

## **DESCRIPTION OF EDUCATIONAL PROGRAM AND EDUCATIONAL GOALS**

### **Educational Program**

#### **Our Mission**

The mission of KEYS Grace Academy is “To prepare 21<sup>st</sup> century students to think and succeed in a diverse, technological, and ever-changing world through a partnership of homes, school, and community.” We will accomplish this by providing transportation to and from school, conducting monthly events at school for our families with the purpose of building engagement, partnering with medical providers for health and wellness education and resources for our families, providing social-emotional support that anticipates the special needs of refugees, and a parent education program that boosts adult literacy and supports societal navigation. Our students will be ready for high school, college, and career, bilingual, morally and ethically sound, disciplined, appropriate, and engaging. We will build the next generation of confident, motivated, and responsible citizens.

#### **Our Program**

One goal that all educational institutions must aspire to is the idea that every student should get as much opportunity as is possible to learn what is to be learned. Both from the stand points of differentiation and diversity, equitable access to the program is nonnegotiable. So that this is ensured, the instructional program at KEYS Grace Academy prioritizes a formative approach to teaching and learning. Paul Black and Dylan Williams define this approach as “we use the general terms assessment to refer to all those activities undertaken by teachers and their students in assessing themselves that provide information to be used as feedback to modify teaching and learning activities. Such assessment becomes formative assessment when the evidence is actually used to adapt the teaching to meet the students’ needs.” The collaborative development of unit plans that anticipate the re-teaching and extension needs of students’ will be our instructional foundation. From pre-assessment and scaffolding to hinge and unit assessments, we will build a program of differentiated instruction that accommodates and challenges all students and learning styles while at the same time developing data for real-time and reflective program evaluation.

“Assessments for the learning happen while learning is still underway. These are the assessments that we conduct throughout teaching and learning to diagnose student needs, plans our next steps in instruction, provide students with feedback they can use to improve the quality of their work, and help students see and feel in control of their journey to success.” For formative assessment, teachers not only must be clear about what they want students to learn; they must also know typical student steps and missteps towards this goals.” We will measure our learning, both student and professional, rigorously. We will ensure access to all.

So that students understand clearly what is to be learned, we will prioritize key elements of communication. This means establishing, communicating, and providing equitable descriptive feedback against expectations set. “For the student, this means both understanding the learning goal and knowing what good work on the assignment looks like.” Whether they are simple, or complex ideas, students will rise to performance challenges with greater ease, with a thorough understanding of what is being asked of them. This requires teachers to be effective behavioral and academic models, questionnaires’, motivator, process facilitators, subject connectors and feedback providers. This comprehensive commitment to their students is what will make classrooms as KEYS Grace

Academy exemplify high student's engagement, clarity of instruction, and appropriate rigor.

It is critical that our students learn appropriately debate ideas with cultural sensitivity, grace, and linguistic fluency.

Vocabulary instruction occurs daily in all classrooms, all subjects, and in all grades. It is critical that our students develop a high degree of fluency and possess the essential tools for comprehension and effective communication.

Of greatest importance, the students at KEYS Grace Academy will know that we, the teachers and staff, the caretakers that bring the program to life, truly do care for them. It is through this love for our students and close sense of engagement that they will find the means to perform beyond our expectations.

Our programmatic approach is built on professional behavior that models caring, the integration throughout the subject matter, an emphasis for all students, and a formative, developmentally appropriate approach to learning. Combined with our willingness to understand and embrace cultural sensitivities relevant to the rich history that the descendants of Mesopotamia share, KEYS Grace Academy will create a learning environment best suited to both the demands of the expected population as well as all English Language Learners.

<sup>1</sup> Black and Williams, *Inside the Black Box: Raising Standards Through Classroom Assessment*, (Phi Delta Kappa, 1988), 2.

<sup>2</sup> Stiggins/Artur/J. Chappuis/S. Chappius, *Classroom Assessment for Student Learning*, (Portland: Educational Testing Service, 2006, 2004), 31.

