

Humphreys American School

School Newsletter

Page 1 of 35

January 2013
Issue 2

Principal: [Ms. Joyce M. Diggs](#)
753-6313

Assistant Principal: [Ms. Jamie Wollman](#)
753-6313

Superintendent: [Dr. Irby Miller](#)
723-7863



“Home of the
Mighty Eagles”

Mission Statement

Educate Engage, and Empower Each Student to succeed in a dynamic world.

Vision Statement

Humphreys American School (HAS) is dedicated to providing the highest quality education where a love of learning is evident in all students and teachers. We envision a school community in which the environment is positive, nurturing and respectful of students, teachers and the military community. HAS strives to be a school in which academic, artistic and physical expectations are high and individualized for each student and goal-oriented, technology-rich instruction aligns with Department of Defense Education Activity standards and assessments. At Humphreys American School, engaged parents, teachers and the military community will all work together to ensure that all students can be successful.

Principal's News

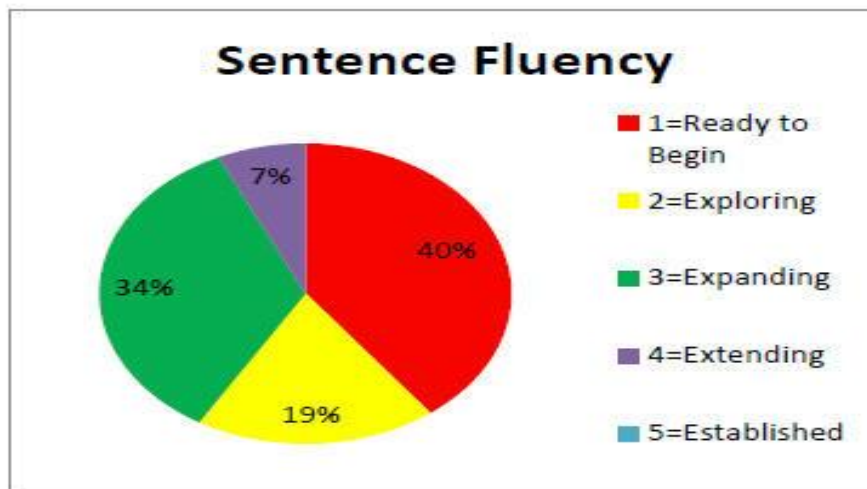
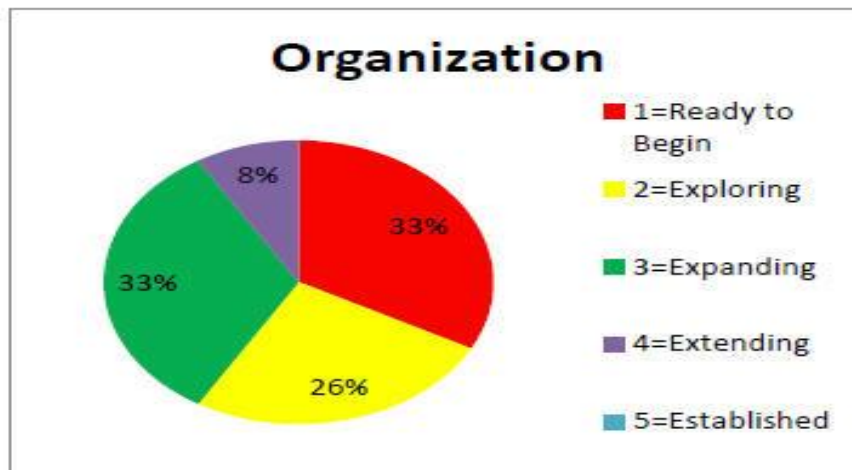
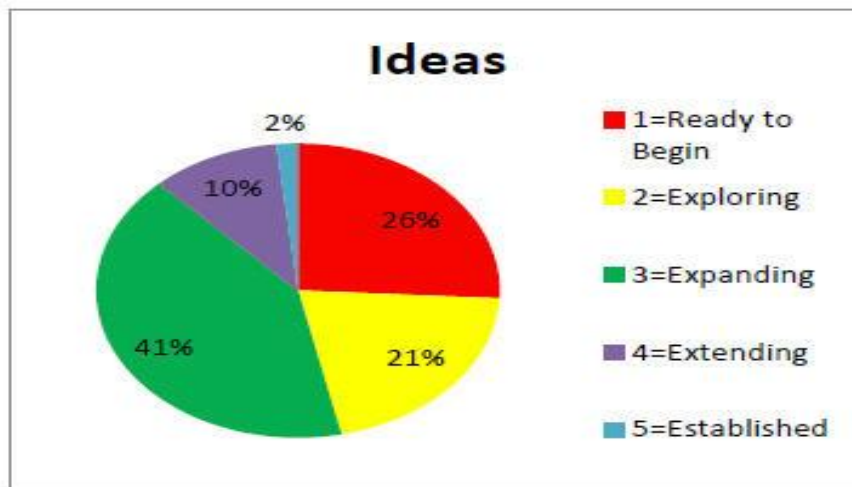
Greetings and Happy New Year!

Attached are results of common assessments results for our two continuous school improvement goals. You will note there are areas of both strengths and challenges. Our instructional strategies are 6+1 Traits of Writing and Understand, Plan, Solve and Look back and Explain, or UPSL. In essence, our data indicate concerns with writing and solving math problems. Our parent involvement committee came with a wonderful idea to support our school improvement, involve families, and support the USAG-Humphreys Garrison community. Students and parents participated in CSI Day in December, where we also kicked off our UPSL cookbook. As you review our student data, please continue to support your child with these strategies. Your participation in our CSI initiatives is both needed and welcome. If you have any questions or concerns, please feel free to contact me at Joyce.Diggs@pac.dodea.edu.

Joyce M. Diggs

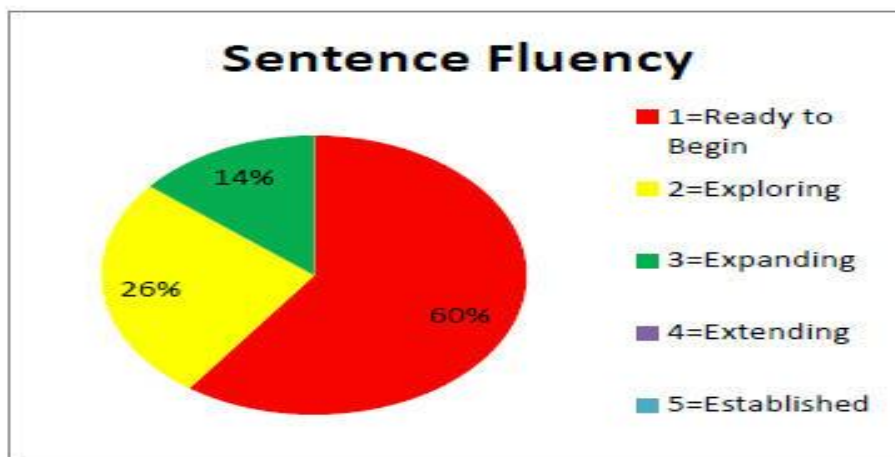
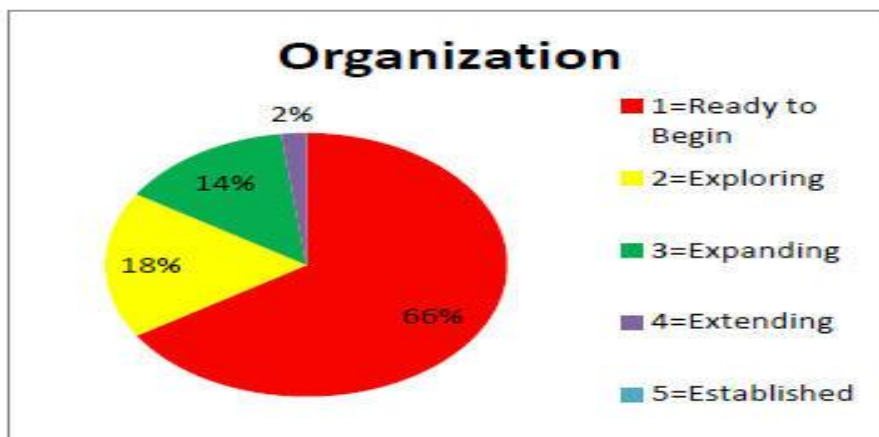
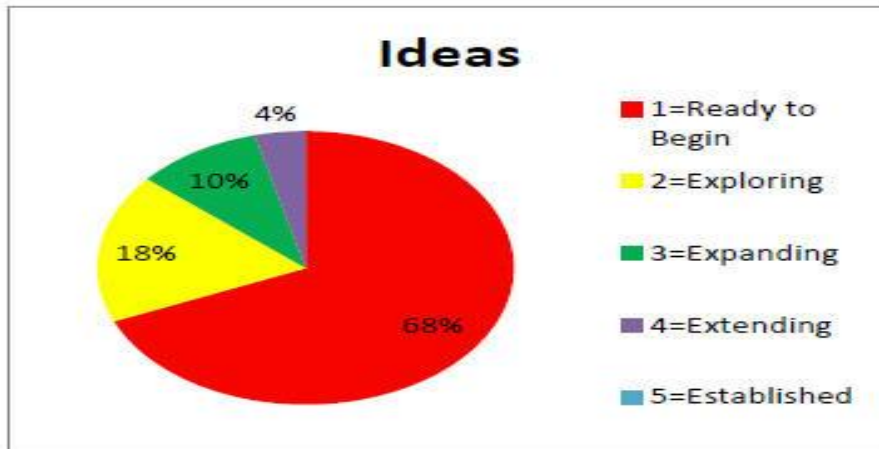
[Click here for Math quarter 1 results](#)

