

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Barbara L. Mueller

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Aukamm Elementary School

(As it should appear in the official records)

School Mailing Address Unit 24301 Box 89

(If address is P.O. Box, also include street address.)

City Wiesbaden, Germany State DD Zip Code+4 (9 digits total) 09005-0000

County _____

State School Code Number* _____

Telephone 011496117056260

Fax 01149611561272

Web site/URL

http://www.dodea.edu/Europe/Kaiserslautern/Wiesbaden/AukammES/index.cfm/

E-mail Debbie.parks@eu.dodea.edu

Twitter Handle Facebook Page
https://www.facebook.com/groups/436394066446675/permalink/581956161890464/#!/WiesbadenCS

Google+ _____

YouTube/URL

Blog _____

Other Social Media

Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Dell McMullen

E-mail: dell.mcmullen@eu.dodea.edu

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Kaiserslautern School District Tel. 011496315365902

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson _____

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 12 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 5 High schools
 - 0 K-12 schools
- 22 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 2 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	1	0	1
K	25	17	42
1	23	20	43
2	20	26	46
3	28	17	45
4	20	15	35
5	16	18	34
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	133	113	246

5. Racial/ethnic composition of the school:
- 2 % American Indian or Alaska Native
 - 3 % Asian
 - 22 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 61 % White
 - 8 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 73%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	36
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	61
(3) Total of all transferred students [sum of rows (1) and (2)]	97
(4) Total number of students in the school as of October 1	132
(5) Total transferred students in row (3) divided by total students in row (4)	0.735
(6) Amount in row (5) multiplied by 100	73

7. English Language Learners (ELL) in the school: 7%
18 Total number ELL
 Number of non-English languages represented: 6
 Specify non-English languages: Arabic, Spanish, German, Japanese, Estonian, Patois
8. Students eligible for free/reduced-priced meals: 25%
 Total number students who qualify: 61

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: $\frac{9}{22}$ %
22 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|-------------------------|---|
| 0 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 1 Other Health Impaired |
| 0 Deaf-Blindness | 10 Specific Learning Disability |
| 0 Emotional Disturbance | 9 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 0 Mental Retardation | 0 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 2 Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	12
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	95%	96%	94%	93%	94%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Aukamm Elementary School is part of the Department of Defense Education Activity, supported by the Kaiserslautern School District. It is a community school of about 250 students who largely walk or ride bikes to school. We are a part of the Wiesbaden military community, consisting mostly of Army personnel and their families and civilians supporting the military mission. Our students are “military kids” who have at least one parent serving in the military or working in a related civilian position. Because our students live overseas and have parents who deploy to war zones or are frequently away at training exercises, it is imperative that our school is a safe haven and source of stability. There is a friendly and caring atmosphere at our school. Students love to come to school. They feel safe and supported and they blossom both academically and socially at Aukamm. We at Aukamm strive daily to fulfill our vision statement of “Committed to Inspiring a Community of Life-Long Learners.”

In order to reflect our vision, our school’s academic and extracurricular programs are diverse and differentiated to allow for growth in every student. Our staff members are committed to addressing the individual needs of each student. We do this by carefully analyzing data and using it to guide individualized instruction. Teachers use flexible grouping and a team teaching approach to provide a rigorous program of instruction with the curriculum resources that best fit the student. Grade level teachers and specialists meet regularly to plan instruction and discuss how best to help all students succeed. Students are also responsible for monitoring their personal progress through individual data binders.

Educating Aukamm students is a real community effort and we value the assistance of our parents, community volunteers, the PTA, and our military sponsor, the 102nd Signal Battalion. These stakeholders mentor our students through reading, sponsoring extracurricular clubs, supporting special events, giving subject matter presentations during our STEM (Science, Technology, Engineering, and Math) Week, and providing financial resources for these events. A large number of parent volunteers augment our programs and add an extra dimension to the school environment.

One of our secrets to success is effective communication with parents and stakeholders. Classroom teachers send weekly newsletters to parents and update class webpages frequently. Our principal sends a daily electronic bulletin called The Bear Essentials to parents, community members, and the military command. In addition, our teachers and principal frequently make phone calls, and send emails/notes to parents, as well as holding parent conferences. The high visibility of staff members before and after school provides more opportunities to communicate with the many parents who walk their children to school. The principal updates the military command through emails, the daily bulletin and at monthly Community Briefings so that the community at large knows about the events and educational opportunities at Aukamm Elementary School. Such open communication encourages parents and community members to become involved with our school.

