

Florence Roche School Curriculum Team Statement 2008-2009

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Vision:

The Florence Roche Elementary School community believes that a comprehensive elementary education is the basis and foundation of all academic achievement.

Mission Statement:

Florence Roche's site-based curriculum team works collaboratively with building administrators and teaching staff to examine data (for example, MCAS, student assessments, staff surveys, etc.) with the purpose of analyzing the effectiveness of existing programs, practices, and assessments to improve student achievement and instructional practices.

Guiding Principles:

- · Respectfully consider all points of view
- · Place state and national learning standards at the center of our efforts to improve student performance and student learning outcomes
- · Foster an understanding that although every school follows the same curriculum, different approaches are necessary to meet the needs of students at individual schools
- · Maintain common grade level prep time for consistent team planning
- · Empower teachers to improve student learning by analyzing and sharing data, promoting common assessments, and providing common planning time
- · Utilize data to inform all decision making processes, including those regarding approaches to curriculum design, professional development, program selection, and instructional practices
- · Establish a culture of professionalism and respect that is childcentered, emphasizes collegiality and values each individual's contributions

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- · Build positive relationships among and between teachers and staff based on shared responsibility, decision making and collaboration
- · Collaborate with internal and external agencies such as GDEF, SPED PAC, PTA, MOS, DOESE to enrich and improve the curriculum and existing resources
- · Foster a spirit of inquiry
- · Promote efficient use of resources such as staff, materials, time and funds
- · Model reflective dialogue regarding existing practices and new initiatives
- · The decision making process and the corresponding actions will be timely and systematic and shared district-wide

Florence Roche Building Based Goals and Initiatives

- · Purchase a reading program as a supplement to differentiate our current instructional reading practices.
- · Seek teacher feedback on program effectiveness, approaches and practices
- · Unify curriculum and assessments
- · Create common assessments and use norm-referenced assessment tools
- · Identify gaps in assessment, achievement, curriculum
- · Implement consistent Instructional methods within grade level
- · Analyze data around student results and outcomes re: strengths and weaknesses
- · Explore benefits of a comprehensive reading program to maintain a balanced literacy approach for all learners
- · New emphasis on phonemic awareness and phonics: Lexia Reading Software, Telian Letters
- · Analyze survey data: staff, parents
- · Restructure reading staff to meet the needs of struggling students
- · Discuss data and curriculum with parents at SPED PAC roundtable discussions, principal's coffees, PTA meetings
- · Identify and apply for grants to support curriculum needs

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- · Increase progress monitoring of student achievement and programs (DIBELS, Lexia assessment reports, running records, MCAS, classroom assessments, district assessments)
- · Use technology to integrate instruction (SMART Boards, Technology Committee),
- · Increase vertical discussion between grade level teams, buildings (elementary, middle, high school)
- · Encourage staff to be “part of the solution,” initiate changes, “think outside the box”
- · Create inhouse, buildingbased professional development offerings/days that are differentiated and relevant to our needs
- · Extend professional development (PD) opportunities and conversation to support staff
- · Provide and enrich science and social studies resources, focusing on handson learning experiences for our students (MOS Kits, new Garden Committee, Vision Flex Microscope)
- · Integrate content areas by focusing on creating interdisciplinary lessons across all curriculum content areas, including specialists

2008-2009 Building Based Curriculum Leaders

ELA	Grace Volpe
Math	Beverly Clark
Science/Technology	Ellen Potter
Social Studies	Lucas Smith
Library Media Specialist	Kim Cochrane

Next Steps/Needs

- · Maintain our current schedule where all grade level teams have scheduled specials and lunch at the same time. This facilitates grade level collaborative planning time.
- · Establish an awareness of the value of early intervention (i.e. long term remediation costs more than early intervention)
- · Consistent financial support
- · Acquire a variety of current materials and Resources
- · Consistently evaluate materials and programs based on student achievement data

