

Fourteenth Street School

by Janet Cobb, Principal

Open the front door of 224 Fourteenth Street and a bell welcomes you to our school. You have entered Fourteenth Street School, one of Bangor's five K-3 elementary schools. Fourteenth Street is the smallest of the five. The facility was built in 1960. The building's history has included housing special education classrooms, the Parks and Recreation Department, and adult daycare. The building was re-opened as an elementary school in 1988. Today there are three classrooms in both kindergarten and first grade, and two classrooms each of second and third grade students. Five of the original eight teachers are still teaching here.

At every grade level teachers team to offer children individualized instruction. Collectively the faculty offers 240 years of teaching experience.

The primary focus of the Bangor School Department is to

foster academic excellence for all students. Our school philosophy is derived from that focus:

"The education of our students at the Fourteenth Street School is viewed as a responsibility shared by the school, parents, and community whose collaborative efforts provide a stimulating learning experience for all students. We see education as an ongoing process with students, parents, and staff as life long learners. The school recognizes parents as the child's primary teachers and makes every effort to work with them in making public education a positive and successful experience for their child. The school is a secure, pleasant, well-directed, active, and nurturing environment in which the child can learn, grow, and find personal value and respect for his or herself and others. It is our goal that each child will learn the value and pleasure of proficiency in reading, mathematics, oral/written communication, the humanities, and the sciences..."

We are gratified by the kind comments of community members. They often remark about the quality of the children's work, good manners and enthusiasm of our children. We, in turn, are grateful for the community support that is extended by the citizens of Bangor.



First Grade

by Nadine Jones, Wanda Morse, and Michael Bond

First grade is a time of great social, academic, emotional, and physical growth. As teachers, we attempt to help our students become lifelong learners during this formative year. It is critical to us that children look forward to school. We want the students to leave our classrooms happy and wondering what they will do tomorrow. Above all, we want every child to feel they can be successful in first grade.

Our students enter first grade with a foundation of basic literacy and social skills. Children continue learning to listen, follow multi-step directions, complete assignments within a specific time frame, and work independently.

At Fourteenth Street we use an integrated approach to learning. Science books are used in reading lessons. Writing is integrated into every subject area. Math concepts such as graphing are developed through daily weather tracking.

The central focus of first grade is reading. Daily teaching is complemented by assigned reading follow-up with parents each night. This close association between home and school greatly benefits the children.

A process-based reading assessment developed by Bangor teachers is administered three times during the year to all first grade students. At each interval, growth can be measured and interventions implemented when warranted.

We believe personal and social growth must accompany academic advancement. Therefore we continue to teach respect for others and responsibility.

On Friday afternoons the sheer joy of learning can be witnessed when the first graders gather for singing and poetry recitation. The first graders' journey is one filled with academic achievement and excitement for not only the students, but also for their teachers.



SCIENCE CLASS: Brittany Garland, Mainzie Hurst, Stephanie Hayes, and Brianna Lee work out of doors in a cooperative learning group on a liquids science experiment early in the first grade year.

Kindergarten

by Isabel Coopersmith, Marilyn Gass, and Sherry Hodgins

Entering Kindergarten at Fourteenth Street School is like joining an extended family. Together the teachers and staff make it their goal to help each child feel how important they are to their new school community.

This relationship begins months before the official start of school. In late spring the children and their parents are invited to attend an orientation at school. In August an open house is held. On the first day of school parents gather with the principal as their children begin their school experience.

Kindergarten teachers start the school year with a unit that focuses on friendship. Through stories, songs, poetry, and activities, the children begin to feel a sense of belonging to the people with whom they spend their school day. This bond, based on respect for themselves and others, is the foundation used by the children and their teachers as they encounter new learning and social situations throughout the year.

Signs of success are seen in many ways. Children lookout for others alone on the playground and in need of a friend. Compliments between children can be overheard. The sense of community fostered early in their school year enables the kindergarten children at Fourteenth Street School to develop strong skills which they can carry with them throughout their school career.

Academic success of the kindergarten program is complemented by behavioral, social, and emotional growth. Our full-day program allows for high expectations at a developmentally appropriate pace. Language, math, science, and social studies are explored each day through thematic units. The major thrust of our academic program is literacy.

