

U.S. Department of Education
2016 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 Mr. Josh Adams

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

Official School Name Ramstein Middle School

(As it should appear in the official records)

School Mailing Address Unit 3242 APO, AE

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

City Ramstein, Germany State DD Zip Code+4 (9 digits total) 09094-3242

County AE

Telephone (637) 147-7104 Fax _____

Web site/URL http://www.dodea.edu/RamsteinMS/index.cfm E-mail daniel.petritz@eu.dodea.edu

Twitter Handle _____ Facebook Page https://www.facebook.com/RAMSPTS
A/?fref=ts Google+ _____

YouTube/URL https://www.youtube.com/channel/UC Other Social Media
N5kQBA-O2FNnvgjaWVzPBA Blog _____ Link _____

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

Date

(Principal's Signature)

Name of Superintendent*Dr. Elizabeth Dunham E-mail liz.dunham@eu.dodea.edu
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Department of Defense Education Activity Europe East Tel. _____
(631) 536-5905

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

Date

(Superintendent's Signature)

Name of School Board President/Chairperson Captain Matthew Streett
(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, to the best of my knowledge, that it is accurate.

Date

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

Part I – Eligibility Certification

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 and National Blue Ribbon Schools requirements, are 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 public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) 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 2010 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: 2011, 2012, 2013, 2014, or 2015.
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

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 10 Elementary schools (includes K-8)
 - 6 Middle/Junior high schools
 - 5 High schools
 - 0 K-12 schools
- 21 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. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	157	143	300
7	172	159	331
8	127	121	248
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	456	423	879

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 5 % Asian
 - 11 % Black or African American
 - 17 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 54 % White
 - 11 % 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.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 41%

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, 2014 until the end of the 2014-2015 school year	110
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	248
(3) Total of all transferred students [sum of rows (1) and (2)]	358
(4) Total number of students in the school as of October 1, 2014	865
(5) Total transferred students in row (3) divided by total students in row (4)	0.414
(6) Amount in row (5) multiplied by 100	41

6. English Language Learners (ELL) in the school: 2 %
16 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Tagalog, Spanish, German, Japanese, Igbo

7. Students eligible for free/reduced-priced meals: 19 %
Total number students who qualify: 167

8. Students receiving special education services: 8 %
72 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 conditions. It is possible that students may be classified in more than one condition.

<u>8</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>15</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>34</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers	38
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	27
Paraprofessionals	11
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	9

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 23:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	95%	95%	94%	95%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

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.

15. In a couple of sentences, provide the school's mission or vision statement.

School - Prepare students for the rigors of education, employment, and healthy living. District - Student Centered, Standards Based, Data Driven – Working Collaboratively to Ensure Highest Achievement for All

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Ramstein Middle School (RMS) is one of four Department of Defense Education Activity (DoDEA) schools on Ramstein Air Force Base. RMS serves the military families of the Kaiserslautern Military Community which is located in the German state of Rheinland-Pfalz in Southwest Germany. The Kaiserslautern Military Community is the largest concentration of American military and their dependents outside of the United States. It encompasses several active Air Force and Army bases as well as Landstuhl Regional Medical Center. We are proud to educate and care for the children of men and women who work on all of these installations.

RMS is the oldest operating school on the air base. It was opened to students in 1956 and has served junior high and middle school students continually since that time. The air base and its mission have changed and dramatically expanded many times since the 1950s, but Ramstein Middle School has remained constant throughout the years, serving and educating the children of this complex and lively military community.

This school has the great opportunity to serve a large and diverse population of students. RMS is one of the largest schools in DoDEA with a current enrollment of 879 students. RMS students are closely balanced by gender with approximately 48% female and 52% male. One of our greatest strengths is the wide diversity of our student demographics. Of our 879 students, 56% are identified as White, 16% as Hispanic, 11% as African-American, 10% as multi-racial, 4% as Asian and 3% as Native American/Pacific Islander or other. Even though this could present a potential obstacle, our students quickly bond together as friends and classmates. Parents and families actively seek to have their students attend RMS. We have a high rate of attendance and incredibly low rates of behavior incidents. We have a long standing record of high academic performance by all students at all grade levels. These are all a testimony to the sense of community and support that is shared by all that work at and attend RMS.

