

CARNELL CHRONICLES

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Laura H. Carnell Learning

Academy

From the Desk of Mr. Pelzer:

We are half of the way through the school year. Our students are learning at high-levels! Our school is rising above expectations! We are very proud of the academic accomplishments, thus far! At the start of the school year, I informed you of a number of existing points of pride that have improved the lives of thousands of students at Carnell. I also stated that we would build on these points of pride and institute new ones that would bring the school's performance to scale. Some new initiatives that we put in place this year include:

~*Step Up to Writing*, an instructional strategy across all classrooms

~*Kinder College* for Kindergarten and 1st grade students

~1st Annual College and Career Fair

~Introduction of the iPad Pilot Program

~Extraordinary collaboration between teachers and parents

~Student Ambassadors

~Scholarly dress attire, including new ID badges

The exciting and highly energetic academic learning environment that we are pursuing at Carnell is preparing our students for college and careers.

PTO Corner

The PTO (Parent Teacher Organization) meets on the 3rd Tuesday of each month. Carnell's PTO is made up of any interested parents, staff and administrators. We work in collaboration to highlight positive learning, address concerns, connect parents with resources and raise money for the Student Activities Fund. In February, parents met to discuss resources for helping children to transition to middle school, ways to help our students prepare for upcoming PSSA's and some fundraising ideas. In the coming month, the PTO will be holding fundraisers to raise money to reward various classes and students for hard work and dedication. If you are interested in helping to encourage our students by organizing together as parents, please come to our next meeting on Tuesday, March 19 at 2pm in Room 102.

One of Carnell's student mentors assists two younger students in their studies.



Spotlight on ESOL Strategies by Mr. Ali

Here are a couple of strategies that I use with my ESOL students. When I communicate with ESOL students who are in pre-production or early production stages, I use non-verbal gestures and facial expressions to make the language comprehensible for them. For an ESOL student whose language development is more advanced and who needs help in reading and comprehension, I use a different set of strategies. The strategy called Interactive Reading has two components. One component is called Top-Down and the other one is called Bottom-Up. The Top-Down strategy is when a student guesses the meaning of a word from the context or previews before reading and predicts what the passage may be about. (cont.)

ESOL, cont. -- This strategy uses the student's prior knowledge and higher thinking order. The Bottom-Up strategy is when a student learns phonics and phonemic awareness. The student learns to use letters to make words, and learns to make a sentence using words. Both the Top-Down and Bottom-Up strategies are essential in language acquisition. Although these strategies are very important for ESOL students to acquire language, teachers need to be cognizant of another crucial element. Some ESOL students have a lot of anxiety while they are trying to learn a foreign language. They may be fearful of speaking in front of their classmates, fearful of making mistakes or just anxious about not being as proficient in comparison with other students. To make a classroom conducive for learning and alleviate students' anxiety, a teacher needs to create an environment in which students feel safe and welcomed.

Vision: To develop a model of educational success worthy of replicating.

Mission: Create a highly-charged academic learning environment, across 3-campus, that engages all

students at high levels, transforms how they learn, encourages them to take advantage of educational opportunities, and enables

them to compete in a robust and technology-driven global society.

Creed: We are the students of Laura H.

Carnell Learning Academy:

Like the Cougar, we are COURAGEOUS, Like our

Point of Pride: ELL at

Carnell: During the month of February ELL (English Language Learners) students are taking the ACCESS Test (Assessing Comprehension and Communication in English State-to-State). Access assesses English Language proficiency for ELLs for grades K-12. This test is administered annually in the state of Pennsylvania. The tests items reflect the social and instructional language, the language of Language Arts, Mathematics, Science, and Social Studies. Test forms are divided into five grade clusters: kindergarten, grades 1-2, 3-5, 6-8, and 9-12. The results obtained from Access are used to measure the growth in English language proficiency, which will aid students in participating meaningfully in content area in classrooms. In addition, the information provided will be used to determine the amount of service students will receive the following year by the ELL staff. The data is also used to evaluate the effectiveness of the ESL program in the School District of Philadelphia. We are pleased to share that testing is going smoothly. Our ELL students are focused and determined to do their best. Thanks to the ELL staff for all their dedication and hard work!



Children listen to a Dr. Seuss story at the K-3 pajama party in his honor.

Recognize! ... Parents of the Month!

Heather Ackerman A1
Khadija El Kho 208
LaShawn Ford 314
Mrs. Morales A6
Yesenia Hernandez 305
Harun Thomas 313
Shemeka Williams 313
Jen Leaman 309, A12
Vicki Hairston Davis

Happy Birthday, Dr. Seuss!

On Monday evening, March 4, students in grades K through 3 were invited to attend a birthday celebration pajama party in honor of Dr. Seuss. Many children attended with their parents and caregivers and experienced fun food (green eggs and ham!), many favorite Dr. Seuss stories and challenging activities and trivia. As a reward for correct trivia answers, some students were given either a Dr. Seuss book or a movie. Students from older grades were on hand to read to younger students, help to direct guests to the correct rooms and to assist in any way they could. Students and their caregivers had a great time listening to stories written by Dr. Seuss – both old favorites and some of his lesser-known titles as well. It was a great event to celebrate a great author and to highlight the importance of reading.

Recognize... Core Values!

The following students have been helpful, respectful, and always ready to learn:

~Jerin Johnson,
~Abigail Ganthier,
~Kaitlanny Rivera,
~Syi'Nesee Johnson,
~Hyllamour Manasse,
~Charles Harp,
~Dasani Glover,
~Joseph Pagan,

Classroom Highlights

~On February 8, the entire 3rd grade was able to attend the play Alexander's Terrible, Horrible, No good, Very Bad Day at the Walnut Street Theatre. This was a great time that allowed the students to experience a short musical based on the children's book by the same name.
~The students from room 312 have raised almost \$220 for Pennies for Pasta. Great job, Room 312!
~This month Room 312 learned about the Year of the Snake for Chinese New Year and made decorative Chinese lanterns which are proudly displayed in front of their Room.
~In January the ESOL classes went to the Franklin Institute. While there, they expanded their academic vocabulary by talking to instructors who showed them how to make paper. They explored many avenues of science with hands-on activities. Finally, some of them even got to interview Mr. Franklin himself.

~All of Third grade, some of Fourth grade and the ESOL classes visited the Fairmount Water Works Interpretive Center. Both the teachers and students were impressed by the individual instructors' attention to education. Students were welcomed into the historic site to learn about caring for our water. Each class learned about old ways of conserving water and the twenty-first century version. Students learned to use rain gardens and rain barrels to conserve water. One of the most interesting things they saw was the Fish Camera that captures images of animals climbing the fish ladder in the river. A few weeks after the trip, the instructors from the center came to Carnell to create a "Green Neighborhood" out of shoeboxes with these classes. Please visit our work on the third floor. Thanks again to everyone who has supported our trips.

Recognize! ... Greatness

The following students achieved Principal's Circle from Room 312:
~Abigail Ganthier
~Jerin Johnson
~Charles Harp