

**U.S. Department of Education**  
**2018 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

Name of Principal Ms. Beverly Anne Erdmann

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

Official School Name Alexander M. Patch Elementary School

(As it should appear in the official records)

School Mailing Address Unit 30401

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

Stuttgart, Germany                      DD                      09107-0401  
City    State    Zip Code+4 (9 digits total)

County\_\_

Telephone (571) 372-1879                      Fax

Web site/URL https://www.dodea.edu/PatchES/                      E-mail Beverly.Erdmann@eu.dodea.edu

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\*Mr. Steven Sanchez  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)                      E-mail steven.sanchez@eu.dodea.edu

District Name Europe East                      Tel. (314) 545-1774

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 Mr. Randy Potter  
(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**

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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. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. 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 2012 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: 2013, 2014, 2015, 2016, or 2017.
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 has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
12. 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

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Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 18 Elementary schools (includes K-8)
  - 9 Middle/Junior high schools
  - 5 High schools
  - 0 K-12 schools
- 32 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
  - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	26	9	35
<b>K</b>	27	44	71
<b>1</b>	45	43	88
<b>2</b>	41	28	69
<b>3</b>	40	50	90
<b>4</b>	46	45	91
<b>5</b>	44	43	87
<b>6</b>	0	0	0
<b>7</b>	0	0	0
<b>8</b>	0	0	0
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12 or higher</b>	0	0	0
<b>Total Students</b>	269	262	531

4. Racial/ethnic composition of the school:
- 4 % American Indian or Alaska Native
  - 3 % Asian
  - 7 % Black or African American
  - 14 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 61 % White
  - 10 % 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 2016 – 2017 school year: 32%

If the mobility rate is above 15%, please explain.

We are a school that serves military families. Our families make Permanent Change of Station (PCS) moves throughout the school year. As a result, our mobility rate is above 15%.

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	117
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	59
(3) Total of all transferred students [sum of rows (1) and (2)]	176
(4) Total number of students in the school as of October 1, 2016	555
(5) Total transferred students in row (3) divided by total students in row (4)	0.32
(6) Amount in row (5) multiplied by 100	32

6. English Language Learners (ELL) in the school: 4%  
23 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 25%  
 Total number students who qualify: 134

8. Students receiving special education services: 17 %  
88 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>6</u> Autism                   | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                 | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness           | <u>7</u> Other Health Impaired                 |
| <u>19</u> Developmentally Delayed | <u>13</u> Specific Learning Disability         |
| <u>1</u> Emotional Disturbance    | <u>28</u> Speech or Language Impairment        |
| <u>1</u> Hearing Impairment       | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability  | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 4
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	27
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	17
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	9
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	10

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 19:1

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

<b>Required Information</b>	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	96%	95%	95%	95%	95%
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 2017.

<b>Post-Secondary Status</b>	
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

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.

Educate, Engage, and Empower Each Student to Succeed in a Dynamic World.

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**

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Alexander M. Patch Elementary School (Patch ES) is named after General Alexander M. Patch, a veteran of World Wars One and Two, who served the United States through a distinguished military career. Patch ES is located on the US Army installation Panzer Kaserne in the city of Böblingen, near Stuttgart, the capital of Baden Württemberg, Germany. The area is home to two joint military commands, United States European Command and Africa Command. Our school serves the children of the five military services (Army, Air Force, Navy, Marines, and Coast Guard) as well as numerous civilians and contractors who support our military.

Patch Elementary School opened its doors in October 1979. At the time it was designed as a K-6 neighborhood school. In 2014, Patch ES temporarily relocated to Panzer Barracks so that a new 21st Century School could be constructed on the site of the original school. During the drawdown of Department of Defense Education Activity (DoDEA) schools in Europe, several schools in the surrounding area closed, while others (including Patch ES) were realigned with new footprints and school configurations. As part of that process, Patch ES became a PreK-5 school. At present, about 98% of our student body is bussed to school, which presents unique and heretofore unknown challenges. All of us -parents, teachers, and students- look forward to Patch Elementary School being a neighborhood school once again when the new school is ready for occupancy in 2021.

