SUCCESS
John Klopfth, Principal

Accelerated Schools has a motto of “catching the student doing the right thing.” It is our goal to set up students for success, regardless of how they define it. Of course, there is not a simple “12 step” process to achieving successes since each person brings their own background, abilities and personality to the table. So, what can you do to get on the road to success?

1. Don’t let them compare themselves to others, be it friends, siblings or you as their parents. What others have achieved is their story, you child is building his/her own story. The only comparison they need to consider is improving on their personal best. Anyone who keeps building on that goal, is a success.

2. Be wary of measuring success only in terms of money, the size of a house or the kind of car you drive and other material yardsticks. Are you basically happy? Is your health satisfactory? Are your relationships positive and fulfilling? Have you established reasonable and attainable goals? Do you have balance in life? Are you free of addictions?

3. Take responsibility for your success. You can’t put your success in someone else’s hands. The blame game is just an exercise in self pity. Developing a plan of action provides a vision of where you want to be. Set short, intermediate and long term goals. As you cross them off, set new ones to keep you focused.

4. Read. It is the window to the wider world. The person who does not read is no better off than those who can’t read. Reading is one of the worst kept secrets to achieving success. The technical side of reading can come later, but the basic ability and pleasure of reading is what removes the lid on learning and achieving great things. Let your natural curiosity take you down a variety of paths until you have found your true passion.

5. Share the path. Many people need a boost to help them develop their vision and to construct their path to success. You can do this encouragement, sharing your journey and being the model you either had or wished you had.

Action is the fundamental key to success. — Pablo Picasso
**ELEMENTARY SCHOOL BONDING & PAISES HISPANOBLANTES**
Anna Castillo, High School Instructor

Every other Friday each of the ESL classes visits the Microschool at Accelerated. Students practice and improve their reading and speaking skills. This week, it was the Intermediate ESL class‘ turn to visit with their younger peers. The two elementary schools just chose to work with their older ESL counterparts, while the three elementary boys split off with the older boys. The elementary school boys took turns reading the book of the day alongside their older peers. It was beyond adorable to witness each other out whenever anyone stumbled upon a difficult word. Despite the numerous grumblings from the older students about having to read to the little ones, they secretly enjoy it thoroughly. (But shh, you didn’t hear that from me.)

Two weeks ago, students were given the project of researching a Spanish speaking country of their choosing, writing a short paper detailing their research, and producing a power point presentation. The presentations not only have been interesting, but students seem to enjoy—enjoying—their peers just as much as they have enjoyed learning from someone other than Miss Anna.

**IMPROVING MATHEMATICS PERFORMANCE IN STUDENTS**
Cale Dunlap, High School and Middle School Instructor

For many students, mathematics is a subject that is both feared and hated; consequently, the impact of mathematics is often ignored by both students and adults. Math is dismissed as being too complicated or impractical for real-world applications (Backhouse, J., Hargravy, L., Pirie, S. and Stacey, K., 1992). Students often display a big of anxiety, frustration, and fear toward mathematics. As a consequence of this emotional response can be a significant lack of motivation to learn (Kariuki, P. and Wilson, P., 2002). The end result of these problems can be reduced learning outcomes, as measured by a quantitative reduction in performance on mathematics exams. An additional result can be decreased capacity for critical thinking and mathematical reasoning (Stacey, K., 2003).

Drawing on this and other research, I try to remember two things when teaching math: (1) Help the student to see practical applications for math and (2) Make the student feel comfortable and confident. Using techniques such as: giving praise and encouragement, providing challenges for students to work on, and helping them to overcome, avoiding negative comments, etc. can be useful in reducing a student’s fear of math.

**MATH NEEDS CONSISTENT PRACTICE**
Zach Leins, High School Instructor

Overall, students have been doing well in math. I suggest students continually review their notes and worksheets from previous units to keep all the material fresh in their mind. Consistent good work and honest questions about what they are confused about will lead to their best results. As always, please feel free to email me at any time: zleins@acceleratedschools.org.

**SAVE THE DATE**
Valerie Montano, Music Instructor

Miss Valerie and Miss Marianna are busily getting Accelerated Schools students together to perform in “Music in the Mansion,” a benefit concert to raise revenue for the Accelerated Schools scholarship fund and music program. This gala will take place at Accelerated School’s main campus, April 15th from 7:00 to 9:30 p.m. All students are welcome to participate as we bring our musical performances to life.

Staying tuned to find out which students will be sharing their musical acts!

