

Connections

A Community Working Together



Holyoke Public Schools

Volume 3, Issue 4
Summer 2005

Change characterizes 2004-2005 school year

By

Dr. Eduardo B. Carballo
Superintendent of Schools

We, the citizens, parents, teachers and leaders of the Holyoke community have done much to improve our schools over the past three years. The 2004-2005 school year is coming to an end and I want to share with you some of our accomplishments.

We have successfully completed a total alignment of our curriculum to ensure that every school is teaching to the Massachusetts Standards. Our math curriculum program is excellent and we are very excited about the recent improvements that we have seen in our students' performance. All of our schools have recognized the need to improve mathematics. Therefore schools have increased the amount of minutes every child spends developing and improving their mathematical knowledge and ability. To accomplish this, teachers are provided with appropriate and targeted professional development, coaching, and expanded course work in mathematics. Additionally, we brought into the district Measures of Academic Progress, an assessment piece which informs classroom teachers about specific skills and standards that students still need to master in math. Assessment information allows teachers to provide immediate and appropriate interventions for individual students.

We have adopted the Read First Program Model for early literacy in three of our schools. This new model, funded by the Department of Education, has strong assessment and teacher professional development at its core. It is a key element in improving our school system and our students' ability to read and write well.

The three year process of creating four K-8 schools is at its end. When the school doors open in

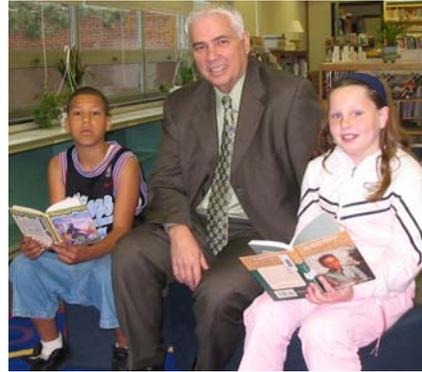
September of 2005 Holyoke will have four K-8 schools, two middle schools and three K-5 schools. These school configurations afford parents and their children the opportunity to choose two pathways to high school.

Holyoke, with the assistance of the Parent Advisory Council, has jointly petitioned a judge to remove forced busing in the Holyoke Public Schools. This action makes more sense for our children and families. It has led to the re-zoning of our schools which allows families to attend the same schools and simultaneously save the city thousands of dollars on busing.

Our district's transient rate is among the highest in the state of Massachusetts. In order to fight this problem we have designed a pilot program called the Transiency Opportunity Program (TOP) which the State Department of Education approved. This program allows students in the sixth, seventh and eighth grades, who come into the city after October 1st to stabilize in TOP by assessing their academic and social service needs and then appropriately placing them in a school at the beginning of a new quarter. This allows teachers and students to continue to stay engaged and maintain the pace necessary to make progress in the classroom with fewer disruptions. Brown University's Alliance Center is in the process of evaluating this program for the Department of Education, if proven successful, we will continue it with assistance from our state partner.

In continuing to serve our students in need we have developed two Transitional Academies,

which serve students leaving the eighth grades and going into high



Sullivan School's Giranni Peguero (left) and Kelsey Brunell (right) read to Dr. Eduardo Carballo.

schools who need additional help before they can become true ninth graders. These transitional academies are very important as many students in the Holyoke schools prior to this past year were going into the ninth grade unprepared to deal with the rigorous curriculum of the high schools.

We began to improve our summer school program three years ago by implementing a scientifically based high interest curriculum called *Voyager*. This program has provided high quality instruction for about 1200 students during the summer months. We encourage parents to sign their children up for our summer school so they continue to engage in educational activities during the summer months.

Although we are still under the watchful eye of the State Department of Education we continue to improve in our MCAS scores and we see that our city schools are turning around. I want to extend my sincere thanks to all our parents, teachers, paraprofessionals, counselors, and administrators. Everyone has played a role in making the Holyoke Public Schools better. Best regards for an enjoyable and safe summer and stayed tuned to TV Channel 12 for important school information and updates.



Inside this issue:

<i>New Curriculum Director</i>	2
<i>Preventing Summer Learning Loss</i>	3
<i>School Briefs</i>	4
<i>Education Commissioner visits Holyoke</i>	5
<i>Talking Points</i>	4
<i>Sports Corner</i>	8
<i>Spanish Highlights</i>	9-12



Special points of interest:

- Find out how to have fun this summer and prevent summer learning loss
- Learn how to break the barriers that keep you from being artistic



Mission Statement

The mission of the Holyoke Public Schools is to provide educational opportunities for all students to reach their full potential in a safe, secure, healthy learning environment while valuing diversity and promoting responsible citizenship.

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Meet Kimberly Wells, New Curriculum Director



Kimberly Wells (left) transitions into her new position with Susan Carey, outgoing Curriculum Director.

sites her analytical sense and the ability to see the big picture. "I have a passion for what I do and a 'kids first' attitude", says Wells.

As the new curriculum director, Ms Wells will focus on moving schools and students forward with education reform.