The faculty and staff of Patch ES always strive to create and sustain an innovative school for its stakeholders. Teachers are open and welcoming to new ideas, strategies, and programs that will challenge and excite students. Pilot programs are typically embraced and thoughtfully implemented; we have found that our students (and faculty) thrive on challenges and openly welcome the experiences. For example, our school was the first school to pilot an elementary band and led the way in establishing a German Immersion program, a Spanish FLES program, full-time kindergarten, and multi-age classes. Our parents and the community have been open and supportive of new and innovative learning experiences. They set high expectations for their children as well as for the school and are very involved in the education process. Patch ES has traditionally scored well above the national average on standardized assessments and leads the district in academic performance. The school has many parent and community volunteers, among them a very active and innovative Parent Teacher Association (PTA.) Last year, for example, the PTA organized and implemented the Watch D.O.G.S.® program to enable and involve our military fathers in volunteer work and to shadow and assist their children for a day. The Watch D.O.G.S.® program won recognition as an exemplary program at the annual European PTA Conference.

Study trips conducted by the school not only enrich the students' academic learning but add to the cultural awareness of the country in which the students are living. Prior to the events of September 11, 2001, Patch ES teachers were able to plan extensive field trips which took students on cultural experiences throughout Europe, all aligned with their academic studies. For example, 6th graders visited Rome during their study of the Roman Empire, 5th graders hiked and studied the glaciers in Switzerland, 4th graders learned about programming Legos in Denmark, and traditional German-style Volksmarches (communal hikes) with medals and check points were planned in the nearby forests. Many classes had partnerships with German schools which included visiting each other's classes and celebrating unique traditions and holidays. The necessities of our post-9/11 world have required the scope of study trips to be scaled back, but teachers continue to exploit the local community and its many resources through thoughtful and innovative excursions. In addition, our neighboring high school continues to share events and activities with us, from pumpkin drops which explore science concepts to shared-reading in German, from sharing Drama Clubs performances to students participating as aides in the Career Work Study program. The military community has, through the Military Child Education Coalition (MCEC), sponsored events to enrich the children by introducing historical figures and books. For example, Ms. Mercedes Wild, who was merely a little girl living in Berlin during and after World War 2 and who is the heroine of the book Mercedes and the Chocolate Pilot, has come to visit our students, as has Lieutenant Gale Halverson – the actual chocolate pilot who is remembered throughout Germany for launching little parachutes out of his plane to delight Berlin children with Hershey chocolate bars. The Stuttgart Planetarium has opened its doors to the military community to view the night sky and relate the experience to the book Night Catch, a story about a boy and

his father who is stationed in Iraq and who connect nightly, over a distance of thousands of miles, by viewing the North Star.

Recently DoDEA implemented College and Career Readiness Standards in the areas of math, language arts, and science for the elementary schools. This has provided our faculty with a framework of professional development, unified standards, high expectations and curricular resources to aide students to grow and develop in all curricular areas. Patch ES has a gifted education program for student enrichment and to support those children whose thought processes truly set them apart from their peers. The school also subscribes heavily to peer buddies, peer interaction in classrooms, staff mentoring of at-risk students, and an administration that is involved in guiding students and their needs. Patch ES's reading specialist works with small groups of primary-age children to help close the gap of struggling readers. Host Nation teachers are employed through the German government to give the students a snapshot of their new, local environment, teaching customs and tradition of their host country as well as some basic vocabulary. Military Family Life Counselors (MFLC) support military children whose lifestyles (especially parental deployments) present them with some very unique needs. The school has a very involved Special Education team that collaborates with the faculty to assist in meeting the children's needs. Patch ES sponsors a variety of after-school clubs. These clubs meet the needs and especially the interests of all students ranging from kindergarten to grade 5. This broad spectrum of after-school clubs supports the physical, social, intellectual, and emotional health of our students. Clubs that are offered include student council, running club, art club, literacy cafe, robotics club, drama club, yearbook, choir/chorus, and many more. These opportunities help children explore their vast interests in safe, nurturing, and inviting environments.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Patch Elementary School, as is the case with all DoDEA schools, is undergoing a major transformation as College and Career Ready (CCR) standards are adopted and implemented in the schools. As a part of this shift in standards, new standards are being rolled out in the content areas of reading/language arts, mathematics, and science. In general, the core curricula reflect DoDEA's passion to develop rigorous and sustainable learning environments. The curricula are methodically aligned to the CCR standards and teachers have been given ample opportunities to explore and unpack both the standards as well as the other aligned resources that are provided by the system.