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**CLASS OF 2018**

It may only be March, but graduation is approaching faster than you think. Many of our seniors who will be walking in May have already finished their credits and have left the building for the year, but I still need one more thing from you!

**SENIOR PICTURES AND BIOs**
Evan Simpson, Middle School, High School Instructor and Activities Coordinator

If you still need to have your senior picture taken, Matt Howshar, who took many of our senior photos last year, is offering a discount to Accelerated Schools students. If you email me with an inquiry, I will forward your information on to him.

For example, if that doesn’t work, hot cocoa and comfortable sofas seem to relax the students too.

**LAUNCHING OUR ONLINE LIBRARY**
Aundrea McCormick, High School Instructor

Our Library Science class has officially cataloged all of the books in our 1st floor library! This may not sound like that big of a deal to you, but we have over 400 books in our 1st floor library collection. Students can now browse through our library collection by going to https://acceleratedschoolss.org to find titles they may be interested in checking out. We plan on continuing our cataloging project by focusing next on the books out in the Micro School.

Now that we have a much better grasp of what book titles we have here at Accelerated Schools, we noticed that we have quite a few incomplete book series. The Library Science students and myself have started composing and will continue to update a Book Series Wish List. We would be ecstatic if you would like to help us fill any gaps we have in our collection. View our wish list insert.

**BLUE MOON...**
Georgina Bruce, High School Instructor

I doubt the Marxes were thinking of a ‘Super Blue Moon’ – as captured here by one of our students – when their song topped the charts.

What a tremendous event: it was the first Blue Blood Super Moon Total Lunar Eclipse visible from Colorado since 1866. Kodas to Seth for getting up well before dawn and sharing the experience with all of us!

Too often, students think that science is only for ‘geeks’ or that it’s just not their thing’. Yet it teaches every aspect of our lives – every day.

To bring that thought home, we worked out the energy with which sailstones of various sizes hit the windshield of a car, and calculated the force exerted against the seatbelt on impact during a crash at various speeds. This led to some rather intriguing suggestions for the improvement of car design in the future. Elon Mask - watch out!

Science matters. Or, as Carl Sagan put it,

“Somewhere, something incredible is waiting to be discovered.”

**BUILDING SCIENTIFIC LITERACY THROUGH QUESTIONING**
Laurie Popcokes, Middle School Instructor

From the start of the new calendar year, our students have been studying genetics and heredity by investigating some ‘Big Ideas’. The resource the teacher chose for this course is unique in that it does introduce questions we discuss and answer through the reading. For example, by posing the inquiry, “Why are some people left-handed?” our students needed to break down the hypothesis into a manageable idea, and understood the basics of DNA, chromosomes, and dominant vs. recessive genes. Next, they tackled the question, “How can corn be yellow, white, or blue?” and delved more into genetic variation, mutation, and selective breeding. This structure not only exposes students to higher level science at an introductory level, but demonstrates the real-life application of the concepts. After studying the structure of DNA, students made their own basic DNA models using candy.

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**BRAIN TENT PRACTICE**
Lori Fisher, Micro School Instructor

It is said that March comes in like a lion and goes out like a lamb. I could say the same for our classroom. The beginning of a new month is full of new ideas and projects to try. We begin March with a unit on money, learning word families and writing outlines. In social studies we will learn all about St. Patrick and how the holiday came to be. For science I have some great Steve Spangler experiments—fun, fun, fun! Finally, in art we will be making beautiful creations for our art show and awards night.

Happy March!
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...short lived. The students were taken from school early to avoid more violence than what was already occurring. It would be another few days before the students could attend the school again. But this time, when they did, they were accompanied by the U.S. military, as commanded by President Eisen-

...s life forever, and she now is finally sharing her story. In the book’s beginning chapters, Carlotta introduces her family, and shares some of their stories: She talks about her two parents, Mother and Daddy, and their families. She introduces readers to the two “Patriarchs” of each side of her family, her two grandfathers: Big Daddy and Grandpa Cullins. She recalls a conversation with Big Daddy when she was younger. She asks him to tell her the story of the Walls family. After giving a look of surprised annoyance, he replies, “Look, all you really need to know is my grandfather owned land” (page 11). Carlotta talks about how this fact in particular motivated Big Daddy for so long. “That knowledge, that pride, would push him towards his own dreams of owning a business” (page 11).

