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H. Douglas Rice II  
Principal

S. Transou Academic  
Facilitator

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November/December 2019

### Principal's Corner

#### Mark Your Calendar

**12/5:** Awards Assembly-  
3rd-8th Grade

**12/5:** Tree Lighting  
Ceremony (5pm)

**12/6:** Awards Assembly-  
K-2nd Grade

**12/11:** Imagine  
Andrews PTA Meeting  
(6pm)

**12/12:** Winter Concert  
8:45 am (K-1), 9:15 am  
(2-4), 6:00 pm (band,  
orchestra and 2nd-4th  
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(4:30 pm)

**12/13:** PTA BINGO and  
Chili Cook Off

**12/13:** Library Card  
Design Contest  
submissions are due

**12/20:** Second Quarter  
Progress Reports  
Released

**12/20:** Ugly Sweater Day

**12/23-1/1:** Winter  
Break-Schools Closed for  
Scholars and Teachers

\*Check SchoolMax  
weekly to stay current  
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progress

#### Greetings Imagine Andrews Families,

It's a great day at Imagine Andrews! October and November were exciting months! The character parade was a success. The scholars enjoyed parading around as their favorite book characters. The fifth and sixth graders displayed their creative literacy projects for the scholars, the staff and our families. October 23<sup>rd</sup> was Unity Day. Many scholars and staff members creatively wore orange as a symbol of solidarity toward taking a stand against bullying.

November was equally as busy. The first marking period ended in November and we completed the second administration of the STAR assessment. Our ESSA scores were released and we are a 4 Star School! The PTA had an amazing turn out at the Harvest Fest. The kindergarten through fourth grade scholars attended an assembly to learn about fire safety. Members of the leadership team started to have individual goal setting conferences with middle school scholars to ensure that they know their data. We will be having similar conversations with the younger scholars in order to make sure that all scholars set academic goals.

Because of Winter Break, December will be a short month at school. There are only fifteen instructional days in December. This means we need to make every day count with our scholars. Teachers are working hard to provide scholars with authentic learning tasks that will help improve student achievement. Attending school every day is critical so scholars are able to engage in rigorous learning experiences.

I look forward to days and weeks filled with exciting teaching and learning as well as positive experiences for our scholars, staff and families! Thank you for your continuous support, willingness to collaborate and commitment to partnering with Imagine Andrews!

Best,

H. Douglas Rice II




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***Mr. Rice leading the Character Day Parade.***



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### Tips for Parents

#### Talking TO Your Child

Recently, a [study conducted by Harvard and MIT](#) found that speaking TO children is not as important as speaking WITH them. Researchers recorded every word children and their parents said for two days and analyzed recordings. Then the children listened to a story during a functional MRI, which tracked brain activity, and afterward took standard language tests.

It turns out that the child-parent pairs that had more back-and-forth conversations vs. parents just talking TO the child showed increased activity in the language center of the brain and better overall scores on language testing, no matter the family's socioeconomic status. Try to take time each day to engage your child in meaningful conversations to help build your child's brain.

#### Buying Gifts

The holiday season is upon us and many families are determining the gifts that they will buy for their child/children. The best gifts for children of all ages are ones that encourage open-ended play, social interaction, physical activity or creative expression.

Below are some great gift ideas for children.

#### **Books**

Reading opens the world to children and aids in both social and language development. For a meaningful gift, choose a beloved book from your own childhood. Or find one that explores a topic your child is interested in. Match the book with the child's reading level. Books should challenge a child without causing frustration.



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## Tips for Parents (continued)

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### Buying Gifts

#### **Games**

Board games and cards build problem-solving skills, encourage social interaction and teach children to win and lose gracefully. They also offer fun for the whole family. Pull out the checkers and let the games begin!

#### **Puzzles and Building Blocks**

These mainstays of the toy box help children with problem-solving and fine motor skills. Blocks stoke imaginative play and also build mathematical skills.

#### **Outdoor Toys**

Playing outside has so many benefits. Children can burn calories, strengthen bones and muscles, build vitamin D and so much more when they play outside. Some tried-and-true outdoor toys are bicycles, balls, jump ropes, hula hoops and yard games like badminton or horseshoes. Teach your child jump rope rhymes, ball games and hula-hoop moves from your childhood.

