



“The most effective way to do it, is to do it.”
-Amelia Earhart

Soaring to Excellence

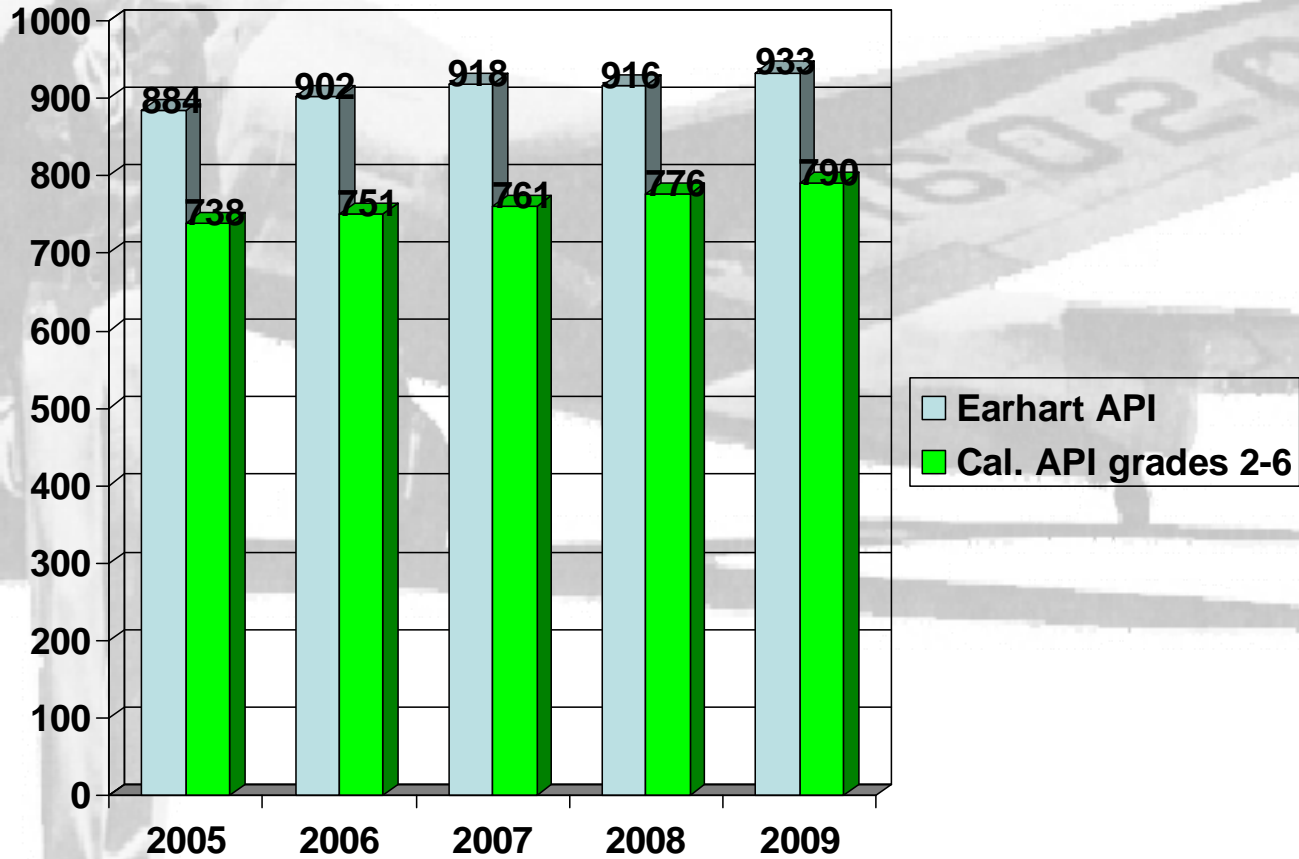
The Amelia Earhart Philosophy



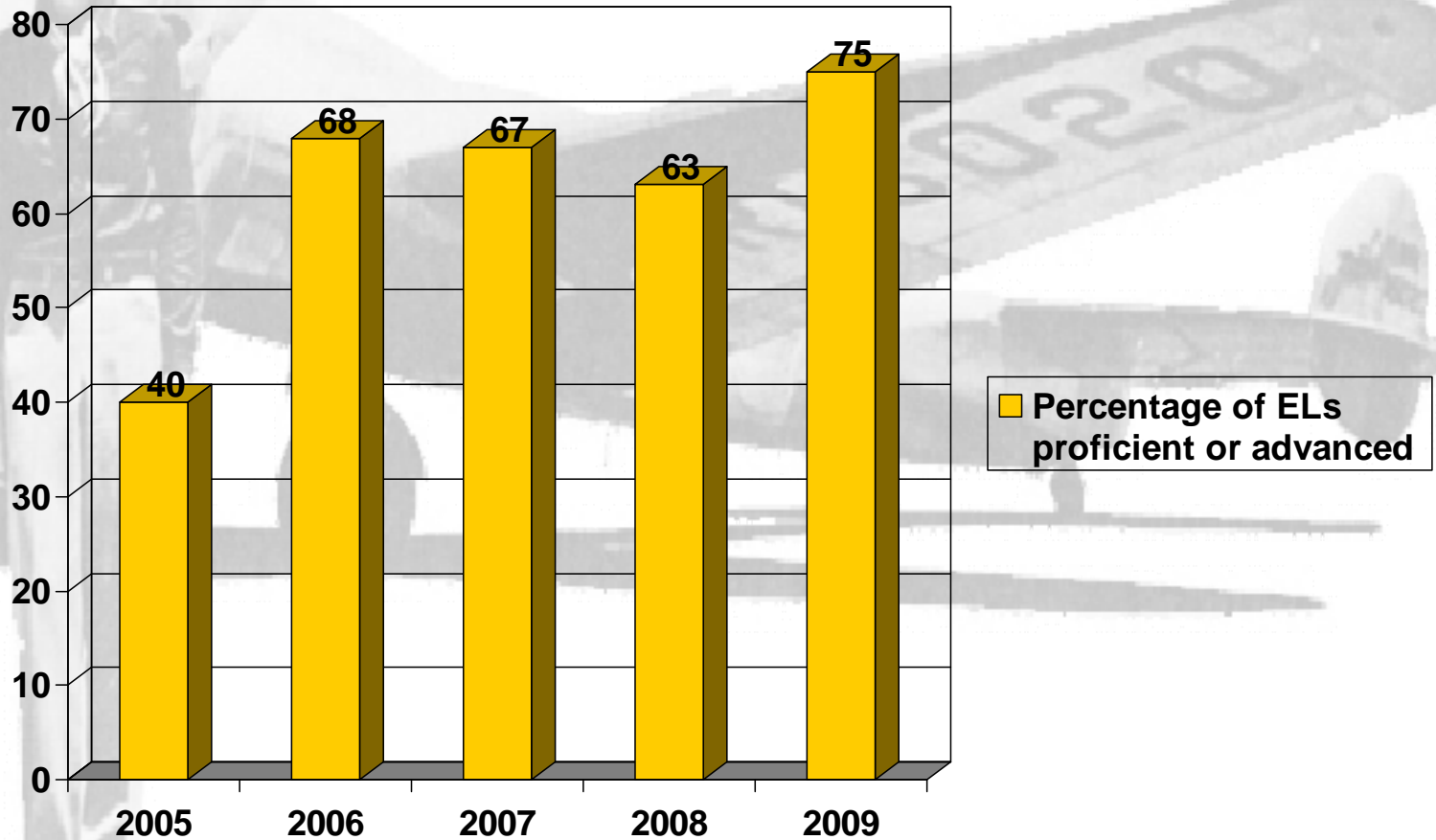
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API 2005-2009



English Learners scoring proficient or advanced in ELA 2005-2009



