

AMS Dragon News

February—March SY 19-20



Principal: Joseph Myles
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School hours: 7:45-2:15

Registrar: 366-5973
Counselor: Norma Jao, 366-2159
School website: <http://www.dodea.edu/AndersenMS/>
School Facebook: <https://www.facebook.com/andersen.MS/>

"A good leader leads the people from above them. A great leader leads the people from within them." -M.D. Arnold, Author

Blue Days & Silver Days in March

Blue Day: Periods 3, 4, 1, 2	17 Mar. T Blue*
Silver Day: Periods 7, 8, 5, 6	18 Mar. W Silver
2 Mar. M Blue	19 Mar. Th Blue
3 Mar. T Silver*	20 Mar. F Silver
4 Mar. W Blue	23 Mar. M Blue
5 Mar. Th Silver	24 Mar. T Silver*
6 Mar. F Blue	25 Mar. W Blue
9 Mar. M Silver	26 Mar. Th Silver
10 Mar. T No Classes	27 Mar. F Blue
11 Mar. W Blue	30 Mar. M Silver
12 Mar. Th Silver	31 Mar. T Blue*
13 Mar. F Blue	1 Ap. W Silver
16 Mar. M Blue	2 Ap. Th Blue
	3 Ap. F No classes—Teacher Work Day

* Early Release Days—Students dismissed at 1:15 p.m. .

Mark your calendar!

10 March —No Classes— Teacher Training

3 April—No classes—Teacher Workday

6 April~10 April—Spring Break

Math Goal: Students will improve their major content performance of written expressions and equations by 3 percentage points in each grade level as prescribed by the CCRSM standars in 1 academic school year.

Language Arts Goal: Students will improve written expression by 3 percentage points in each grade level as through h compare and contrast writing using text-based evidence as prescribed by CCRSL standards in 1 academic school year.

DODEA: College and Career Ready Anchor Standards for Reading

Writing
Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

<https://www.dodea.edu/collegeCareerReady/ccr-standards.cfm>

Rigor: Andersen Middle School uses inquiry-based, collaborative strategies to challenge and engage students in content resulting in increasing complex levels of understanding.

Adopted Definition from AVID, 2014

Dragons In Action

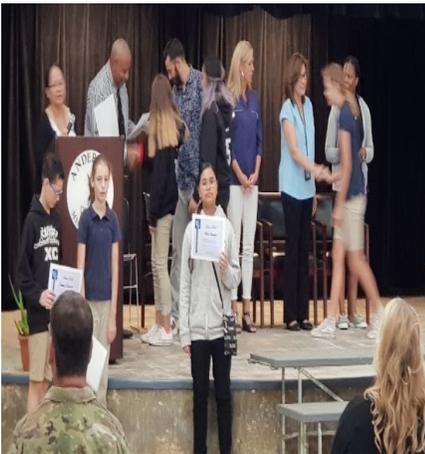
Myles' Spring Refresher

"Owning Learning" was the message from Mr. Myles at a January 29th Spring Refresher Assembly. Dragons were reminded of the rigor they should expect in classes as they are readying themselves for their future careers. Their Dragon Teachers are keeping their promise that they have an excellent education, and in this, students should be able to explain how they spend their day in and out of class. It was reiterated that while we have wonderful students that make the Dragon Nation as proud as ever, Dragons still have to be mindful of crossing the line, when playing too much, especially with "jokes." If the jokes aren't sweet, jokes break hearts. Dragons are expected to stay within the lines with jokes. Final reminders were that cell phones-turned off and not seen. In addition, Dragons are not allowed back on campus once they leave for the day.

Special activities were reviewed: The Spelling Bee by Mr. Coles (see article on page 3). , "Mrs. Jao talked about DoDEA's Choices360 program which is a comprehensive, easy-to-use, online career and academic planning resource that helps DoDEA students graduate with a diploma and a plan. Mr. Palaganas announced that The National Junior Honor Society's nominations were to begin. Also under Mr. Palaganas's sponsorship is the Navy Junior Reserve Officers Training Corps. He explained that the activities for NJROTC were soon to begin, as well. Mr. Guerrero, AMS Interscholastic Sports Athletic Director, reminded students that boys volleyball and girls soccer was to begin. To qualify, Dragons are to have no Ds nor Fs. If found to have so twice in a row during weekly grade check, Dragons can no longer participate. Ms. Jaramillo, the school's Educational Technologists advised Dragons to check their Gmail. They were to change their passwords and provide those passwords to their parents. Ms. Camacho, the school's Military Family Life Counselor, announced that there was to be a presentation on digital dating. To further promote self-protection, there was to be an activity on self-love (see article on page 4).