Susan Carey noted that coming from outside the district will be an advantage for Kimberly Wells. In her opinion, Ms Wells will be better able to focus on the key things with a fresh set of eyes. She understands the connection between teacher training and student achievement and how both are related to assessment.

Ms Wells is married and has three year old twins. Upon her retirement, Ms Carey plans to spend more time with her family.

As Susan Carey prepares to step down as Curriculum Director for the Holyoke Public Schools, she has mixed feelings about leaving her post. Although she is sentimental about ending her 35 year career with the district, Susan Carey is optimistic about the person who is taking her place.

"Kimberly Wells will be excellent in the position. She is a people person and a good communicator", said Ms Carey of her successor.

Kimberly Wells, formerly the Academic Quality Controller for the Sabis School in Springfield, says she brings passion to her new job. Among her strengths, she

Holyoke School Committee

- Mayor Michael Sullivan
- Michael Moriarty
- Mary Signet
- Yvonne Garcia
- Barry Conway
- Mollie Plant
- William A. Collamore
- Margaret Boulais
- Gladys Lebron-Martinez
- Jonathan Allyn



Families and community play role in preventing summer learning loss

By
Mayor Michael Sullivan



The summer days of decompressing are coming upon us. Those days which are greatly needed but unfortunately are of less educational value. Maybe everyone's energy is sapped from being involved with a season of testing. Students, faculty and staff have left it all on paper, literally and figuratively. There may have been a time in the past when students and faculty could use the sultry days of June and July to kick back and relax; we are now living in different times. Pushed by constant testing, MCAS and the Academic Yearly Progress (AYP), and along with the backdrop of real life, these challenges could be seen by the faint of heart as insurmountable.

No one person can understand all the nuances that face all our students any more than one standard test will ever capture the real learning which happens in every school commu-

nity. I cannot say enough how impressed I am every time I visit our schools. I find truly caring educators throughout our district. I am inspired when I see so many high school students that have been moved to pursue a teaching career as they leave for higher education. These young citizens have been inspired by their teachers who have become their heroes and heroines through their power of caring and promoting academics. I am particularly happy to see such "progress" because so often I hear from the more impressionable middle school students that they either want to play in the NBA or be a crime scene investigator. I hope all of Holyoke recognizes that teachers are much more important to the future of our community than any member of the NBA.

I hope every member of this great community continues to encourage students not to spend the summer losing their academic ground. There are so many educational enrichment programs throughout Holyoke that will help keep students on track for the following year. Opportunities for further learning are available at the Holyoke Public Library, Holyoke Community

College, Holyoke Public Schools, and Wistariahurst Museum. These programs and others would help students by catapulting them into the next academic year. Teachers will be suggesting that young students stay focused and engaged in learning during July and August by sheer instinct and resolve. Parents, friends and caregivers can make a huge difference by strongly promoting more reading and less television. This is easier said than done but getting a child to read even 15 minutes a day, less than 2 hours a week, will produce significant results in the following year on test scores. I know that for some students this is not going to happen even if the mayor hopes. Yet if a few students are inspired to hone their skills during the summer break the result will be more academic successes next spring.

Good luck this summer to all faculty, staff and administration. I hope the summer break brings you renewed inspiration and an opportunity to reflect on how important the work you do and do well is to our society. The future is truly in your collective hands. To our precious students, play it smart this summer, read!

The Title 1 Summer Learning At Home Program will assist parents in providing materials to keep their children learning all summer long. The program is offered in Kindergarten, First and Second grades.

Summer Learning Loss: Prevention Tips for Parents and Students

In addition to the learning opportunities offered in the summer program, here are a few ideas to keep youngsters' minds active over the next few months:

When traveling on vacation, encourage children to keep a journal of activities they do. To sharpen math skills, ask children to calculate the mileage between home and the destination.

Adults and children alike can benefit from taking a neighborhood walk and talking about what they see along the way. Talking is a great way to boost language and vocabulary development, which in turn, may help children become better readers. Children can also practice their literacy skills by reading signs and other environmental print.

ELL Core Team presents work at state conference



The Holyoke Public Schools ELL Core team has worked with the Department of Edu-

cation's Sheltered English Immersion Initiative since August 2003 to plan and develop an ELL program for the district. In May 2005, the Core Team presented its two years of work at a statewide ELL conference. The presentation reviewed the initial stages of implementation,

where the program is today, and plans for the future.

The Holyoke Core Team representatives are (from left to right) Debra Sherburne, Marie Cole, Aliza Pluta, ELL Program Supervisor David Valade, Martha Owen, and John Roth.

School Briefs



Lynch Middle School students serve guests at Family Night.

Lynch Middle School hosted its annual Family Night on Wednesday, May 4. For the fifth year in a row, students and their families were treated to an excellent dinner catered by Dean Technical's Culinary Arts Program. Over two hundred people attended the event, including honored guests Mayor Michael Sullivan and Chief Anthony Scott.

Those in attendance were able to enjoy not only the delicious food served by students and teachers, but also the chance to see the students' creativity and intellect on display. The top school-wide science fair projects lined the corridor, with students on hand to explain them to the visiting judges and curious onlookers. Judging the science fair were students from Holyoke Community College and a representative from the Holyoke Conservation Commission. Emmanuel Sanchez and Miguel Vasquez took top honors for the entire school.