RMS students represent a resilient and highly mobile community. It is the standard for military families to move to a new community every two to three years. Some of our students will attend 8-10 different schools before graduation. The RMS staff is well-educated, highly professional, committed to RMS, and dedicated to serving the needs of these unique and amazing students. We consider it an honor to teach and serve the children of those who serve our broad military community. Our school mission clearly expresses this commitment. We are proud to “Prepare students for the rigors of education, employment and healthy living.”

At RMS we constantly work to ensure that all students are successful and prepared physically, socially, academically, and mentally. The special education department - consisting of services for learning impaired students, a moderate to severe program, an emotionally impaired student program, and eight outstanding special education teachers and nine paraprofessionals - provides exceptional support to our students with special needs. We have an in-house school psychologist as well as three veteran counselors and four Military Family Life Counselors. RMS also boasts a model Advancement Via Individual Determination (AVID) program, including a full-time AVID teacher and multiple AVID tutors. Gifted students are provided exceptional opportunities through education in advanced placement classes, as well as programs in STEM, applied technology, fine arts and other opportunities that are open to all students. Our students may also participate in one of the most advanced PE and Health programs in DoDEA as well as a host of active and vigorous after-school programs.

RMS is determined to support students while simultaneously providing them with opportunities to succeed in rigorous classes. Students can participate in multiple classes for high school credit in math and foreign language. This year alone there are over 75 sixth graders in accelerated math classes. Programs to promote rigor and academic growth run the full spectrum at RMS. For example, Learning Academy is a daily after-school program to provide students with academic support and Saturday School is a regular program to provide students extra opportunities to make academic growth with tutor support. We are proud of our partnership with military personnel to provide these students with needed tutor support. RMS also is home to one of the most active and successful MathCounts programs in DoDEA. All RMS students have the opportunity participate in our outstanding classroom based STEM and Applied Tech programs. Students

also may choose from three different language programs, which is rare for a middle school. Rigor, support, and opportunity are synonymous with RMS.

RMS truly lives and implements its motto and is dedicated to educating and serving all students that come into our doors and call RMS their home.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Data confirms that Ramstein Middle School (RMS) is an academically high-performing school. What cannot be gleaned simply from sifting through data is the driving force behind this success: we are motivated by a desire to nurture, protect, and enrich each student. We understand that while reading, writing, and math are still the cornerstones of any educational program, it is the meticulous attention to the well-being of students which determines both their personal and academic success.

Teachers use the best practices from experts including DuFour, Marzano, and Tomlinson. Project-based learning is an integral part of the curriculum, as well as direct access to an AVID Center trainer providing successful researched-based strategies used across the curriculum.

Reading/English Language Arts

All students take the Scholastic Reading Inventory (SRI) three times per year which measures growth in reading. The sixth-grade reading program focuses on comprehension through the mastery of skills such as: identifying point-of-view, recognizing symbolism, irony, idiomatic expressions, and other complex skills. Read 180 is offered to students needing support with decoding, word attack skills, and comprehension.

In seventh and eighth-grade more complex, longer works of literature are introduced. Uncle Tom's Cabin is read as part of both the English and US History curricula. This collaboration highlights the inter-connectivity of the two subjects and the power of the novel.

The language arts curriculum focuses on writing processes and features, conventions, sentence structure, and refining students' speaking and listening skills. Students participated in the National Novel Writing Month, Young Writer's Program, and worked with the Smithsonian Museum to critique works and created a digital essay for publication on the museum's site. To understand the biography and autobiography genre, students created a Living Wax Museum by selecting admirable individuals. When exhibits were activated, students "came to life" in costumes and presented a speech about the person which highlighted achievements showcased on a display. In addition, they completed research papers using Modern Language Association format and created a scavenger hunt for participating schools and community members to answer as they traveled throughout the museum.