While academic success is a priority at Aukamm ES, our role is more than just student academic success; the school and community are committed to student social and emotional success as well. As part of that commitment, our school and the command have joined together to create an anti-bullying policy in order to equip our students with the skills needed to get along well with peers and authority figures. Our counselor’s class lessons focus on bully prevention and developing positive character traits. She also meets with small groups and individuals who need more help with positive interactions. As a result, we have kind children who help each other and know how to stick up for each other. At Aukamm students also learn good citizenship by initiating community projects: the Rudolph Project supported deployed troops during the holiday season, the Quarter Line activity collected quarters for a national disaster, and a Candy Gram drive raised money for the Wounded Warrior Program. These types of activities develop the whole child and inspire life-long learning and commitment to community.

Aukamm Elementary School is a safe, nurturing school where teachers have high expectations for learning, and students rise to meet those expectations. We are a school that works in partnership with parents and the military community because we are all committed to providing our students a high quality education, and an

education that will prepare them to be productive adults. These things have resulted in high academic performance in Aukamm students, making Aukamm worthy of being commended as a Blue Ribbon school.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Aukamm follows the standardized assessment guidelines established by the Department of Defense Education Activity (DoDEA). Since SY2008-2009 we have administered the TerraNova, Third Edition, Multiple Assessments to our students in grades 3-5; this standardized assessment was normed in 2007. DoDEA reports these scores as a median national percentile, as well as the percentage of students in each quarter. DoDEA describes the performances levels as “Above Standard” (76th – 99th percentile), “At Standard” (51st – 75th percentile), “Partially Met Standard” (26th – 50th percentile), and “Below Standard” (1st – 25th percentile). Given these parameters, any student scoring above the 50th percentile has “Met the Standard.” DoDEA’s Community Strategic Plan (CSP) includes the goal that at least 75% of students in grades 3-11 will score in the top two quarters and less than 7% in the bottom quarter on the system-wide standardized assessment in mathematics, science, reading, language arts, and social studies.

In addition to the DoDEA goal based on percentiles, Aukamm also reviews the Objectives Performance Index (OPI) scores from the TerraNova. This statistical index is used to project how well individual students would have done if 100 similar items had been given. Then our school is compared to the national average for OPI in each of four reading objectives and nine mathematics objectives for grades 3-5. Aukamm strives to have each OPI, in each grade, above the national average.

b) We are proud of our students’ accomplishments in reading and mathematics, as evidenced by our TerraNova scores. For the last five years, the general trend has been an increased percentage of students in the top two quarters and a decreased percentage in the bottom quarter.

In reviewing data from SY2008-2009, we realized that although we did not meet the overall 75% goal, we were still above the national average with 60% of our students scoring in the top two quarters in reading and 66% in mathematics. For SY2009-2010, our overall percentage increased in reading, including increases in every grade. In mathematics, our overall percentage remained stable; third grade showed greater gains. Our students significantly improved in SY2010-2011. In reading, 81% of our students achieved in the top two quarters, with all three grades near that percentage. In mathematics, 76% of our students scored in the top two quarters, with 3rd and 4th grade reaching the 75% goal and 5th grade scoring higher than the previous two years. For SY2011-2012, we met the 75% goal in reading for 4th grade, and our 3rd and 5th graders nearly met the goal. Our students showed solid gains in mathematics, with 83% of our students in the top two quarters; all three grades exceeded the 75% goal.

We are inspired by our results for SY2012-2013, our most recent year for standardized data. We exceeded the 75% goal for five out of six measured subgroups and the 7% goal for all six subgroups. Overall, 80% of our students scored in the top two quarters in reading, with our 3rd, 4th, and 5th grades achieving that goal. The 75% goal in mathematics was met in grades 4 and 5; overall, our students were within one percentage point of the goal.

We are equally pleased that, over the past five years, fewer students score in the bottom quarter. In SY2008-2009, 17% of our students scored in the bottom quarter for reading, and that decreased to 3% for SY2012-2013. In mathematics, the bottom quarter decreased from 20% to 3%.

Additionally, we are proud that our students consistently score above the national average on the OPI. For SY2012-2013, our students averaged 11 percentage points above the national average on all four reading skills, with a range of 7 to 14 percentage points. On the nine skills in mathematics, our students averaged 13 percentage points above the national average, with a range of 7 to 18 percentage points.

