

Bilingual Language Program Offered at Ashley

It took about seven days for Clemencia Cardona to realize that the kindergartners in her class were taking the first steps in becoming bilingual.



Andrea Proaño

“When I heard them singing to themselves in Spanish I said, ‘It’s working.’ It’s only one week and they are five years old and they are understanding and trying to follow me,” Cardona said.

Cardona is a teacher in the Dual Immersion program at Ashley Elementary School. She teaches 80 percent of the day in Spanish and 20 percent of the day in English.

Cardona teaches one of five dual-immersion classes at Ashley. Ashley’s dual-language immersion program teaches academic subjects in Spanish and English through the International Baccalaureate (IB) program. The IB Primary Years Programme includes the goal of supporting students’ native languages.

Ashley offers dual-immersion classes in kindergarten through fourth grade, with a fifth-grade class to be added for 2007-08. About half of the students in the classes are native Spanish speakers and half are native English speakers.

The goal is for students to perform at or above grade level in academic

subjects in both languages, develop oral and written proficiency in both English and Spanish, and build bilingual listening, speaking and cultural skills. Parents are encouraged to start their children in the program in kindergarten and are asked to commit to it through fifth grade.

Stephanie Anderson, director of Ashley’s dual-immersion program and the school’s Spanish teacher, said that students quickly pick up on what is happening in the classroom through visual cues, gestures and other strategies used to teach content



and a second language. Teachers focus on oral language development through interactive activities, and reading and writing are used to support oral language acquisition.

Ashley’s program is new enough that only one group of students, last year’s third graders, have taken state end-of-grade tests. The results were encouraging, with all students testing at grade level or above.

Anderson said that Ashley’s students benefit from working with a mix of native Spanish and English speakers. Cardona is from Columbia, Javier Perales, a second-grade teacher, is from Spain, and Andrea Proaño, a fourth-grade teacher, is from Ecuador.

Other dual-immersion teachers are Gisela Ibarra, a third-grade teacher from Chile, and Kristal Tickle, a first-grade teacher who is a native English speaker.

MAGNET SCHOOLS:

Ashley Elementary School
International Baccalaureate
Primary Years Programme
336.727.2343

Atkins Academic and Technology High School
Schools of Biotechnology, Pre-Engineering
and Computer Technology
336.703.6754

Diggs Elementary School
Magnet for Visual and Performing Arts
336.727.2424

Downtown Elementary School
Community School
336.727.2914

Hill Middle School
Magnet for Visual and Performing Arts
336.771.4515

Mineral Springs Elementary School
Renzulli Academy of Arts and Technology
336.661.4860

Mineral Springs Middle School
Magnet for Arts and Leadership
336.661.4870

Moore Magnet Elementary School
Multiple Intelligences
336.727.2860

Paisley Magnet School
Grades 6-10, International Baccalaureate
Middle Years Programme
336.727.2775

Parkland Magnet High School
International Baccalaureate Diploma Programme and
Center for the Cultural Arts
336.771.4700

Winston-Salem Preparatory Academy
An Academic Academy for grades 9-11
336.727.2910

Winston-Salem Preparatory Academy
An Academic Academy for grades 6-8
336.727.2910



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LOOK INSIDE FOR DETAILS >>>

At Magnet Schools, Summer Is Time for Learning

What did you do this summer?

Some students and teachers at magnet schools have interesting answers to that question.

They learned Italian and took part in an opera.

They filled a vial with their own DNA sample.

They learned programming languages and built robots.



School of Computer Technology at Atkins

Several magnet schools opened their doors this summer to host summer camps for students from throughout Forsyth County.

“I think the students would have stayed all summer long if we had let them,” said Tamara Greenwood, the technologist at Paisley IB Magnet School, which hosted three robotics camps.

Atkins Academic and Technology High School hosted 19 rising eighth-graders in a program that explored biotechnology and entrepreneurship.

Students worked in the Atkins labs to make cheese, grow fluorescent green bacteria, and do DNA fingerprinting. They also took field trips to biotechnology and nanotechnology labs.

“The students came here and it was the first high school some of them had been to and they were quite wowed,” said Terry Howerton, academic coordinator for the School of Biotechnology at Atkins.

The camp was part of BioSummer 2006, which is organized by the Winston-Salem Chamber of Commerce.