Also on view were posters celebrating the dinosaur tracks in Holyoke, sponsored by the Holyoke Conservation Commission. Alicia Zoeller, the Director of the Conservation Commission, and Mayor Sullivan presented the district-wide awards. Four of the awards were given to Lynch students, including Rachel Wolff for second place, Samantha Bechta for third, Crystal Rivera for honorable mention, and Andrew Delvalle for "Most Artistic."

As summer approaches **Sullivan School** students are looking forward to relaxing and **READING**. During the last week of school, students will receive pamphlets highlighting some of the 2005 Notable Children's Books from the American Library Association along with other title suggestions for summer reading. A "Reading Log" will be included and any

student who reads 5 books and obtains their parent's or guardian's signature will be entered in a drawing for prizes at the start of the new school year. Four different pamphlets will be available with title suggestions and Web sites for parents to find other reading and summer fun information for students in K-Grade I, Grades 2-3, Grades 4-6, and Grades 7-8. It has been a busy **READING** year at Sullivan School – over 100 students participated in **READ ACROSS AMERICA** in March and over 9,000 books have been circulated from the school library. It will also be a busy but relaxing **READING** summer for Sullivan students.



The fifth, sixth and seventh grade students at **Donahue School** have together created a school newspaper, *The Captain's Gazette*. This newspaper includes student stories and art work. *The Captain's Gazette* includes columns for music, fashion, local news, sports and other items. The student newspaper provides a forum for students to take leadership roles and increased responsibility during the year, helping in various facets of production. The students practice their English/Language Arts by writing and also practice their academic skills such as mathematics while compiling poll results in pie charts. The newspaper has also given students a forum for asking those difficult questions regarding friendship and other teenage issues that they may have. They submit anonymous questions to an anonymous advice column called Ask Mrs. G. (answered by the teacher who advises the column, Miss Gabriel, the seventh grade math teacher.

Over 425 parents attended **EN White's** spring parent/teacher conferences. Each family who attended both a conference and visited the PTO's bookfair was invited to make free ice cream sundaes. This successful event was a lot of fun for the E.N. White community. In addition, the bookfair, which sold both Scholastic and Usborne books, raised over \$600 in free books for the library and Books for Bingo program.



On April 13, 2005 **GEAR UP** sponsored a

trip to Yale University where forty lucky 8th grade **Peck Middle School** students were able to attend. Students were provided with an hour long informational session that consisted of the numerous majors offered by the college, why education is important, and what students should be doing to get ready for college, and the different payment options for college. Mr. Jackson, an Admissions Counselor for Yale University, discussed scholarships, financial aid, work-study and student loans as a form of paying for college. Immediately after the informational session the students were taken on a campus tour. Students were able to see the exquisite Ivy League college dorms and where classes are held. Then in the afternoon they concluded with lunch in one of Yale's dining facilities. This provided the Peck students with a "real" college life experience. By the time Peck students left Yale they not only felt a true sense of what college is like, but that Yale or any other college they choose can be a reality if they work hard and reach for their dreams.



Pictured in front of the giant phoenix are (back left to right) Mr. Anthony Papuga, Rufino Rivera, Xavier Reyes, Shawn Garcia, Mr. Paul Gaudin; (front) Mr. Rafael Gomez, Jasimine Brito, Nahiomy Hernandez.

Students in Mr. Paul Gaudin's class at **HAP** created a larger-than-life phoenix in the classroom. The project, made with papier mache, was part of an adventure unit which focused on everyday life. Students did research and wrote stories accompanied by digital images. The idea for construction of the phoenix came from student Shawn Garcia. He said, "I learned where the phoenix came from, its history and what kind of bird it was". According to members of the class, creating the structure helped them to know each other better and get along. They also said it helped them to get to know the teacher better.



GED Distance Learning Program Hits its Stride



Members of the Advisor Board meet regularly to discuss plans and receive updates. From right to left are: Ervin Santiago, Susan Dixon, Luz Thomas, Laura DuPont, Emily Fox and Paul Hyry.

The Holyoke Public School system is a proud sponsor of a new, high-tech program that is beginning to make a real difference to adults interested in achieving their high school equivalence certificate. The **Juntos Distance Learning Project** is designed for adults who have a lot of initiative and self-discipline, and who want to get their GED but are unable to participate in existing classes due either to schedule constraints or program waitlists. Participants work with a com-

bination of computers, videos, and workbooks to engage in “anytime/anywhere learning”—that is, studying independently on a schedule that meets their own needs. The program is offered in both English and Spanish.

The Juntos Distance Learning Project is operated by the Greater Holyoke Chamber of Commerce, with funding support from the Massachusetts Department of Education and the Holyoke Public Schools.

Several community partner organizations are contributing to the ongoing development of the project through participating in its Advisory Board and making their facilities available for program participants’ use, including: CareerPoint; the HALO Center; Light of Restoration Ministries; MCDI-Holyoke; the New England Farmworkers’ Council; and the Holyoke Public Library. In addition, the HPS Technology Department is running the *GED Connections* video series, which is at the center of the program’s English GED curriculum, on Channel 12 (Holyoke’s educational cable channel) several times daily.