Mathematics

Based upon a student's history, teacher recommendation, and the Math Prognostic test, a percentage of students are placed in above-level math classes. Sixth-grade students can be placed in either grade level or advanced classes, designed to compact the sixth and seventh-grade curricula to prepare students for eighth-grade math or algebra. Seventh and eighth-grade students have the opportunity to take grade-level math, algebra I, geometry, and algebra II. The fluidity of the schedule and the articulation between teachers allow students to progress within the continuum, depending on need or demonstration of ability.

The success of the mathematics program is a combination of identifying appropriate levels of instruction, the articulation between teachers, teaching styles, and willingness to work with students before and after school. Seventh and eighth-grade Math Support is designed for students who need additional instruction. Resource Mathematics is provided for the special needs population by a trained special educator. Math mentors and math homework programs pair a military member or teacher with a student. Math Counts provides an opportunity for students to compete at the local, state, and national levels. RMS students are consistently chosen for DoDEA's national team.

Social Studies

The sixth-grade uses a modified layered curriculum based on Kathie F. Nunley's work in differentiated instruction. The program utilizes both large and small group instruction, direct instruction, individual discovery, projects, and traditional written reports. Seventh-grade geography combines more direct

instruction and written work. Eighth-grade US History students demonstrate critical thinking skills through written reports, projects, and verbal debates.

Science

The science curriculum incorporates hands-on projects, labs, and a Layered Curriculum. Astronomy is explored through the Star Lab program and physics concepts are applied with the “Pumpkin Drop” project in collaboration with the local fire department. Through the integrated science and health curricula, students develop and create healthy snacks and become virtual entrepreneurs of the global business market. STEM is a core component of the curriculum. Teachers attended training at the Naval Academy in Annapolis, Maryland. Later, the program’s instructors traveled to Germany to offer additional training.

2. Other Curriculum Areas:

To ensure that students receive a well-rounded education, required wheel classes have been developed at all grade levels. For sixth-grade students, nine weeks of physical education, health, computers and music are required, as well as a yearlong study skills class. The study skills class is designed to provide organizational and time management skills vital for success in secondary school. Sixth-graders may opt out of the yearlong study skills class to participate in band. For seventh-graders, their electives consist of nine weeks of computers, health, and 18 weeks of physical education. Eighth-graders have nine weeks of health as well as Pathways to Careers, and 18 weeks of physical education. Seventh and eighth-grade students also take a semester of computers if they are not enrolled in yearlong electives.

Technology plays an important role in our students’ future. Sixth-grade students refine computer skills introduced in the intermediate school. Typing skills are improved, and students gain a deeper understanding of Word and PowerPoint. Seventh-graders explore writing code, while eighth-grade Computer Applications expands technology skills using Inspiration, Photoshop, Google Sketch-up, and Paint. Applied Technology, a required seventh-grade semester offering, encompasses mechanical and structural engineering, robotic construction and programming. The semester long elective of Video Production, which can host up to 180 students throughout the school year, introduces students to the components of video production: script writing, filming, and editing. The STEM class elective combines the skills acquired in the required technology classes, along with the information gained in their math and science classes.

Three foreign languages are offered. Seventh and Eighth graders may elect to take French, Spanish or German. There are approximately 50 students in the French program, 135 in Spanish, and 150 in German. Students may elect the semester long program which provides an introduction to the language, or they may take the yearlong high school credit class. German II and Spanish II are also offered as well as the option for online language classes for students needing higher levels.

The arts department covers a diverse number of courses. As part of the sixth-grade wheel students are exposed to a general music class: learning the basics or reading music, playing the piano, playing the recorder, and music appreciation. Sixth and seventh-grade students may elect to take a yearlong Beginning Band class, and there are approximately 75 students in that course. Seventh and eighth-graders have the ability to continue developing their musical skills by taking the semester long piano class, or participating in the year-long course of Beginning Chorus. Skilled musicians have the opportunity to be placed in the Intermediate Band, which hosts 65 students, and the Advanced Band which has 26 students. Digital Photography, which reaches approximately 160 students, introduces students to the camera and the rules of composition. Studio art reviews the elements of art and principles of design utilizing a number of different media. There are also speech and drama classes offered.