Also at Atkins, students from the School of Computer Technology spent four days at the school using video and audio editing equipment to work on a marketing presentation about the school. Students volunteered to help with the project, said Freda Smith, the Computer Technology academic coordinator.

At Diggs Elementary, the focus was on the visual and performing arts at the school’s American Idols Summer Art Camp.

One of the camp’s attractions was its partnership with Piedmont Opera. Students worked with singers from the opera in the afternoons to prepare for a performance at the end of the Children’s Chorus from the beginning of Act II of Puccini’s *La Boheme*.

Hill Middle School hosted the school system’s Summer Enrichment program for 300 students.

Three week-long robotics camps at Paisley drew rising middle school and high school students from across the school system. Beginning and advanced students learned engineering, science and math concepts in building and programming robots, Greenwood said.

Winston-Salem Preparatory Academy held a one-week camp at Winston-Salem State University for its rising juniors to prepare them for college courses they will take this year at WSSU.

At Last: Magnet Students Come Back to “New” Schools

For most of last year, students, faculty and staff conducted classes at Mineral Springs Middle School while avoiding work zones on the next floor or across the hall.

This year, their patience has been rewarded. “We’re very excited to show off our new facility,” said Principal Randy Fulton. “The physical building now will be a better reflection of the expertise of the faculty and the strength of our magnet program.”

At Parkland, teachers, staff and students moved into a new, 34,500 square-foot building next to the main building. The space houses a 700-seat auditorium, new science rooms, two visual arts classrooms, a dance studio and seven additional classrooms.

In the main building, the media center has been enlarged to about twice its previous

size, and the old auditorium space is being used to enlarge the cafeteria, and band, choir and orchestra rooms.

Chris Nichols, an assistant principal at Parkland, said the auditorium in the new building should be completely finished by the end of September.

“We’ll have state-of-the art stuff,” Nichols said. “The school system provides lighting and sound and we’re enhancing it with the magnet grant.”

Mineral Springs Middle received a complete overhaul that brought the 1948 building into the modern era.

From the outside walls to the classrooms, nearly every inch of the school received an update. Renovations include new lighting, fresh paint and terrazzo tiles in the hallways.



Parkland High School

Every classroom has been equipped with new cabling, wiring, a television and a telephone.

Other projects at magnet schools include the replacement of most of the windows at Ashley Elementary School. Extensive work at Mineral Springs Elementary is continuing this year throughout the school’s interior.

Leslie Eaves of Atkins Is Preparing Future Engineers

Leslie Eaves knows what it takes to be an engineer.

She believes that many of her students in the School of Pre-Engineering at Atkins Academic and Technology High School Complex have the ability to succeed in the field. They just may not know it.

“A lot of people think engineering is beyond them,” said Eaves, the academic coordinator for the School of Pre-Engineering. “I love being able to show students they can do something they didn’t think they could do.”

Eaves’ job is to prepare students for success in college engineering and related programs.

From her own experiences, she learned that memorizing information might be enough to earn a good grade in high school, but not for the high-level work required in college.

Eaves adapted to the difference by learning how to apply knowledge and solve problems. After graduating with a bachelor’s degree in chemical engineering she enrolled in a doctorate program in the same field.

That decision instead led her to teaching. As part of her doctorate program she worked on a National Science Foundation project that involved integrating engineering into science and math courses at an elementary school.

In working with those students she found her calling.

Her first teaching job was at Berry Academy of Technology in Charlotte, where she taught Project Lead the Way courses. Project Lead the Way is a national nonprofit organization that helps schools prepare students to succeed in high-tech fields. Eaves also served as an academy coordinator at Berry before coming to Atkins.

Eaves is using her experiences to put together a Project Lead the Way program for Atkins’ School of Pre-Engineering, the only Winston-Salem/Forsyth County high school to offer it. Once Atkins is fully certified to offer Project Lead the Way, students will be eligible to receive college credit for courses taken in high school.

Even if students don’t earn college credit, the experience will be beneficial, Eaves said.

“Not only does it give students a basic vocabulary – statics, thermodynamics and design process – it gives them some confidence and problem-solving experience,” she said.

This year, Eaves will teach three Project Lead the Way courses: Introduction to Engineering, Principles of Engineering and Digital Electronics. She spent two weeks at Duke University this summer in preparation for teaching Digital Electronics.