<sup>3</sup> Moss and Brookhart, *Advancing Formative Assessment in Every Classroom*, (Alexandria, ASCD), 24.

<sup>4</sup> Moss and Brookhart, *Advancing Formative Assessment in Every Classroom*, (Alexandria, ASCD), 25

## **Program Goals**

The Academy shall, at a minimum, demonstrate to the Authorizer that its students are making sufficient progress to meet state-identified proficiency targets in each tested content area and grade level. All students at the Academy shall achieve the expected proficiency target in each state-identified area, as described above; however, for the percentage of student not achieving such goals, the proficiency level shall increase by at minimum 3% per year plus such additional growth necessary to close the gap between students' current proficiency grade level and students' chronological grade level such that \_\_\_\_\_ of students shall be proficient in all state identified subjects by \_\_\_\_\_ on the state identified assessment.

An Academy identified by the Authorizer as being in probationary status shall, further, engage, at its sole cost, the services of an entity with a demonstrated track record of improving instructional methodologies. This entity shall be acceptable to the School District, in its sole discretion, for a term of two years, and be subject to renewal if the academic program does not reach the educational goals set forth herein.

### **Goal 1**

**To set and meet high expectations for academic achievement for all students in order to prepare them for a productive and valuable life and continuing education.**

#### Expectation 1.1

All students at KEYS Grace Academy will show growth in reading, writing, and mathematics.

#### Expectation 1.2

All students at KEYS Grace Academy will have access to and will complete a rigorous curriculum in Language Arts, Science, Mathematics, and Social studies.

### **Goal 2**

**To build the optimal environment for learning by meeting the essential needs of all learners.**

#### Expectation 2.1

All KEYS Grace will acknowledge and appreciate diversity.

#### Expectation 2.2

All KEYS Grace students will attend a school in a safe, orderly, and disciplined environment.

### **Goal 3**

**To set and meet high standards for the performance of teachers and administrators leading to and shown by student growth.**

#### Expectation 3.1

There will be ongoing assessment and improvement of teacher evaluations and professional learning practices that relate to KEYS Grace Academy goals for students.

#### Expectation 3.2

All KEYS Grace Academy educators have access to substantive professional learning opportunities that promote the improvement and modification of instruction that will lead to student achievement.

### **Goal 4**

**To focus resources effectively, efficiently, and equitably to insure that all students at KEYS Grace Academy achieve highest levels of academic excellence.**

#### Expectation 4.1

All KEYS Grace Academy students and teachers will have access to a technology rich environment.

## **Goal 5**

**Expose all students to the world of technology.**

### Expectation 5.1

Provide a meaningful technology curriculum for all KEYS Grace Academy students.

### Expectation 5.2

To use technology as instructional tools to motivate students and improve student achievement.

## **Goal 6**

**Provide a teaching and learning environment where racial, ethnic and economic isolation is narrowed and the diversity of our students and staff at KEYS Grace Academy is embraced.**

### Expectation 6.1

Provide a curriculum that strives to embrace the diversity of each individual.

### Expectation 6.2

Provide appropriate learning opportunities for KEYS Grace Academy staff.

**SCHEDULE**  
**6**  
**CURRICULUM**

**Elementary Course Descriptions**

**Grades K-5**

**Reading/Language Arts** – All elementary courses include comprehensive core reading and language arts curriculum which focuses on reading, language arts, and writing standards. The curriculum addresses the five areas of reading instruction: reading comprehension, phonics, phonemic awareness, fluency, and vocabulary while focusing on 21st Century skills including critical thinking and problem solving; communication and collaboration; creativity and innovation; and technology.

**Mathematics** – All elementary courses focus on the CCSS strands including Numbers and Operations; Measurement; Geometry; Patterns, Algebra, and Probability; Problem Solving; Communication; Mathematical Reasoning, and connections to science, social studies, and daily situations.