Third Grade's 1st Quarter Writing Assessment Results



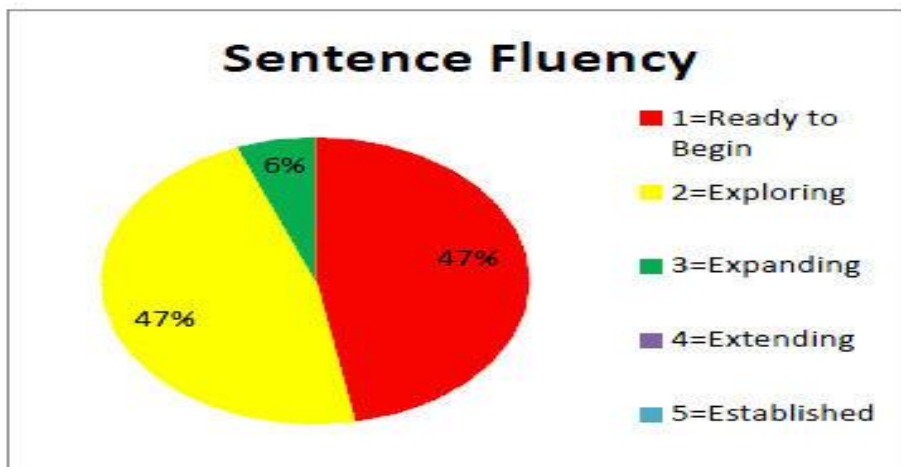
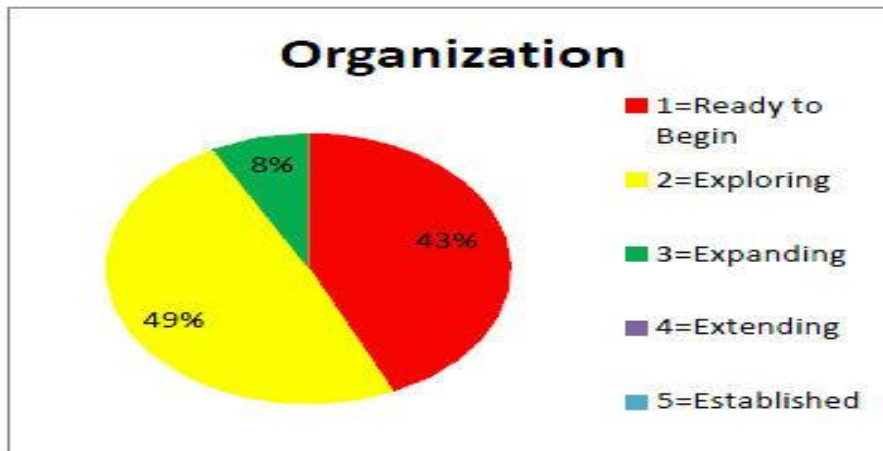
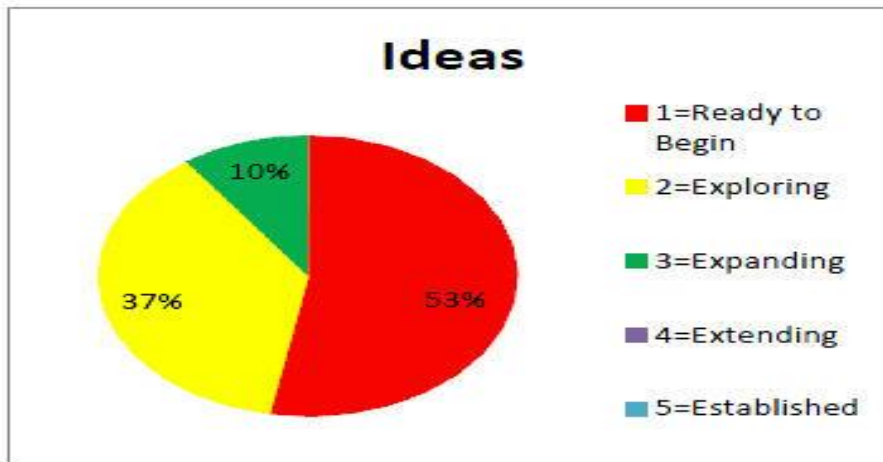
Third Grade End of the Year Benchmark Goal is Level 3- Expanding.

Fourth Grade 1st Quarter Writing Assessment Result:



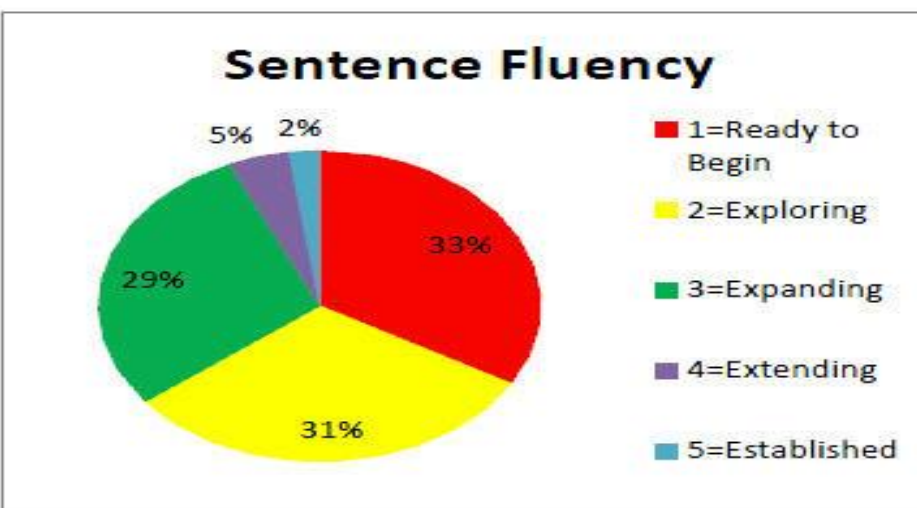
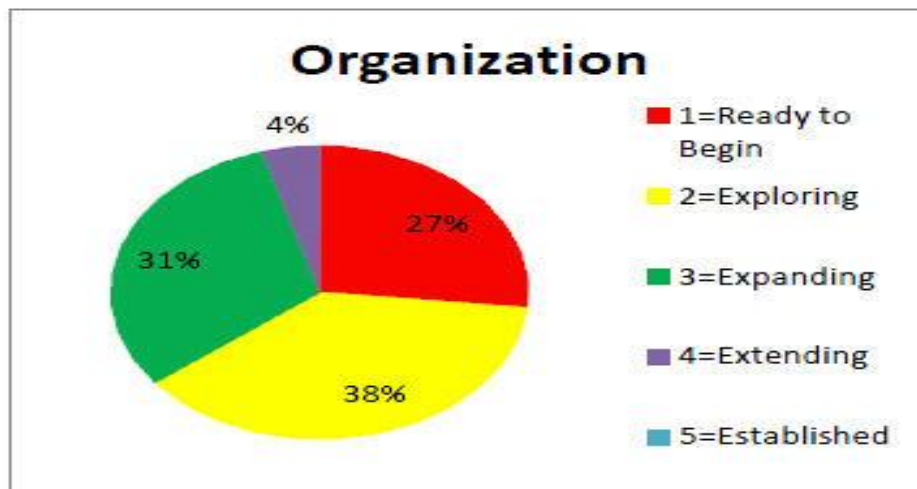
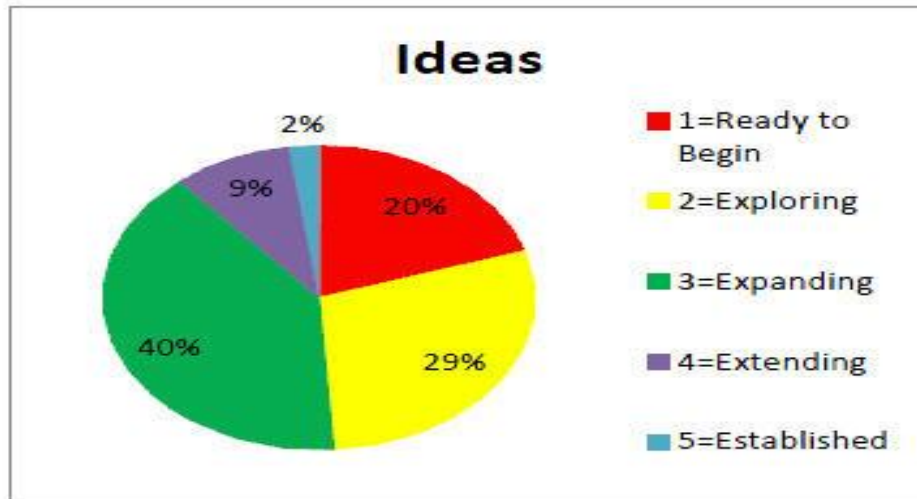
Fourth Grade End of the Year Benchmark Goal is Level 3 Expanding

