



# Rockland Education Foundation

THE ROCKLAND EDUCATION FOUNDATION IS APPROACHING TWENTY YEARS OF SERVICE TO THE STAFF AND STUDENTS OF THE ROCKLAND PUBLIC SCHOOLS. IN THIS BROCHURE YOU WILL BE ABLE TO TAKE A JOURNEY INTO THE CLASSROOMS AND SEE WHAT THE \$24,012 THAT WAS AWARDED IN GRANTS LAST YEAR WAS ABLE TO PROVIDE. WE THINK YOU WILL AGREE THAT THESE GRANT RECIPIENTS ARE TO BE COMMENDED FOR THEIR EFFORTS TO ENHANCE THE SCHOOL EXPERIENCE FOR THEIR STUDENTS. THESE GRANTS WERE MADE POSSIBLE THROUGH THE GENEROUS DONATIONS OF INDIVIDUALS AND CORPORATE SPONSORS WHO CARE DEEPLY ABOUT EDUCATION IN GENERAL AND ROCKLAND STUDENTS IN PARTICULAR.

*Let your journey begin...*

AUGUST 2015

At Esten School **MEGHAN BYRNE**, Special Education Teacher, and **EMILY KIDD**, School Psychologist, teamed up to provide *Social-Emotional Curriculum Materials* to students. The Superflex curriculum enabled students to identify barriers that prevent them from demonstrating expected behaviors; and the *Zones of Regulation program* assisted students in controlling their emotions, which resulted in increased academic participation.

Thanks to **JULIE MCDONNELL**, first grade students were reading *Just Right Books*, a series of balanced literacy publications that offered books at students' independent reading levels and supported systematic development of reading strategies and skills essential in young children. **MS. MCDONNELL** also collaborated with first grade teachers **KAITLYN JUFFRE**, **DARCIE MACDONALD** and **ANGELA SULMONTE** to buy *Guided Reading Book Sets*. This allowed small groups of children to read along with their teachers during guided reading time and helped ensure that students were reading at their independent or instructional reading level.

**MRS. SULMONTE'S** grant, *Tide Pool Alive*, brought the New England Aquarium and tide pool creatures to the first graders. Students were able to learn about and observe first-hand snails, mussels, hermit crabs, sea stars and scallops resulting in a better understanding of our coastal habitat.

Grade two students were treated to four in-house field trips, courtesy of teacher **KATHLEEN FERRY**. Children were visited by the Blue Hills Trailside Museum who taught them about *Birds of Prey & Animal Habitats*; presenter Walter Schell talked about *Fossils/Why We Study Rocks*; and *High Touch/High Tech* explained about solids, liquids and gases, and simple machines.

In third grade **CAROLYN BEGLEY**, **CHANTELLE KAVKA** and **KAREN NEE** purchased *Informational Text: Reading to Learn Books* which focused on informational text rather than fiction. The students demonstrated their understanding of the text by writing a mini-report and presenting it to their teachers and classmates.

*Treasures in the Shadows of Trees* were showcased in a book published by **MELINDA LEARNING'S** fourth grade class. Written and illustrated by the students, the book is a compilation of pictures and poems depicting the flora and fauna indigenous to our area.

**MARILYN SMITH**, Esten School Principal, used her grant to purchase copies of *Now I Get It, Strategies for Building Confident and Competent Mathematicians*, K-6 for all of her teachers. These books provided them with a practical guide to teaching math for better understanding and clarity.

Esten School speech teacher **PAULA PELISSIER** received a grant to purchase a program entitled *It's All About Expression*. This multisensory program has been shown to dramatically boost students' oral and written language expression in preschool through high school. This program will be a lasting legacy and

will continue to expand students' expression skills for years to come.

**MARABETH LAWRENCE**, speech teacher at both the Esten and Jefferson Schools, used the *Visualizing and Verbalizing Project* to help students of all academic levels develop skills and strategies to support oral expression and comprehension.

**JENNIFER ROBACK** and **MONICA MARCHIONE**, Esten and Jefferson Schools, respectively, brought *More Starfall* to students during computer lab time or in small group settings. The students in both the EPALS program and the Kindergarten classrooms were able to hone their skills in letter sound recognition, counting, and early phonetic awareness skills. **LAUREN PARKER'S** speech students at Jefferson School participated in *Sound Awareness Boot Camp* where they used colorful manipulatives to practice sounds, words, and sentences.