**Science** – Science themes are covered through project based learning including topics in scientific thinking processes which include observation, communication, comparing, organizing, relating, inferences, and application. Common Core strands may include: Life Science; Earth and Space Science; Physical Science and Technology; Scientific Reasoning and Technology.

**Social Studies** – Social Studies themes are covered through project based learning including topics on developing an understanding of how, as noted in the Michigan State Social Studies introduction, cultural differences impact the interpretation of events at the local, state, national and international levels. The core curriculum in grades K-5 will include foundational content in the strands of History, Geography, Economics, and Civics while also being infused in the core subjects of reading, language, writing, mathematics, science, technology, and civic literacy.

**Physical Education and Health** – Curriculum is based on the Michigan’s Physical Education and Health standards. Topics include: Vocabulary and Elements to Improve Performance, Proficiency in movement, manipulative skills, Health enhancing individual fitness, Personal responsibility, positive social interaction, and respect for diversity in physical activity settings, Personal health skills and overall wellness (healthy eating habits, physical activity, detection of health problems), Substances: How they change your body, Safety precautions to personal injuries, Peer pressure and Communication skills.

**Music:** Curriculum is based on Michigan’s music education standards. Topics include Use appropriate terminology in explaining music, music notation, musical instruments and voices, and music performances. Sing and play independently, on pitch and in rhythm, with appropriate timbre, diction, posture, and tempo. Demonstrate audience behavior appropriate for the context and style of music performed.

## **Middle School Course Descriptions**

### **Writing GRADES 6-8**

#### **Course Scope:**

This course emphasizes the development of specific writing types; arguments, informative/explanatory texts, and narratives in which the development, organization, and style are appropriate to task, purpose, and audience. Students demonstrate increasing sophistication in all aspects of language use. A variety of literature and informational texts serve as models to improve writing skills. Students actively seek to understand other perspectives and cultures through reading and listening. Technology is used thoughtfully to enhance reading, writing, speaking, listening, and language use. This course fulfills the seventh-grade English requirement.

### **READING GRADES 6-8**

#### **Course Scope:**

This course emphasizes the development of critical reading skills. A variety of literature and informational text of steadily increasing sophistication is used. Through close reading, critical writing, class discussions, and presentations, students deepen their ability to analyze, evaluate, and critique text independently. Students actively seek to understand other perspectives and cultures through reading and listening. Technology is used thoughtfully to enhance and integrate reading, writing, speaking, listening, and language use. This course fulfills the seventh-grade reading requirement.

### **MATHEMATICS GRADES 6-8**

#### **Course Scope:**

This course is designed to focus on four critical areas: 1) developing understanding of and applying proportional relationships; 2) developing understanding of operations with rational numbers and working with expressions and linear equations; 3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and 4) drawing inferences about populations based on samples. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course fulfills the mathematics requirement for seventh-grade students.

### **U.S. HISTORY GRADES 6-8**

#### **Course Scope:**

This course is a study of American history from the time of the American Revolution through World War II. Students explore and evaluate challenges facing the new nation and make connections between the rise of industrialization and contemporary social and economic conditions. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of

technology is an integral part of this course.

## **WORLD HISTORY GRADES 6-8**

Course Scope:

This course examines societal development from the Renaissance to the present with an emphasis on emerging ideologies, expansion of empires, growth of nations, and an increase of global interdependence. Students develop an understanding of current world issues and relate them to their historical, geographical, political, economic, and cultural contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course.

## **WORLD GEOGRAPHY GRADE 6- 8**

Course Scope:

This course is the study of the world's cultures, economics, history, regions, and geographic features from the development of ancient civilizations through the Age of Exploration. Students examine the earth from the scale of states, nations, countries, and continents creating connections to contemporary geographic conditions. Students synthesize concepts, patterns, and interdependent relationships that make our ever-changing world diverse and dynamic. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course.