As a district, support is provided to ensure that College and Career Ready Standards for Mathematics (CCRSM) are implemented with fidelity and strategies are utilized that align to best instructional practice. The master schedule allows for blocks of content specific time where students and teachers engage in instruction and the application of mathematical skills across other content areas. In mathematics, teachers are provided opportunities to unpack the standards. During this time, each grade level team works with our Math Instructional Support Specialist (ISS) to look at the assessments for each unit, the resources made available on our DoDEA Communities of Practice and plan instruction to support the knowledge, skills, and understanding that students are expected to master. After teaching teams unpack the standards, time with the Math ISS in the math lab where students can access differentiated activities that give each child the opportunity to demonstrate understanding at his/her individual level. This learning model is also replicated in the classroom. Teachers also implement strategies learned during unpacking to help students to access content that allows for a deeper dive into concepts. Students apply learning to rich tasks that are similar to real life situations. This application gives students a chance to integrate the skills and knowledge acquired in other content areas to demonstrate learning. In math classrooms students make sense of problems and collaborate to create varied solutions. Teachers provide opportunities for active engagement and exploration through project-based learning that supports the standards for mathematical practice. Mathematical knowledge, skills, and understanding by common performance assessments that are used to guide instruction.

The roll out of new standards in reading/English language arts ensure that students have access to opportunities to practice reading with complex texts and academic language within the content areas, students read, write, and speak using evidence from literary and informational texts, and build knowledge through content-rich nonfiction. These are the three key shifts in literacy reflected in the College and Career Ready Standards for Literacy (CCRSL). The implementation of the standards that address these instructional shifts is supported by collaboration with our district level Literacy and Humanities ISS who makes herself available to model lessons and provide instructional strategies with teachers. The school has identified the Interactive Read Aloud as a strategy of focus to address the three key shifts in literacy. The district literacy ISS supports with book lists that contain good examples of complex texts to be used as instructional resources. Teachers use the Scholastic Reading Inventory (SRI) and the Benchmark Assessment System (BAS) to assess acquisition of reading skills. Students are encouraged to set goals and track progress throughout the year. In its efforts to meet the critical needs of all students, Patch ES also implements the READ 180 program. Read 180 is designed to meet the needs of students whose reading achievement is below the proficient level, the system provides individualized and personalized instruction through adaptive instructional software, high-interest literature, whole- and small-group direct instruction in reading and writing skills, and algorithmic grouping support for data-driven differentiation. For students in grades K-3 the Leveled Literacy Intervention (LLI) program provides differentiated opportunities for students to access and master increasingly difficult text and demonstrate literacy behaviors that support their ability to think about, write about, and make connections to text at varied levels.

Integrated into literacy and mathematics is the content for science and social studies. This year, teachers are implementing the Full Option Science System (FOSS). This instructional resource aligns to the Next Generation Science Standards that promotes scientific literacy. The resource contains article books and science investigations that bring science content to life for students while creating opportunities to model

reading, writing, and speaking like a scientist. Social Studies is addressed through many project-based learning opportunities created as a result of teacher collaborations at various grade levels. Students in 4th and 5th grade run for office as a part of Student Council. Students in all grade levels are given opportunities to vote as a way to share opinions. Students participate in many other activities and complete projects that allow opportunities to demonstrate learning aligned to standards for civics, economics, geography, and history. All while connecting back to the three key literacy shifts addressed above as well as the CCRSM Standards for Mathematical. It is this integrative approach that helps students to make sense of their learning and create opportunities for practical application across content areas.

## **2. Other Curriculum Areas:**

Patch Elementary has created an environment that offers activities both during and after school as actual courses or faculty-sponsored after-school clubs to provide support for students as they gain essential skills and knowledge in a grade-free atmosphere. Patch ES offers Host Nation, music, physical education and art classes to all students in grades kindergarten through fifth, S.T.E.M. to intermediate-level classes, and Foreign Language in the Elementary School (FLES) to primary classes, allowing students not only to explore and learn in these areas, but also to excel.