Our improvements and continued high rate of success are attributed to our concentrated effort to challenge our students to excel. Our teachers continually collaborate to review a variety of data that assists in identifying our students’ strengths and weaknesses. Once relative weaknesses are determined, our teachers research ways on how to best address those areas. Teachers decide on the strategies to implement, with

continued discussion about which strategies have worked and additional areas for improvement. Throughout this process, individual students are also focused on to ensure continued improvement for all students.

A variety of factors could contribute to the variance in scores from year-to-year. Because we serve children of service members, our students have a high rate of mobility; most students attend AES for three years or less. Our school has also had a high parent deployment rate in recent years, and the emotional impact that results in children with deployed parents often affects assessment results. Additionally, due to our small enrollment, which ranged from 160 to 250 students over the past five years, the varying numbers of special education students, English Language Learners, and gifted education students affect our scores.

2. Using Assessment Results:

Aukamm uses a comprehensive assessment system to analyze and improve student learning, as well as to inform our parents, students, and community of student achievement. Standardized assessments along with curriculum-based summative and formative assessments are used to analyze and guide instruction. Teachers evaluate and discuss student assessments during weekly collaboration meetings, as well as at faculty meetings and during professional development days.

Reading instruction and student progress is monitored through a variety of means. Teachers in grades K-3 administer the Benchmark Assessment System in the fall and spring to each student. Teachers use this information to individualize instruction, form guided reading groups, and gauge each student's progress. Additionally, Reading A-Z benchmark books are used after the first and third quarters to ensure each student is in the appropriate guided reading group and selecting texts at his/her independent reading level. Students monitor their own progress by graphing their reading levels in data binders. This aids them in selecting books during independent reading times.

In grades 3-5, teachers assess students' reading progress by using Reading Street benchmark test results. By analyzing individual and classroom data, teachers determine areas of strengths and weaknesses and adapt instruction accordingly. Furthermore, the Scholastic Reading Inventory, which is administered at the beginning, middle, and end of the year, is used to monitor each student's progress and assist students in selecting books at the correct level when reading for pleasure.

Everyday Math and enVision assessments are used to monitor progress in mathematics. Students in grades 1-2 are given a summative and formative assessment after each topic, with the results used to form flexible groups. Based on these assessments as well as classroom performance, students may receive advanced problem solving enrichment with the gifted education teacher; this group remains flexible the entire school year. Students in grades 3-5 are administered the enVision end-of-the-year assessment as a pre-test at the beginning of the year. Those testing at/above 80% advance to the next grade level for mathematics. Throughout the school year, teachers pre-test each topic to form instructional groups – intervention, at-grade level, and above-grade level.

TerraNova is the standardized assessment administered each spring to grade 3-5 students. After receiving annual scores our entire faculty analyzes and discusses the results (e.g., percentiles, quarters, OPI). We also review the results at the beginning of each school year to remind and give direction to our instruction. The TerraNova data is used as an indicator of academic giftedness and as a child find activity for special education. An alternate assessment is available to English Language Learners (ELL) and special education students unable to take the standard assessment.

Our parents and community have access to data through a variety of channels. Standardized assessment results are on the DoDEA website; this includes an "Annual School Report Card". Individual student TerraNova results are given to parents every June. Students and teachers share data binders at conferences, including student-led conferences. Parents and students are also able to track progress by accessing Gradespeed, an online grade book.

3. Sharing Lessons Learned:

Educational blogger Marion Ginapolis states, “It is not about the technology; it’s about sharing knowledge and information, communicating efficiently, building learning communities and creating a culture of professionalism in schools.” Aukamm concurs with this philosophy and endeavors to share its successes.

Aukamm’s principal regularly updates other administrators on Aukamm’s recent accreditation successes during quarterly meetings at the Kaiserslautern District Office. The principal has highlighted Aukamm’s use of student data binders, collaboration successes in teacher teams, and the effective use of the instructional coaching program. Other principals consult with her for procedural guidance and innovation in elementary programs.

The primary and intermediate instructional coaches also share strategies and successes with their colleagues in the Kaiserslautern district. Their counterparts then return to their own schools to implement those strategies. Our educational technologist provides technology support to this district-wide team. One of Aukamm’s instructional coaches was recently selected as a presenter at the Europe-wide Future Educators of America conference. She designed and presented sessions to high school students on math choice boards and early childhood language arts centers.

