

## CURRICULUM COMMITTEE

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.**

*March 22, 2010: 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.*

*October 25, 2010: In grades 2-3 teachers are sending home a math log for parents to complete, along with the reading log. It seems to be working satisfactorily. K-1 will be implementing this during the second quarter.*

**\*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.**

*March 22, 2010: 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.*

*October 25, 2010: Teachers in grades 1-3 have the flexibility within their schedules to plan more math time, if needed. The 80-minute block for math/science is being continued for grades 4 and 6, allowing more flexibility to teachers for math within that time frame. Extra time for grade 5 has been added at the end of the day. A math coach is assisting with student intervention in grades 1-6.*

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

*March 22, 2010: 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.*

**October 25, 2010:** *Based on Scantron results, students who scored low average or below average are provided with intervention to help improve their Scantron scores in the spring of the year. A math coach (Kristin Husty) is assisting teachers with intervention for these identified students. Scantron also provides various interventions which are designed to target the weak areas for specific students, as identified during Scantron testing. Teachers are required to document the interventions being used for identified students and to monitor progress.*

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

**March 22, 2010:** *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.*

**October 25, 2010:** *Our School Improvement Plan includes the action step of "incorporating creative and effective instructional methods" when planning lessons. As part of this action step, teachers have been instructed to incorporate the principles of Multiple Intelligences and to use suggested MI activities when designing their instruction. A brightly colored laminated copy of the Multiple Intelligences chart was given to teachers at the start of this school year to be easy to find and use when planning lessons. Teachers have been asked to document through their lesson plans and through a narrative how they are using Multiple Intelligences and submit the documentation to the principal on a quarterly basis.*

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

**March 22, 2010:** *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.*

**October 25, 2010:** *This has been discussed again this year with members of the Administrative Assistance Team and they have been requested to take this reminder back to their teams. Steps have been taken to curtail unnecessary interruptions to teachers and students during the school day. Parents were informed of these measures in a September principal letter and the school secretaries are following the new guidelines.*

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

*March 22, 2010: 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.*

*October 25, 2010: All teachers have been asked to post goals for each lesson in their rooms this year. Student goal-setting has been tabled for now due to the number of other curriculum-related activities teachers are being asked to do (see explanation below).*

***In addition to their regular duties in and out of the classroom, this year teachers have been asked to do the following:***

*Develop and implement a Moodle site for their students and parents*

*Design formative assessment, including pre-tests, post-tests, and "I Can" statements, for the new Toledo Diocesan Math Course of Study (math teachers are working closely with Kristin Husty, math coach, who is assisting with formative assessment and math intervention)*

*Document activities related to the School Improvement Plan*

*Continue differentiated lessons within the classroom, one per semester of which should be under the guidance of Jenny Pennell, TAG coordinator*

*Continue to offer after-school enrichment of some kind  
(book clubs, multi-cultural club, math enrichment, Power of the Pencil, art projects on and off campus, National Geographic competition, technology enrichment, Quiz Bowl)*

*Become familiar with and implement a new textbook series for religion*

*Use the principles of Multiple Intelligences as a basis for incorporating "creative and effective instructional methods" when planning lessons*

*Continue planning and executing integrated lessons involving various subjects and technology*