Second Quarter Honor Roll

6th Grade 10 Feb



7th Grade 12 Feb



8th Grade 14 Feb



A job well done by top Dragon Academians! Recipients also received Dragon Bucks, Free Popcorn from the PTSO and a dress down day pass from Mr. Myles.

* Principal's Honor Roll- a grade point average (GPA) of 4.0 or higher. * High Honor Roll- a grade point average (GPA) of 3.75-3.99 with no quarter D's/F's. * Honor Roll- a grade point average (GPA) 3.5- 3.74 with no quarter F's.

Dragons In Action

Spelling Bee

7th Grader Isabella Caine is this years AMS Spelling Bee Champion. She plowed through 18 rounds of words and competitors! AMS participates yearly in The National Spelling Bee program which promotes

Why? Participate in the National Spelling Bee Program which promotes "improve spelling, increase their vocabularies, learn concepts and develop correct English usage that wil help them all their lives" (Spellingbee.com).

(Pictured: Isabella Caine, 7th Grade, 1st Place Winner; Jose Valdez, 8th Grade, 2nd place winner

(February 7th)



Chalk About Love

Chalk About Love

Students participated in advisory presentations and an art activity called "Chalk About Love" in support of Teen Dating Violence Prevention month during the month of February. Activities were in collaboration with the Family Advocacy Program (FAP) and the Military Family Life Counseling Program (MFLC). This year's national theme is #OneLove emphasizing one thing that can keep a relationship healthy. The FAP representative, Mrs. Kayla Ogo presented "Digital Dating" for each grade level advisory. The presentations aimed at informing teens to stay safe in the digital world/ practicing digital citizenship. (See article on page 4.)

Andersen Middle School provided students with colorful chalk, black paper, and a safe space during recess sessions. Students expressed themselves creatively on topics such as trust and respect during the "Chalk About Love" art sessions. It was a fun and interactive activity that all AMS students proudly participated in. Good Job Dragons!! (February 4th)



Dragons In Action

Online Dating Awareness by Family Advocacy



Kayla Ogo, from Family Advocacy, visited the Dragons to warn them of the dangers of on line dating.

On 5 February, Ms. Ogo interacted with students so that they get an evident awareness of risks found on line. There are tricksters and predators on line that take advantage of teen's innocence and openness. The threat is such that teen's can get misled to meeting a stranger in person and fall victim to their perilous intentions. As such, it is imperative that teens know what these dangers look like. They must be their best protectors from victimization. To do so, open communication with parents is paramount.

Myles Presents on Online Dangers

Myles's addressed students during a spring refresher for behavior and Dragon expectations. He renewed that all Dragons feel safe, valued and have a right to learn without fear. If something jeopardizes, those feelings of security, the adults of Dragon Nation will not tolerate such threats. Such, hazards has to be and will be removed. This is to protect the good order of Dragon Nation.

Bullying of all forms will not be endured. Mr. Myles enlightened Dragons that some such forms can be criminalized and would follow required reporting protocols. DoDEA Head Quarters in Virginia receive reports with both victims and the perpetrator. As such, whole families are involved. Sexual harassment as well is criminal.



Dragons In Action

February 14th Valentine's Dance

Sponsored by School Government and NJHS, the 14th of February's Valentine's Dance was a lively evening of dance, friends, and indelible memories. Dragons were dressed in their best island wear.



Black History Month

Capping off African American Heritage Month was a celebration held on 28 February, Friday. During the celebration we remembered important people and events from Black History. To do so, we followed the theme "Rooted in the Past, Growing Towards the Future." Trail blazers like Frederick Douglas, Rosa Parks, and Langston Hughes were recollected. Art, as part of Black Culture, provided the spirit of the celebration. "Lift Every Voice and Sing," known as The Black National Anthem, was sung by Staff Sergeant Duawana J. Robinson. Kaeden Straun, AMS Student Body President, reviewed the origins of Black History Month. Mrs. Nelson's 8th Grade Language Arts class performed a Reader's Theater of "Who Am I, Black History Heroes: Then and Now." Our Dragon songstress, 7th Grader by Calia Taplette serenaded the Dragon Nation with the "Stand Up" from the movie "Harriet," a song that was nominated for an Academy Award. Ms. Tiffany Adams, a 21 year Air Force Soldier, inspired Dragons on through her thoughts on "Rooted in Our Past, Growing Towards Our Future," as keynote speaker.