Literacy encompasses a broad range of specific skills under the reading/writing umbrella. Particular concepts, such as the difference between a letter and a word, punctuation, and sight word vocabulary are addressed through the cre-

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PAINTERS: First graders Reyanne Hoyt and Kayleigh Sauda practice cooperative learning while making a painting together. To see what they and other 14th Street kids have created in art class, see page 18.

Third Grade

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a former international logging capital. Students explore the architecture of historical buildings in our city. As a culminating activity we take a one-day bus tour of Bangor's historical sites. We visit Native American burial grounds, Hannibal Hamlin's house, lumber barons' homes, Champlain's landing site, the logging museum at UM, and the Bangor River Drivers statue.

Hands-on experiments are woven into our science curriculum. One of our most popular units is "electricity". Students work in a group to create a product that will actually conduct electricity. We are grateful to Bangor Hydro Electric Company for their help each year with materials and presentations.

When June arrives our students are ready for the Third Grade Science Fair. Every third grader chooses a concept that has been studied during the year. Students create a poster and lab report. The entire school and parents are invited to visit the third grade classrooms to view a wide variety of fun presentations.

We feel fortunate to be part of the family-like atmosphere at Fourteenth Street School. As teachers, we have the unique opportunity to watch and celebrate the growth of each individual student through their first four years of school.

MATH "MUST KNOWS"

Bangor Elementary Schools Measure Critical Math Skills

by Frank Hackett and Bill Armstrong

What are the foundational skills essential to success in advanced mathematics? How is early mathematics instruction related to success in math later on? What are the skills that every child should have by grade three?

A team of Bangor's elementary teachers has tried to answer these questions, and in the process has determined what these essential skills are. This year, each 3rd grade student will have an opportunity to demonstrate mastery of each foundation skill. Soon, 5th grade students will also be tested annually to ensure successful completion of elementary mathematics skills.

Bangor's Elementary Mathematics Committee began to meet in 2000 with the purpose of identifying what children "must know" at the completion of grade 3 and grade 5 to ensure success in their mathematics program throughout their academic life. The committee

Kindergarten,

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ation of student-made books.

Literature, poetry, and teacher-prepared big books often serve as the starting point for such projects. Students add illustrations and parts of text to complete the simple, predictable story lines. These books are strong motivators and effective teaching tools. When each book is finished the children eagerly take them home to share with parents. Follow-through at home in the form of rereading and discussion reinforces the lessons taught at school. Echoes of "I can read it!" and "I can write it!" abound by the end of the year.

In addition to big books, student literacy is developed through a Bangor program called "Land of the Letter People". (see page 17 for more details)

The kindergarten year is a time when children's eagerness to learn and natural curiosity are blended with the development of many skills. This combination creates a foundation for learning, which supports Bangor's high expectations for academic success. The kindergarten faculty of Fourteenth Street School feels fortunate to be part of this important step in the journey of lifelong learning.

consisted of administrators and teachers from each elementary school up through 5th grade. Committee members scrutinized the vast array of skills included in the elementary curriculum as well as the Maine Learning Results to determine which skills were most critical to future success. The selected skills were dubbed "Must Knows" because they were considered essential for future growth.

The next and most daunting task involved the development of a test that could be used to certify each student's achievement of the "Must Knows". Two tests for 3rd grade students were developed during the summer of 2001; a pretest to be given early in the 3rd grade year, and a posttest for the end of the year. Piloting of both versions began in the fall of 2001. All third grade teachers reviewed the tests and pilot results later that year, and final piloting was completed in the spring of 2002. This

BHS Math Teams Flourish

by Steve Godsoe

Over one hundred students on six teams (Red, White, Gold, Silver, Bronze, and Platinum) continue to do well this year. After three meets, the Red Team is fourth in Maine out of 119 teams with many students excelling. All six teams are scoring in the top half of the State. David Kleinschmidt is tied for first in Maine (out of more than one thousand competitors), and Jue Wang is close behind.

In Eastern Maine, team members are strong at each grade level as shown by the following standings:

Seniors – Justin Vroom (3rd), Corey Mallonee (7th);

Juniors – Kayle Shapero (2nd), Janice Gunther (3rd);

Sophomores – David Kleinschmidt (1st), Jue Wang (2nd), Ben Weissman (4th), Andrew Kwak (6th), Ethan Lambert (7th), Eric Brown (10th), Kyle Cronin (12th), Will Owens (14th), Tony Alcala (15th), James Bailey (16th);

Freshmen – Austin Smith (1st), Daniel Malmer (2nd), Stephanie Kleinschmidt (3rd), Melanie Craig (4th), and Andrew LeClair (5th).