For more information about this exciting program, contact Ervin Santiago at the Greater Holyoke Chamber of Commerce (534-3376). Also, if you are interested in serving as a *tutor* for adults in the Juntos Distance Learning Program, contact Emily Fox at the same number (534-3376).

The Juntos Distance Learning Project is designed for adults who have a lot of initiative and self-discipline

HHS students talk to Education Commissioner about MCAS

On May 23rd, a group of student government members met with Dr. David Driscoll, Commissioner of Education. At the center of the discussion was the impact MCAS testing was having on students since the district has been declared underperforming. The meeting was set up by Emily Levine of Northampton High School who is on the Western Massachusetts Student Advisory Council. Her invitation to the commissioner was prompted by the concerns that Holyoke students shared in the regional council meetings. Dr. Driscoll enthusiastically



agreed to meet with the students.

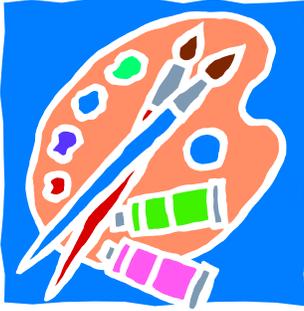
Concerns addressed in the students’ questions included socio-economic factors of Holyoke, the demographic make-up of other underperforming districts, the eradica-

tion of the “underperforming label” even if MCAS scores are raised, and the issue of spending so much time preparing for MCAS and not enough time preparing for things like the SAT.

Commissioner Driscoll challenged students to see what they could do in their school to help students prepare for MCAS. He commented after the meeting that the students were very open and honest. He added that people in the schools have worked very hard. “I’m very hopeful. I think good things are going to happen here in Holyoke.

Students from Mrs. Lajoie’s READ 180 class at Peck School recently held a Museum Book Tour. The students created Museum books based on the award winning novel, [The Tale of Despereaux](#) by Kate Di Camillo. Parents and staff were invited to the Museum tour where they were treated to a delicious “Castle” cake the students made themselves as well as other refreshments.





On Being an Artist

By

Dr. Lora McNeece Barrett
Art Department Head

Pablo Picasso (1881-1973) once said "Every child is an artist. The problem is how to remain an artist once he grows up."

Children love to draw. "Look at my picture," your child exclaims excitedly. While sometimes the images may seem strange or foreign to the adult eye, the young child can describe, in minute detail, what the images are, where the images are located, and what the images are doing. If one listens to the child repeat the description even a day later, the narrative is the same. The child knows what the images represent in his or her mind; they are not random images, not made up. Drawing is expressing oneself in non-verbal language. But somewhere in between the innocence of childhood and the onset of adulthood, we learn to recite the dangerous words, "I can't draw a straight line with a ruler." The child heard those words, looks at his or her images, and thinks "gee, maybe I can't draw after all," and the joy of making art and making marks is stripped from the young artist. I have been teaching art and making art for

a LONG time. I have taught many of you in the community, and after lots of experimenting I have boiled most of what I have learned about making art to two things. First, in order to make art you must believe you can, and secondly, you need to know how to OBSERVE. If you can visualize something, you can create it.

It's not a mystery, it's not about a "gift" reserved for a special few. Those who we perceive of as artists have only figured out how to OBSERVE, how to SEE and how to translate what they see onto a surface. Making art is making marks, making symbols that represent something. What's wrong with stick figures as representation? Nothing. What's wrong with J to represent happiness or a smile? Nothing. Then why do we say that we can't draw? Ridiculous. Handwriting is making marks. If one can write, one can draw. Drawing is nothing more than representing images.

You can never do too much drawing. About eight years ago, when I was struggling myself in a painting class where I found myself the least skilled member of the group, the instructor took me aside and gave me some advice that has strength-

ened and changed the way I make art, the way I teach. "Fill two sketch books with observational drawing, and then come back," she said. So I did. And she was right. I got better, not worse. Was it easy? No, but it has made a difference. There is a direct connect between keen observational drawing and strengthening the intellect. When you practice drawing, you help your brain process how it handles information. Take an orange and cereal box, for example:

- look at the edges
- look at the shapes
- look at the contrasts between light and dark
- look at the relationships in size

Think about it. Study it. Try drawing the orange and the cereal box, over and over and over. Don't look at the paper, look at the objects. At first it's not about drawing "a pretty picture," it's about strengthening the connection between the eye and the brain. Think about professional athletes and professional musicians. They practice every single day. Why should becoming an artist be any different?

"First, in order to make art you must believe you can, and secondly, you need to know how to OBSERVE. If you can visualize something, you can create it."

Dr. Lora Barrett

Sweet rewards for meeting the grade



(Above) Sophmores Jose Maldonado (left) and Naylyn Rodriguez enjoy a sundae. Kenny Lauzier is in the photo at left.

Holyoke High School's Renaissance program honored close to 300 students who have met academic and attendance requirements for the third quarter. On May 20th, the students were treated to a "Make Your Own Sundae" party.