Later on, Carlotta describes a very important trip in her life: her first time in New York. When she arrived, she was amazed by how big of a difference there was from here and Little Rock. The lack of a whites-only signs by the bathrooms, being able to sit wherever she wanted on the train, it all meant so much to her. Carlotta writes, “I could tell already that being colored seemed to mean something else up here—or maybe it meant nothing at all” (page 20). This visit to New York was an important event in Carlotta’s life. It opened her eyes to life outside of Arkansas and she continues to refer to it throughout the book.

Carlotta continues to tell readers about her everyday life as a child, specifically her school. She attended Dunbar for junior high, although it also functioned as a high school. Although it was relatively nice, compared to other black schools, it didn’t compare to the all-white Central High School that she passed every day on the way. Dunbar paled in comparison to Central in almost every way: Fewer classrooms, hand-me-down equipment, and it didn’t even have a gymnasium until 1950. In short, Central was the much better school.

Which is why Carlotta didn’t hesitate in writing her name down to attend Central for her sophomore year the following year, the first year Central would be forced to integrate. She didn’t bother mentioning it to her parents, however. She reasoned, “They had told me all of my life that a good education was paramount and that I should always strive for better. Central clearly seemed the better choice for me, so my decision didn’t stick out in my mind” (page 45). What she didn’t realize at that time, however, was how big that decision really was, and the impact it would have on her life.

Carlotta and the other black students were denied entry into the school for over two weeks. This was due to several various factors, including protests, political drama, and the violent reactions from the white students at Central and their parents. And when they finally managed to enter, the victory was short lived. The students were taken from school early to avoid more violence than what was already occurring. It would be another few days before the students could attend the school again. But this time, when they did, they were accompanied by the U.S. military, as commanded by President Eisenhower.

Although they were in the school guarded by soldiers, the black students were anything but safe. Carlotta described being spit on, beaten, and yelled at in the halls, and she couldn’t do much about it. And inside the classrooms was no different: “The most common pranks usually involved my desk. A time or two, I plopped down in a puddle of spit or glue, only to look up and find several of my classmates doubled over in laughter” (page 104).

Even after the school year ended, the fight was far from over. Arkansas governor Orval Faubus put legislation into effect that closed the four public schools of Little Rock, preventing students both black and white to attend school. During this time, Carlotta and the other students did correspondence work to keep up with their studies. Eventually Carlotta was offered an invite to Chicago to stay there and finish high school. She accepted the offer, but ended up only staying for one year: The summer following her junior year, Central was reopened, and Carlotta returned for her senior year.

However, this year threw Carlotta a curveball that no one saw coming: On February 9th, 1960, Carlotta and her family had their house bombed with dynamite. Segregationists were attempting to scare her away from finishing her year at Central. But this didn’t stop her, it made her want it more. Carlotta graduated from Central High School on May 30th. Her time at Little Rock was done.

Carlotta’s story captivated me. My mother’s family resides in Pine Bluff, AR, a small suburb of Little Rock.

Thank you for visiting our school Mrs. Carlotta Walls LaNier!
• *Ranger's Apprentice Series* by John Flanagan  
  12 books in series-we currently only have books #3 and #4

• *Artemis Fowl Series* by Eoin Colfer  
  8 books in series-we currently only have books #1 and #2

• *Gone Series* by Michael Grant  
  9 books in series-we currently only have book #1

• *The Secrets of the Immortal Nicholas Flamel Series* by Michael Scott  
  6 books in series-we currently only have books #2 and #3

• *Nightshade Series* by Andrea Cremer  
  4 books in series-we currently only have books #1 and #2

• *Warriors: Omen of the Stars Series* by Erin Hunter  
  6 books in series-we currently only have #5 and #6

• *Warriors Manga Series* by Erin Hunter  
  13 books in series-we currently have *Into the Woods Manga Warriors: Tigerstar and Sasha*, #1

• *Seekers Series* by Erin Hunter  
  6 books in series-we currently only have #4

• *The Hunger Games Series* by Suzanne Collins  
  3 books in series—we currently only need *Mockingjay* to complete the series

• *Divergent Series* by Veronica Roth  
  3 books in series—we currently only need *Divergent* to complete the series

• *Conspiracy 365 Series* by Gabrielle Lord  
  12 books in series—we currently only need *January* to complete the series

• *Maximum Ride Series* by James Patterson  
  9 books in series—we currently only have books #1, #2, #3, #6, and #8

• *The Children of the Red King Series* by Jenny Nimmo  
  8 books in the series—we currently only have book #4