#### **Arts and Crafts**

Coloring books, crayons, paints, drawing tablets, modeling clay, sidewalk chalk and other art supplies spark creativity, encourage self-expression and build fine motor skills.




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### Tips for Parents (continued)

#### Buying Gifts

#### **Magnetic Letters and Numbers**

Stick these on your refrigerator for daily fun and learning. Magnetic letters help very young children learn the alphabet. Children will be proud to spell their names and other words as they get older.

#### **Digital Media**

While traditional toys make the best gifts, most children would welcome a videogame or digital device under the wrapping paper, too.

When giving a child technology, set ground rules about its use right away, before it becomes a problem. While the American Academy of Pediatrics recommends no more than two hours of screen time per day, parents should figure out what makes sense for their family and aim for a healthy balance between technology and other activities. Be aware that technology can be very isolating. It's often just the child and the videogame or the child and the tablet. Non-technology games, encourages children to socialize and get outside to exercise.

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### Attendance

It is critical that scholars attend school each and every day to engage in rigorous and joyful learning experiences. Consistent attendance is critical for success in academics and in life. Attendance is taken for every scholar, every day. It is important that:

- Scholars arrive on time to school and to class.
- Scholars bring materials to class.
- If absent, scholars must bring a note explaining the absence. If the absence is deemed lawful, make up work will be provided.

Absences can accumulate and fall into two categories: chronic absences or habitual truant.

#### **Chronic Absences:**

When a student misses **10%** of school days **whether lawful or unlawful** absences, including suspensions, for at least:

1. Four (4) days in a quarter
2. Nine (9) days in a semester
3. Eighteen (18) days in a school year

#### **Habitual Truant:**

Any student who is **unlawfully absent** from school **more than 20% of any grading period, semester or school year** is considered as a **Habitual Truant**, for at least:

1. Nine (9) days in a quarter
2. Eighteen (18) days in a semester
3. Thirty-six (36) days in a school year




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### Every Student Succeeds Act (ESSA)

The Every Student Succeeds Act was signed into law on December 10, 2015. The U.S. Department of Education approved Maryland's ESSA plan on January 16, 2018. The plan sets into place improvement targets for school districts throughout Maryland. Imagine Andrews received a 4-star rating on the Every Student Succeeds Act (ESSA) star rating framework. A letter with additional information about the star ratings went home with every scholar on Monday, December 3rd.

### **What ESSA Measures**

The accountability system has two parts: academic indicators, which make up 65 possible points in the system, and measures of school quality and student success, which are 35 possible points. For elementary and middle schools, the academic indicators are:

- **Academic Achievement:** A combination of the percent of students scoring “proficient” or higher on state standardized tests in math and English Language Arts, and the average Performance Level of students on state standardized tests.
- **Academic Progress:** A combination of (1) how each student’s performance has grown compared to previous years on state standardized tests in English Language Arts and math, and (2) the percent of fifth or eighth grade students earning credit in include student performance on state science and social studies tests.)




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### Every Student Succeeds Act (ESSA) (continued)

- **Progress in Achieving English Language Proficiency:** The percentage of a school's English language learner population who are on track toward achieving proficiency in the English language.

The measures of school quality and student success are the percent of students at the school who (1) are not chronically absent, and (2) enrolled in a well-rounded curriculum. (In survey.)

### Math Resources

Every scholar at Imagine Andrews has an IReady account. IReady offers practice exercises, instructional videos, and a personalized learning dashboard that empower scholars to study at their own pace in and outside of the classroom. Please encourage your child to complete at least fifteen minutes of IReady every night.

### Thank You!

Thank you to the volunteers that help with the morning arrival. Your presence is appreciated by all stakeholders. Thank you to the volunteers that helped with picture day. Because of you, the scholars were "camera ready"! Thank you to all of the volunteers that helped plant the flowers outside and thank you to the chaperones that supported the November and December field trips.

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## Eagle Moments



**Top Left:** Scholars learned about fire safety at the through the Kasey Program. The Kasey program teaches children their fire & life safety skills by using a black Labrador retrievers, to perform the skills we teach, i.e., stop, drop & roll, checking the door to see if it's hot, knowing two ways out of the building.

**Bottom Left:** Mrs. Gunn and Mr. Connelly conferencing with a 7<sup>th</sup> grade scholar during a goal setting conference.

**Bottom Right:** Ms. Carter and her students wearing mustaches as they work as reading detectives to unlock clues in the text.