Fifth Grade's 1st Quarter Writing Assessment Results



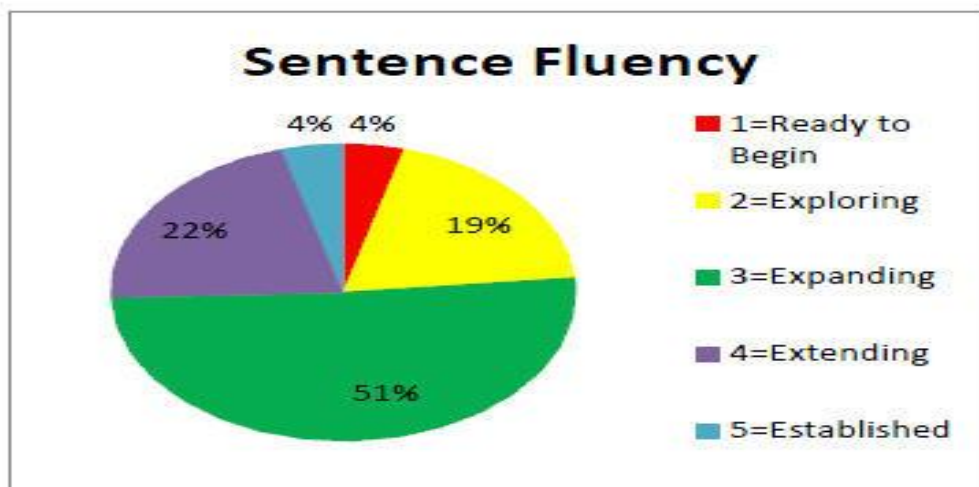
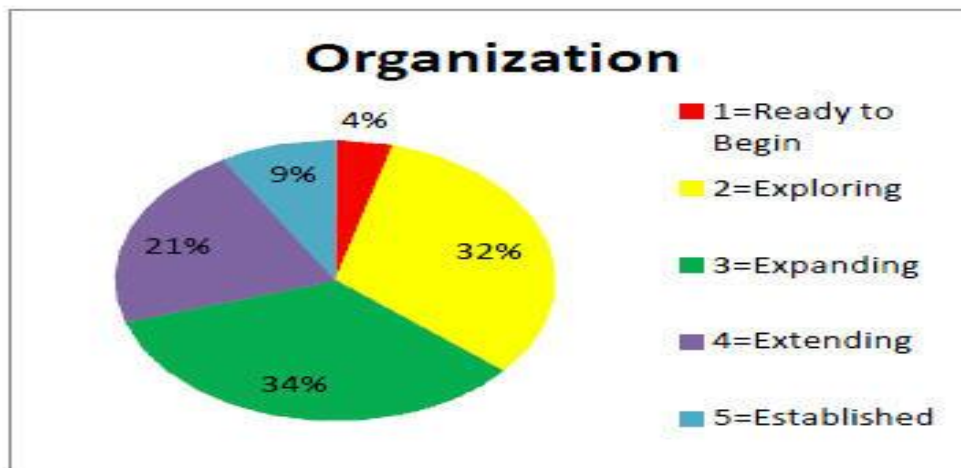
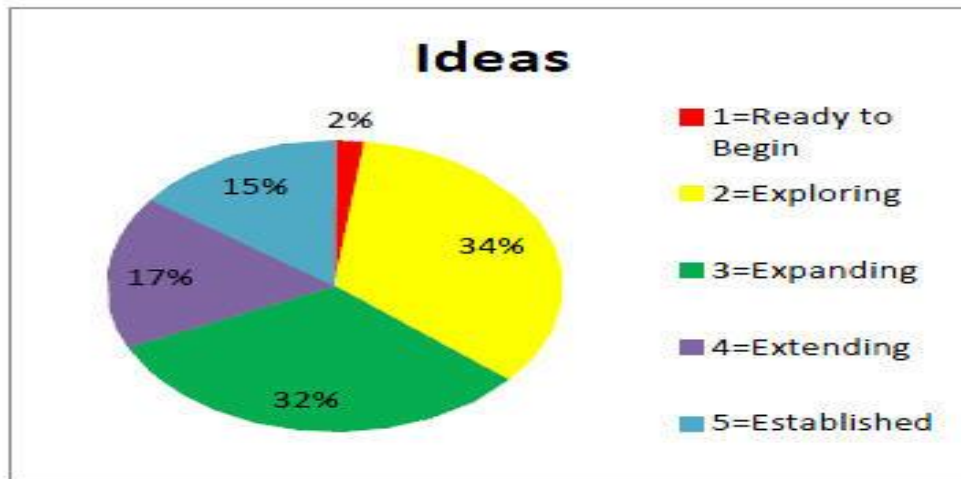
Fifth Grade End of the Year Benchmark Goal is Level 4- Extending.

6th Grade 1st Quarter Writing Assessment Results



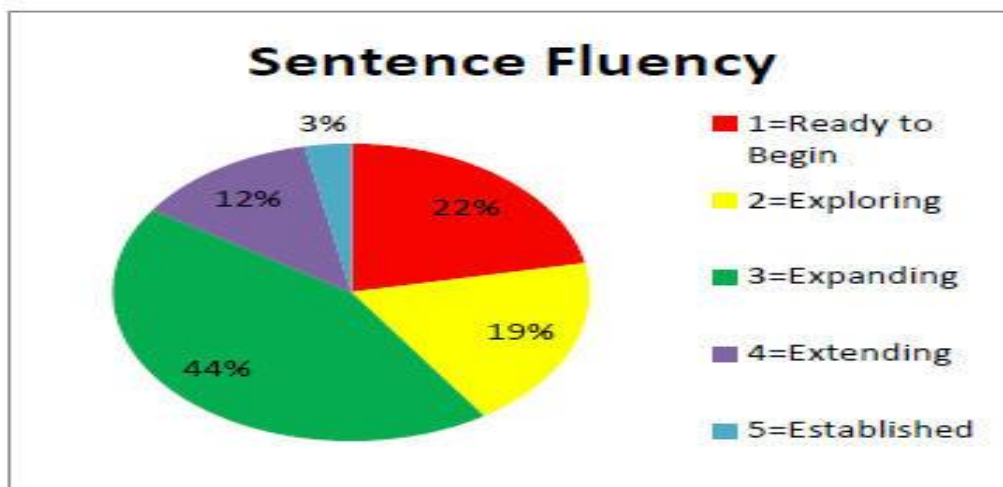
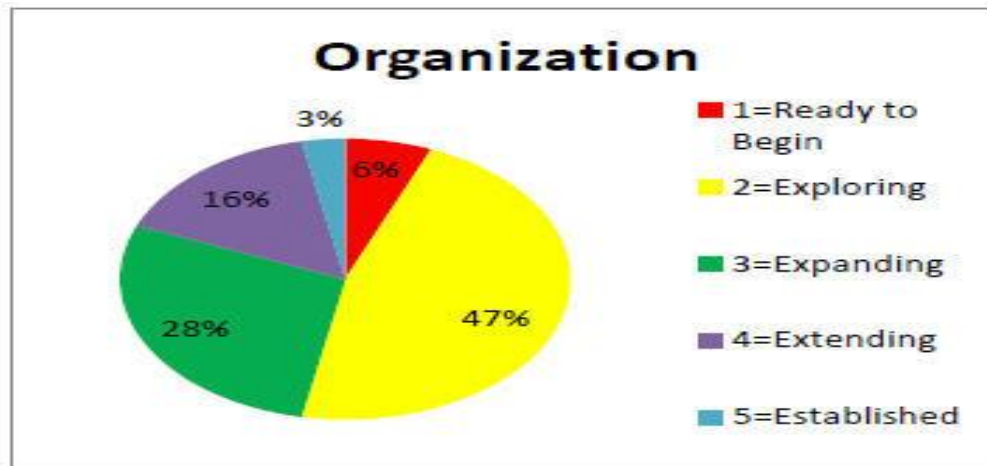
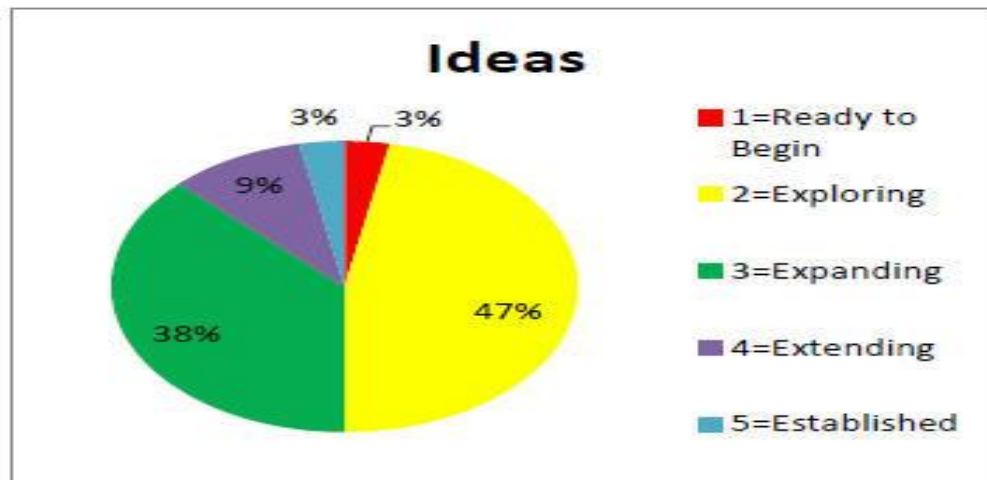
Sixth Grade End of the Year Benchmark Goal is Level 4- Extending.

7th Grade 1st Quarter Writing Assessment Results



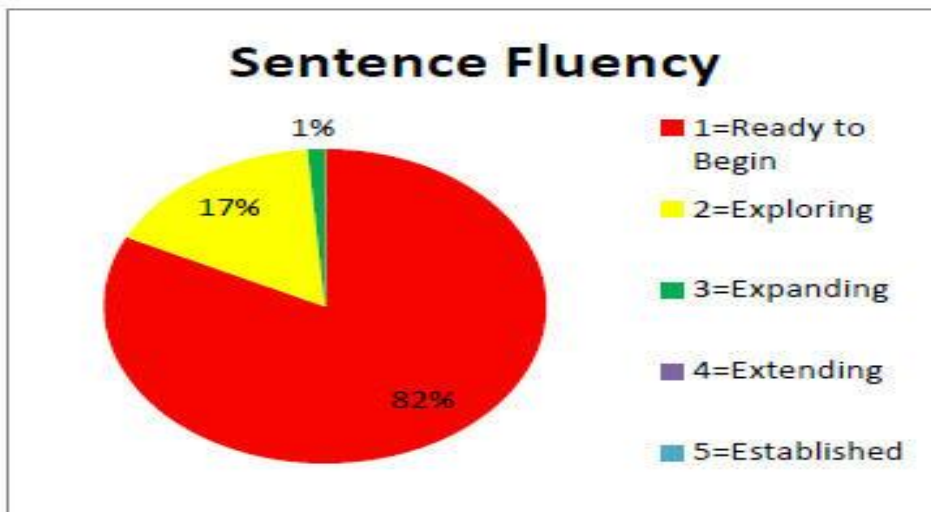
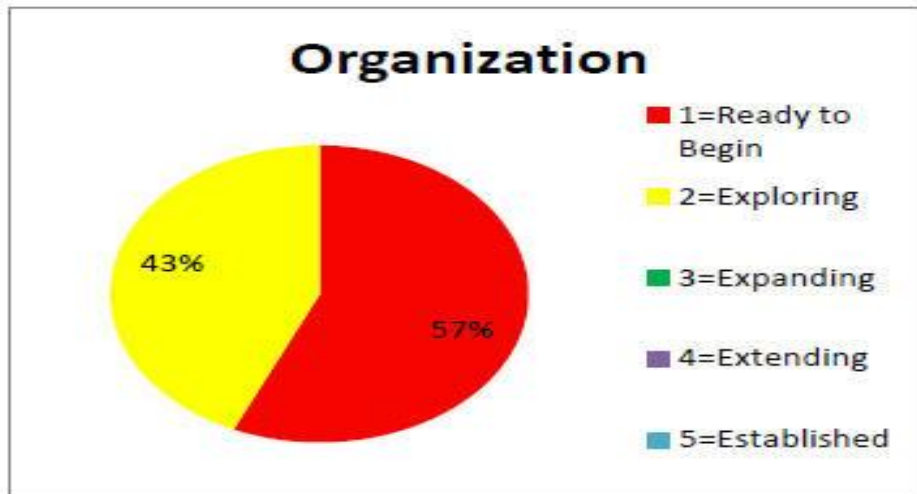
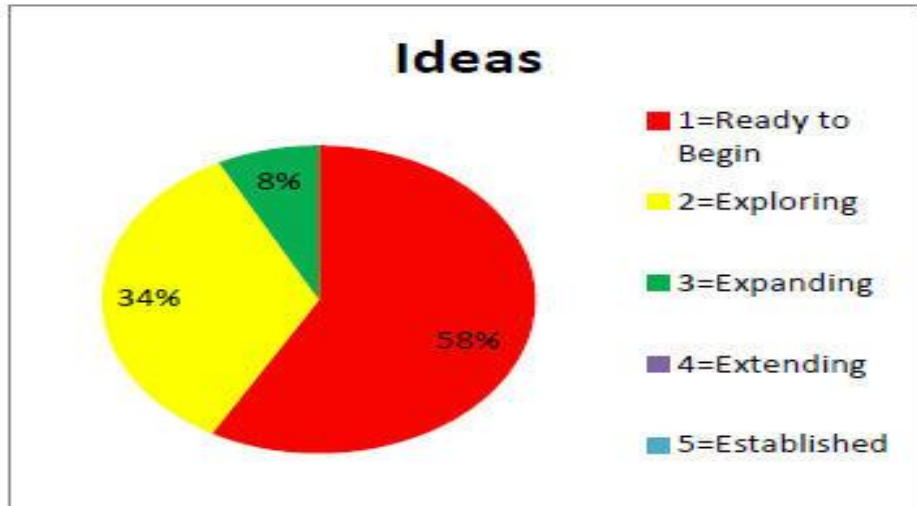
Seventh Grade End of the Year Benchmark Goal is Level 5- Established.