Many others are very close to these leaders in their grade level. There are many strong upper-class students in addition to those listed such as Greta Alquist, Caleb Canders, Libby Russell, Claire Blanke, Aimee Patterson, and James Comins to name a few.

At the December 11th meet at Nokomis, nine of the top thirteen competitors were from Bangor High (with only two seniors), and Jue Wang and David Kleinschmidt had perfect scores. It appears that the underclass students are exceptionally strong this year, and that bodes well for the next few years.

In the New England Math League, Bangor High students are also doing very well. They are currently tied for first in Maine with the Maine School of Science and Mathematics, and are tied for twelfth out of 182 schools in New England, only a few points behind the leaders. Over one hundred fifty BHS students have competed in this contest.

It is clear that the students who strive to improve their mathematical skills by studying and competing in these contests gain much more than awards. Often, their overall mathematical understanding and strength improves dramatically.

Last year, twelve team members were part of a presentation about the math teams before the School Committee. The students were asked how many had scored an 800 on their math SAT exam or their math achievement tests. Ten of these students had done just that, and the other two were above 730.

Congratulations to these talented students and to all the other worthy Bangor High students who help to make this another outstanding year for our mathematics teams.

Performance Report

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Interventions The obvious question with all of the data that we collect and analyze is, "So What?" All school systems test their students, some more than others; however, what it means for the individual student is not as easy to answer. The Bangor School Department has been heavily involved in taking student data to the individual student level for quite some time. With the introduction of the Student Instructional Plan (SIP) process in 1992, Bangor students have been the beneficiaries of personalized plans for improvement based on their own achievement levels: and we believe that the achievement of our students on the various measures described within this article demonstrate the effectiveness of our efforts.

is the first year for full implementation of the fall pretest and spring posttest. The pretest results will be used by classroom teachers as a measure of skills already mastered by each student in the class. In addition, fall results will identify which students will benefit from tutorial help through our Community School and Title I programs. Posttest results will certify successful completion of the elementary mathematics curriculum.

It is important to understand that these "Must Knows" do not comprise the entire mathematics curriculum. Many students will demonstrate acquisition of other, more advanced, skills on Metropolitan Achievement Tests and other measure. Students are expected to demonstrate 85% proficiency in 2003 and 90% proficiency in 2004 on the "Must Knows" posttest.

Assessments for 5th grade students are currently in development.

New Art News



VISUAL ARTS AT 14TH ST by Julie Cameron: Students and teachers at Fourteenth Street are enthusiastic about art! We enjoy art for its own sake, and also for the wonderful way art can enrich the study of other subjects. For example, this fall second graders learned about drawing still life arrangements while studying sunflowers in science (at left). In third grade we referred to the African tradition of maskmaking to inspire the students' own mask designs. First graders created Dancing Giraffes based on a character from a favorite book. Kindergartners' introduction to line, shape, color and pattern in art, such as Skylar Cassum's painting of a tiger (above center) perfectly complements their classroom curriculum.

System-wide themes also help to effectively integrate art with other subject areas. We have supplemented our successful Nature-based themes (Forests, Water, Mountains, Deserts, and Space) with a new multi-cultural emphasis, beginning with a focus on China. (see page 15 for details) Every year we culminate our theme work with an Open House event "Look What I Did Night." Be sure to stop by on March 20, 2003 to view the impressive array of student work on display. You will see stories, poetry, graphs, drawings, paintings, and even clay bowls and sculptures made under the direction of our visiting ceramic artist. At Fourteenth Street, our hallways are always filled with student art. We love to see the growth in skill and confidence in our students as evidenced in their artwork. The color and exuberance of expression of our children's art reflects the personality of our school.

"Fine art is that in which the hand, the head, and the heart of man go together." - John Ruskin

K-3 VISUAL ARTS

Develop

Common Assessments by Sarah Tabor

During the fall, the K-3 teachers have continued their work on common assessment, starting by developing an assessment format for grade 3 students. They also have worked to ensure Bangor students are prepared for the Maine Educational Assessment tests in Grade 4.