We think that effectiveness comes from many creative people supported in trying new ideas, always with the goal of improving student growth.



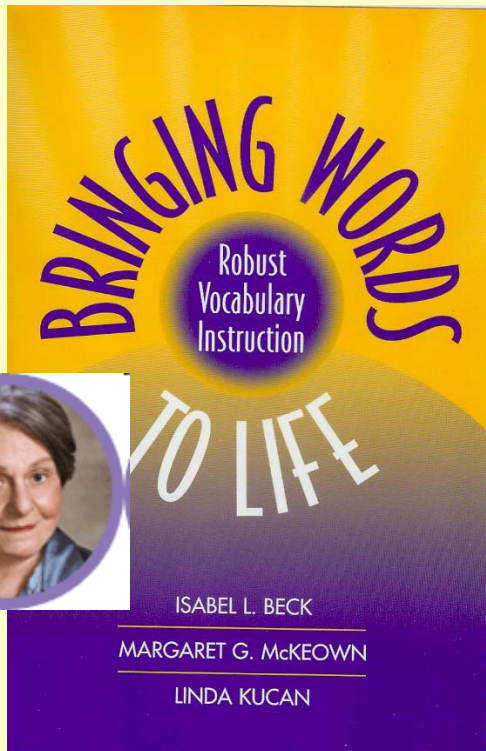
Year in and year out, at all grade levels, we engage in cross-grade level discussions to discover and address gaps in learning.