Aukamm’s media specialist is considered an expert in her field, and is the “go-to” person by other librarians throughout DoDDS-Europe for the Millennium automated library system.

Our speech and language pathologist (SLP) initiated a year-long learning team based on language acquisition, planning units of study for monthly meetings with other SLPs, ESL, and special education teachers from our four-school complex. Other faculty members lead inter-school study groups on flipped math, the history of the English language, and use of Kurzweil text reader. Our educational technologist regularly offers courses in the complex. Another faculty member was invited to serve as an expert French instructor to high school students at the DoDDS-Europe Language Institute 2014.

Our gifted education teacher has attended NAGC conferences in the United States and provided training to other gifted specialists on innovative strategies and trends in gifted education. She was also co-founder of a group of teachers meeting quarterly to share ideas and self-created units for educating gifted students.

Our school also has leadership involvement in professional organizations here in Germany. The European Music Educators Association president-elect and the president of the Wiesbaden Education Association are faculty members at Aukamm. And our principal is the events and activities coordinator for the Germany chapter of the International Phi Delta Kappa (PDK) organization.

4. Engaging Families and Community:

Aukamm Elementary School promotes a culture that encourages partnership among all shareholders. We are fortunate to have a strong academic climate supported by families and the US military and German communities. Our staff proactively solicits engagement in the greater school community.

The “it takes a village” mentality is alive and well at our neighborhood school as evidenced by the number of parent volunteers who supplement instruction. Parents and community volunteers are present every day in our school, reading with individual students, helping with small guided reading groups, supervising math centers, participating in events like Read Across America and Student Olympics, and chaperoning study trips. We partner with our German community, too, for educational activities like our annual apple juicing event where our students pick apples in the local orchards and, with the help of our German partner, press them into apple juice. In order to teach students how to save and make wise decisions about money, our local bank visits the school and engages them in personal finance related activities. The medical and dental clinics visit the school for vision, hearing, health and dental screenings to make sure our students are healthy. The PTA provides financial support to the school, while making Aukamm a community center with events such as a basket raffle, bingo night, skate night, and a used book fair. The Wiesbaden parent-to-parent group

sponsors quarterly oral reading events for students and also provides monthly seminars to Aukamm parents on extending student learning in the home.

We draw on the expert knowledge of our military community to provide special presentations and assist in events at our school, like our annual STEM (Science, Technology, Engineering, and Math) Week which features subject matter experts who present lessons to our students. The school is sponsored by the 102nd Signal Battalion, who oversees the chess club, provides volunteers to assist teachers with special class lessons, and gives manpower for our Field Day events. The garrison supports our school by attending awards ceremonies and gives release time for soldiers to present to students. Recently the garrison's boxing team gave an assembly in which they presented an anti-bullying campaign and emphasized the self-discipline and physical fitness aspects of their sport.

We at Aukamm are blessed to have the support of our parents and the community and will continue nurturing those relationships as student success is unquestionably related to their involvement.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

By following the DoDEA curriculum and implementing innovative instructional design, we at Aukamm Elementary School provide challenging and differentiated learning experiences. Our students have multiple and varied opportunities to develop learning, thinking, and life skills that lead to success where they are and at the next level. Our teachers promote 21st Century teaching and learning by implementing practices that require students to apply knowledge and skills, extend content knowledge across other disciplines, and utilize technologies as resources for learning tools.

DoDEA standards provide a framework for instruction in reading and language arts at AES. Our students read a rich variety of fiction and informational texts and use those as a basis for further learning in language arts, social studies, and science. Our students use technology and multi-media projects to demonstrate mastery of reading and language arts standards. Students have access to a variety of reading assessments to be able to monitor their own progress and self-select appropriate books from our information center, and they participate in many reading activities that celebrate a love for reading, including Read Across America, Battle of the Books, and the Kaiserslautern Oral Reading Festival.

Our mathematics program is particularly strong with a systematic use of pre- and post-tests to provide for flexible grouping based on student readiness. Students demonstrating mastery of grade-level standards are placed in the next grade level. All students are placed in groups according to readiness and are provided with differentiated instruction. Teacher collaboration helps guide the vertical and horizontal alignment of DoDEA standards. Students have access to a wide variety of additional math support and enrichment, including computer based learning.

