

CURRICULUM COMMITTEE

Elementary School - Feedback from Suggestions made by the Committee

*Students in the primary grades are required to read for so many minutes each evening with parents signing off that this was accomplished. It was suggested that the same be done when studying math facts.

In grades K-4 teachers will ask students each evening at home to work on math facts/skills students are having difficulty mastering (time spent will be determined by grade level). Parents will be asked to monitor and sign off as is done for reading.

*Math is the weakest content area in the elementary school based on the Scantron test. It may be beneficial to look at the amount of time math class is scheduled for the intermediate grade students.

Additional math time is being provided during the school day for some grade levels. For example, in sixth grade an 80-minute block is scheduled for math and science, allowing more flexibility. Including more instructional time for math will be looked at when scheduling is done for the 2010-2011 school year. One idea for next year is to look at decreasing the amount of time fifth grade students are in homeroom at the end of the day to increase the length of math class.

*Student profiles should be developed for each student indicating his/her academic strengths and weaknesses.

In grades 3-6, teachers are already required to study Scantron test results and use the resources available through Scantron to plan remediation and to develop differentiated lessons for advanced students. Teachers will continue to share information about students between grade levels during student briefings prior to each school year, along with information from DIBELS and student work samples. Teachers would like to know which students have been placed at their grade level (rather than promoted), and if there are concepts in their course of study which were not fully addressed by the previous year's teacher. These additional concerns also will be addressed on the teacher inservice day before school begins for 2010-2011.

*Teachers should look at principles of multiple intelligences to better service the academic needs of students.

Previously, teachers have been given the multiple intelligence chart delineating each intelligence and instructional methods. These methods can be employed to incorporate activities related to Howard Gardner's research into their lesson plans to meet the learning needs of all students. Teachers now have been asked to use time each Friday to assess if they have incorporated activities for each intelligence into the past week's lessons and to make adjustments as needed when planning future instruction.

*Teachers should look at the amount of time on task to determine if all classroom time is used effectively and productively.

We have looked at ways of minimizing interruptions during instructional time, which will include handling parent concerns and communications through the school office in a different way. Teachers will be asked not only to evaluate “on task” time, but the meaningfulness of instruction, assignments, and activities.

*Students should be involved in setting goals along with their classroom teacher commensurate with their age and grade level.

Teachers are asked to state the goal of each lesson at the beginning of that lesson, so that goals for instruction are clear and students can assess their performance at the lesson’s conclusion. Teachers agree that it is worthwhile for students to set goals. In grades 1-2, general classroom goals will be set with the guidance of the teacher, with specific goals for individual students as needed. In grades 3-6, students each quarter will be asked to set individual goals at home with the assistance of their parent, input from the teacher, and after reflection on the previous quarter’s report card.