Physical education enables all students to increase their cardiovascular endurance and muscular strength, as well as to develop sport skills and knowledge related to physical activity, personal and social needs. In the sixth-grade wheel, all students participate in nine weeks of physical education. The program at seventh and eighth-grade offers nine weeks of personal fitness, and nine week of sports and games, focusing on basic skills and sportsmanship. PE Plus is an additional elective class in which students can challenge themselves further with athletic training. Approximately 120 students elect to take this semester long class. The health program spans all areas of health, ranging from personal and community health, mental health, nutrition,

family life and human sexuality as well as health literacy, safety, and injury prevention. All three grade levels take nine weeks of health.

Two other courses are part of the elective offerings: Business Enterprise and Environmental Studies. In Business Enterprise students explore the world of business; in Environmental Studies, STEM and environmental science come together, requiring students to develop solutions to problems related to human needs and environmental stewardship. This is the third year we have been able to offer Business Enterprise.

3. Instructional Methods and Interventions:

RMS provides quality and engaging instruction that addresses the whole child academically and socially. Teachers utilize DoDEA standards and implement college and career readiness skills to guide instruction. Instructional practices develop each student's critical thinking, problem-solving skills, and character. Teachers gather and reflect upon student data from a variety of assessments throughout the year. Information acquired from assessments allows RMS to reteach, remediate, and enrich classroom instruction for each student.

At RMS, instructional practices, such as differentiated instruction, advanced organizers, summarizing, note-taking, and cooperative learning are used on a daily basis in all content areas. With the use of note-taking and advanced organizers, students are exposed to inferential questions and analytical reasoning to develop prior knowledge and in-depth thinking skills. Students practice AVID and Cornell Note-taking techniques are used on a daily basis to ensure acquisition of content knowledge.

Student collaboration fosters an environment where peer evaluations and modeling occur within learning groups. As students collaborate, problem-based learning is infused into curriculum, giving our students the opportunity to conduct research and apply learning. In addition, teachers use differentiated learning as an educational best practice to develop each student's academic growth and success. Within the content, student instruction is modified to meet the ability levels of each student.

Interventions are implemented to meet individual needs. For example: Study Skills courses are offered for our seventh and eighth grade-students who need academic support during school hours. Students have access to support classes such as AVID, Read 180, and Math Support. Teachers have lunch groups to assist each student. Before and after school, students can attend Learning Academy and Homework Club to maintain academic requirements. Students access technology-based support through Schoology, Google Apps, and SmartBoard summarizing. Students and parents have continual access to instructional materials, video links, and student collaboration. Student Study Teams meet frequently to develop interventions and support for students.

Community partnerships are established within our military community to support students through our Math Mentorship and Saturday Learning Academy programs. Students have the opportunity to seek assistance, complete missed class assignments, and obtain academic support. Teachers and counselors work together to identify students in need of academic support based on data, teacher feedback and parent request. RMS also works closely with Military Family Advocacy Counselors to intervene and address emotional needs.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

Ramstein Middle School is committed to the prudent use of comprehensive assessment to improve student learning. The assessments include formative and summative; formal and informal; national and local assessments.

The achievement gap between our two largest sub-groups (White and Hispanic) is narrow and is steadily decreasing over time. For example, two years ago 71% of Hispanic students and 77% of White students were above the median in reading and last year this had closed to 75% and 80% respectively.

All RMS departments utilize common formative assessments. Although they vary in form (i.e students at the SmartBoard, individual white boards, team designed common assessments), the formative assessments help teachers to adjust instruction. These assessments also make students aware of their own learning. RMS teachers employ a variety of summative assessments. The results from these assessments are used to improve student learning and for teachers to adjust and adapt future lesson planning. Summative assessment data also help teachers identify target students. Students who perform poorly on assessments receive greater opportunities and support. All departments are working continuously to develop and implement stronger common assessments.