Aukamm's science program integrates process skills together with content standards. Students participate in inquiry-based lessons and a wide variety of additional science experiences outside the school. They participate in field trips to the zoo, mineral caves, a natural history museum, and planetariums in order to enjoy real-life experiences related to their science curricula. Science learning is enhanced by community guests who share their science-related jobs with our students.

We are fortunate to enjoy a wealth of historical experiences thanks to our location in central Germany. In addition to DoDEA social studies curriculum, students benefit from rich multicultural experiences which include study trips to European museums, local markets, farms, and historically accurate villages depicting Germany's past. Our school librarian and our educational technologist frequently work with students and classroom teachers to provide research experiences in social studies, along with multi-media demonstrations of student learning.

The fine arts are an integral part of Aukamm's curriculum. Visual arts instruction includes components of art history, and technique and process, with a focus on student production. Students are encouraged to make connections between the visual arts and other disciplines. Our music program has a strong performance element with students participating in voice as well as instrumental performance. Students regularly perform for the community with choral performances at the Christmas market, a school musical, and spring concerts, to name just a few. Students also learn an appreciation for music history.

Physical education is taught in a designated indoor area which is equipped for a variety of sports, games, and personal fitness routines. Our focus is to help students develop a life-long appreciation for physical activity while providing them with a variety of ways to maintain fitness. Health and nutrition are incorporated school-wide with health standards for each grade level. Lessons from the school nurse, visits from a clinic nutritionist, and safety lessons from the fire and police departments augment the curriculum. Our PTA provides nutritious snacks for students during school-wide testing.

Technology is not a separate subject but is woven into all aspects of learning. Students and teachers use a wide variety of technology tools in every grade level and all subjects and receive technology support from our education technology teacher. Opportunities for training in technology are regularly offered.

Aukamm also offers Host Nation (German) and FLES (Spanish) classes to all students. Host Nation has been part of our curriculum for years, but Spanish is a new and exciting program. We will discuss these two subjects further in our Additional Curriculum Area narrative.

2. Reading/English:

Our DoDEA adopted reading curriculum is Pearson Reading Streets and it is the base for our instructional plan with reading. We use its texts, assessments, instructional guides, strategies, and supplemental sources. Although it is the DoDEA adopted reading program, and offers some guided reading texts, we offer additional reading resources for our flexible reading groups. Our leveled library offers students access to a multitude of guided reading texts. Students in grades K-5 participate in Reading Counts comprehension quizzes tailored to student reading levels. Our PTA has funded Reading A-Z and Raz-Kids reading programs. Reading A-Z allows teachers to print individualized guided reading books with comprehension skills correlated to each book. Raz-Kids gives students the opportunity to log in to an online reading program both at school and home to read and take comprehension quizzes based on their independent reading levels.

In kindergarten, our students are taught phonetics with a kinesthetic program called Zoo Phonics. Each letter is associated with an animal, its phonetic sound and a body movement. The Zoo Phonics program progresses into basic decoding skills. Upon mastery of letter and sound recognition, students join flexible guided reading groups. Flexible grouping is our Continuous School Improvement strategy to attain our reading comprehension goal, and is a core part of our reading program.

We track student reading comprehension through multiple measures. DoDEA requires the Benchmark Assessment System (BAS) at the beginning and end of each school year for K-3 grade students. In addition, Aukamm records BAS scores at the end of the first, second, and third quarters for K-2 students. Teachers use “running records” and comprehension checks to check their instruction and monitor students’ progress. Students in grades 3-5 take the Scholastic Reading Inventory (SRI), a computer-based reading comprehension assessment, three times a year. Students receive scores that guide them to reading books at an appropriate level. Reading Streets unit exams are given school-wide; each student takes at least four unit tests yearly, which are recorded in reading folders to document student progress.

Our instructional coaching, special education and gifted programs are geared to meet individual reading needs. The primary and intermediate instructional coaches provide daily co-teaching within classrooms to differentiate reading instruction. Teachers use data to identify the unique learning needs of students and personalize instructional reading strategies and interventions to address these individual needs.

3. Mathematics:

Aukamm Elementary School uses the DoDEA curriculum in mathematics as the basis of a well-rounded program. Our curriculum consists of the following content strands: number and operations, algebra, geometry, measurement, and data analysis and probability. These strands are complemented by the process strands of problem solving, reasoning and proof, communication, connections, and representation.

