

Elementary Models

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AB Combs: Leading with Vision and Passion—Rigor/Relevance and the 21st Century Digital Classroom

Muriel Thomas Summers, Principal, and **Kelly Wilson**, Teacher, A. B. Combs Leadership Magnet Elementary School, Raleigh, North Carolina

One of the most award winning elementary schools in the nation, A.B. Combs is preparing students to be leaders of technology in the 21st century and laying the foundation for a rigorous learning environment for both students and staff. The session will provide real-world examples of how elementary educators can begin teaching using 21st century technology daily as well as concrete examples of how to implement the Rigor/Relevance Framework™ throughout a school in a meaningful, timely manner. Administrators and educators will also see what this school does to inspire its students, improve staff morale, and engage all stakeholders with the simple “click of a mouse.”

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Alexander II: The DNA of a Math and Science Magnet School

Kristy Cummings, Lead Teacher, and **Jennifer Doss**, Lead Math Teacher, Alexander II Math and Science Magnet School, Macon, Georgia

The core educational philosophy employed by Alexander II Math and Science Magnet School emphasizes hands-on learning. This presentation will offer a dissection of the model of multimodal pedagogy that has been successfully implemented for over a quarter century at Alexander II. Included will be easy to duplicate information about the structure of the magnet school, the use of experienced math and science guide teachers, the creation of a community network, and how all three support students as they explore with multi-modal, hands-on learning.

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Brown’s Ferry Elementary School — Implementation of Effective Best Practices

Dr. Peggie A. Grant, Principal, Brown’s Ferry Elementary School, Georgetown, South Carolina

Brown’s Ferry Elementary School evolved from a low performing school to a nationally recognized 2006 Blue Ribbon School of Excellence during a three-year cycle. Implementation of best practices, continued dialogue about and monitoring of instruction, as well as focused staff development and parent education contributed to a paradigm shift for this small, rural Title I school. This presentation will focus on effective strategies used by the administration, faculty, parents, and community to support the students’ academic success and school recognition.

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English Estates Elementary — Building and Sustaining a School Culture that Supports Rigor, Relevance, and Relationships

Dr. Beth Sharpe, Principal, and **Chris Mulholland**, Teacher, English Estates Elementary, Fern Park, Florida

During the past two years, the English Estates staff has implemented Leadership is Elementary – a comprehensive program transforming the culture of the school, developing personal leadership skills in students and staff members, and utilizing data to improve all aspects of the school. Rigor, relevance, and relationships are embedded in the school decision-making processes. The sessions will offer practical and proven tips to empower students to take responsibility for their learning, empower teachers to create meaningful instruction, and empower parents to be involved in their child’s education.

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Frankford Elementary School — A Model of Excellence

Duncan G. Smith, Principal, Frankford Elementary School, Frankford, Delaware

A transformation has taken place at Frankford Elementary School from its traditional culture that maintained the belief that low-income, minority, and special education students cannot (and should not) be held to the same high expectations as their white, middle-class peers. Enter high-stakes standardized testing, a new principal, a prioritized curriculum in all content areas, increased expectations of *all* students, and staff training in proven instructional strategies. Data began to drive instructional decisions, and instructional support programs were added to address students' areas of weakness. Students responded and now are achieving at high levels. This presentation will outline the changes that have resulted in ongoing student success and provide replicable strategies that can be used in all schools.

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Highland Elementary School — Successful Reading Models for ELL Students

Duane Berkas, ESL Coordinator, Columbia Heights Public Schools, and **Katherine Page**, Principal, Highland Elementary School, Columbia Heights, Minnesota

Highland Elementary School, with 40% ELL students, dramatically increased the test scores of these students through two effective learning models: a Reader's Workshop model and a Collaborative ELL Teaching model. These models have given all ELL students help with language development and reading skills. In addition, student motivation to learn has increased, because the students have control over the fiction or non-fiction books that they choose to read at their level. This presentation will review the models and the results the school has obtained. For example, after not making AYP for several years, 75% of grade 3 students exceeded the passing requirement on the Minnesota Comprehensive Assessment test in 2006.

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Highland Park Elementary — Creating Caring and Capable Citizens

Sally Hunter, Character Education Chair, Highland Park Elementary School, Austin, Texas

Just as they must be taught academic skills, students must be taught ethical principals and guided to develop tolerance and become responsible citizens. Schools must work with parents to provide these experiences and build these strengths. Highland Park Elementary believes that tolerance and citizenship begin when students understand their own strengths and weakness, so they can develop strategies to be responsible for their own progress and behavior as well as be accepting and supportive of others. This session will describe C.L.A.S.S. – Character, Leadership, Active Minds, Social Skills, and Service Program — which integrates these issues within the existing curriculum.

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Poestenkill Elementary School — Teaching Struggling Learners

Peter De Witt, Principal, Poestenkill Elementary School, Averill Park New York

In this interactive presentation, Principal De Witt will explain what a struggling learner looks like and how teachers at Poestenkill Elementary School use multiple methods of teaching to educate their students. The presentation will explore differentiation in teacher instruction and classroom environment, both of which help struggling learners achieve in school and in life.

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Victoriano Elementary School — Transformation to High Achieving

Charles Holland, Principal, Victoriano Elementary School, Moreno Valley, California

This session will focus on three key factors that transformed this school from needing improvement to award-winning: expectations with accountability, standardization, and utilizing data. It will describe the significant difference between simply having high expectations and truly expecting them, thus ensuring they are achieved. Examples will be shared of how standardizing instructional practices and classroom environments eliminates “fluff” and is essential for collaboration and common assessments. Also included will be ways to use data to measure, modify, and inform instruction and drive all decision making and a list of “Simple Essentials” for moving a school to where it needs to be.

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Windy Ridge Elementary School — Successful and Continuously Improving Through Collaboration

Sarah Concepcion, Principal, Windy Ridge Elementary School, Orlando, Florida

What makes Windy Ridge successful and able to soar to new heights is teamwork. Faculty and staff collaborate in staff development and building bridges between general education and exceptional education in order to provide a rigorous curriculum for students and make AYP. The school believes in continuous improvement and implementing cutting-edge research on best practices in instructional pedagogy. Community is built through a common vision of learning and caring, with individual goals set encompassing the six pillars of character. Inclusionary practices are apparent throughout the school. This presentation will highlight some of the practices that ensure success.