8th Grade 1st Quarter Writing Assessment Results



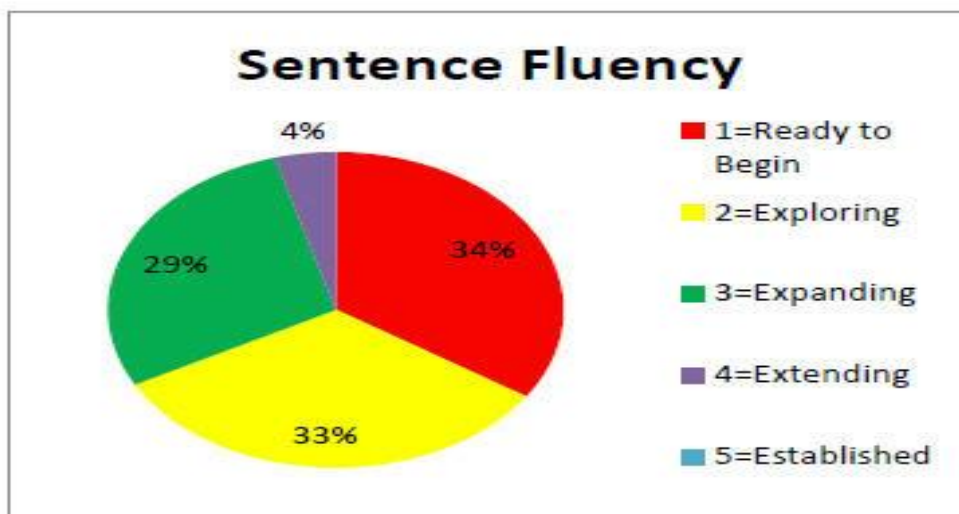
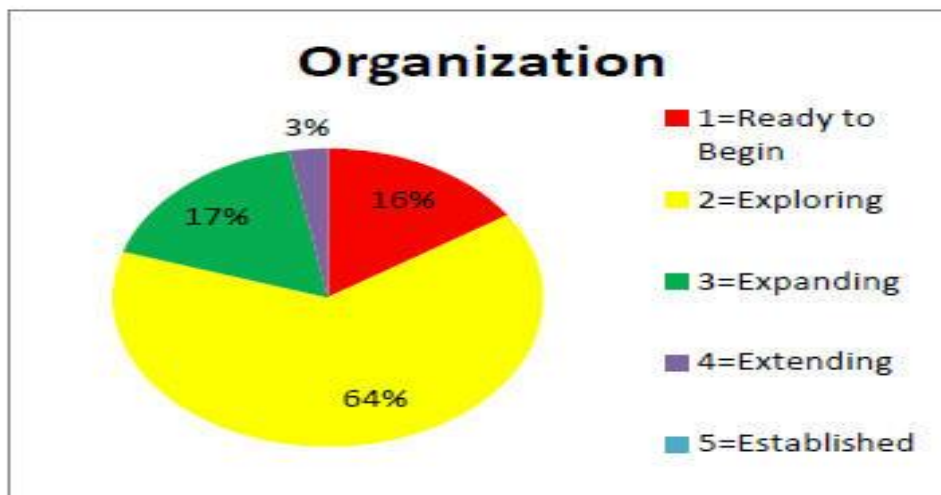
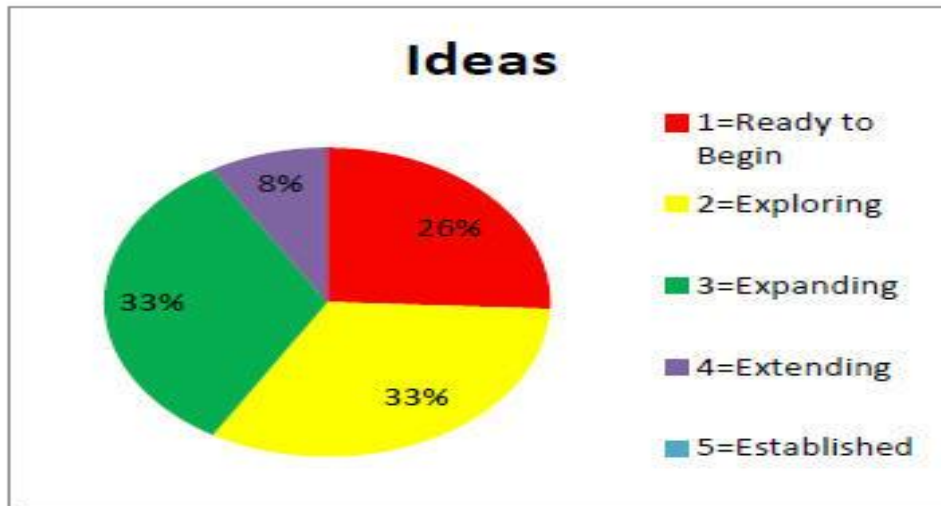
Eighth Grade End of the Year Benchmark Goal is Level 5- Established.

Kindergarten 1st Quarter Writing Assessment Results



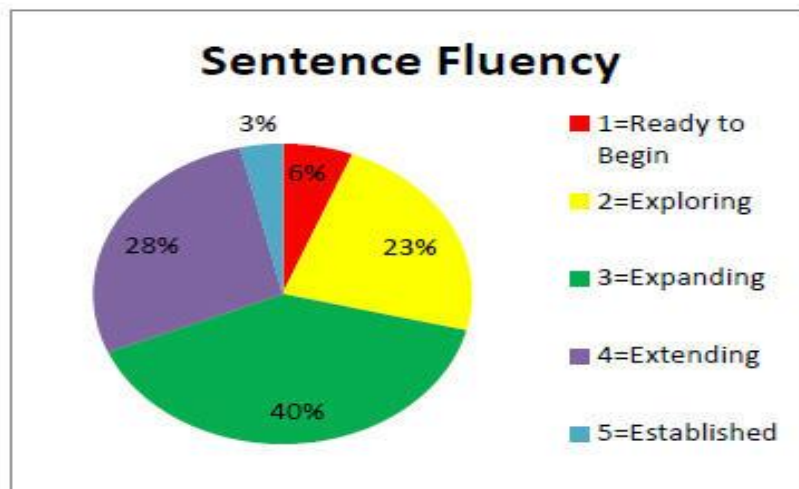
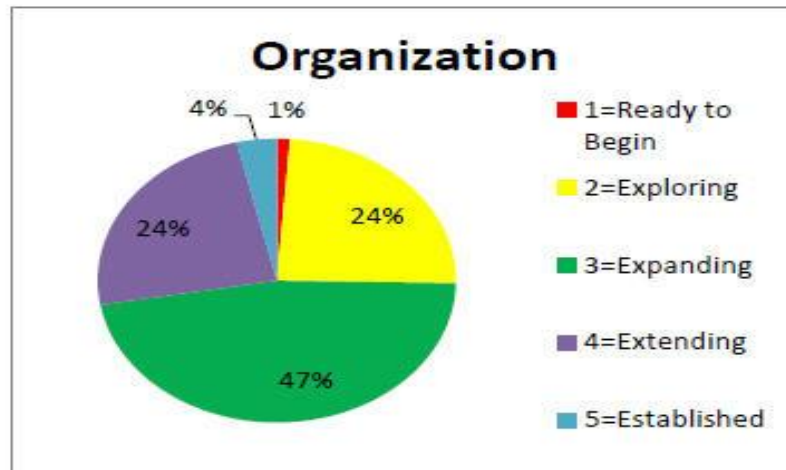
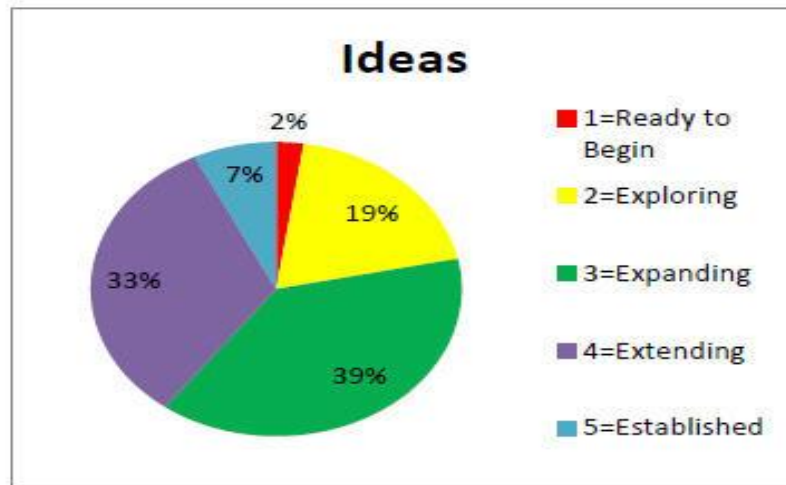
Kindergarten End of the Year Benchmark Goal is Level 2 Exploring

First Grade 1st Quarter Writing Assessment Results



First Grade End of the Year Benchmark Goal is Level 3 Expanding

Second Grade's 1st Quarter Writing Assessment Results



Second Grade End of the Year Benchmark Goal is Level 5 Established (3rd-8th rubric can be introduced at this point)

OPSL

Name: _____

Date: _____

Problem of the Day: (Guess and Check Strategy)

Tickets for the movies are \$7 for adults and \$4 for children. Fourteen people paid a total of \$68 for tickets. How many were adults and how many were children?