Teachers use the DoDEA adopted materials, Everyday Math (K-2) and EnVision Math (3-5), along with many other print and technology-based resources to provide leveled instruction groups within each grade level. Students are given pretests at the beginning of the year and also at the beginning of each unit. They are then placed in flexible groups based on content mastery. Students who demonstrate 80% mastery of grade-level objectives at the beginning of the year are placed in next grade level; this includes a 6th grade math section.

Our instructional coaches (ISSPs) collaborate with classroom teachers and other specialists to deliver research-based strategies. ISSPs provide hands-on, project based activities in the math lab in a differentiated learning environment. Teachers and ISSPs hold regular collaboration meetings to review math data, discuss student needs, and determine the most effective strategies to meet both student needs and school goals.

In the past data has supported an increased focus on problem solving and communication skills, but more recent data from local and national sources support our current focus on student proficiency in number operations. We have observed that by increasing the speed at which students process math facts, their ability to do more “real world” problem solving increases and more time can be dedicated to math communication and representations.

Aukamm uses a wide variety of online resources to target individual needs and improve math learning. IXL provides additional resources related to grade level math goals, while Xtramath gives students needing additional drill on basic facts an opportunity to improve. Both programs can be used in school and at home.

Our special education teacher, aides, ESL teachers, and gifted education specialist provide support to students with additional needs, within the grade-level classrooms and in resource rooms. A team of students participates in the Mathematical Olympiads and Continental Math Contests. Other math-related activities are celebrated at Aukamm, including Pi Day, 100th Day, and Potato Olympics.

4. Additional Curriculum Area:

In the fall of 2012 Aukamm petitioned DoDEA for a Spanish Foreign Language Elementary School (FLES) program to complement our German host nation program. Today FLES and host nation are an integral part of the core curriculum, making Aukamm a community of world language learners. We believe that all students can enjoy and be successful in learning languages. Our curriculum uses foreign language standards based on the American Council on the Teaching of Foreign Languages (ACTFL) Standards and sets attainable language and cultural proficiency expectations. Students receive two sessions per week of Spanish FLES instruction and one host nation session per week. Students learn German culture and language, while they also develop language and cultural proficiency in Spanish.

Our FLES program is centered on the five domains of language learning: listening, speaking, reading, writing, and cultural competence. Progression through the language is key, while recycling past vocabulary in a new context is a vital part of the program since our population is highly mobile. Spanish is incorporated in the classroom by those teachers who also speak Spanish, while other teachers might label the classroom with Spanish words, or help celebrate Hispanic cultural events that are presented in the FLES classroom. Collaboration takes place among classroom teachers and language teachers. Lessons are coordinated so that similar topics are taught simultaneously in the classroom and in FLES. For example, while 1st graders were learning about the life cycle of the butterfly, a similar lesson was taught in the FLES room with Spanish vocabulary to reinforce key concepts and give students a relevant linguistic basis in FLES.

The Host Nation program focuses on German culture and language proficiency particular to student needs while living in the host nation. Each grade level has standards with performance outcomes appropriate to the age of the children. All grade level themes are directly related to the same grade level themes in social studies. Classroom studies are enhanced by host nation cultural visits, and extracurricular trips suggested to families by our host nation teacher. Students regularly visit places such as Hessen Park, the Gutenberg Museum, the Mathematikum math exploration center, local markets and festivals, and a myriad of other events and places unique to our location in Germany. In addition to curricular host nation studies, many children participate in our after school host nation club for more in-depth cultural and language experiences.

5. Instructional Methods:

Aukamm Elementary School continuously analyzes curriculum assessments and standardized data. This data can be used as an indicator of academic giftedness and as a child find activity for special

education. Throughout the school year, teachers discuss and evaluate student assessments during their collaboration meetings, as well as at faculty meetings and during professional development days. Teachers refer to student data binders to evaluate school improvement goals and learning progress. Discussions lead to the development of lesson plans that are based on individual student needs.

We selected flexible grouping as the Continuous School Improvement strategy for reading and math goals. Flexible grouping is the primary focus for differentiating instruction. In the area of reading, teachers use flexible grouping to create differentiated guided reading groups and use individualized books and reading comprehension skills to meet the needs of each reader. Texts and comprehension skills are provided for each student's unique reading abilities, although the theme of each book or lesson may be identical to match curriculum content goals.