Data from summative assessments enable the leadership team to direct efforts and resources. For example, SRI testing helps to identify and place students in Read 180 classes. Furthermore, the annual Terra Nova and PSAT (Eighth-grade) testing indicates that mathematics is an area requiring improvement. Based on this data, RMS has taken steps to address this need. The master schedule is built to include Math Lab courses, designed to support struggling students. RMS has also allocated resources for after-school math homework clubs as well as supporting an award winning MathCounts team. RMS has also implemented a math mentors program to bring community members onto campus to mentor students in mathematics. Our district math ISS (instructional support specialist) works with the math department, and we have chosen to participate in a pilot project testing interactive software designed to improve mathematics. Clearly, the leadership and teachers of RMS use data to best serve our students.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Ramstein Middle School (RMS) has a positive culture and climate throughout the school. RMS works to provide an environment that enriches the students' academic, social, and emotional lives. Teachers, administrators, student peer groups, community organizations, and military support squadrons, all work to provide enrichment opportunities. RMS is a place that does not give up on kids.

Student academics are a priority at RMS. Teachers create challenging classroom environments where students learn and apply knowledge. Teachers allow students to come to classrooms during lunch and teachers go to the lunchroom to work with students. Learning Academy is a daily after-school opportunity for students to receive academic support. Homework clubs are offered multiple days of the week including Saturday mornings. For students who need to be challenged further, RMS offers both math and foreign language courses for high school credit.

RMS dedicates itself to helping students engage in positive social interactions. Annual interest surveys are conducted amongst both students and staff. Using this data, clubs are offered that engage students in a variety of interests, sports, music, foreign language, writing, video production and community service. Specialty clubs like sign language, street law, and stress management provide opportunities for students to engage with other students. Clubs are facilitated by teachers who choose to lead these activities and build relationships with students.

RMS puts a priority on students' emotional well-being. We have a tiered support system that ensures all students are emotionally cared for and supported. If concerns are identified, teachers can utilize either administrators or our four on-site Military Family Life Counselors (MFLCs). Each grade level also has one full-time counselor. RMS has two Adolescent Support and Counseling (ASAC) specialists to work with students, families, and teachers. A school psychologist is available to meet with students, teachers, and parents, offering critical support. RMS also works closely with many community services, such as family advocacy and medical services. RMS boasts an outstanding record for student behavior issues. This school of almost 900 students often averages fewer than two behavior referrals per day.

A positive working environment is apparent upon entering RMS. Our empowered teachers challenge students in creative ways, supporting their students' efforts. Administration works with the staff to continually improve communication, expectations, professionalism, mutual respect, and trust throughout the school.

2. Engaging Families and Community:

Ramstein Middle School (RMS) is actively involved in our military community, engaging families to create support and involvement with all stakeholders. RMS also works to bring community members into the school to share the responsibility of our children's education.

Coordination between military units, deployment schedules and command is a challenge and provides opportunities as well. School Liaison Officers (SLOs) help RMS mitigate these challenges. They are an open line of communication between the military and the schools. Invitations for stakeholders to take part in community events are extended by the SLO and opportunities for community members to be involved in the schools are regularly communicated through leadership meetings, town halls, social media, and radio and television.

Committees facilitate community involvement throughout the school year. RMS boasts an active School Advisory Committee (SAC) consisting of stakeholders who make recommendations on school policies, student activities, and administrative procedures. Our school's Parent Teacher Student Association (PTSA) is very actively engaged in our school. The PTSA organizes activities such as family fitness nights,

yearbook sales, Box Tops for Education, and school portraits. Hundreds of RMS stakeholders are members of our PTSA.

RMS showcases our students in the areas of academics, sports, music, and drama. Award ceremonies celebrate the academic achievements of students. Sporting events are held at the school where international teams and other military community teams compete. Musical concerts give our community an opportunity to see what our students are capable of in the fine arts. RMS students regularly go into the community to engage members. Recently, our school held a production of *The Wiz*, which was advertised widely via the internet, radio, television, community paper and T-shirt sales. It was a huge success in bringing the resources and talents of our community and school together.