Understand the Problem

Plan

Solve It

Look Back and Explain

OPSL

Name: _____

Date: _____

Problem of the Day: (Guess and Check Strategy)

Tickets for the movies are \$7 for adults and \$4 for children. Fourteen people paid a total of \$68 for tickets. How many were adults and how many were children?

Understand the Problem

- Tickets for Adults are \$7.
- Tickets for children are \$4.
- Total of 14 people paid \$68.
- How many were adults and how many were children?

Plan

I will set up a guess and check table and use the guess and check strategy to find the number of children and adults. I will multiply the children by \$4 and the adults by \$7 and add the number of people and make sure it is 14 and the total amount paid is \$68.

Solve It:

Number of Adults	Amount for adults(\$7)	Number of children(\$4)	Amount For children	Total
8	8(\$7)=\$56	6	6(\$4) = \$24	\$56 +\$24 = \$80 High
7	7(\$7) = \$49	7	7(\$4)=\$28	\$49+\$28= \$77 High
3	3(\$7)=\$21	11	11(\$4)=\$44	\$21+\$44= \$65 Low
4	4(\$7)=\$28	10	10(\$4)=\$40	\$28+\$40= \$68 solution

Look Back and Explain:

Work backwards to check my work.

$$4(\$7)+10(\$4) = \$68$$

$$\$68 -10(\$4)= \$28=4(\$7)$$

Working backwards we get back to our amount for adults.

My answer is reasonable because I found the key information from the problem and effectively used my guess and check plan. Once I found the answer I checked it working backwards using inverse operations. Therefore my answer is reasonable because I solved and checked my work.

Analytic Scoring Guide

Understanding the Problem

2	Complete understanding of the problem. Student identifies all key elements and questions(s) to be answered in writing.
1	Part of the problem misunderstood or misinterpreted. Student identifies some key elements and questions(s) to be answered.
0	Complete misunderstanding of the problem. Student gives inappropriate response.

Planning a Solution

3	Plan is clearly written and could lead to a correct solution if implemented properly. Appropriate mathematical symbols and operations are evident.
2	Plan is clearly written and could lead to a correct solution if implemented properly. Some mathematical symbols or operations are missing.
1	Partially correct plan based on part of the problem being interpreted correctly. No mathematical symbols or operations evident.
0	No attempt or totally inappropriate plan.

Getting an Answer

2	Plan is followed and correct answer is provided with appropriate label, i.e. unit of measure.
1	Plan is followed however, with a copying error or computational error to yield a partial answer for a problem.
0	No plan is followed to yield an answer or, Wrong answer based on an inappropriate plan or, No work shown.

Analytic Scoring Guide

Looking Back

3	Complete understanding of the problem including a written explanation of how the problem was solved. Mathematical thinking is organized and communicated clearly and coherently. Appropriate language and terminology is used to express mathematical idea(s).
2	Complete understanding of the problem. Mathematical thinking is scattered where communication is not clear and concise. Appropriate language and terminology is used to express mathematical idea(s) or, Complete understanding of the problem. Mathematical thinking is organized and communicated clearly and coherently. Appropriate language and terminology is vaguely used to express mathematical idea(s);
1	Part of the problem misunderstood or misinterpreted. Mathematical thinking is organized and communicated clearly and coherently. Appropriate language and terminology is vaguely used in the proper context of the problem to express mathematical idea(s).
0	Complete misunderstanding of the problem. Mathematical thinking is not organized or communicated clearly and coherently. No mathematical language or terminology is used to express mathematical idea(s).

National Junior Honor Society (NJHS)

Membership in the National Junior Honor Society is one of the highest honors that can be awarded to a student. Our chapter of NJHS has worked hard to bring the accomplishments of outstanding students to the attention of parents, teachers, peers, and the community. Our chapter, along with the more than 6,000 chapters in school across the United States, strives to give practical meaning to the Society's standards of scholarship, leadership, service, citizenship, and character.

To be eligible for selection for membership in the Humphreys American School chapter of NJHS, candidates must have a minimum GPA of 3.5. Candidates are then considered based on their service, leadership, citizenship, and character determined by the completion of a Student Activity Form, teacher evaluations, and letters of recommendations.

Membership, however, is more than an honor. It incurs a responsibility and an obligation to demonstrate those outstanding qualities that resulted in selection. Activities our students are involved in include Safety Patrol, Adopt-a-Teacher Program, and purchasing the Student Planners for grades 4-8. For additional information on the Humphreys American School Chapter of the National Junior Honor Society, please contact the Faculty Adviser, Ms. Tess Sterling.



Tess Sterling

Health/Physical Education Instructor

Faculty Adviser, NJHS

Humphreys American School

DSN: 753-6313/753-3223

tess.sterling@pac.dodea.edu





CHILD FIND Monthly Screenings

Children Ages 3 to 5
At Humphreys American School



What is Child Find?

Child Find is an outreach program that actively seeks to locate and identify children who may have **developmental or educational disabilities** and may be in need of **early intervention**.

Next Screening: January 28

Services are available for children, ages 3 through 5, who exhibit developmental delays or have an identified disability in one or more of the following areas:

- Physical Development (Fine/Gross Motor)
- Communication/Speech
- Cognitive Skills (Thinking/Readiness)
- Social/Emotional Development
- Adaptive/Self-Help Skills

**To request a screening contact
Humphreys American School**
email Deborah.matteson@pac.dodea.edu

Humphreys American School - CSI Writing Goal Explained

This is our plan for how we will improve student achievement

Continuous School Improvement Blueprint – Writing Goal
SY 12-13

Principal: Joyce M. Diggs	AP: Jamie L. Wollman	CSI Chair(s): Natasha Rucker and April Carroll																								
DoDEA Mission Statement: Educate, Engage, and Empower Each Student to succeed in a dynamic world.																										
School Vision Statement: Humphreys American School (HAS) is dedicated to providing the highest quality education where a love of learning is evident in all students and teachers. We envision a school community in which the environment is positive, nurturing and respectful of students, teachers and the military community. HAS strives to be a school in which academic, artistic and physical expectations are high and individualized for each student and goal-oriented, technology-rich instruction aligns with Department of Defense Education Activity standards and assessments. At Humphreys American School, engaged parents, teachers and the military community will all work together to ensure that all students can be successful.																										
Writing Goal: By June 2014, all Humphreys American School students will increase performance on targeted writing skills using instructional strategies implemented in all curricular areas as measured by TN3 Language subtest and school-based assessment. The targeted skill is to answer constructed response questions that produce clear and coherent writing focusing on organization, ideas, and sentence fluency.																										
Targeted Subgroup: Gifted Education Students																										
Triangulation of Data:																										
(1) TerraNova 3 rd Edition Language Arts Subtest (2) Teacher Perception/Data Carousel (3) Student Work																										
Assessments Selected to Measure Student Achievement in this Goal Area																										
System-wide Assessment(s)	School Selected Assessments																									
<i>Name:</i> TerraNova Multiple Assessment Third Edition (Language subtest)	<i>Name:</i> Humphreys Writing Prompt																									
Grade Levels: 3 rd -8 th	Grade Levels: K - 8 th																									
When Given: Spring (March)	When Given: May																									
How do we know we have achieved success (indicator of success): There is meaningful increase in the percentage of students scoring in the top two national quarters and a meaningful decrease of students scoring in the bottom quarter as measured by the TerraNova Multiple Assessment 3 rd Edition Language Subtest.	How do we know we have achieved success (indicator of success): There is a meaningful increase in the percentage of the students scoring at or above standard on each of 6+1 Traits of Writing Rubric (organization, ideas, and sentence fluency). The standard for each grade level is:																									
	<table border="1"> <thead> <tr> <th>Grade</th> <th>Level</th> <th>Grade</th> <th>Level</th> <th>Grade</th> <th>Level</th> </tr> </thead> <tbody> <tr> <td>Kinder</td> <td>2</td> <td>3rd</td> <td>3</td> <td>6th</td> <td>4</td> </tr> <tr> <td>1st</td> <td>3</td> <td>4th</td> <td>3</td> <td>7th</td> <td>5</td> </tr> <tr> <td>2nd</td> <td>5</td> <td>5th</td> <td>4</td> <td>8th</td> <td>5</td> </tr> </tbody> </table>		Grade	Level	Grade	Level	Grade	Level	Kinder	2	3 rd	3	6 th	4	1 st	3	4 th	3	7 th	5	2 nd	5	5 th	4	8 th	5
Grade	Level	Grade	Level	Grade	Level																					
Kinder	2	3 rd	3	6 th	4																					
1 st	3	4 th	3	7 th	5																					
2 nd	5	5 th	4	8 th	5																					
<i>Name:</i> Pre-K Creative Curriculum																										

At the end of last school year, our data showed that our students needed additional support that focused on written communication.

Even though we are implementing this goal with all students as a faculty, we decided to review Gifted Education Students progress on a continuous basis.

These are the three sources of information used to set our goal.

These are data sources that we use to determine our school wide progress.

This is a nationwide test we use to determine our progress.

These are the end of the year goals by grade level.