A highlight of the party was the drawing for ten seasons passes at Six Flags which were

donated by the Starfish Foundation.

Renaissance is a national program which rewards students for both academic achievement and improvement as well as attendance and discipline excellence. The program started at the school last year.



Talking Points

EN White School staff raised \$2800 for "Relay for Life", a fundraiser for the American Cancer Society. The event took place at Holyoke Community College, Friday May 13th through the Saturday, May 14th and was a great success. Thanks to Kim Kisiel and Julie Griffin for organizing the "Relay" and to all who contributed.

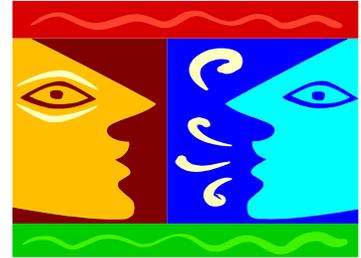


2002 Dean Tech graduate, **Yasser Menwer**, was honored at the school recently by the Air National Guard. Yasser was chosen from among 1600 airmen as the 2005 Massachusetts National Guardsman of the year. During the school assembly, Yasser received a certificate of recognition and was commended as the person who did the most for his country. Yasser addressed the student body and credited his family, the Dean faculty, and the computer technology program at Dean. He specifically praised two teachers, Mrs. Mary Allen and Mr. Lenny Gibbons. He said they helped define who he was and kept him in check. After serving in the Air National Guard, Yasser plans to return to Holyoke and run for public office.



Art teachers **Dr. Lora Barrett, Anne Charron and Phil Christofori** each donated a framed piece of their artwork to the the 100th Birthday Party of Rotary International. The event,

which is scheduled on June 11th at Open Square on Lyman Street, will showcase Holyoke Public Schools' arts programs. The donated artwork by the three teachers will be used to raise funds for musical instruments for the schools.



The Holyoke Public Schools welcomes Michael Hines as the new communications specialist in the media center. He is working with Laura DuPont to develop programming for Channels 12 and 15. Prior to coming to HPS, Michael worked as a photographer / editor at ABC40 for the past 17 years.



Michael Hines joined the media center in April.

The Peck Extreme Make Over 2005 Edition

The art department at Peck just won't quit. The students are demanding, and the staff is embracing murals, murals, murals! The students and faculty have completed more than 60 murals inspired by artists like O'Keeffe and Klee and local talent like students Christian Cabrera, Crystal Jones, and Edwin Matos to name just a few. A makeover in attitude has been experienced as well.

Last year when the "make over" began there was a fear of change. Students were not happy with the new look of the place and made negative comments like, "this isn't Northampton" or "it's too fruity," to describe the mul-

titude of colors that now cover a once dark green wallscape. The adults in the building were hesitant to comment, not sure what to expect and uncomfortable with the changes.

Time will always tell. This year while hanging a new set of paintings celebrating the artist Jacob Lawrence, an African American painter who painted street life in Harlem, a few comments were over heard. "Where is mine, Miss?" "Oh, that one is nice. I like the monochromatic colors," and "Who painted them? They did a nice job." These students passing by demonstrated the emotional shift that has taken place. Faculty and staff, too are

taken by the visual life that has been breathed into the building. Comments like, "I love what you've done with the place!" and "It's so nice to see you working as a team," have been abundant. Students come to the art rooms and ask, "Can I paint in the hall with you?" These small, and seemingly mundane conversations express the desire by all to work and learn in a stimulating, exciting, art-rich, environment. To all the students and staff at Peck Middle School, thank you for your time and patience while undergoing the "Peck Extreme Makeover."



Coming Up on HPS 12

- *GED Connections*
Monday - Friday
9am, 12pm, 3pm, 6pm
- *In-Focus*
Dr. Eduardo Carballo hosts this series of programs which delves into topics regarding education in the district.
- *Around the Schools*
Students Liz Maldonado and Patrick Harris host this magazine format show which spotlights special events in the schools.



Sports Corner



Coach Peter McAndrew (back row) with the HHS girls' softball team.

It's been quite a wet spring but all the teams at Dean Tech and Holyoke High School are right on track to finish their seasons on time. At Dean it's been an exciting spring with the first girls' softball team in four years. All eighteen girls have

stuck together and after a slow start they are winning games. The boys' volleyball team won its first match in three years and they continue to work hard as a team. The baseball team has had a lot of bad luck. They've lost many games by one run and/or in extra innings. Their night game against St. Mary's High School is going to be televised by Comcast (Channel 12) which is a first time event for the team.

At Holyoke High School, boys' tennis is ruling the spring. They have qualified for both the individual and team tournaments. The softball team is close to qualifying for their

tournament. They've played some exciting games this year. The baseball team is competitive every year and this year is no different. They may not make the tournament but they've been exciting to watch. The boys' volleyball team had a large group for try outs and they continue to well represent the birthplace of volleyball. The boys' track team is presently in first place in their league and the girls are going to have some individuals qualify for tournament. It has been an exciting year for the over seven hundred team members at both schools. Congratulations to all of them and see you in the fall.