Examples of our strong community partnerships include, but are not limited to: the African-American Heritage Committee adopted and now sponsors RMS, military units and community services provide expertise and direct support to our STEM program, PE, health and other activities. These are a great benefit to our students. These rich partnerships create a framework for student success and school improvement. All stakeholders are committed to the idea of supporting our students in a variety of situations and challenges. Our strong community support and connections create a community of lifelong learners with a goal of healthy living and productive members of our society.

3. Professional Development:

Staff at Ramstein Middle School has many opportunities for professional development on a continual basis. The opportunities for professional growth come in a variety of forms and are differentiated based on individual professional needs. We are committed to job-embedded opportunities and virtual learning. We have valuable resources among our teachers and we encourage them to share knowledge and skills during Faculty Meetings, Continuous School Improvement Days, and with each other during team meetings.

The majority of the opportunities to improve our professional practices happen on a weekly basis. Teachers and staff have daily access to our educational technologist and information specialist. These professional educators model lessons and co-teach classes using SmartBoards, laptops, software programs, databases, and other information resources. Recently, we redesigned our teacher teams into departments in the content areas to enhance collaboration about curriculum and instruction. Our department heads are now Professional Learning Communities (PLCs) team leaders and receive PD and then provide that same PD to their teams at least monthly. We use a “Flipped Staff Meeting” video each month to create more time for teams to work and receive valuable training. We utilize the district level instructional system specialists routinely.

We invite military and community members to provide learning opportunities for our staff for the purposes of increasing their knowledge and skills in working with all types of students. Guests have spoken on the topics of: creating emotionally and physically healthy teens, autism spectrum disorder, resiliency in military children, anti-bullying policies and practices, Kurzweil educational resources and assistive technology. We are currently working on strengthening PLCs and using protocols in collaborative settings as we prepare to implement the College and Career Readiness Standards (CCRS) for Math and Literacy in the 2016-17 school year.

We have different opportunities for specific content area teachers and support staff. For example, our PE/Health teachers received SPARK training, and Art, Drama and Video teachers were provided on-line training in Adobe Master Suite. Our math teachers are receiving CCRS Math training in 2016, and our content area teachers will receive CCRS Literacy training in fall 2016. Foreign language teachers work collaboratively with the high school to create a cohesive and aligned program for students at both schools. Our music teachers, speech language pathologist, and hearing impairment teachers attend regular training to update their knowledge and skills with professionals inside and outside of our school district.

4. School Leadership:

Ramstein Middle School has three administrators at the helm; however, the faculty and staff sees them as educational leaders rather than school administrators, in the traditional sense. Our educational leaders, including our department chairs, bring a wealth of knowledge and experience that promotes a balanced and shared leadership. They steer the school in making educational decisions toward continuous improvement. The three principals are committed to developing the leadership capacity within each teacher and staff member. Their philosophy is to provide differentiated professional development opportunities based on educators' needs and desires, ultimately leading to increased student achievement and success. For example, peer coaching is encouraged and supported during the day for teachers who desire time with a colleague to learn a new instructional or management strategy that will enhance student growth. In this way, the strength of one teacher is utilized to develop and support another teacher. Every teacher and staff member is encouraged to share their professional strengths, creative ideas, develop solutions to problems, facilitate meetings, and find their niche among the many teams and committees within the school.

The Continuous School Improvement (CSI) Leadership Team consists of department chairs from English/language arts, mathematics, social studies, science, and electives. Our mentor teacher and the three principals round off the CSI Leadership Team, with two teachers serving as the CSI Co-Chairs. This team is the steering committee for RMS and gathers information and ideas from their content area team members. In this way all teachers have opportunities to voice their ideas, opinions, needs, and concerns to their leader, who then shares that information with the CSI Leadership Team. Our entire CSI leadership team is jointly participating in a college credit course on PLCs. The CSI Co-Chairs facilitate the meetings and lead the team. This is a great example of our collaborative and distributive leadership at RMS.