In math, unit assessments are used to create flexible math groups. In grades 3-5 flexible math groups extend vertically and horizontally across grades and classrooms. Based on assessment data, numerous students at AES showed readiness for math instruction at the next grade. Although AES is a K-5 school, flexible math grouping extends to sixth grade curriculum.

Technology is integrated into differentiated instruction by using programs such as Weebly blog pages, Raz-Kids, Brain Pop, Discovery Education, Enchanted Learning, and IXL Math. Students in K-5th grade use Screencast-O-Matic, which allows students to screen capture any project they have created on the computer and explain their work by recording their own voices. Students then post their products for an audience. In kindergarten, students record mathematics progress checks; then a link is sent home to communicate student growth to parents. Weebly blog pages are primarily used in the intermediate grades. Students working on individual or group projects post their results and the Weebly blog allows teachers, parents and peers to comment on these individualized projects.

6. Professional Development:

We at Aukamm Elementary School view professional development as vital to our ability to provide a 21st Century education to our students. At the beginning of each school year our faculty designs a threefold plan of Professional Development to address areas needed to keep us on the cutting edge of education and in line with our academic standards. These three areas are comprised of professional book studies, DoDEA directed and Continuous School Improvement (CSI) initiated trainings, and collaborative sessions with peer sharing of best practices.

Recent years have seen book studies in Professional Learning Teams (PLT) with books such as Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2nd Edition by Dean, Hubbell, Pitler, and Stone; The Daily Five by Gail Boushey, Flip Your Classroom by Jonathan Bergman, Teaching Gifted Kids in the Regular Classroom by Susan Winebrenner, and Coaching PLT – Standards for Professional Learning by www.learningforward.org.

Our CSI initiatives and DoDEA directed professional training topics have included 21st Century Learning, student centered technology, flipped math, using technology to differentiate instruction, flexible math grouping, fluctuating hearing issues and academic achievement, reading assessment instruction, data analysis, and inquiry based instruction.

Weekly collaborative grade level sessions allow teachers to share best practices with their peers. This often leads to the development of online courses given by our staff members. One example was a sharing of the practices in an online classroom management system that sparked the interest of fellow teachers and now is a best practice used in our third grades.

With an ever decreasing budget for hiring outside presenters for professional development, we are looking at more creative ways to continue, and even improve, our opportunities to grow as educators. Therefore, our professional development is often given by our own staff members, our principal, and curriculum specialists from the district and European area offices. Professional development is conducted at monthly faculty

meetings, in-service days throughout the school year, district trainings, online trainings, and administrative release time during the school day. An example of this release time was when internal substitute coverage was arranged so that two teachers could meet with our educational technician for classroom webpage design training.

7. School Leadership

Aukamm Elementary School's leadership philosophy is one of shared leadership with the principal, staff members, and students working together to create a positive environment for student learning. The principal believes in leading by example and values staff members by including them in the decision making process and leadership of the school. The principal is comfortable sharing her leadership role, recognizing she has a highly talented staff and is confident in their abilities. She accepts faculty suggestions on both the day-to-day operation of the school and on handling delicate situations as they arise. She prefers a collective school leadership approach which involves all stakeholders.

Aukamm's instructional coaches offer significant leadership in the collaborative team teaching of reading and math. They steer grade level collaboration meetings each week in which teachers discuss student learning, review work samples, review student data, and schedule future assessments.

Our principal does not limit her interactions with teacher growth to a once-a-year meeting. At midyear she gets together with classroom teachers for Data Chats. These are conversations in which teachers share their midyear progress and discuss ways to increase student achievement. Teacher evaluations and constructive post conferences are also structured to allow teachers to reflect on their own instruction and brainstorm solutions for improvement.

Our students also serve as leaders at Aukamm. The Student Council and Golden Bears program are two examples of student leadership. Our Student Council is active in not only working with our principal for a better school, but it is a role model for "giving back" by finding causes to support. They have organized fundraising events for disaster relief and the Wounded Warrior program, and sent gifts to our soldiers downrange. Our Golden Bear program recognizes good citizens as leaders in the school. It is the most honored recognition a student can receive at Aukamm. A Golden Bear is a student who is a Great role model, Obeys the rules, Listens and follows directions, Displays fairness, Encourages others, Never gives up, Believes in self and others, is Exceptionally kind, Achieves goals, and is Responsible.

Aukamm's leadership fosters a climate of high expectations and success which in the end leads to our common goal of highest student achievement.