In addition to teaching a new course, Eaves plans to work this year on developing internships for juniors in the school. Some of them will definitely be ready, she said.

“If you can give them the opportunity, students can do almost anything,” Eaves said.



School: School of Pre-Engineering at Atkins Academic and Technology High School

Subject: Project Lead the Way, Academic Coordinator for the School of Pre-Engineering at Atkins

Hometown: Mount Pleasant, S.C. I was born in Sumter, S.C.

Education: Bachelor’s degree in Chemical Engineering (*cum laude*) from the University of South Carolina. Expected completion of Master’s Degree in Engineering, emphasis in chemical engineering, from the University of South Carolina in December 2006.

Favorite Book(s): That’s a tough one because it’s always changing. The book I’ve read the most is *The Mists of Avalon* by Marion Zimmer Bradley.

Most Admired Person: My parents. The older I get the more I realize what a good job they did. Also Albert Einstein. Not only was he a great scientist, he was just a great thinker. He’s awesome.

Favorite Food: Ben & Jerry’s Mint with Oreo Cookie

Dream Vacation: To Europe, and in particular to France and Scotland. I’ve been there and I’ve fallen in love with both of those countries.

MAGNET SCHOOL SCOOP

ASHLEY

Ashley to Launch Apprenticeship Program

This year, fifth-graders at Ashley will step outside their classrooms and explore how the work of local agencies and businesses affect Winston-Salem, North Carolina and the larger world.

Principal Brenda Butler is calling the experience an apprenticeship program, but students won’t be exploring careers. Instead, they will research, learn about and reflect on their interests from an international perspective. “It will give children a wonderful time to look outward rather than inward,” Butler said.

As a magnet school for the International Baccalaureate (IB) Primary Years Programme, Ashley teachers and staff encourage students to explore ideas such as sharing the planet and how the world works.

Butler sees strong possibilities for the apprenticeships to support the goals of IB. For example, a trip to a water treatment facility could provide opportunities to learn about water-borne illnesses or protecting the Earth’s resources

Ashley also is pleased to announce that Stephanie Anderson, the school’s Spanish teacher, has been named teacher of the year by the Foreign Language Association of North Carolina.

ATKINS

Schools Add Teachers, Equipment

The School of Biotechnology, Computer Technology and Pre-Engineering will spend about \$80,000 combined to further equip their labs for the 2006-07 school year.

The School of Biotechnology purchased a thermocycler that students will use to copy sections of DNA strands, as well as equipment for medical sciences including simulators, mannequins and beds. Both biomedical and biotechnology courses are offered at the School of Biotechnology.

In the School of Pre-Engineering, new equipment for students includes briefcase-sized digital/analog trainers for testing circuitry and an oscilloscope for measuring voltage, checking circuits and analyzing wave forms. The school also has purchased Fischertechnik kits, including building blocks and other pieces for building programmable models.

Students in the School of Computer Technology’s Computer Engineering class will be using equipment that arrived over the summer to build, upgrade and maintain computers. They will learn about each component and how each works with the machine as a whole, said Freda Smith, the academic coordinator for the school.

The schools each added about five teachers to handle the increased number of courses offered at the school, which welcomed its first junior class.

DIGGS

Elementary Students Invited to Attend Fall Arts Intersession

Most Forsyth County schools will be closed Nov. 7, 8 and 9, but Diggs will be open and bustling with students taking part in activities involving drama, dance, music, technology and Spanish.

Diggs is opening its Intersession Enrichment Program to all Winston-Salem/Forsyth County students in kindergarten through fifth grade. Options include full day, half day, before-and after-school care and private instruction.

The program will be run by teachers certified in arts education.

Areas that will be offered include:

- Dance
- Drama
- Band
- Orchestra
- Music Technology – includes music composition and piano lessons
- Visual Arts and Spanish
- Technology and the Arts

The deadline to register is Friday, Oct. 27. For more information, call the school at 727-2424.

HILL

Students Discover the Meaning of Goblisk

Current and former Hill students spent six weeks this summer participating in an intensive artist apprenticeship program with the Winston Salem Youth Art Institute (WSYAI).

The experience led to the creation of a multimedia piece of performance art they entitled *Goblisk – My Dream Is the Message*. The work was performed in August in the Ring Theater at Wake Forest University.

Goblisk was built from students’ poetry, monologues, riffs, raps, lyrics and shout outs.