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- · Explore a range of assessments (normreferenced, standardized, formative, summative) · Conduct staff survey regarding professional development needs and optimal times to offer PD's
- · Need to plan early and systematically for next year's PD
- · Examine efficient scheduling of PD, grade level team time, specials, vertical teams
- · Create uniformity of unit design · Maintain open communication with parents and community regarding curriculum and data
- · Explore innovative scheduling models to increase grade level team planning time
- · Continue interdisciplinary conversations between grade level teams, specialists, SPED and paraprofessionals
- · Explore team teaching in conjunction with looping and multiage classroom models

2008-2009 Building Based Team Initiatives

The following examples are representative of this year's initiatives in each content area:

ELA:

- · Developing common comprehension assessments Grades 3 and 4
- · Focusing on reading centers K1
- · Implementation of Talian Letterssupported by GDEF grant · Piloted Lexia Reading software – school widefree
- · Restructuring of reading specialists schedules for intervention groups
- · Continued data analysis of implemented Interventions
- · Utilization of all staff to meet the needs of all learners(i.e. library and computer specialists and paraprofessionals)
- · Focus is on individual student achievement
- · Grade level teams working on Reading Maps during professional learning community time.
- · Use of our own staff in providing relevant professional development during ½ days and faculty meetings.
- · Use data to inform instruction

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- · Provide MCAS after school tutoring for students in the Needs Improvement and Warning category.

Math:

- · Distribute and review new Investigations resources Grades 2, 3, 4.
- · Continue with Kathy Richardson training and assessments in Kindergarten and Grade 1
- · Grade 3 scope and sequence maps aligned to Massachusetts Frameworks
- · Grade 4 –Use of Addison and Wesley materials to supplement Investigations math program to meet the Massachusetts Frameworks.
- · Use of data to identify struggling math students and to inform instructional practices.
- · Provide MCAS after school tutoring for students in the Warning category of MCAS.

Science/Technology

- · Purchased two SMART Boards, which are currently being used by ALL grade levels to differentiate varied lessons.
- · Museum of Science/Engineering is Elementary – supported by GDEF
- · Initiated district wide use of these hands on kits aligned to the Massachusetts frameworks in Science and Technology.
- · Currently we are exploring kits for each grade level and we have kits for Grades 3 and 4.
- · Bring technology/engineering and inquiry standards to the forefront
- · Integrate science with ELA reading and writing standards.
- · Working towards a schedule to provide consistent time frame for both Science and Social Studies for all grade levels.
- · Working on a School/Community garden to enhance learning in all subject areas.
- · Obtained a new television microscope (Kenavision)

Social Studies:

- · Obtained Social Studies ½ sets of text books for Grade 4

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- · Provide a series of training sessions for all Grade 4 teachers/ utilizing technology to create new assessments for Social Studies.
- · Creating common assessments for all grade Levels
- · Obtained new maps and globes
- · Focus on integration of Social Studies with ELA

Integrated Arts:

- · Working on updating art displays throughout the building
- · Working on student art gallery in cafeteria
- · Introduce interdisciplinary lessons in all specialists areas

Professional Development:

- · The Flo Ro Building based curriculum team has coordinated and designed all half day PD with input from the staff, developing a model of teachers teaching teachers
- · We utilize our staff to train each other. (Telian letters, Guided Reading Centers, Smart boards, MOS kits, DIBELS training)
- · The Flo Ro Building based curriculum team meets weekly to discuss and analyze data and instructional practices. In addition we discuss each grade levels curriculum status and progress. This discussion is crucial in maintaining a vertical connection between each grade level. This is a new initiative that helps all students and teachers.
- · The reading specialists and special education teachers are an integral part of grade level team meetings and professional learning communities.
- · Kindergarten, Grade 1, Reading specialists, and Special Education teachers have met throughout the year to focus on reading interventions, instructional practice and to discuss progress monitoring on reading skills.
- · Building based team carefully reviews feedback forms from teachers after each professional development session.
- · Unity with SU: The elementary school teachers, special education teachers and specialists have met from both Flo Ro and SU throughout this year.