December 12, 2012

Writing Goal

Humphreys American School

Grade Levels: Pre-K When Given: May/June How do we know we have achieved success (indicator of success): There is meaningful increase in the percentage of students scoring at the following standards: Objective 19. Demonstrates emergent writing skills 1. Writes name (Level 6) 2. Writes to cover meaning (Level 6) The score is based on a continuum and the end of year expectation.			
Common/Formative Assessments			
<i>Name of assessment:</i> Reading Streets Writing Prompt (Formative) Grade Level: K - 6 th When Given: 6 per year starting October 2012 (approximately every 6 wks)	<i>Name of assessment:</i> Humphreys Common Writing Prompt (Prompts 2 & 3) (Common) Grade Level: K - 8 th When Given: End of 2nd and 3rd Qt.		
<i>Name of assessment:</i> Holt Literature Writing Prompt (Formative) Grade Level: 7 th - 8 th When Given: 6 per year starting October 2012 (approximately every 6 wks)	<i>Name of assessment:</i> Pre-K Creative Curriculum (Formative) Grade Level: Pre-K When Given: End of 1 st Semester		
Action Plan			
Strategy: 6+1 Traits of Writing Brief Description: This writing program provides students and teachers a common language for characteristics of good writing. Our school will focus on organization, ideas, and sentence fluency. Teachers will share lessons to help students narrow their topics, develop their messages, and create themes in their writing. Lessons targeting organization, ideas, and sentence fluency will be used across grade levels. Rubrics will be used by students and teachers to guide and revise writing.			
Tasks/Action Steps			
	Timeline		
	Begin	End	
1. Results Based Staff Development	October 2012	Ongoing	Admin, ELA ISSs, and lead teachers.
2. Teachers will meet monthly at grade level meetings to analyze student work (using Student Work Protocol Sheet) and to share resources, lessons, and student work related to 6+1 Writing Traits.	October 2012	June 2013	Grade Level meeting
3. Teachers will instruct students to use rubrics and score their own work; thereby creating more conscientious writers.	October 2012	Ongoing/as needed due to high student	Classroom Teacher

These are the assessments we use to guide teacher instruction.

This is the strategy teachers will use to accomplish our writing goal.

These are our steps and history for developing our writing goal.

December 12, 2012

Writing Goal

This is a more detailed and in-depth action plan that spells out how we will implement the writing goal within our targeted subgroup.

Humphreys American School			
		turnover	
Action Plan for Targeted Subgroup			
Strategy: Full implementation of 6 + 1 Traits of Writing		Targeted Subgroup: Gifted Education students- grades 4 and 5	
Tasks/Action Steps	Timeline		Persons Responsible
	Begin	End	
The implementation of the 6+1 Traits of writing will be in conjunction with writer's workshop and mini-lessons within the GE classroom.	October 2, 2012	June 2013	Gifted Education Teacher
Baseline Assessment for GE students 2-5 th grade (assess for Organization, Ideas, and Sentence Fluency)	Sept. 27	Sept. 28	
Review Organization and Ideas (brainstorm, idea selection-topic, narrowing idea-focus, elaboration of idea-development, details, introduction, topic sentence, supporting details, transitions, sequencing, pacing, conclusion)	Oct. 2	Oct. 19	
Review Sentence Fluency (transition words-creative and appropriate, variation in length and sentence structure, varied sentence beginnings, sound and flow)	Oct. 22	Oct. 31	
Re-assess for first three traits	Nov. 12	Nov. 13	
Pre-Assess for Word Choice	Nov. 12	Nov. 13-16	
Word Choice lessons/activities (striking language, exact language, natural language, beautiful language)	Nov. 19	Dec. 19	
Re-assess for Word Choice and Ideas, Organization, and Sentence Fluency	Dec. 19	Dec. 21	
Pre-assess for Voice	Jan. 7	Jan. 11	
Voice lessons/activities (tone, interaction between reader and writer, taking a risk, persuasive writing and commitment, narrative writing and honesty/engagement)	Jan. 14	Feb. 1	
Re-assess for Voice, Word Choice, Ideas, Organization, and Sentence Fluency	Jan. 30	Feb. 1	
Conventions and Presentation emphasis in conjunction with all other writing traits.	Feb. 4	Mar. 1	
All traits will be reinforced through Gifted classroom writing activities. At this time, full implementation of the 6+1 Writing Traits will be in full effect and the scoring rubrics will be used to score all of the traits. Any student scoring low in any one area will receive scaffolding to reinforce the lessons.	Mar. 1	June 1	

December 12, 2012

Writing Goal

Humphreys American School

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This is our accountability for implementing our writing goal.

Monitoring the Implementation of Strategy				
Date	Strategy Focus	Monitoring Process	Person/Group Responsible	Evidence; Use of the Evidence
Oct. 2012- June 2013	6 + 1 Traits of Writing This writing program provides students and teachers a common language for characteristics of good writing. We will focus on organization, ideas, and sentence fluency. Teachers will share lessons to help students narrow their topics, develop their messages, and create themes in their writing. Lesson targeting organization, ideas, and sentence fluency will be used across grade levels. Rubrics will be used by students and teachers to guide and revise writing.	Focus Walks	Diggs and Wollman	Focus walk protocol sheets will be posted on SharePoint and reflective conferencing will take place with administration. Data added to binders; grade level notes, teacher reflection in binders
Oct. 2012- June 2013		Examining Student Work Protocol Sheet	Grade Level Members	Student Work Protocol Sheet, Minutes from monthly Grade Level meetings, Reteaching/Modifying Instruction will be noted as conferencing, revised lesson plans and formative and summative assessments, student work
Oct. 2012- June 2013		Data Notebooks/Binders/Grade level collaboration minutes	Teachers	Action Plan, CSI professional development plan, TerraNova 3 rd edition scores if applicable, formative assessments, results school wide writing prompt, assessment calendar, 6 +1 articles, DoDEA standards, Common Core PowerPoint, Common Core College and Career Readiness Anchor Standards for Writing, Rubrics for Ideas/Organization/Sentence Fluency , Voice, Word Choice, Conventions, Student Protocol Sheets with Supporting Student

December 12, 2012

Writing Goal

These are the various ways we communicate with you concerning our school.

Humphreys American School

				Work, High Student, Middle Student, Low Student, Teacher Reflection
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Communication	
1. How will you communicate or publicize the plan to achieve the identified goal to the community, the students, and the parents?	Principal's Teas, SAC Meetings, Parent Newsletters, FRG meetings, Command Channel, PX Display, Teacher Email Signature Lines, New Parent Orientation, School Website, PTSO, AFN
2. How will you communicate or publicize the results of the identified goal assessments to the community, the students, and the parents?	New Parent Orientation, Newsletters, Command Channel, Principal's Teas, SAC Meetings, School Website, FRG Meetings, PTSO, AFN
3. How will you use the on-going evaluation results to adjust and maintain progress in order to reach the identified goal?	Results from monitoring plan and common formative assessments (quarterly), student protocol, focus walks will aid in changing instructional strategies, consulting district resources for instructional strategies, and identifying appropriate resources.
4. How will you celebrate the successful implementation of this strategy?	Displays around schools, share information with stakeholders, grade-level recognition and classroom celebration for students

Humphreys American School - CSI Math Goal Explained

This is our plan for how we will improve student achievement

Continuous School Improvement Blueprint – Math Goal
SY 12-13

At the end of last school year, our data showed that our students needed additional support that focused on the problem solving process.

Even though we are implementing this goal with all students as a faculty, we decided to review the students that scored in the the 26 – 50 percentile on our standardized Terra Nova math test.

Principal: Joyce M. Diggs	AP: Jamie L. Wollman	CSI Chair(s): Natasha Rucker and April Carroll
DoDEA Mission Statement: Educate, Engage, and Empower Each Student to succeed in a dynamic world.		
School Vision Statement: Humphreys American School (HAS) is dedicated to providing the highest quality education where a love of learning is evident in all students and teachers. We envision a school community in which the environment is positive, nurturing and respectful of students, teachers and the military community. HAS strives to be a school in which academic, artistic and physical expectations are high and individualized for each student and goal-oriented, technology-rich instruction aligns with Department of Defense Education Activity standards and assessments. At Humphreys American School, engaged parents, teachers and the military community will all work together to ensure that all students can be successful.		
Math Goal: By June 2014, all Humphreys American School students will increase performance on targeted math skills using instructional strategies implemented in all curricular areas as measured by the TN3 Math subtest, other system-wide assessments, and school-based assessments. The targeted skill is to construct focused organized arguments that support the problem solving process.		
Targeted Subgroup: 26 th -50 th percentile on TerraNova 3 rd Edition Math Subtest		
Triangulation of Data:		
<ol style="list-style-type: none"> 1. TerraNova 3rd Edition Math Subtest 2. Math Local Assessment K-8 3. Teacher Perception/Data Carousel 4. Student Work 		
Assessments Selected to Measure Student Achievement in this Goal Area		
System-wide Assessment(s)		School Selected Assessments
<i>Name:</i> TerraNova Multiple Assessment 3 rd Edition Math Subtest		<i>Name:</i> Humphreys Problem Solving Assessment (K-8)
<i>Grade Levels:</i> 3 rd -6 th		<i>Grade Levels:</i> K-8
<i>When Given:</i> Spring (March)		<i>When Given:</i> May
How do we know we have achieved success (indicator of success): There is meaningful increase in the percentage of students scoring in the top two national quarters and a meaningful decrease of students scoring in the bottom quarter as measured by the TerraNova Multiple Assessment 3 rd Edition Math Subtest.		How do we know we have achieved success (indicator of success): There is a meaningful increase in the percentage of students scoring at or above 80%
<i>Name:</i> Pre-K Creative Curriculum		
<i>Grade Levels:</i> Pre-K		
<i>When Given:</i> May/June		
How do we know we have achieved success (indicator of success):		

These are the four sources of information used to set our goal.

These are data sources that we use to determine our school wide progress.

This is a nationwide test we use to determine our progress.

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Math goal

Humphreys American School

success):
 There is meaningful increase in the percentage of students scoring at the following standards:

Objective 11: Demonstrates Positive Approaches to Learning
 1. Solves Problems (Level 7)

Objective 20: Uses Number Concepts and Operations
 1. Counts (Level 6)
 2. Quantifies (Level 6)
 3. Connects Numerals with their Quantities (Level 6)

Objective 21: Explores and Describes Spatial Relationships and Shapes
 1. Understands Spatial Relationships (Level 7)
 2. Understands Shapes (Level 6)

Objective 22: Compares and Measures (Level 7)

Objective 23: Demonstrates Knowledge of Patterns (Level 7)

Objective 11: Demonstrates Positive Approaches to Learning
 1. Solves Problems (Level 7)

The score is based on a continuum and the end of year expectation.

