

NON-ADOPTED TEXTBOOK APPROVAL FORM

When to Request Approval for Non-Adopted Textbooks

Please use this form to purchase core materials for classes

- without adopted textbooks; **or**
- **when substituting a different core book for adopted core materials; or**
- when purchasing supplemental textbooks in addition to core materials.

Note: Before entering a Purchase Requisition (PR) number, complete this form and wait for approval. Once you receive email approval, then generate a PR. If the request is declined, the email will indicate the reason(s).

Ordering information must include title, author (where necessary), publisher, copyright date, ISBN number or catalog order number, and format (hard cover, paperback, consumable, etc.). Textbooks or supplementary texts must be aligned with district curriculum expectations. In addition, materials must avoid stereotyping related to age groups, ethnic or racial groups, sex roles, and handicaps. In some cases, the curriculum coordinator may ask for a catalog description of the requested materials (attach description if requested).

Please email this approval form to non-adopted_textbooks@dpsk12.org. This form must be emailed from your principal or assistant principal's computer. For questions, contact Karen Simmons, Division of Teaching and Learning, at 720-423-3359 or karen_simmons@dpsk12.org.

School Name: Denver Green School Requestor: Mimi Diaz

Requestor's Phone Number: 303-818-4508 Department:

Title: Reading Street/My Sidewalks

Author: Scott Foresman

attached

ISBN Number: different by grade, please see

Subject Area: Reading

Grade(s): k-6

Copyright: 2011

Format (click correct box)

Hardback

Paperback

Textbook Non-Adopted

Supplementary Text

Don't Know

For Supplemental/ Elective courses: Briefly explain the reason for ordering this non-adopted supplementary text.

For Alternative Core Programs- Answer the following questions.

-What need in student proficiencies does this alternative program address that is not currently addressed in DPS Core materials?

Innovation status is necessary in order to achieve the DGS goal of assuring that all students have met the reading standards by third grade, by allowing us to choose a reading curriculum that is anchored in sound research, aligned with state standards and the National Reading Panel. We need to fill in the following gaps that are present in the Denver Planning Guides.

- Provide a strong, systematic framework for reader's workshop.
- Support the RTI model by providing excellent, all inclusive materials and lesson plans for a three tiered approach to instruction that includes all five components of reading.
- Include a wide variety of built-in assessments to provide progress monitoring and frequent feedback for student goals.

Within a Readers Workshop model, Reading Street © will be our reading curriculum for Grades ECE-6. Reading Street is designed to;

- Support teachers and students by providing a complete three-tiered, balanced literacy model. Instead of having to choose different intervention programs to support Tier II and III, it provides a continuum of levels for all three.
- Reading Street's motivating and engaging literature and materials, scientifically researched instruction, and its wealth of reliable tools support teachers as they build strong readers at all levels.
- The program takes the guesswork out of differentiating instruction with a strong emphasis on ongoing progress-monitoring and an explicit plan to help manage small group instruction that includes the five components of reading.
- Reading Street includes and prioritizes skill instruction at each grade level, assuring teachers the lesson is focused on the right skill at the right time for every student based on ongoing progress monitoring. No need for a separate skills program.
- Provide a comprehensive online component that includes; lesson planning, professional development, homework, assessments, student and teacher data management for progress monitoring, large leveled reader data base, Audio text cd's....
- The Tier I core program provides explicit and systematic instruction on the critical elements of reading: phonemic awareness, phonics, fluency, vocabulary, and text comprehension.
- Tier II supports and enhances core classroom instruction by providing strategies and materials for re-teaching of core concepts, more teacher modeling and feedback, more scaffolding, multiple opportunities for practice, and more time on task for Tier II students. As well as My Sidewalks intervention.
- Tier III instruction for Reading Street consists of an intensive intervention program, My Sidewalks, that is parallel to the core program in concepts and vocabulary, but more slowly paced in skill instruction. This intensive intervention is for students who are significantly below grade level (1 1/2 to 2 grades below) and need more substantial support. It addresses the needs of students at the bottom 25% of their grade level.

-What data support the requested alternative core program?

The glaring fact that there was only a 0.4% increase in reading achievement last year. Since we have been using the current curriculum there has been minimal growth and much frustration with its non-teacher friendly design.

2007 2008 2009

Colorado Student Assessment Program (CSAP)

Denver Public Schools - Assessment and Research

Administration Year: 2009

Proficiency Level Detail: District Summary by Content Area

Reading 39204 2.8% 25.6% 29.1% 38.6% 3.9% **42.6%** 39105 1.8% 22.6% 29.5% 41.5% 4.7% **46.2%** 40167 1.2% 22.3% 29.9%

Lectura 919 0.5% 21.5% 26.9% 44.2% 6.9% **51.0%** 844 0.9% 21.7% 26.1% 47.2% 4.1% **51.3%** 780 0.6% 21.4% 21.0% 48.3%
8.6% **56.9%** 5.6%

What funding source will be used to support initial purchase and ongoing material needs?

The same funding source that is currently used for schools to purchase current curriculum. However, we may possibly be able to be a Pilot and therefore would partial cost paid for by the company.

-What is the professional development plan, both initial and ongoing, to support successful implementation of the alternative core program?

Pearson Learning provides 4 hours of initial PD as an overview. They also provide ongoing support as needed for individual teachers. There is also 24/7 online support. If we are a pilot there would be more extensive PD provided. DGS will provide ongoing differentiated support from the Instructional leaders in order to enhance the effectiveness of the program as well as to integrate it into our project based model. In the spring we will be curriculum mapping the concepts and standards of Education for Sustainability into the core instructional programs including Reading Street.

-How will mobility of students be accommodated into/out of this alternative core program to the DPS core program?

Because this program is aligned with the standards, it will follow the guidelines and best practices around the five components of reading and a balanced approach to teaching and learning. Assessment and ongoing progress monitoring will provide data needed to identify students strengths and needs as well as to inform instruction.

-How will mobility of teachers be accommodated into/out of this alternative core program to the DPS core program?

As teachers come on board at DGS, they will have PD from the company Rep's as well as the teachers currently using it and the Instructional Leaders in the building. They will be able to watch it in action, plan with other teachers, receive coaching and other support they need as stated above.

Vendor: Pearson Learning Vendor Contact Name: Jana Hamilton
Contact Phone Number: 720-341-2366 Contact Fax Number: 720-367-5364
Email: jana.hamilton@pearson.com

Vendor Street Address: PEARSON PO Box 2500 (CS 800-848-9500, fax 877-260-2530)

City: Lebanon State: IN Zip Code: 46052-3009

Price Each: Quantity: Subtotal:

Account Number: Order Number:

Approved by: Mimi Diaz
(Principal or Assistant Principal)

Date: 10/5/09

Approved by:
(Chief Academic Officer or designee)

Date:

DRAFT