They began coordinating the curriculum throughout the five K-3 schools in the district, focusing on developing consistency among the programs in terms of essential concepts taught, as well as exposure to the work of major artists. In order to facilitate this, common textbooks and materials have been purchased for all five K-3 schools.



CLUB LOGO?: Alicia Mullins tie-dyes a t-shirt during Art Club, preparing to make her own Art Club t-shirt bearing the club's new logo.

ART CLUB PLANS A BUSY YEAR

by Sarah Tabor

This year's Art Club has plans for a number of exciting activities. More than twenty students are part of the club, pursuing their interest in art outside of the classroom. The year started as have the past few; by creating an Art Club logo to silk screen onto shirts they themselves had tie-dyed.

In October members painted pumpkins and created sketchbooks for drawing. Late in the fall, the club sponsored their annual fine art poster sale as well as a card and ornament sale to raise money for club activities. For the card sale, club members designed ten silk screens, which they then hand-screened onto card stock.

Ahead for this year are bead weaving, book projects, and a field trip to the new University of Maine museum space in down town Bangor.

Some of the club's activities are continuations of last year's projects. Last winter Art Club students created a tile mural using pebeo porcelain paints. The image, a painting by Van Gogh called *Houses at Auvers*, was painted on 42 glazed white tiles. This fall, the tiles were mounted on plywood. Irv Krupke, high school technology teacher, is constructing a frame. The finished work will be displayed in the high school.



CITY HALL ART: A school art display on the 1st floor of City Hall. The new wall-mounted displays provide a permanent location for student art exhibits. See the schedule below to find out when art from your student's school will be displayed.

NEW ART PANELS AT CITY HALL

by Sarah Tabor

As part of the renovations on the first floor of City Hall, four new 4' x 8' white display panels have been installed for the K-12 art teachers to display student artwork. Bangor Schools art teachers now plan to show student work at City Hall year round, rather than six months of the year. The schedule is as follows:

- October: K-12 student art show**
- November: Mary Snow and Fairmount Schools**
- December: Downeast and Fourteenth Street Schools**
- January: Fruit Street School**
- February: Cohen and Doughty Schools**
- March: Bangor High School**
- April: Vine Street and Abe Lincoln Schools**
- May: K-12 student art yearly theme show (this year is China)**
- June through September: Bangor High School**

Over the year, the teachers exhibit student work at a variety of other venues around the city as well as in their own schools. In addition to City Hall, teachers participate in two Bangor Mall shows of student artwork. The first is held in March and coincides with Youth Art Month. Last year 63 area art teachers participated, each hanging one panel of their students' work. All ten of the Bangor art teachers participated. The second show, held in May, includes just the Bangor schools.

Again this year, high school art students will hold a June art show at Bangor Public Library. The high school also has ongoing exhibits at the Multiple Handicapped Center that are changed twice a year.

Third Grade

by Karen Achorn-Ingalls and Nancy Mockler

Third grade is an important building year for our students. Our focus is to nurture solid independent work habits through structured practice and to enhance learning through discovery and exploration. We believe that children grow with high yet attainable standards that promote the development of the necessary skills that will make work in future grades more meaningful.

This year for the first time all third graders will receive the Third Grade Reading Assessment during November, February, and May. (see page 6 for details)

Our Veteran's Day writing project is a school tradition in which children honor the veterans in their lives and our community. The exercise helps students realize how veterans have helped preserve our freedom. Each third grade stu-



BURCH-CAT: Third Grader Conor Wholly intently applies color to his Laurel Burch-style cat.

14th Street PTO

by Cheryl Derrah, PTO President
The 14th Street School Parent/Teacher Organization (PTO) was organized in 1988 and continues strong today. Our organization works with students, teachers, administrators and community to create an optimal learning environment for our children.

The PTO promotes family activities, enrichment, and community service. The PTO sponsors an annual Jack-O-Lantern Jubilee, a family dance, an Ice Cream Social, and a Plant Sale. We raise funds to enhance classrooms, library, and school grounds. Last year we were able to bring many performers including Rick Charette, Mr. & Mrs. Fish, and Krackerjack Theater to the school. In addition, students had a field trip to the Maine Discovery Museum.