These are additional data sources that we use to determine our school wide progress.

These are the assessments we use to guide teacher instruction.

Common Assessments	
<i>Name of assessment:</i> Math Local Common Assessment Grade Level: K-8 When Given: Quarterly	<i>Name of assessment:</i> Problem of the Week (or more) (Formative) Grade Level: K-8 When Given: Weekly (or more)
<i>Name of assessment:</i> Pre-K Creative Curriculum (Formative) Grade Level: Pre-K When Given: Semester	

Action Plan

Strategy: UPSL (Understand, Plan, Solve, Look Back)
Brief Description: UPSL is a problem-solving strategy that allows students to think through a word problem, analyze what it being asked, determine how to solve the problem, solve the problem, and the look back to see if they answered the question and if the answer makes sense.

This is the strategy teachers will use to accomplish our math goal.

Tasks/Action Steps	Timeline		Persons Responsible
	Begin	End	
1. Professional Development	September	ongoing	Diggs and the ISS Math
2. Review/Revisit UPSL Research	September	October	CSI Chairs

These are our steps and history for developing our math goal.

December 12, 2012

Math goal

These are our steps and history for developing our math goal continued.

Humphreys American School			
3. Teachers will meet monthly (on the second Tuesday) at grade level meetings to analyze student work (using Student Work Protocol Sheet) and to share resources, lessons, and student work related UPSL.	9/11/2012	6/11/2013	Grade Level Chairs
4. Teachers will instruct students on using the UPSL process; thereby creating better problem solvers.	10/2/2012	Ongoing/as needed due to high student turnover	Classroom Teacher
5. Teachers will monitor the effectiveness of UPSL by sharing student work samples at grade/team meetings.	10/9/12	Ongoing/Weekly	Classroom Teacher
Action Plan for Targeted Subgroup			
Strategy: Math Support	Targeted Subgroup: 4 th -8 th grade students scoring in the 26 th to 50 th Percentile on TerraNova Math Subtest		
Tasks/Action Steps	Timeline		Persons Responsible
	Begin	End	
The Math Support Specialist, Math teachers and Math Goal Committee will develop a specific plan, collaborated with teachers, to provide the necessary instruction needed to increase student achievement	October 1, 2012	October 30, 2012	Math Support Specialist/CSI Math Goal Committee chairs
Implement the strategy that was identified in the above plan.	Nov 1, 2012	June 2013	Math Goal Committee chairs with administration

This is a more detailed and in-depth action plan that spells out how we will implement the math goal within our targeted subgroup.

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Math goal

This is our accountability for implementing our math goal.

Humphreys American School

Monitoring the Implementation of Strategy

Date	Strategy Focus	Monitoring Process	Person/Group Responsible	Evidence; Use of the Evidence
Sept 2012- June 2013	<p>UPSL</p> <p>Understand – Before you can solve a problem you must first understand it. Read and re-read the problem carefully to find all the clues and determine what the question is asking you to find.</p> <ul style="list-style-type: none"> • What is the unknown? • What are the data? • What is the condition? <p>Plan – Once you understand the question and the clues, it's time to use your previous experience with similar problems to look for strategies and tools to answer the question.</p> <ul style="list-style-type: none"> • Do you know a related problem? • Look at the unknown! And try to think of a familiar problem having the same or a similar unknown? <p>Solve – After deciding on a plan, you should try it and see what answer you come up with.</p> <ul style="list-style-type: none"> • Can you see clearly that the step is correct? • But can you also prove that the step is correct? <p>Look Back – Once you've tried it and found an answer, go back to the problem and see if you've really answered the question. Sometimes it's easy to overlook something. If you missed something check your plan and try the problem again.</p> <ul style="list-style-type: none"> • Can you check the result? • Can you check the argument? • Can you derive the result differently? • Can you see it at a glance? <p>The National Council of Teachers of Mathematics endorses the use of such strategies as those appearing in "Four-Step Problem Solving"—particularly the step requiring students to explain their answers—as effective for producing students' math competency, as described in NCTM publications such as Principles and Standards for School Mathematics. Excerpts from NCTM documents validate the district's problem-solving strategy. Some of the key ideas and teaching standards identified include the following.</p> <ul style="list-style-type: none"> • Teachers need to investigate how their students arrive at answers. Correct answers don't necessarily equate to correct thinking. • Students need to explore various ways to 	<p>Focus Walks</p>	<p>Diggs and Wollman</p>	<p>Focus walk protocol sheets will be posted on SharePoint and reflective conferencing will take place with administration. Data added to binders; grade level notes, teacher reflection in binders.</p>
Sept 2012- June 2013		<p>Examining Student Work Protocol</p>	<p>Grade Level Members</p>	<p>Student Work Protocol Sheet, Minutes from grade Level meetings, Reteaching/Modifying Instruction</p>
Sept 2012- June 2013		<p>Data Notebooks/Binders</p>	<p>Teachers</p>	<p>Action Plan, CSI professional development plan, TerraNova 3rd edition scores if applicable, Formative assessments, assessment calendar, lesson plans, UPSL samples student work and anecdotal records, Student Protocol Sheets with Supporting Student Work, High Student, Middle Student, Low Student, Teacher Reflection</p>

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Humphreys American School

	think about math problems and their solutions. <ul style="list-style-type: none"> • Students need to learn to analyze and solve problems on their own. • Students' discourse in a mathematics classroom should focus on their thinking process as they solved a problem. 			
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These are the various ways we communicate with you concerning our school.

Communication	
1. How will you communicate or publicize the plan to achieve the identified goal to the community, the students, and the parents?	Principal's Teas, SAC Meetings, Parent Newsletters, FRG meetings, Command Channel, PX Display, Teacher Email Signature Lines, New Parent Orientation, School Website, PTSO, AFN
2. How will you communicate or publicize the results of the identified goal assessments to the community, the students, and the parents?	New Parent Orientation, Newsletters, Command Channel, Principal's Teas, SAC Meetings, School Website, FRG Meetings, PTSO, AFN
3. How will you use the on-going evaluation results to adjust and maintain progress in order to reach the identified goal?	Results from monitoring plan and common formative assessments (quarterly), student protocol, focus walk will aid in changing instructional strategies, consulting district resources for instructional strategies, and identifying appropriate resources.
4. How will you celebrate the successful implementation of this strategy?	Displays around schools, share information with stakeholders, grade-level recognition, classroom celebration for students

Results-Based Staff Development Plan					
Staff Development Outcome <i>(What do teachers need to know and be able to do?)</i>	Strategy UPSL			Student Outcome <i>(What do we want students to know, learn, and demonstrate?)</i>	
Teachers need to know how to implement UPSL and how to use the rubrics to assess student writing (organization and ideas).	School Year: 2012-13			The students will be capable of writing a constructed response that focuses on organization and in all content areas.	
Steps	Activities <i>(What we will do)</i>	Person/Group Responsible <i>(e.g., Admin, CSI Team, ET, Subcommittee)</i>	Documented Evidence <i>(How do we know this was effective?)</i>	Resources <i>(e.g., time, materials, equipment, District ISS, Area Specialist, HQ Specialist, etc.)</i>	Timeline <i>(yearly in the fall, monthly, weekly, or specific date)</i>

December 12, 2012

Math goal

Humphreys American School

Knowledge <i>What you want people to walk away with</i>	Knowledge of how to effectively implement UPSL with a focus on organization and ideas.	Administration, Math Goal committee, and CSILT	Classroom observations, focus walks	Researched-Based Articles, UPSL Trainer, CSI chairs, District ISSs	Sept. 2012-June 2013
Model/Demonstrate <i>How this knowledge will be shown to the audience</i>	Strategy introduction/modeling, hands-on activities	Administration	Pictures of in-service, writing samples, exit card information, meeting minutes	District ISSs, UPSL Trainer	Sept. 2012-June 2013
Low Risk Practice with Feedback <i>What will you put in place for teachers who are doing these activities for the first time?</i>	Scoring of selected age-appropriate student problem solving samples	Teachers, Administration, and Parents	Pictures of in-service, teacher-scored problem solving samples, exit card information, meeting minutes	CSI Chairs, UPSL Trainer, District ISSs	Sept. 2012-June 2013
On-the-Job Practice with Feedback <i>What will you put in place for teachers for continuous support throughout the length of the selected strategy?</i>	Focus walks, grade-level and committee meetings, examining student work protocol, sharing best practices during faculty meetings	Administration and Teachers	Data notebook/binders, student writing samples, focus walk data, student portfolios	UPSIL Trainer, New Teacher Mentor, Student Work	Sept. 2012-June 2013, monthly grade level and faculty meetings
New Staff Plan <i>What will you put in place for the new teachers?</i>	New teacher mentor program	CSI Chair and Teacher Mentor Committee	Monthly meetings with mentors and administration, data notebook/binders, student writing samples, focus walk data, student portfolios	Administration, New Teacher Mentor, Grade Level Chairs, ISSs, Committee Chairs	Sept 2012-June 2013

December 12, 2012

Math goal



Improvement Goals:**Goal 1:**

By June 2014, all Humphreys American School students will increase performance on targeted writing skills using instructional strategies implemented in all curricular areas as measured by TN3 Language subtest and school-based assessment. The targeted skill is to answer constructed response questions that produce clear and coherent writing focusing on organization, ideas, and sentence fluency.

Improvement Goals:**Goal 2:**

By June 2014, all Humphreys American School students will increase performance on targeted math skills using instructional strategies implemented in all curricular areas as measured by the TN3 Math subtest, other system-wide assessments, and school-based assessments. The targeted skill is to construct focused organized arguments that support the problem solving process.



DEPARTMENT OF DEFENSE EDUCATION ACTIVITY
PACIFIC AREA OFFICE
UNIT 35007
APO AP 96376-5007

August 1, 2012

MEMORANDUM FOR SUPERINTENDENTS AND PRINCIPALS, DODEA
PACIFIC

SUBJECT: Guidance on Accelerated Withdrawal for SY 2012-2013

This memorandum provides guidance on early withdrawal of students with full credit for the semester or year. DoDEA policy states that students withdrawing from school before the end of the semester may be granted credit for an accelerated study program, outlined by the teachers involved and approved in advance by the Principal, providing that the withdrawal date is no earlier than 20 school days before the end of the semester. Students meeting conditions of the accelerated program are to be granted semester grades and credits. The acceleration date for DoDEA Pacific first semester is December 12, 2012. The date for the second semester is May 15, 2013. While DoDEA policy on this issue is stated in the Administrators' Manual, questions have arisen regarding the applicability of this to family plans for vacation, as well as for withdrawal prior to the 20-day limit.