For example, the music class exposes students to different genres of music while providing opportunities for students to perform in the community during our annual Black History Program as well as the winter and Spring Music Concerts. Our art teacher introduces, guides and provides differentiated instruction in different forms of art through artist and art career studies, as well as a variety of media to our students. Each year, a variety of students' art work, as well as PTA's Reflection contest winners' work, is placed on display during our annual Art Show. To allow parents, students, faculty and staff an opportunity to view this exhibit, it is held after school as well as during the day. The art program often transcends the confines of the art room – as the students explore shapes and partition circles, for example, they are exposed to mathematical concepts of geometry and fractions. Wherever and whenever possible, special-area teachers and classroom teachers seek to identify and collaborate on concepts that can be introduced and taught through various modes – thus, math becomes art and art becomes math!

In the FLES and Host Nation classrooms, students are introduced to and receive cultural information and instruction in Spanish or our host country's language, German. The rigor of these classes varies depending on the grade level and individual needs of the students. Differentiation within the learning environment is seen as a valid and important tool in ensuring that instruction meets the needs of all students.

Evidence of support for acquisition of essentials skills and knowledge can be observed daily within any of our physical education (PE) classes as well. In PE students are taught different physical skill activities and sports, cultural dances, and team building. Each year, our students also perform a learned cultural dance for parents. The school also places great value on morning and lunch-time recess and sees these periods as extensions of the physical education curriculum. Students are given generous periods of time each day to develop large muscles, build cardio-vascular stamina, engage in spontaneous team activities, and thus develop the foundations for healthy lifestyles.

Patch ES offers a German Immersion program as an alternative learning environment for students in the primary grades. This unique program looks and sounds like a blend of German and American classrooms. Throughout the day students participate in activities that are taught, at various times, entirely in German. At Patch ES, all classes are formed to create a balanced learning environment that reflects the diversity students. It is with this goal in mind, as well as parent interest in the German Immersion program, that selections are made for the program. Competition for placement is keen. Curricular areas such as math, science, and social studies are taught in German, and the language of communication throughout the day is focused on German. Upon exiting the program, many of the children have a good working knowledge of the German language and are able to communicate (and in many cases read and write effectively) in German. In the three-year multi-age German Immersion program, as in the single-year programs, children are able to build skills over a continuous period of time in a predictable, comfortable, and nurturing environment, thus affording them the opportunity to learn to read, write, listen, and speak the language. We have found that success in the German Immersion program often leads to success in foreign language

programs in high school, and many of the program's 'graduates' make the study of German part of their college experience.

In addition to German Immersion, Patch ES employs a Gifted Resource teacher who works directly with students. The Gifted Resource teacher collaborates with teachers, specialists, and our Math ISS to embed strategies that encourage perseverance, risk taking, and rigor into instruction. One product of this collaboration included a STEM activity focused on students building windmills to pump water and create electricity. The Gifted Resource teacher and SPED Department also collaborate to ensure that twice-exceptional students are identified and provided the support they need to be successful.

### **3. Instructional Methods, Interventions, and Assessments:**

Class instruction at Patch Elementary School is designed in a manner that is both academically and socially conducive to the success of all students. The teachers use a variety of techniques in classroom presentation, during pre-assessment, formal and summative assessments to determine the mastery levels of skills of each individual student. On any given day, an observer may see numerous forms of instruction taking place within our walls, to include, but not limited to, differentiated instruction, 3-tiered instruction, problem-based learning projects, multi-modality instruction, and performance assessments. For example, many grade levels collaborate to plan lessons which include several modalities within the instructional process, thus providing guided practice, independent practice, tiered instruction and hands-on activities to meet the needs of all students. Students are encouraged to advocate for themselves, so that teachers are able to better provide opportunities for success. Many classrooms strive to support the learning environment through a focus on problem-based learning. This approach, although valid in all classrooms, has enjoyed particular success in the school's multi-age settings. In these classrooms, the open-ended approach of problem-based learning allows the curriculum to be accessible to students of various ages and developmental levels; assessment criteria are fluid to take these same criteria into consideration. In all classrooms, a focus on the individual child and his/her learning style through thoughtful implementation of multiple-modality principles ensures success of all students.