Mural winners were announced as well: 6th Grade Winner—Ms. Hudson's advisory, 7th Grade Winner—Ms. Di Amore's advisory, 8th Grade Winner—Ms. De Kennedy's advisory. Another winner, but for the essay contest, was 6th grader Kali Verde. Sage Landry shared her poetic reading talents in her recitation of Maya Angelou's *Wouldn't Take Nothing for My Journey Now*. The evolution of Hip Hop was rocked through by Dragon dancers.



Special Announcements

*Andersen Air Force Base Community
And Dragon Nation Faculty, Staff, Parents, and Students
Are cordially invited to the celebration of
WOMEN'S HISTORY MONTH
March 27th, Friday
AMS Dragon Theater
1:00 p.m.*

Military Family Life Counselor MFLC

MFLC Groups provide students with a safe space to talk, or have a quiet but fun place to be themselves. The MFLC Groups meet every Wednesday and Thursday during advisory (7:45 AM- 8:19AM) in Room 208.

- Wednesdays - "Positive Vibes" (Focuses on Self Esteem, Resiliency, & Making Good Choices)
- Thursdays- "Chill Sessions" (Focuses on Stress and Anger Management, Resiliency)
- Lunch support group- "Deployment Buddies" every first Wednesday of the month. Eat, lunch and help each other cope thru the deployment. We're in this together!

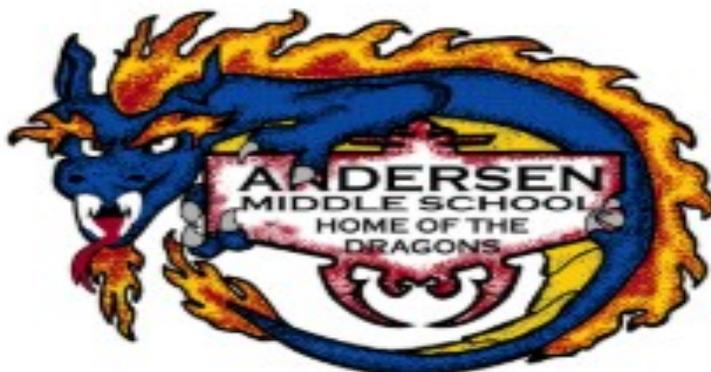
Lost and Found

- Is your child missing PE clothes or water bottles? How about a lunch box or book? Our pile of LOST & FOUND is overflowing! We will be displaying all the items during the lunch period and recess. Please remind your child to look for any items they may have lost during the lunch/recess or at the front office! ANY ITEMS NOT CLAIMED BY THE LAST DAY OF SCHOOL WILL BE DONATED!



A Note from The Principal

Andersen MS
Principal



Dear Parents,

We are 5 weeks into the 3rd quarter and we could not be more excited to talk with you about our upcoming spring activities, including the National Junior Honor Society (NJHS) recruitment and the transition of 8th graders to high school and rising 5th graders to middle school.

Our students and staff are continuously working towards mastering grade level standards, while maintaining extra-curricular and full time social activities. We are gearing up for our Spring Summative Assessments and the final quarter of the school year. Our summative assessments will take place when we return from spring break (April 6- 10). Our students will take the CCRS Summative Assessments in mathematics for students in grades 6 and 8, Algebra I, Geometry; and English-language arts/literacy for students in grades 6–8. We will provide more detailed information as the time draws near.

Please be reminded that we have on our counseling team a fantastic Military Family Life Counselor, who is always available to assist students with interpersonal problems or if they just need someone to talk to and assist with navigating the days of school. (Ms. Christine Camacho – 366-3366). She, along with Ms. Jao invite those who need encouragement, especially those children of deployed family members during this time of the year. Please seek their services if you find the need.

We will soon begin registering students for the 2020-2021 school year. This process will begin very soon. Be on the lookout for the announcements.

Have you heard about the Choices 360 program? Ask your student about this program they are involved in. Choices360 helps students see how what they are learning today is preparing them for tomorrow. DoDEA's Choices360 is a comprehensive, easy-to-use, online career and academic planning resource that helps DoDEA students graduate with a diploma and a plan.