Connecticut in the Classroom Hosts an Art Show

Students from the third and fifth grade saw their art on display at the end of May in Open Square Gallery in downtown Holyoke. This past year, educators from Enchanted Circle Theater and Hitchcock Center for the Environment visited all third and fifth grade classes to explore topics about the Connecticut River and fuse science and art. Some classes made collages that graphically displayed animal adaptation. Others studied live

animals and made scientific drawings. On May 25th in the evening, students and their families were invited to a show that exhibited all of the work in a giant gallery in the old Lyman Mill. The project was a part of the 6 year old Connecticut in the Classroom program that also includes the Children's Museum and is funded by a grant from the Massachusetts Cultural Council.



Holyoke Creative Arts Center

400 South Elm Street
P.O. Box 4998
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off I-391
Holyoke, MA 01041

This is the summer to get creative



The Holyoke Creative Arts Center (HCAC) is offering a summer

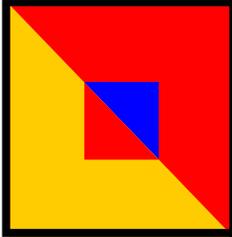
program of Fine Arts and Home Crafts classes for Pioneer Valley youth and adults from July 11—August 18th. One and two week classes for young people ages 8-17 will be offered weekday mornings and afternoons in the Center's air-

conditioned facility (each class has a posted age range). Scholarships are available to income-eligible youth and adults. Registrations are accepted first come, first served.

Classes run when minimum enrollment is reached. Summer youth arts classes include Cartooning, Celtic Calligraphy, Creative Drawing Crafts, Drama, Jewelry Making and Crafts, Digital Photography, Reading Group and Sewing.

To register, call HCAC during office hours Monday—Thursday 9:00a.m.—1:00p.m. at (413)-532-0465 or visit the Web site at www.holyokecac.org

Registration forms are online and can be printed. Ask HCAC administrators for class descriptions and materials / equipment lists.



Estos son los puntos mas sobresalientes del Boletín

Holyoke Public Schools

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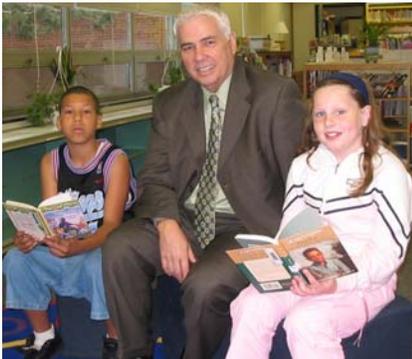
Verano 2005



Cambios caracterizan el año escolar 2004-2005

Por

Dr. Eduardo B. Carballo
Superintendente de Escuelas



Giranni Peguero (izquierda) y Kelsey Brunell (derecha) de la Escuela de Sullivan le leen a Dr. Eduardo Carballo.

Con el propósito de mejorar nuestras escuelas; durante los tres últimos años; nosotros, los ciudadanos, padres, maestros y líderes de la comunidad de Holyoke hemos puesto en práctica muchos cambios.

Con la llegada del final del año escolar 2004-2005 quiero compartir con ustedes nuestros logros. Hemos completado exitosamente una estandarización total de nuestros planes de estudio para asegurar que cada escuela enseñe de acuerdo con los Estándares de Massachussets. Nuestro programa de matemáticas es excelente y estamos muy satisfechos con el progreso que nuestros estudiantes han alcanzado. Todas nuestras escuelas reconocen la necesidad de mejorar las matemáticas, por lo tanto, las escuelas han aumentado el número de minutos de instrucción para cada niño para desarrollo y mejoramiento de su conocimiento y capacidades en matemáticas. Para lograr este objetivo, nosotros proveemos a los maestros con el desarrollo y entrenamiento profesional adecuado, y extenso cursos en

matemáticas. Además, adaptamos al distrito Medidas de Progreso Académico y asesoramientos que informan a los maestros sobre las habilidades específicas y estándares que los estudiantes necesitan aprender en matemáticas. La evaluación permite a los maestros poner en prácticas intervenciones inmediatas y apropiadas para cada estudiante.

También adoptamos el programa de Lectura "Read First" en tres escuelas. Este nuevo modelo, financiado por el Departamento de Educación, tiene una evaluación intensa y su esencia es el desarrollo profesional de maestros. Esto es un elemento clave en el mejoramiento de nuestro sistema escolar y así darles la capacidad a nuestros estudiantes para leer y escribir bien.

El proceso de implementar escuelas de kindergarten al octavo grado está a su final. Cuando las escuelas abran sus puertas en septiembre de 2005, Holyoke tendrá cuatro (4) escuelas de kindergarten al octavo grado, dos (2) escuelas secundarias y tres (3) escuelas de kindergarten al quinto grado. Estas configuraciones escolares permiten a los padres y a sus niños la oportunidad de elegir dos caminos a la escuela secundaria.

Holyoke, con la asistencia del Consejo Asesor de Padres, ha presentado una solicitud judicial para cambiar el transporte requerido en las Escuelas Públicas de Holyoke. Este cambio tiene es más efectivo para nuestros niños y familias. Este originó el cambio de zonas para nuestras escuelas, la cual permite que las familias asistan a las mismas escuelas y simultáneamente ahorrar miles de dólares en gasto de transportación.