The provision for permitting the early withdrawal of students with full Carnegie credit was based on careful consideration of the unique circumstances found in the DoDEA system. It is recognized that due to military necessity, families are occasionally required to move prior to the end of the semester or school year, and children should not be penalized for this. The 20-day limit provides reasonable flexibility without compromising academic standards or placing the student in an untenable position in regard to mastery of curriculum content. This provision was not intended for the convenience of family travel, visits, or other discretionary reasons. The policy requires that students present verification of the date of their sponsor's departure, i.e., Permanent Change of Station (PCS) or other official orders, to school officials in order to receive consideration for full academic credit. Students who withdraw prior to the 20-day limit receive a "withdrawal" grade rather than a final grade.

You should be confident of my complete support should you be questioned or challenged in the enforcement of this policy. A school procedure for parents and staff should be published or highlighted in school handbooks - especially at the high school level. Questions or concerns may be addressed to Mr. Charles Kelker, Chief of Staff.

Martha H. Brown

Senior Civilian Leader, DoDEA Pacific

Important Dates:



JAN 7-
Instruction
Resumes

JAN 14-
Principal's Tea-
9am Cafeteria

JAN 18-
Teacher CSI in
Service-No
school students

JAN 21- Dr.
Martin Luther
King Jr. Day

JAN 25-
Teacher Work
Day-No
Students

JAN 28-
Grades
Due(8am)-2nd
Semester
Begins

JAN 30-
Report Cards
Go Home

REGISTRATION

Mr. Charles Witas
Bldg. 550 Rm127
753-8894

Please stop by the main office to see Mr. Charles Witas for registration, student records, attendance, and student withdrawals. Please notify Mr. Witas at least 2 weeks in advance if you are PCSing, or withdrawing your dependents from school. This allows sufficient time to compile your dependents' packet.

New Students:

Military Command Sponsored: orders to Korea with dependents, pinpoint orders, AIP/extension orders (if applicable), and Command Sponsorship Orders.

Military Non-Command Sponsored: orders to Korea, pinpoint orders, AIP/extension orders (if applicable), passport with SOFA stamp, Deers enrollment form if child's name is different from Sponsors, and an EFMP screening or a current physical for all children being enrolled.

DOD Civilians: Letter of Employment, Orders, and SF-50.

NAF Employees: Letter of Employment, DA 3434.

Contractors: Tuition Billing Letter, 700-19 A (if applicable), Letter of Accreditation.

Everyone Needs:

Child- Birth Certificate, SSN, immunization record, and Sealed Records from previous school

E-mail Address- for Sponsor/ Parent/ Guardian, and spouse (if applicable)

Work/ Mailing/physical Address - with unit number and box number (if applicable)

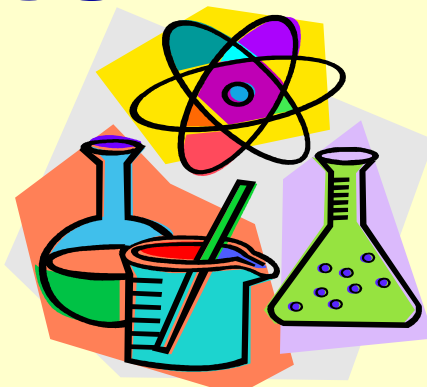
Home/Work/Cell phone numbers- for Sponsor/ Parent/ Guardian, and Spouse (if applicable)

Emergency Contact Local with Base Access- name, address, and phone number

One Permanent Stateside Contact- name, phone number, and mailing address

****The above documents are required and enrollment is pending complete packets. All Non-Command Sponsored Students (space available students) will be placed on a waiting list when registering. EFMP screening or a current physical and sealed records from previous school is required prior to being placed on the waiting list for all space available students.**

Middle School Science



Mrs. Elliott's 7th and 8th grade Science students have been working hard and having fun so far this year. Lab experiments, computer lab work, Terra Nova practice, scientific writing, UPSL in Science, scientific drawings, and lots of group work are just a few of the great opportunities the students have had to shine!! Below are some pictures from 7th and 8th grade science classes.



FUN!!!



Leader **Creative** Problem Solver

Do these words describe **you** ?

Then, you should run for
office on the

Student Council



Informational Meeting on
January 17th at 3:00

Building 558/Room 206.

3rd, 4th and 5th Grade Students Only

See Mrs. Vargas in Building 558 in Room 206 for more
info and an application.

Student Council Officers

INTRODUCING YOUR STUDENT COUNCIL OFFICERS...

PRESIDENT: NATHANIEL BATTLE

VICE PRESIDENT: SYDNEY MUNOZ

SECRETARY: BAILEY ROBBS

TREASURER: RASHON GORDON

I CAMARYN MANTANONA AND MATTHEW HUFFORD ASKED EACH OFFICER THE FOLLOWING QUESTIONS:

-WHAT DO YOU DO IN STUDENT COUNCIL?

-WHAT ARE YOUR PLANS FOR THE YEAR?

THE REPLY'S WERE...

NATHANIEL BATTLE: I AM PRESIDENT OF THE STUDENT COUNCIL. MY PLANS FOR THE YEAR ARE TO BE A GOOD LEADER AND I WANT TO HEAR OTHER'S IDEAS

SYDNEY MUNOZ: I AM VICE PRESIDENT AND I HELP THE PRESIDENT. I WISH TO RAISE ENOUGH MONEY TO HELP THE RED CROSS.

BAILEY ROBBS: I AM THE SECRETARY FOR STUDENT COUNCIL. MY PLANS FOR THE YEAR ARE TO MAKE SURE EVERYTHING GOES ON FILE SO EVERYTHING IS ORGANIZED.

RASHON GORDON: I AM TREASURER. MY PLANS FOR THE YEAR ARE TO RAISE ENOUGH MONEY TO HAVE MULTIPLE DANCES.

THIS WAS OUR REPORT FOR THE NEWSLETTER! THANK YOU AND GOODBYE! 😊

College Fair



Students, teachers, and families around Korea had the opportunity to learn more about many colleges at the annual College Fair on November 17, 2012, at the Seoul American Elementary School cafeteria. The Delta Sigma Theta Sorority, Republic of Korea Alumnae Chapter sponsors this event each year. Representatives from over 40 colleges were on hand to answer questions, give mini-workshops, and hand out goodies from the college they were representing. 8th grade students as well as Mr. Alan Morton's AVID students from HAS enjoyed learning many things about what colleges have to offer, how to complete college-entry applications, what dorm life is like, financial aid information, and SAT/ACT requirements. The representatives even handed out goodies and brochures for their specific college and all of the students' bags were full of great items! Students were given worksheets to fill in to help guide them in asking the right questions to the representatives. AFN was on hand and a commercial was created showing our students at the fair. Staff members from our school also served as college representatives:



- Ms. Diggs- **Troy University**
- Ms. Fleming- **Alabama State University**
- Ms. Limb- **Pepperdine University**
- Ms. Spiller- **George Mason University**



A few reminders:

- Please send students dressed appropriately for school especially during cold and flu season. As you know temperatures can change very rapidly here in Korea.
- Always sign into the main office before entering a classroom. Your visit should be scheduled in advance so it does not interfere with classroom instruction.
- Signing in the main office and receiving a visitors badge allows the school to identify visitors throughout the school day and year.
- Students should not report to school no earlier than 7:50 unless they are supervised by an adult. There have been cases this year where students have been unsupervised on school grounds.
- If you are PCSing in the near future, please submit your orders to Mr. Charles Witas, the school registrar as soon as possible to allow sufficient time to process your student records.
- Also please see the attached Child Supervision Policy age/grade requirement rubric for students walking to and from school.

Enclosure 2. United States Army Garrison Humphreys Policy #28, Child Supervision,

Appendix B (Child Supervision Age Matrix)

Age of Child	Left Without Sitter in Quarters	Left Alone Overnight	Play Outside Unattended	Left in Car Unattended	Child Sit Siblings	Child Sit Others	Walk to and from USAG-H Elementary School
Newborn to Age 4	No	No	No	No	***Yes, By sibling age 14 and over	No	No
Ages 5 to 7	No	No	No	No	**Yes	No	No
Ages 8 to 9	No	No	Yes, until dusk with hourly check-in	No	**Yes	No	Yes
Ages 10 to 13	*Yes: For no longer than three (4) hours	No	Yes	Yes	**Yes	**Yes	Yes
Ages 14 to 15	*Yes, For no longer than nine (9) hours during the day or evening	No	Yes	Yes	N/A	**Yes	Yes
Ages 16 to 18	Yes	YES: With Adult Emergency Point of Contact	Yes	Yes	N/A	**Yes	Yes

* Children ages twelve (12) and above are required to take a babysitting course certified by USAG-H, CYSS.

** Children ages twelve (12) - thirteen (13) may only babysit for no longer than 4 hour period during daylight hours.

***Children ages fourteen (14) - fifteen (15) may only watch infants and toddlers (children under the age of four) who are their own family members.

Helpful Numbers:

ACS Family Advocacy Program 753-8401/3742
 USAG-H CYSS 753-8274

Whats Happening in Student Council!!!



"Leadership Starts in the Classroom"



Welcome to the HAS Team!!!



Tracy Vargas

I would like to take this opportunity to introduce myself. My name is Tracy Vargas. This is my eighth year in the classroom. I have taught elementary education and special education in the elementary and high school levels. I am licensed in both of these areas and also as a school principal. I am a hands-on teacher who likes to have my students “do” and “create”. I know elementary aged students are typically very busy so I like to use their energy and creativity in the classroom.

On a personal note, I am a military spouse. This is our second time being stationed overseas. We enjoy living abroad and make the most of it through traveling and experiencing the host culture and many others. I have two children, a five year old daughter and four year old son. They keep me very busy and entertained. I also have two German Shepherds who add even more energy to our bustling home. Between home and work, I never have a dull moment.

I look forward to working with you. I am very excited about this school year and am happy to be back in the classroom here in Korea.