Our ongoing, data-driven cycles of inquiry in math, writing and vocabulary are nurseries for new instructional ideas.



Vocabulary Work

In all grades, new ideas are being employed in the teaching of vocabulary.



Our Language arts COIs actively pursue the goals formulated at each grade level.

At 4th grade we will identify target students in our classrooms who need the skills to decode the multi-syllabic word in order to access the vocabulary taught in every curricular area. Identified students will be taught the SIPPS program daily in a targeted group in the classroom. Targeted instruction will be 20 minutes.

3rd grade

Team revises the Story Summary Graphic Organizer to be used for the 2009-2010 school year.

Students taught how to use the Summary/Sequence Graphic Organizer

Launch new Summary/Sequence Graphic Organizer:

Teacher Model / Guided Instruction / Student Choice

Open Book / Document Camera / Closed Book Assessment

Giant of Babel

Raising Dragons

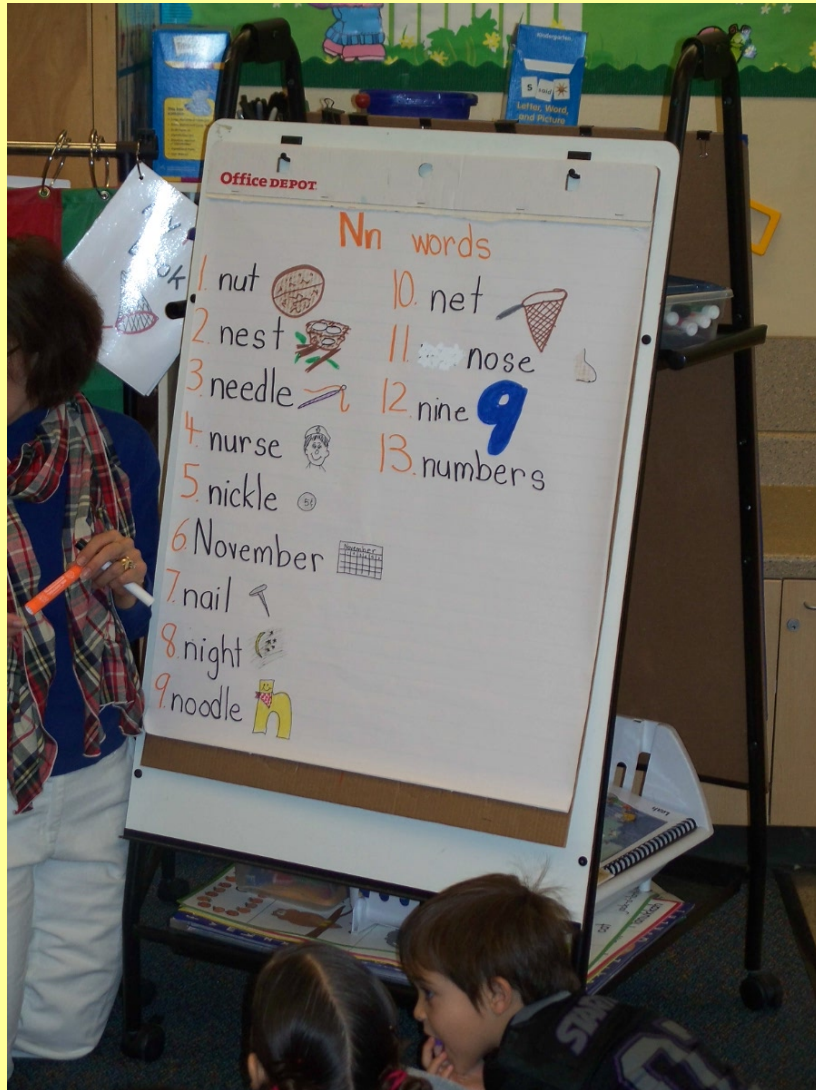
Visualization/comprehension
Teachers will use a variety of building strategies:

Quick Draw /Quick Write
Act it Out!