Nuestro porcentaje de estudiantes transeúntes es el más alto en el estado de Massachussets. A fin de solucionar este problema hemos diseñado un programa llamado: Programa de Oportunidad de Transitoriedad (TOP) aprobado por el Departamento de Educación del Estado.

Este programa permite a estudiantes en sextos, séptimos y octavos grados, que se registran después del 1 de octubre, estabilizarse en el Programa "TOP" evaluando sus necesidades de servicio académico y social para ubicándolos apropiadamente a principios de un nuevo trimestre. Esto permite a los maestros y a los estudiantes continuar su progreso en el salón de clases con menos interrupciones.

El Centro de Alianza de la Universidad (Brown) está en el proceso de evaluar este programa para el Departamento de Educación, de ser probado exitosamente, continuaremos con la ayuda de nuestro asociado estatal.

Para continuar sirviendo a nuestros estudiantes hemos desarrollado dos Academias de Transición para esos estudiantes que salen de octavo grado y aun necesitan ayuda adicional antes de entrar a la secundaria. Estas academias son muy importantes ya que algunos estudiantes entran al noveno grado sin la preparación necesaria que el plan de estudios requiere en las escuelas secundarias.

Mejoramos nuestro programa de verano poniendo en práctica un plan de estudios de gran interés científico llamado *Voyager*. Este programa ha dado una instrucción de alta calidad para aproximadamente 1200 estudiantes durante los meses de verano. Animamos a los padres a matricular a sus niños para nuestros cursos de verano para que ellos continúen involucrándose en actividades educativas.

Aunque todavía estamos bajo el ojo vigilante del Departamento de Educación del Estado continuamos mejorando nuestros puntajes en la prueba MCAS y vemos que nuestras escuelas están cambiando. Quiero extender mi más sincero agradecimiento a todos nuestros padres, maestros, para-profesionales, consejeros, y administradores. Cada uno ha desempeñado un papel en el éxito de las Escuelas Públicas de Holyoke. Mis



Las familias y la comunidad desempeñan el papel prevenir la pérdida de aprendizaje en el verano

By
Mayor Michael Sullivan



Los días de descompresión de verano ya vienen. Aquellos días que son enormemente necesarios, pero lamentablemente son de menos valor educativo. Tal vez la energía de todo el mundo es zapada de ser implicada con una temporada de pruebas. Los estudiantes, la facultad y el personal han dejado todo sobre papel, literalmente y figuradamente. Puede haber habido un tiempo en el pasado cuando los estudiantes y la facultad podrían usar los días bochornosos de junio y julio para dejar todo atrás y relajarse; ahora vivimos en tiempos diferentes. Empujados por pruebas constantes, el MCAS y el Progreso Annual Académico (AYP), y junto con el telón de la verdadera vida, estos retos podrían ser vistos por el desmayo del corazón como insuperables.

Nadie puede entender todos los matices que afrontan a todos

nuestros estudiantes más que una prueba estándar capturará alguna vez el verdadero aprendizaje que pasa en cada comunidad escolar. No puedo decir mucho de como estoy de impresionado cada que visito nuestras escuelas. Encuentro educadores realmente humanitarios en todas partes de nuestro distrito. Estoy inspirado cuando veo a tantos estudiantes de escuela secundaria que han sido movidos para seguir una carrera de enseñanza cuando ellos se van para una educación superior. Estos jóvenes ciudadanos han sido inspirados por sus maestros que se son sus héroes y heroínas por su gran preocupación y promoción académica. Estoy muy feliz de ver tal "progreso" porque muy a menudo tengo noticias impresionables de los estudiantes de escuela secundaria que ellos quieren jugar en la NBA o ser un investigador de escena de delito. Espero que todo Holyoke reconozca que los maestros son mucho más importantes para el futuro de nuestra comunidad que cualquier miembro del NBA.

Espero que cada miembro de esta gran comunidad continúe animando a los estudiantes a no pasar el verano perdiendo terreno académico. Hay tantos programas de enriquecimiento educativos en todas partes de Holyoke que ayudará a mantener a los estudiantes sobre la tierra para el próximo año. Las oportunidades del aprendizaje adicional están

disponibles en la Biblioteca Pública de Holyoke, en Holyoke Community College (Colegio de la Comunidad de Holyoke), las Escuelas Públicas de Holyoke y el Museo Wistariahurst. Estos programas y otros ayudarían a los estudiantes lanzándolos al próximo año académico. Los maestros sugerirán que los estudiantes jóvenes sigan enfocados e involucrados en el aprendizaje durante julio y agosto por instinto y se resuelva. Los padres, los amigos pueden hacer una gran diferencia promoviendo más lectura y menos televisión. Este es un dicho más fácil que un hecho, pero hacer que un niño lea por lo menos 15 minutos por día, menos de 2 horas por semana, producirá resultados significativos para el año siguiente en los puntajes de exámenes. Sé que para algunos estudiantes este no va a pasar aun si el alcalde lo desea. Aún si algunos estudiantes son inspirados a afilar sus habilidades durante el verano, el resultado será más éxitos académicos la próxima primavera.