SMART goals are used to ensure that our instruction is specific, measurable, attainable, relevant and timely; these vary from class to class and even within individual classrooms. Specific instruction helps students become aware of the skills and concepts that they are expected to learn. These goals are dependent upon each individual student's needs and interests, based on the subject matter and whether it is differentiated for enrichment, additional practice, or remediation of a skill. Depending on the need, some lessons required tiered support while others dive deeper into the content to provide rigor in the subject area. Students with special needs are provided accommodations, such as extra time for tests, work, etc. Instruction is skillfully crafted to reflect what students know; they are aware of what their foundational learning is, what is expected of them now, and what their goal is. In essence, they use what they know to figure out what they don't know.

Measurable goals in instruction help us gauge each individual student's learning. For instance, all students' reading levels are assessed each year upon entry into our school. Through the use of the Scholastic Reading Inventory (SRI), a nationally normed, formative assessment that provides a reading level in the form of a Lexile score, and Fountas & Pinnell Benchmark Assessment System (BAS), an assessment used to determine both independent and instructional reading levels for students, teachers are able to evaluate and plan practical instruction for students. Teachers also use running records, teacher-made assessments, the Read 180 program, Interactive Read-Aloud, Science Research Associates (SRA) Reading Lab, and Scholastic Phonics Inventory (SPI), a computer-based assessment that measures decoding and sight-word reading fluency, to refine individualized student instruction. Students have sufficient practice opportunities to master the targeted skills. Measurable goals in instruction are attained through the collaboration of teachers with peers, both within as well as through tiered grade levels to assess students' mastery of concepts in math. To ensure this, the district has developed common unit summative assessments that correlate to each math unit. These assessments also correlate with our PARCC (Partnership for Assessment of Readiness for College and Careers) standardized assessment. Within each unit, students are also given a CEPA (context-embedded performance assessments) that relates to a specific district math standard for each grade level. Teachers then complete a 3-stack protocol to assess student learning and to strategically plan differentiated lessons that sharpen skills for all students. Collaboration among teachers is offered weekly to

review and examine group and individual student progress. Collaboration also allows for opportunities to revise and modify lessons in order to meet any needs that become evident.

Attainable goals in instruction help the teacher write goals that are achievable. This instruction also affords the teacher and students numerous opportunities to conference or collaborate to design an individual trajectory that offers rigor, engagement and gratification for the student with a huge sense of accomplishment. Students are then provided a diverse set of learning options, such as small group, one-to-one, whole group, peer tutoring, as well as a variety of graphic organizers. Some lessons are modified further to meet certain students' needs by providing individualized instruction, checklists, modified assignments, study guides, assistive technology, reteach-retest strategies, and oral or performance assessments.

Relevant goals for instruction help to create an atmosphere in which teachers can see continuous student progress, and where students see evidence that they have accomplished a task and mastered a skill before moving on to the next task at hand. At times, students are allowed to choose their own activities to complete. For example, a Tic-Tac Toe Board/Choice Board, or the choice of a project- or performance-assessment are provided as options for students, thereby making the activity relevant. This strategy also allows students to explore how he or she learns best. Students are then able to see better the relevance of their assignments.

Teachers also work together consistently in reviewing the standards to ensure meaningful and standards-based instruction. Our Gifted Education program offers students who need more discourse and challenge ample opportunities to develop and polish their higher-level thinking skills on a meticulous level that employs the usage of critical thinking and reasoning. At the same time, our Special Education program supports those students who may require more help by providing them an environment that offers rigor on an appropriate level, and which encourages them to build the tenacity to meet their goals and push through.