## **SCIENCE GRADES 6-8**

Course Scope:

This course focuses on understanding Earth and Space science systems. Students will use scientific processes, protocols, and tools, including inquiry, to build understanding of Earth's structure and place in the Solar System, atmospheric processes, and composition of matter. Critical thinking, collaboration, accuracy, and communication skills will be practiced as students extend their scientific literacy. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course.

## **Curriculum Resources**

*Heggerty Phonemic awareness program K-3rd Grade*

Each level of the Heggerty curriculum provides 35 weeks of daily lessons, focusing on eight phonemic awareness Skills, along with two additional activities to develop Letter and Sound recognition, and Language Awareness. The lessons are designed to deliver Tier 1 phonemic

awareness instruction in a whole group setting and only take 10–12 minutes. For students in need of extra support, portions of lessons could be used in a small group and serve as a “second dose” of phonemic awareness instruction.

### *Literacy Footprints Guided reading program K-5<sup>th</sup> Grade*

Literacy Footprints is a system designed for classroom, intervention, ELL, and special education teachers, as well as support staff who are instructing primary children to read and write. Each of the five kits (Kindergarten, First Grade, Second Grade, Third Grade, and Fourth Grade) contains sequenced, high-quality leveled texts in a variety of genres. Students will encounter traditional tales, realistic fiction, fantasy, and informational text. The lesson cards that accompany the books follow Jan Richardson’s Next Step lesson format.

### *Writing City K-5<sup>th</sup> Grade*

- K-5 schools using WritingCity have seen a dramatic **increase in standardized test scores**.
- Our lessons are proven with a variety of **teaching styles, learning styles, and socio-economic levels**.
- The curriculum teaches **100% of the writing and grammar Common Cores**, and other state standards, with writing instruction that spirals across all grade levels.
- Practice makes perfect. Students build critical writing skills from instructional **modeling** and **daily writing practice**.

### *Vocabulary spelling City K-5<sup>th</sup> Grade*

- Empower teachers with actionable data that facilitates remediation and enrichment of word study.
- Increase reading comprehension by targeting vocabulary.
- Activities are designed to benefit all students: general education, ESE, ELL, struggling, and Gifted Talented.
- Automatically generated reports of student activities save teachers time and are ideal for teacher-parent conversations.

### *Words Their Way K-8<sup>th</sup> Grade*

The word study approach that more than half a million educators trust!

Based on years of research into invented and developmental spelling, the classroom-proven framework of this successful series is keyed to the five stages of spelling and orthographic development. Teachers everywhere have grown to love its no nonsense method for studying words. Each stage-specific companion volume features a complete curriculum of reproducible sorts and detailed directions for teachers working with students in each stage of spelling development, from emergent through derivational relations.

### *Learning A to Z K-8<sup>th</sup> Grade*

Ranked the #1 reading instruction resource in an independent survey of more than 18,000 K-5 teachers, Reading A-Z is famous with educators for its extensive collection of leveled reading resources. With more than 2,000 books at 29 levels of reading difficulty to choose from, you can easily put developmentally appropriate content into each student's hands. The product also includes thousands of corresponding resources to enhance instruction and strengthen students' reading skills, such as guided lesson plans, worksheets, assessments, and much more.

- Differentiate student reading with more than 2,000 books at 29 levels of reading difficulty.
- Hone reading skills with lesson plans, worksheets, discussion cards, and comprehension quizzes that accompany every leveled book.
- Teach important 21st century skills and address critical ELA curriculum standards with thousands of downloadable, projectable, and printable teaching materials.
- Utilize hundreds of world language / translated books ideal for bilingual, ELL, and dual-language programs.

### *Touch Math K-2<sup>nd</sup> Grade*

Touch Math is a multisensory math program designed for pre-K through second grade. The program helps make math concepts easier and more accessible for students with different learning styles or learning difficulties. The approach uses auditory, visual and tactile strategies for understanding numbers and operations. You can use the program to help students prepare for new math principles, to supplement grade-level programs, or for enrichment activities.