Lots more was going on at the Jefferson School as nine Kindergarten teachers received *Guided Books for Kindergarteners* thanks to grant writer **JACQUELINE FOLSOM**. These books, along with a bookshelf to house them, enabled easy access for all classrooms to share and provided students the opportunity to practice reading independently and build confidence in their reading skills.

Kindergarten students LOVE Familiar Text, and a grant written by **KAREN MACKINNON** allowed them the opportunity to engage in *"memory" reading* where young children memorize the words to a favorite story and then "read" it to themselves over and over. Multiple copies of engaging books provided a first step to many children towards mastering their reading skills. **MRS. MACKINNON** also provided *An Instructional Approach that Makes a Difference – Guided Reading to students in Grades 2-4* at Jefferson School. *The Scholastic Reads* exposed students to the many types of writing that are outlined in the Common Core Standards, and was proven helpful for test preparation.

Last year's second grade teachers, **MICHELLE SCHEUFELE** and **PAMELA SHERIDAN**, were *Building a Story* with the use of a Story Starter Kit from Lego Education. Students used hands-on materials to build story boards which included characters, settings and objects, and they then arranged them in detailed sequential stories to share with others. The goal was to help the students tell their stories orally and ultimately in written form.

**EMILY FRENCH**, fourth grade teacher, was *Guiding Readers through Non-Fiction*. Each set of texts, appropriately leveled, engaged students in high-interest works that encouraged reading comprehension strategies. Students also used these texts to conduct research projects and apply their new knowledge through their expository writing.

**CHRISSY PRUITT**, principal at Jefferson School, encouraged her students to be *First in Math* using an on-line math program where students could compete with each other, and also with other schools across the state. The program engaged the students,

made math fun, and provided specific practice for a wide range of proficiencies. Fourth graders also benefitted from *Mentor Texts for Aspiring Writers*, thanks to **JESSICA ROBERGE**. These texts provided examples of quality writing for students to analyze and reflect upon. The students could refer to them when crafting their own writing and were better able to make connections between reading and writing as a result.

Things were happening at Memorial Park School last year as well. **RUTH ANN LOSCIUTO** was using an *Expanding Expressions tool* with students of all levels who demonstrated difficulties with communication skills in oral or written form. This tool provided a hands-on approach using visual and tactile information to improve language skills.

**MRS. LOSCIUTO**, along with **KATHLEEN JENKINS**, was *Linking Spelling to Reading and Writing* for students in first and second grade. Using this diagnostic assessment software, students learned the sound structure of the spoken English words and then how to connect and combine the sounds, letter patterns, and meanings to read and spell words. This program was especially helpful to at risk students or those with identified reading/writing disabilities, and also those ELL students who were attempting to learn English skills. These two teachers also teamed up to provide *Boogie Board Painting* to their students. These paperless LCD Tablets were used with children who have learning and or writing disabilities and have proven to increase motivation for even the most reluctant writers to practice writing, spelling and math problems.

Grade two students were able to *Dig into Dinosaurs* when **MICHELE BISSENETTE** brought the Museum of Science Boston to the classrooms, resulting in a hands-on look at the world of paleontology. **MS. BISSENETTE** also facilitated a *Family Math Night* which provided students and their families an opportunity to spend an evening playing games that reinforced math concepts.

Grade four students were *Reading Story Works to Inspire Discussion and Debates* thanks to **KERRI BLAKE** and **KELSEY HOLBROOK**. This magazine-style publication contains current event articles and high interest informational text. Fourth graders learned different perspectives, collected information, and debated issues. They were judged on their reading, evidence finding, opinion writing, speaking and listening. These two teachers were also *Making a Splash* using this interactive math website. Each student's progress was monitored by the site, and teachers could thus plan and target instruction for the class or individuals as needed.

All three elementary schools benefitted from a grant awarded to **FREEA LEAHY**, **LAWRIE DONOVAN**, **JUDI SCARPELLI**, and **LAUREN DONOVAN**. They did their best to create *The Stress-Free Student*. By utilizing therapeutic tools, games, and manipulatives to reduce stress, they were able to improve communication, encourage anger management skills, and they also provided relief and comfort for those trying to work through grief issues this past year.