Choices360 helps Middle and High School Students:
 Explore college and career options that best fit their interests and goals
 Develop 4-6 year course planning to achieve their goals
 Navigate the college selection and application process
 Find ways to pay for college
 Build a portfolio they can take with them

On a final note, thank you for your continued support. We really do enjoy being a part of your children's educational careers.

Respectfully,

Joseph Myles

Principal

DoDEA Comprehensive Assessment

1. What is the DoDEA Comprehensive Assessment System?

The DoDEA Comprehensive Assessment System includes all system-wide assessments administered in DoDEA that measure students' academic status, progress, and performance in relation to the system-wide College and Career Ready Standards (CCRS). The system also provides a source of information for decision-makers concerning programs and services. The system includes a combination of national and CCRS-aligned assessments. The complete list and description of the assessments within the system can be found at <http://www.dodea.edu/assessments>.

2. What are the College and Career Ready Standards Summative Assessments?

With the implementation of the CCRS in literacy and mathematics, DoDEA has adopted new CCRS-aligned summative assessments to measure student mastery of content standards taught for the grade level and/or course. The administration of these CCRS-aligned measures, which are also called CCRS Summative Assessments, will occur during the spring 2020 administration window (for elementary and middle school: March 30 – May 8, 2020, and for high school: March 30 – May 1, 2020).

3. What CCRS Summative Assessments will my child participate in for school year 2019–20?

DoDEA students will take the CCRS Summative Assessments in mathematics for students in grades 3–6 and 8, and Algebra I, Geometry, and Algebra II courses; and English-language arts/literacy for students in grades 3–8 and 10. DoDEA students who are enrolled in advanced or accelerated courses will participate in the summative assessment for which they have completed the course content.

4. What are the features of the CCRS Summative Assessments?

Features of the CCRS Summative Assessments include:

- Multiple choice (selected-response) items, open-ended (short constructed-response) items, and technology-enhanced items;
- Extended writing tasks (in response to passages read by students) at every grade level and course within the English language arts/literacy assessment; and
- Transition to online mode of administration (exception for students with an accommodation plan that requires them to take the paper version of the summative assessment).

5. Will students with disabilities, students who are English language learners, or students with 504 Plans take the CCRS Summative Assessments?

All DoDEA students in grades and courses identified for system-wide assessments shall be included in the DoDEA Comprehensive Assessment System. DoDEA students who have been identified as having disabilities shall participate using either the standard DoDEA assessments, with or without reasonable and appropriate accommodations, or through the use of the appropriate DoDEA alternate assessment. DoDEA students must meet the eligibility criteria established by DoDEA to participate in the alternate assessment.

DoDEA Comprehensive Assessment

6. Will students take the online version of the CCRS Summative Assessments?

Students in the identified grade levels and courses will take the CCRS Summative Assessments using an online test format unless they have an accommodations plan that requires the student(s) to take the paper version of the CCRS Summative Assessments.

7. Will students have access to scratch paper, pencil, and calculators during the test?

Students will have access to scratch paper and pencil during the test. Calculators are available through the PearsonAccess online assessment platform; however, hand-held calculators may be provided to students according to test administration guidelines provided by the test publisher.

8. How will student performance be reported?

Results are reported according to five performance levels that delineate the knowledge, skills, and practices typical students are able to demonstrate based on their grade level or course standards. The performance levels are Level 5 (*Exceeded expectations*), Level 4 (*Met expectations*), Level 3 (*Approached expectations*), Level 2 (*Partially met expectations*), and Level 1 (*Did not yet meet expectations*).

9. Are there practice tests available for students and teachers to use?

Practice tests are available for students and teachers to become familiar with the kinds of items and format used for the tests. Accommodated versions of the practice tests are also available. All of the computer-based practice tests have scoring capability built into the tool. The link to the site is <https://dodea.mypearsonsupport.com/practice-tests/>.

10. Are resources available on the design of the CCRS Summative Assessments?

There are several resources available for educators and parents to reference related to the test design of the CCRS Summative Assessments. Links to test blueprints, evidence tables, scoring rubrics, information guides, and performance-level descriptors can be found on the DoDEA Assessment Web page at <https://www.dodea.edu/assessments/resources/CCRS.cfm>.

11. Where can I find out more information about CCRS Summative Assessments and other assessments included in the DoDEA Comprehensive Assessment System?

Information on the assessments included in the DoDEA Comprehensive Assessment System are now available on the DoDEA Assessment Web page at <http://www.dodea.edu/assessments>.