We are currently raising money to install a new section to our playground. We also promote children's community involvement.

dent interviews a family member or neighbor who has served in the armed forces. Students write a report about the veteran and share their report orally with classmates. Veterans are invited to a musical Third Grade Chorus tribute, complete with a color guard unit from the Bangor High School ROTC. The most special outcome of this project is that the third graders learn that their own family members and neighbors have contributed to the protection of our freedom. One of our primary goals is to stress organizational skills and to prepare students for the fourth grade where more independent work habits are necessary.

The Bangor School Department policy on homework recommends students "in grades 3-5 should be encouraged to establish a routine for home study." Our third graders keep a homework folder that is taken home, along with a homework check sheet outlining assigned work, and returned the following day. In addition, students are encouraged to keep up with local, national, and international current events by bringing in newspaper articles of interest to them. Thanks to a sponsorship from General Electric Company, we have the *Bangor Daily News* delivered weekly to one of our third grade classrooms.

"Downeast to Bangor" is an annual study of our city's history as (Continued on page 12)

Music at 14th Street

by Sarah McQuarrie Sherwin

Music at 14th Street School is not just singing! The children are introduced to music through playing instruments, reading and writing music notation, and use of movement. A typical music class might include playing a singing game, creating an instrumental accompaniment for a story, following a listening map, or dancing a folk dance from another country.

Music Literacy is an important part of the 14th Street music curriculum. Although students are not formally introduced to reading music until third grade, literacy instruction begins in kindergarten when students are asked to complete tasks such as playing high and low bells from music that is written as icons that are placed high and low.

First grade begins the formal study of rhythm. Students read and write rhythms, which include quarter notes, eighth notes,



BIOGRAPHY NIGHT: One 2nd grade project centers on biographies. Students research a person, develop a two-minute speech, and present it on stage at "Biography Night". Developing self-confidence and speaking to an audience are valuable components of this project. Children draw portraits of their character, design costumes, and create scenery. This project has proven helpful in teaching the children how to write their own autobiographies.



DANCING GIRAFFES: 1st graders created dancing giraffes based on a character from a favorite book. For more examples of 14th St. art, see page 18.

and quarter rests. Second and third grades build upon this foundation learning more complex rhythms and more musical symbols. One of the opportunities third grade students have to practice their musical literacy skills is through the recorder unit during which they learn to read and play simple melodies on the recorder.

Bangor offers choral experience for third grade students. The Fourteenth Street Singers perform four times a year at in-school concerts, nursing home visits, and the All-City Choral Concert. Our last performance held on Tuesday, November 19, was entitled "A Fall Festival". Students performed songs about fall holidays and events. There were vocal solos, narration, dancing, and art created by the students. The closing song even included two additional verses written by the students. The production was truly an integration of the arts.

Physical Education

by Richard Fournier

Physical Education is an integral part of Fourteenth Street School. Each classroom has two thirty minute classes with Mr. Fournier every week. The primary concepts in the K-3 Physical Education curriculum are locomotor movements, such as skipping, hopping, and galloping. Children also learn the skills of throwing, kicking, catching, and shooting a ball. The best part of teaching physical education is seeing the enthusiasm of the children entering every gym class. It is gratifying to watch the children grow and develop throughout their four years at Fourteenth Street School.

Second Grade

By Diane Hayes and Kim Skaves

Second grade is a year filled with reading, exploring, creating, learning, and enjoyment. Students explore many forms of literature such as fiction, nonfiction, and poetry. Literature is integrated into science, math, social studies, art, music, and health.

In the fall, we focus on life in colonial America. Children explore what brought people to the New World. Students research the Mayflower, colonial schools, homes, and occupations. Each student adopts the role of a different colonial artisan, designs a sign describing his or her talents, goods, and services for a classroom colonial newspaper. Using Venn diagrams, graphs, and word problems, the children compare and contrast their lives with colonists.

A second grade literacy assessment conducted three times a year provides a reading profile for each student.

Science is taught with a hands-on approach. Scientific skills such as observation, classification, and evaluation are emphasized. The students' fascination with bugs takes us outdoors to collect, identify, and diagram insects of all kinds. During a sinking and floating unit, children build clay boats that must be capable of carrying "cargo" across small tanks of water.

A positive, nurturing classroom is key to academic learning and social growth. To foster such a climate we encourage mutual respect, responsibility, honesty, and a strong work ethic. It is our goal in second grade to make school challenging, rewarding, and a special place to come to each day.