**CAMERON ESTRELLA**, elementary music teacher, showed us that *Music! It's Elementary!* The purchase of relevant and high quality music, along with curriculum maps and information on strategies for teaching music from top educators in the field, enabled students to take what they learned in music class and

connect it to many other subjects including math, language arts, and social studies.


Rogers Middle School art teacher **GLEN ENOS** purchased *Wall Art and DVDs* to provide his students with a visual connection to some of the great works and to allow students to see how the artists' lives are often reflected in their work. History came alive for eighth grade students when **ANN MARIE DUNN** brought *Janet Applefield, A Hidden Child of the Holocaust* to the middle school to speak to the students. They empathized with her struggle, came to better understand what occurred during the Holocaust, and also learned the impact that prejudice, racism and bullying can have on the world.

Jogging is good for your body, and fifth grade teacher **SUSAN LONERGAN** showed her students that *Jog-Nog* is good for your brain! This computer program poses questions from all science disciplines including technology, life, earth, space, and physical science. Students must answer at a rate of 70% or higher in order to proceed to the next level of play. This format succeeded in engaging the students who, collectively, answered 402,186 questions correctly during the course of the year – which propelled them into the Jog-Nog winner's circle.

Another computer-based program offered to grade five students by **KELLY HOWES** was *Sumdog* in which laptops were used to improve math and English Language Arts skills and also to improve and incorporate technology skills. Students practiced their skills by playing a variety of educational and strategic games against their peers and against other schools across the nation.

The Rockland High School Theatre Guild, under the direction of **JENNIFER HARTNETT**, received a grant that allowed for a *makeup artist to give a master class* to cast and crew on proper makeup application for stage performances during Costumes and Makeup. The Theatre Guild's performance of the musical version of the play Peter Pan written by Sir James M. Barrie was a smashing success!

*The Faces of Rockland* is a publication created by **SUSAN PATTON** and **KENDRA DONOVAN'S** Alternative Classroom students. The book is a study of immigration as it relates to Rockland residents, and the focus was on diversity and overcoming disadvantages both socially and economically. *Multi-Leveled Manipulatives and Modifications* allowed teachers **RICHARD GATTINE** and **JOANNE WHITE** an opportunity to provide resources for differentiated learning for their students. The *Flocabulary* website contained videos of current events around the world; the *Reading A-Z* website offered books that were multi-leveled and thus differentiated the same information to students of all levels; and the Weekly Reader magazine allowed students to work on their comprehension skills.

Lastly, teams of Rockland High School Advanced Placement Science students in **ANGELA ARMSTRONG**, **SAMANTHA HOYO** and **JENNIFER WOZNIAK'S** classes were asked the question *"How can you feed the population of Rockland High School?"* for their AP Science Collaborative Project. They were required to present an engineering design model representing the appropriate use of math, communication, and the analysis of real data from each science discipline. 

DID YOU ENJOY YOUR JOURNEY THROUGH THE CLASSROOMS? WE HOPE YOU WERE AS BLOWN AWAY AS WE WERE BY ALL THAT THE STAFF WAS ABLE TO BRING TO THEIR STUDENTS LAST YEAR. BUT THE ROCKLAND EDUCATION FOUNDATION WAS NOT QUITE DONE! IN ADDITION TO THE AFOREMENTIONED GRANT AWARDS THE BOARD ALSO VOTED TO FUND CPR/AED TRAINING IN ROCKLAND PUBLIC SCHOOLS; TO PURCHASE A CUBIFY X 3D PRINTER ALONG WITH HARDWARE, SOFTWARE, SUPPLIES AND CURRICULUM GUIDELINES FOR THE ROCKLAND HIGH SCHOOL ART DEPARTMENT; AND TO PURCHASE A NAO EVOLUTION V5 HUMANOID ROBOT, MODEL H25, INCLUDING ALL SOFTWARE AND CURRICULUM GUIDELINES FOR THE ROCKLAND HIGH SCHOOL ROBOTICS PROGRAM. *Wow!* FOR MORE INFORMATION ABOUT THE ROCKLAND EDUCATION FOUNDATION AND ITS COMMITMENT TO THE ROCKLAND PUBLIC SCHOOLS, VISIT US AT:

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