Picture the word!

As designed, the Elements of Reading: Vocabulary program provides for a read-alouds on Mondays, use of photo-cards and student worksheets on Tuesdays and Wednesdays, graphic organizer discussion on Thursdays, and review and assessment on Fridays (again, pre-prepared and available in the student workbooks). It is noted that the assessments reproduced in the Vocabulary Teacher's Guide show student-supportive pictorial assessment clues.

In kindergarten, we have always been strong in teaching children to write numbers through 30.



We discovered that we needed to connect the content standards between grade levels to reach the next level of building number sense.

Kindergarten Math Standards

Number Sense

- 1.0 Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement):**
 - 1.1 Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other.
 - 1.2 Count, recognize, represent, name, and order a number of objects (up to 30).
 - 1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have.

Rather than points on a continuum, we began teaching numbers as they relate to other numbers.



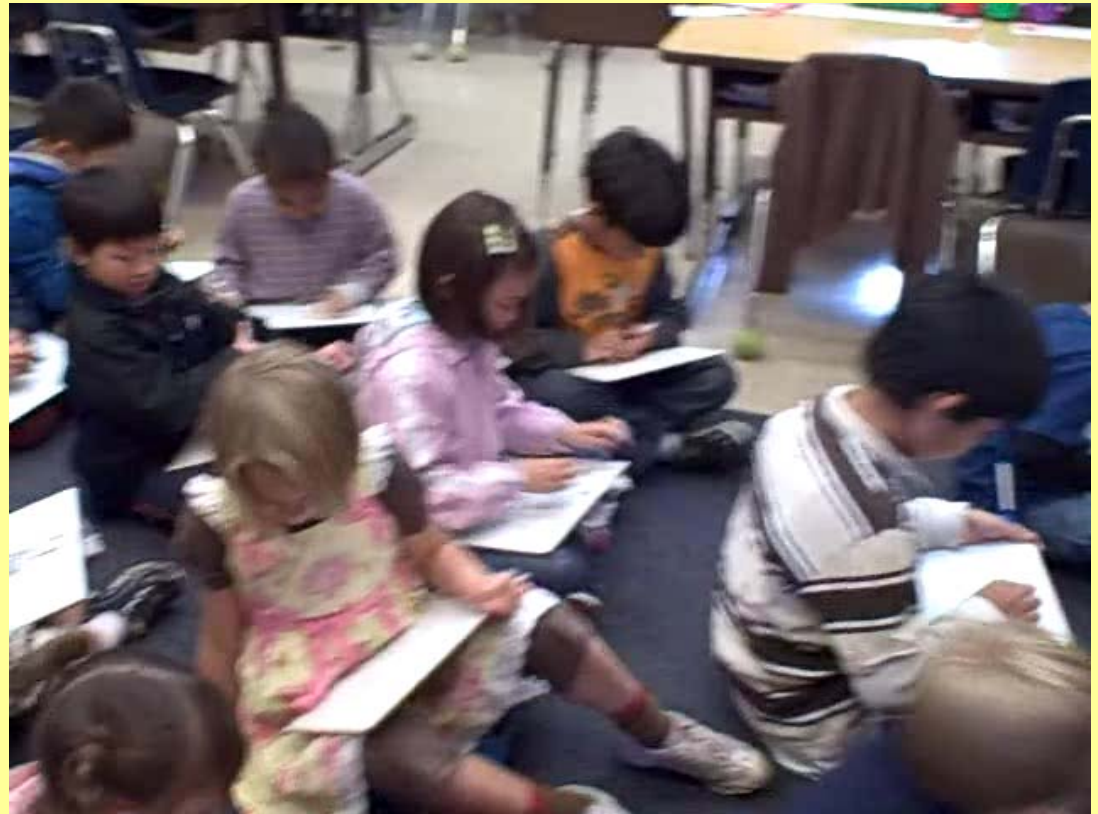
Building on these stronger kindergarten foundations, the first graders build their number sense.