Communication is two-way, where information and ideas generated from the CSI Leadership team are shared at department meetings. Many of our teams now holding virtual meetings with “blogging” back and forth among their teams during the week about various practices and procedures coming up, such as common assessments, CCRS-Math or Literacy, and grading. Our school leadership philosophy and practice are based upon open communication, and it is focused on continuous improvement of procedures, policies, and practices, and a shared leadership that positively impacts student achievement.

Part VI – INDICATORS OF ACADEMIC SUCCESS

“Making a difference one student at a time” is the true spirit of Ramstein Middle School and underlies all parts of our school vision. It is the credo found outside every classroom, and included in every school newsletter. This is the guiding philosophy that encompasses all components of school life at Ramstein Middle School. The school consists of 879 individuals, each at a different stage in their academic and social-emotional development, and our team is deeply committed to welcoming, knowing, and serving each one of them.

Many things make the difference at RMS. It is the administrators greeting each student at the door each morning. It is the guidance counselors who, after walking a new student through the school before they start at RMS, meets them at the door and provides them with support and a student chaperone. It is not the nebulous “bottom quartile” that needs to improve reading skills, but the student who is in Read 180 that the teacher works with daily and calls by name. It is the staff that agrees that two very small math support classes are needed to allow the teacher to work one-to-one with students. It is giving a student the opportunity to create a poster or model in science or social studies to show mastery of skills. It is the physical education department differentiating instruction to help a student shine and demonstrate his or her skills. It is the Applied Technology teacher who continually develops and refines his program to ensure individual success that makes a difference. The comprehensive school health structure allows referral to a network of health professional to address individual needs that make a difference to the student. It is the counselors and teachers working together supporting the child whose parent is deployed to Afghanistan that makes a difference for that student. There may be 879 students at Ramstein Middle School, but we reach them one student at a time.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova III</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014
Testing month	Mar
SCHOOL SCORES	
Average Score	65
Number of students tested	267
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. African- American	
Average Score	55
Number of students tested	39
2. Hispanic or Latino	
Average Score	49.5
Number of students tested	54
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova III</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014
Testing month	Mar
SCHOOL SCORES	
Average Score	76
Number of students tested	273
Percent of total students tested	96
Number of students alternatively assessed	
Percent of students alternatively assessed	1
SUBGROUP SCORES	
1. African- American	
Average Score	69.5
Number of students tested	42
2. Hispanic or Latino	
Average Score	72.5
Number of students tested	44
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova III</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014
Testing month	Mar
SCHOOL SCORES	
Average Score	77
Number of students tested	262
Percent of total students tested	98
Number of students alternatively assessed	
Percent of students alternatively assessed	1
SUBGROUP SCORES	
1. African- American	
Average Score	70
Number of students tested	45
2. Hispanic or Latino	
Average Score	72.5
Number of students tested	46
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova III</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014
Testing month	Mar
SCHOOL SCORES	
Average Score	76
Number of students tested	266
Percent of total students tested	99
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. African- American	
Average Score	66
Number of students tested	39
2. Hispanic or Latino	
Average Score	69
Number of students tested	53
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova III</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014
Testing month	Mar
SCHOOL SCORES	
Average Score	76
Number of students tested	275
Percent of total students tested	97
Number of students alternatively assessed	
Percent of students alternatively assessed	1
SUBGROUP SCORES	
1. African- American	
Average Score	67
Number of students tested	42
2. Hispanic or Latino	
Average Score	72
Number of students tested	44
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova III</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2008</u>
Publisher: <u>CTB McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014
Testing month	Mar
SCHOOL SCORES	
Average Score	76
Number of students tested	275
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	1
SUBGROUP SCORES	
1. African- American	
Average Score	65
Number of students tested	43
2. Hispanic or Latino	
Average Score	76
Number of students tested	42
3. Other 3	
Average Score	
Number of students tested	

NOTES: