-60 minutes per day for writing instruction using a writing workshop model (including a mini lesson, time for students to write, and time for student conferring and feedback). Students should receive feedback about their writing which will guide writing process and instruction. The IB POI (Program of Inquiry) pacing guides and Curriculum Maps have been developed to help all teachers at each grade level provide instruction across the spectrum, as planned.
- Teachers will use resources that support the Units of Study in Writing and teach various writing genres (i.e. narrative, opinion/persuasive, informational, etc.). Grade level writing leaders have been identified to assist in the implementation of this curriculum.
- Penmanship and/or Grammar will be taught within the writing workshop supporting the unit of study writing instruction and each should not take longer than 10-15 minutes per day. K-2 teachers will use the Peterson Handwriting as a resource which teaches a verbal path to letter formation. Cursive practice will be limited to 10-15 minutes a day, and the expectation is that Owosso students learn to write and read cursive so they are tooled to function in a world with multiple means of communication. Patterns of Power and other district approved resources are on the Google drive and included in the POI (Program of Inquiry) and IB Curriculum Maps.

## Assessments

- Teachers should monitor student growth in core areas using the assessments indicated below.
- Progress Monitoring - Teachers should use protocols established for conducting Literacy Footprints running records, and Observation Survey (K-1) (Letter ID, Word Reading, Concepts About Print, Writing Vocabulary, Hearing and Recording Sounds in Words), UFLI Foundation weekly assessment, the Deford assessment of Hearing and Recording Sounds, or the DRA word analysis tool to monitor progress. All teachers are expected to keep detailed records on all students. Additional record keeping should be conducted for students identified as performing below benchmark to determine if the Tier II intervention is, in fact, addressing student needs.
- Pre and post writing assessments are outlined in the K-5 Program Of Inquiry and IB curriculum maps.
- The Developmental Reading Assessment (DRA) will be used 2-3 times a year as a benchmark assessment to assist teachers/students in choosing “just right” books for independent reading. Throughout the year and in January teachers will use the Literacy Footprints Leveled Word Assessment and a running record to flexibly group students, students who are identified for an Individual Reading Improvement Plan (IRIP) or students who are below grade level as identified through a running record will need to be assessed using the DRA in January. At the end of each testing window (fall, winter, and spring) teachers will give the completed DRA folders to the Title 1 teachers so that data can be entered into the Illuminate data warehouse.
- The independent reading score is found by completing the DRA rubric in each area (Reading Engagement, Oral Reading Accuracy/Fluency, and Comprehension) these scores MUST fall within the “Independent Reading Range” in each area. Transfer the scores from the rubric to the front page of the DRA Teacher Observation Guide. If the rubric scores do not fall in the independent range, then the reading record is either instructional or frustration level depending on the accuracy and/or the comprehension rubric score. Record the rubric scores on the front of the DRA folder. The Developmental Reading Assessment (DRA) and running records will be used to find the instructional reading level for students’ when needed.
- NWEA (Northwest Evaluation Association) Assessments – The purpose of the NWEA Assessment is to reflect on classroom instruction.
- Report Cards and Grades - Each grade level will develop consistent norms for grading. It is the district expectation that 90% of grades are made up of classwork, meaningful quizzes and/or tests and 10% is homework. Teachers will include a character counts grade each marking period.
- K-2 Core Phonics Screener for UFLI should be monitored by selecting at least 3 students throughout the school year.

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## Character Development and PBIS Behavior Expectations

- Behavior expectations are critical to the school and classroom for effective instruction and student learning to take place. K-5 teachers will teach and reteach district behavior expectation lessons at the following times. These lessons should be taught with fidelity to promote common school and district expectations regardless of grade level or location (i.e expectations are the same).
  - First week of school
  - Week after Christmas break
  - Week after spring break
  - Any other time necessary
- Navigate 360-All K-5 Teachers will follow the calendar provided by the district on a weekly basis.

**Encore Classes** are considered an essential element of the curriculum for all students. We are proud of the Encore offerings we provide in Owosso. Students should not be excluded from attending Encore classes due to failure to complete assignments or due to imposed consequences. Encore classes meet once every six days for 45 minutes per class and follow a “A, B, C, D, E, F” rotational schedule.

There will be at least one parent events/performances per year.

K – Technology, Kdg. Celebration

1<sup>st</sup> – Art Related

2<sup>nd</sup> – Sport

3<sup>rd</sup> – STEM, Music Performance

4<sup>th</sup> – Music (Recorder Concert)

5<sup>th</sup> – Field Day/Music Performance/Band Performance

**Encore Classes Include - Global Arts ~ Music Appreciation ~ Physical Education: Sport/Physical Fitness ~ Technology ~ STEM ~ 5th Grade Band**

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**Field Trips** - Our goal is to provide K-5 students with a variety of experiences across the State of Michigan. Every attempt should be made to review the schedule for K-5 field trip locations on a yearly basis to insure diversity.

- Each grade level at every building will participate in all aspects of the field trip. Financial support through district funds will be provided to all students with financial barriers.
- Field trips should link to curricular areas. A major field trip should have multiple curriculum connections.
- **Field trips should not be scheduled during formal assessment windows identified in this calendar when possible.**

KDG/DK Saginaw Children's Zoo 1 - Abrahms Planetarium, DeVries Nature Center 2 - Project RED, Impressions 5 Museum, Owosso Walk, McCurdy Historical Village, IQ Hub 3 - Mackinac Island, State Capital/Historical Museum 4 - Greenfield Village, Oakley Farm Exhibit 5 - Hartley Outdoor Education

**Real World Application/Exhibition** - All 5<sup>th</sup> grade students will be provided the opportunity to participate in a culminating exhibition research project. This project will require research into a current world situation and action on that situation. 5<sup>th</sup> Grade teachers will provide instruction and learning experiences for exhibition in the months of February and March. Exhibition will reinforce International Baccalaureate philosophies, such as the Learning Profile, Key Concepts, and Transdisciplinary Themes. An exhibition event will take place for students to showcase their research, IB learning, and action.