**First Grade
Number Sense**

2.0 Students demonstrate the meaning of addition and subtraction and use these operations to solve problems:

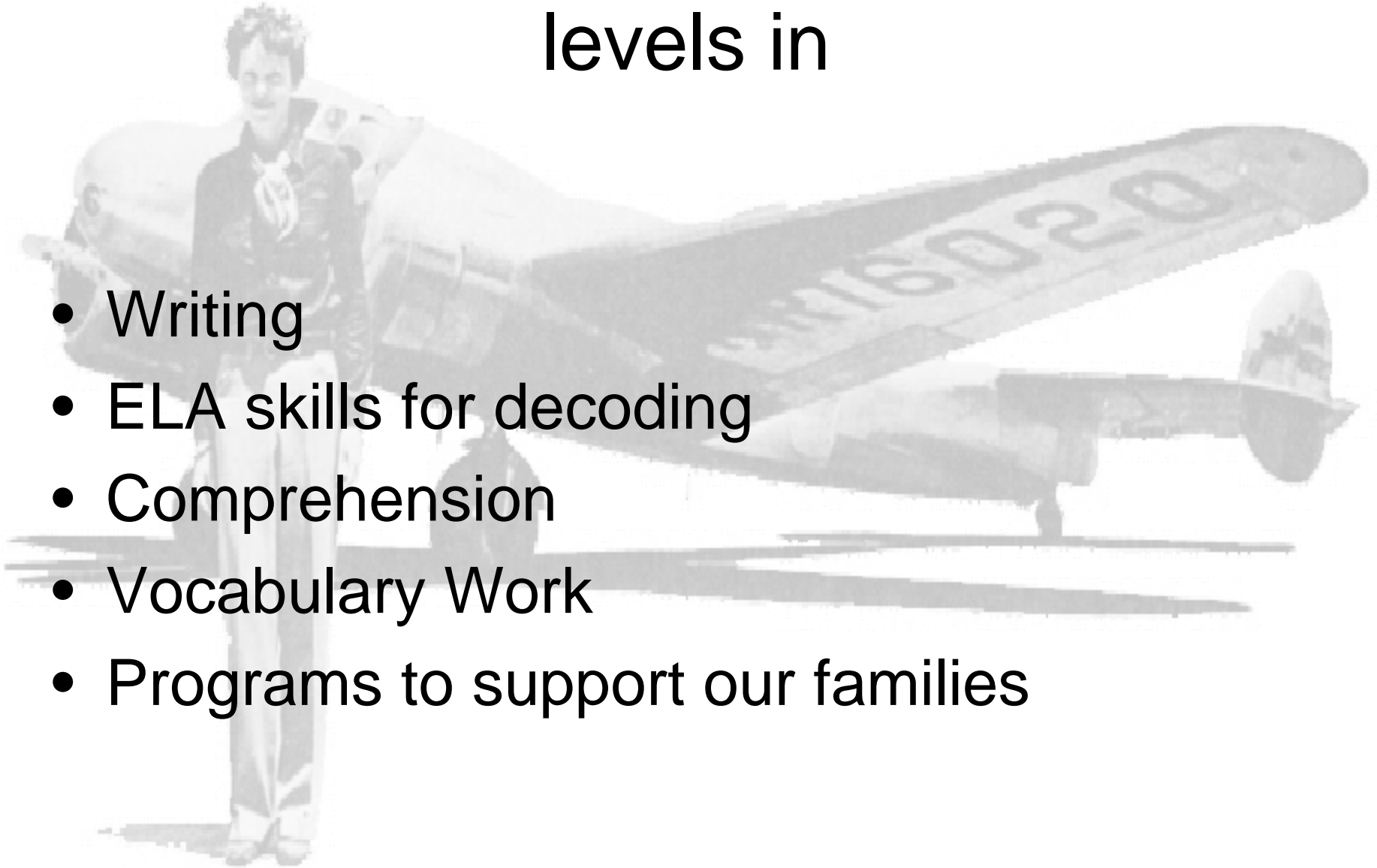
2.1 Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory.

2.2 Use the inverse relationship between addition and subtraction to solve problems.



We have connected across grade levels in

- Writing
- ELA skills for decoding
- Comprehension
- Vocabulary Work
- Programs to support our families



In all, we live by the goal of
each child's daily promise . . .



**Soaring to
Excellence!**

“Education is not the filling
of a bucket, but the lighting
of a fire.” -W.B.Yeats