Buena suerte este verano a toda la facultad, personal y administración. Deseo que el verano le traiga la inspiración renovada y una oportunidad de reflexionar sobre como importante es el trabajo que haces y hace bien es a nuestra sociedad. El futuro está realmente en sus manos colectivas. ¡A nuestros preciosos estudiantes, júéguelo bien este verano, lea!



Programa de Aprendizaje para Adultos da un Paso grande



Los miembros del Consejo Asesor se reúnen con regularidad para hablar de proyectos y recibir actualizaciones. De derecha a izquierda se encuentran: Ervin Santiago, Susan Dixon, Luz Thomas, Laura DuPont, Emily Fox y Paul Hyry.

El Sistema de las Escuelas Públicas de Holyoke es un patrocinador orgulloso de un programa nuevo de alta tecnología que comienza a hacer una verdadera diferencia para adultos interesados en lograr obtener su certificado de equivalencia de escuela secundaria (GED). **El Proyecto de Aprendizaje a través de una Distancia, (Juntos Distance Learning Project)** está diseñado para adultos que tienen mucha iniciativa y autodisciplina y desean obtener la equivalencia de escuela secundaria (GED), pero no han podido participar de las clases actuales

debido al horario o a la lista de espera en los programas existentes. Los participantes trabajan con una combinación de computadoras, videos y cuadernos de ejercicios para involucrarse en el aprendizaje "en cualquier momento/en todas partes" - es decir estudiando independientemente en un horario apropiado a sus necesidades. El programa es ofrecido tanto en inglés como en español.

El Proyecto de Aprendizaje a través de una Distancia - (Juntos Distance Learning Project) es operada por la Cámara de Comercio de Holyoke,

con el financiamiento del Departamento de Educación de Massachusetts y de las Escuelas Públicas de Holyoke. Varias organizaciones de la comunidad contribuyen al desarrollo del proyecto con la participación del Consejo y ponen a disposición sus instalaciones para el uso de los participantes en el programa, incluyendo: CareerPoint; el Centro de HALO; los Ministerios de Restauración; MCDI-Holyoke; y el Concilio de Trabajadores de Finca en Nueva Inglaterra. Además, el Departamento de Tecnología de las Escuelas Públicas de Holyoke tiene una serie de videos para el GED, que está en el centro del plan de estudios del programa de GED en inglés, en el Canal 12 (el canal de cable educativo de Holyoke) dos veces al día.

Para más información sobre este programa emocionante, póngase en contacto con Ervin Santiago en la Cámara de Comercio de Holyoke al tel. (534-3376). También, si usted está interesado en ser un tutor para adultos en el Programa de Aprendizaje, póngase en contacto con Emily Fox al mismo número (534-3376).

el Grupo de Aprendizaje de Lenguaje Inglés presenta trabajo en la conferencia del estado



Desde agosto de 2003, el Grupo de Aprendizaje de Lenguaje Inglés de

las Escuelas Públicas de Holyoke ha trabajado con el Departamento de Educación para planear y desarrollar un programa en la Inmersión de Lenguaje Inglés para el distrito. En mayo de 2005, el Grupo Central

presentó sus dos años de trabajo en una conferencia estatal. La

presentación examinó las primeras etapas de desarrollo del programa, su estado actual y los planes futuros. Los representantes del Grupo Central de Holyoke son (de izquierda a derecha) Debra Sherburne, Marie Cole, Aliza Pluta, Supervisor del Programa de Lenguaje Inglés, DAVID VALADE, Martha Owen y John Roth.



Presentando a Kimberly Wells, La Nueva Directora de Currículo



Kimberly Wells (izquierda) se ubicará en su nueva posición como Directora de Currículo, cogiendo la posición de Susan Carey quien estará dejando su puesto.

Susan Carey se prepara para su retiro como Directora de Currículo de las Escuelas Públicas de Holyoke. Aunque ella está sentimental sobre el final de su carrera de 35 años en el distrito, Susan Carey es optimista sobre su sucesora.

“Kimberly Wells será excelente en la posición. Ella es una persona amigable y es una buena comunicadora”, dijo la Sra. Carey.

Kimberly Wells, anteriormente trabajó para la Escuela Sabis en Springfield como la Controladora de Calidad Académica. Ella dice que trae consigo su pasión por su trabajo. Entre sus cualidades, ella cita su sentido analítico y la capacidad de

visualizar globalmente el distrito. “Tengo pasión por mi trabajo y una actitud donde los niños son los primordiales” dice Wells.

Como la Directora de Currículo, la Sra. Wells se concentrará en progresar las escuelas y los estudiantes en una reforma educativa.

Susan Carey mencionó que venir fuera del distrito, es una ventaja para Kimberly. En su opinión, la Sra. Wells podrá concentrarse en el trabajo en una manera fresca. Ella entiende la conexión entre el adiestramiento profesional y el progreso estudiantil y como ambos están relacionados con el asesoramiento. En una nota personal, la Sra. Wells es casada y tiene gemelos de tres años. Con respeto a la Sra. Carey, ella planea pasar más tiempo con su familia después de su retiro.



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