### *Emotional ABC K-3rd Grade*

This online program uses a proprietary curriculum to teach basic emotional life skills through a variety of lessons, videos and activities. The curriculum focuses on teaching children how to figure out **what** they are feeling, **why** they are having that emotion, and **How** to make it better.

### *ESpark K-5th Grade*

This program offers both Reading & Math Support

*Learn at their level*

eSpark automatically differentiates for your PK-5 students based on their current needs, giving them targeted instruction in reading and math.

*Practice and have fun*

Diverse third-party games, videos, and resources spark a love of learning and help your students practice new skills.

*Grow at their own pace*

Within eSpark's adaptive, self-paced pathways, your students will master new standards, receive immediate feedback, and synthesize their learning along the way.

### Additional Support

eSpark also emails additional resources directly to you. They will group certain students together (students that are at the same level) and give you additional websites/worksheets that you can use with that group.

### Tracking Growth

eSpark also allows you to track each students' progress. You can monitor the lessons and see how well they are progressing. This program seems to be very beneficial.

### *Ready Math K-8th Grade*

Ready Mathematics helps teachers create a rich classroom environment in which students at all levels become active, real-world problem solvers. Through teacher-led instruction, students develop mathematical reasoning, engage in discourse, and build strong mathematical habits. The program's instructional framework supports educators as they strengthen their teaching practices and facilitates meaningful discourse that encourages all learners.

### *Ready Mathematics:*

- Encourages students to develop a deeper understanding of mathematics concepts through the embedded Standards for Mathematical Practice
- Builds on students' prior knowledge with lessons that make connections within and across grade levels and directly address the major focus of the grade
- *Ready Mathematics* 6–8, ©2020 Edition provides additional features for supporting English Learners, such as:
  - English Language Development guidelines on scaffolding language use during instruction to benefit students at different levels of English proficiency
  - Language routines that integrate language and mathematics
  - Concept development activities that allow students of varying mathematical and English language abilities to build on familiar concepts

### *Ready Reading K-8th Grade*

*Ready Reading's* rigorous yet supportive content is proven to make today's demanding standards reachable for all students. Its complex, authentic texts engage students in opportunities to practice close reading strategies across a variety of genres and formats.

*Ready Reading* instruction uses a consistent Read, Think, Talk, Write model in which teacher-led discussion and small group collaboration are central to student achievement. Lessons scaffold to

build students' confidence as they develop important critical thinking and analytical skills. Students are immediately engaged by the variety of real-world source texts, from literature and poetry to blogs and news articles.

*Ready Reading* supports students and teachers with a wealth of on- and off-grade level resources.

The program:

- Develops sound skills and strategies for reading comprehension
- Supports a balance of on-grade level and differentiated instruction
- Provides in-the-moment teacher support to guide teachers and help them build students' reading habits
- Connects instruction to the standards across K–8 for a coherent path within and across grades

### *Generation Genius K-8th Grade*

Generation Genius is a K-8 teaching resource that brings school science standards to life through fun and educational videos paired with lesson plans, activities, quizzes, reading material and more. Our videos are produced in partnership with the National Science Teaching Association, and aligned to standards in all 50 states.

### *Mystery Science K-5th Grade*

- Hands-on — lead students in the doing of science and engineering.
- NGSS-aligned and Common Core — make the transition to the Next Generation Science Standards and support Common Core.
- Less prep, more learning — prep in minutes not hours. Captivate your students with short videos and discussion questions.
- 1+ million children — STEM education is in crisis. Help us fix it.
- Remote learning — easily share lessons that are perfect for home science learning.

### *National Geographic K-8th Grade*

National Geographic Learning, a part of Cengage Learning, is a leading educational publisher of PreK–12 School digital and curricular classroom materials. Through our digital learning programs and classroom learning resources, schools experience the excitement and joy of learning that National Geographic explorers, scientists, writers and photographers experience.