Former and current Hill students Ronald Brown, Erik Carter, Ebony Little and Terrell Terry were among the group of 17 apprentice artists selected for the experience.

Goblisk started as a topic given to students by WSYAI’s co-founder and artistic director Nathan Ross Freeman as part of a writing exercise. Carter, one of the apprentice authors, wrote “My dream is the message,” which emerged as the primary definition of *Goblisk*.

The WSYAI was founded in 2002 to encourage apprentice artists to create written works from their life stories, and to develop their pieces for stage, film and visual art forums with professional artists.

MINERAL SPRINGS ELEMENTARY

Arts Exploration Expands in Second Year

The piano lab is being installed. The instruments have arrived. The dance room is ready.

After much preparation, Mineral Springs Elementary’s expanded arts program is in place. The school held a dinner in mid-September to explain the changes to parents, give them a tour of the new arts classrooms, and encourage their involvement, said Principal Constance Hash.

Mineral Springs Elementary is a Renzulli Academy of Arts and Technology. Teachers use Joseph Renzulli’s “Schoolwide Enrichment Model” with the Standard Course of Study to spark each learner’s curiosity and lead them to detailed investigations, often using the arts and technology.

By following a rotation schedule, students are involved in each area of the arts every eight days and also spend time in the media center, computer lab and science reading lab.

Students have ample opportunity to explore varied interests. The school has enough band and orchestra instruments for fourth- and fifth-graders to learn to play the viola, violin, clarinet or trumpet. In dance, students will be exposed to many styles. In visual art, two new kilns will allow students to work in new ways with clay.

MINERAL SPRINGS MIDDLE

New Leadership Arts Project Offered

Sixth-, seventh- and eighth-grade students at Mineral Springs Middle will spend time this school year learning the value of a MILE.

At Mineral Springs, MILE stands for Multiple Intelligences and Leadership Exploration. Multiple Intelligences is an approach to teaching and learning that recognizes the different ways students take in and retain information. “It is amazing for children who aren’t comfortable with traditional pencil and paper methods,” said Sharon Abell, the school’s magnet coordinator and lead teacher.

As part of MILE, sixth- and seventh-grade students use a Duke University curriculum that includes character development, civic engagement, ethical inquiry and service learning. Eighth-graders use a program based on Sean Covey’s *The 7 Habits of Highly Effective Teens*. The MILE class is offered once a week.

In the arts this year, the school is preparing for two large-scale productions, including *High School Musical*. Mineral Springs Middle is one of only 10 schools in North America given the rights to perform the musical, which is based on a popular Disney movie.

PAISLEY

Students to Make Mars Movie

Students in the robotics classes at Paisley are set to invade Mars this school year.

They’ve built a topographic map of Mars and a replica of a Mars Exploration Rover. This school year, they will build robotic rockets, write a full script, film and record a soundtrack for a movie about exploring Mars.

“It will involve all areas of the curriculum,” said Tamara Greenwood, the technologist at Paisley.

A Lego® robotic camera and video conferencing equipment will allow students at a school in Hawaii to play the role of astronauts and control the robots at Paisley, Greenwood said. Money from four different grants is helping to pay for technology for the project.

The robotics program, led by teacher Kevin Barnard, is growing at Paisley. Barnard helps Paisley’s students prepare for robotics competitions on district, state and national levels. This year, the school plans to increase its robotics offerings to offer its high school students more opportunities to design, build and program robots for competitions using an advanced curriculum and Vex Robotics-brand parts.

PARKLAND

Parkland Reaches Federal Success Targets

For the second consecutive year, Parkland has met 100 percent of its student achievement targets set by No Child Left Behind, a federal school improvement effort.

Only two high schools in the Winston-Salem/Forsyth County system met all of their Adequate Yearly Progress (AYP) targets for the 2005-06 school year. Parkland is the only high school in the system to reach all targets two years in a row.

To make AYP, schools must reach achievement goals that consider poverty and other criteria.

“Meeting AYP shows Parkland’s commitment to taking its magnet theme and curriculum to all members of our student body,” said Principal Tim Lee.

Parkland is taking further steps to promote achievement for all students with the addition of Success Academy. Success Academy includes advisory groups of teachers, staff members and students who work to develop supportive, positive relationships and create a sense of connection.

For more information about Parkland, visit the school’s new Web site: www.parklandmagneths.com.