PART VII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova, Third Edition, Multiple Assessments</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	635.7	629.8	636.2	636.8	614.6
Number of students tested	35	33	25	31	36
Percent of total students tested	97	100	96	100	97
Number of students alternatively assessed	1	0	1	0	1
Percent of students alternatively assessed	3	0	4	0	3
SUBGROUP SCORES					
1. White students					
Average Score	636.1	637.1	643.2	635.9	
Number of students tested	21	24	18	15	
2. African-American Students					
Average Score					
Number of students tested	7	4	3	5	
3. Hispanic or Latino Students					
Average Score					
Number of students tested	4	4	5	7	

NOTES: Although African American and Hispanic/Latino students each comprise more than 10% of our student population, average scores are not reported when there are fewer than 10 students assessed. The military is responsible for the free/reduced meals program; DoDEA schools do not have data on individual students who may be recipients. Due to our low enrollment, any alternative assessment percentage greater than 2% reflects only one ELL. Disaggregated data is not available for SY 2008-2009.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova, Third Edition, Multiple Assessments</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	658.8	663.9	656.1	640.9	640.7
Number of students tested	40	36	28	32	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. White Students					
Average Score	662.5	666.2	659.6	651.4	
Number of students tested	27	26	12	23	
2. African-American Students					
Average Score					
Number of students tested	5	4	7	3	
3. Hispanic or Latino Students					
Average Score					
Number of students tested	3	6	6	4	

NOTES: Although African American and Hispanic/Latino students each comprise more than 10% of our student population, average scores are not reported when there are fewer than 10 students assessed. The military is responsible for the free/reduced meals program; DoDEA schools do not have data on individual students who may be recipients. Disaggregated data is not available for SY 2008-2009.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova, Third Edition, Multiple Assessments</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	675.2	680.5	670.9	667.3	662
Number of students tested	41	23	25	22	30
Percent of total students tested	100	100	96	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	4	0	0
SUBGROUP SCORES					
1. White Students					
Average Score	680	682.3	686.1	676.1	
Number of students tested	26	18	18	12	
2. African-American Students					
Average Score					
Number of students tested	5	2	5	5	
3. Hispanic or Latino Students					
Average Score					
Number of students tested	6	5	4	1	

NOTES: Although African American and Hispanic/Latino students each comprise more than 10% of our student population, average scores are not reported when there are fewer than 10 students assessed. The military is responsible for the free/reduced meals program; DoDEA schools do not have data on individual students who may be recipients. Due to our low enrollment, any alternative assessment percentage greater than 2% reflects only one ELL. Disaggregated data is not available for SY 2008-2009.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova, Third Edition, Multiple Assessments</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	641.2	646.3	642	640.8	635.6
Number of students tested	35	33	25	31	36
Percent of total students tested	97	100	96	100	97
Number of students alternatively assessed	1	0	1	0	1
Percent of students alternatively assessed	3	0	4	0	3
SUBGROUP SCORES					
1. White Students					
Average Score	639.2	654.1	645.8	640.3	
Number of students tested	21	24	18	15	
2. African-American Students					
Average Score					
Number of students tested	7	4	3	5	
3. Hispanic or Latino Students					
Average Score					
Number of students tested	4	4	5	7	

NOTES: Although African American and Hispanic/Latino students each comprise more than 10% of our student population, average scores are not reported when there are fewer than 10 students assessed. The military is responsible for the free/reduced meals program; DoDEA schools do not have data on individual students who may be recipients. Due to our low enrollment, any alternative assessment percentage greater than 2% reflects only one ELL. Disaggregated data is not available for SY 2008-2009.

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova, Third Edition, Multiple Assessments</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
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Number of students tested	40	36	28	32	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. White Students					
Average Score	672.1	673.5	667	660	
Number of students tested	27	26	12	23	
2. African-American Students					
Average Score					
Number of students tested	5	4	7	3	
3. Hispanic or Latino Students					
Average Score					
Number of students tested	3	6	6	4	

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Grade: <u>5</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	676.2	676.2	665.5	670.6	660.1
Number of students tested	41	23	25	22	30
Percent of total students tested	100	100	96	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	4	0	0
SUBGROUP SCORES					
1. White Students					
Average Score	679	676.1	679.6	678.6	
Number of students tested	26	18	18	12	
2. African-American Students					
Average Score					
Number of students tested	5	2	5	5	
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