Timely goals in instruction refers to the practice of providing our students with effective, caring and daily/weekly critiques of their learning. Immediate feedback helps students stay abreast of their individual learning. The task may be academically or socially based. For example, students who need assistance with attending to task are taught how to use a checklist to create goals and decrease the unwanted behavior, while increasing the desired behavior. Timely assessments provide teachers with opportunities to reteach or provide enrichment for a task to meet students' needs. Assessments used to help both teachers and students monitor their individualized learning are anecdotal notes, Reading Street Unit Test, Fall-Spring BAS Test, quarterly SRI Test, Summative Unit Math Assessments, and Student-Teacher Conferences.

Our goal is to keep students engaged and to encourage and develop intrinsic motivation, and ultimately to develop an expectation of thinking, analyzing and creating as we help each of our students build a positive self-concept.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

President Theodore Roosevelt said, "They don't care how much you know until they know how much you care." At Patch Elementary School, we send that message daily and follow up with actions that motivate and support successful and positive experiences for all. We work as a team to provide an encouraging environment that supports each student's academic, social, and emotional growth. Students who have demonstrated various character traits such as respect, responsibility, courage, perseverance, and kindness are recognized as PES "Kids with Character" at a weekly celebration. Our counselor designed "Kids with Character" as a means to communicate the importance of character and to teach students the qualities that make them good citizens. Students who have demonstrated these traits are awarded a "Golden Ticket" by any member of the staff who witnesses the exceptional behavior of the student. The child is then recognized when they sign their name in the Golden Book located in the Principal's office where the Golden Tickets are displayed.

The empowerment of students and providing help for them to be key planners of their educational journey are evidenced in the supportive actions of teachers as they work with students in kindergarten through 5th grade. Students are encouraged to set goals and work alongside their teacher, parents, and classmates to achieve them. The learning environments at PES are student-centered to facilitate the active engagement in decision making as students work with their teachers to achieve learning successes. Quarterly, awards are presented to 4th and 5th grade students who have demonstrated educational excellence. Additionally, the Carol Hirsch Outstanding Student Award is presented to students who exhibit great strides in the achievement of their personal goals. This award was established to honor the memory of Carol Hirsch, a dedicated educator who served Patch ES students for many years. The recognition of milestones and accomplishments is woven into the fabric of PES as a means to motivate and engage our most precious resource, our students, in all aspects of their development.

Caring for teachers and demonstrating appreciation for their dedicated and focused contributions to student growth and development are aspects of the culture of Patch ES that the school leaders strive to communicate on a daily basis. The administrators have a welcoming, open-door policy to ensure that communication is ongoing and timely. The more formalized monthly leadership team and staff meetings are structured to engage all participants in meaningful dialogue focused on our mission to "educate, engage, and empower each student" to maximize their potential. Within Our Walls (WOW) notes of appreciation is a new tradition used to recognize special, and often overlooked, deeds of staff members; introduced this year by the Assistant Principal, WOW has contributed greatly to the positive tone and caring atmosphere of the school. Staff members are encouraged to use WOW notes to recognize and celebrate the unique contributions of their colleagues. The school administrators strive to model the importance of communicating how much they care and value the Patch ES staff and students.

### 2. Engaging Families and Community:

The staff at Alexander M. Patch Elementary School (PES) engages the educational community by ensuring that structures are in place for regular and meaningful communication centered on exploring ways for students to experience successful learning experiences. During deployments, students and parents consider the school as the one "constant" in their lives. Our school counselor works in close collaboration with the school's Military Family Life Counselor (MFLC) to initiate programs which support families in parenting, dealing with the challenges of deployments, transitions, and promoting healthy lifestyles. The Patch ES staff, in conjunction with the administrators, provides a variety of programs and support structures that engage community members and families in a partnership for education. The Patch ES staff continually facilitates opportunities for individual and group learning experiences through organizational efforts as well as supportive personal exchanges, weekly newsletters, school websites, and an open-classroom-door approach that welcomes family and community members' engagement in supporting student success. The majority of time spent in the Staff School Advisory Committee (SAC), Parent Teacher Association (PTA) and School Improvement Leadership Team (SILT) meetings is planned around collective examinations of

and planning for actions that maximize student learning and promote student success. One example is the establishment of a specialized lab to support the Science, Technology, Engineering, and Mathematics (STEM) initiative. Planning for the STEM Lab started as a School Advisory Committee (SAC) goal. The STEM room was established as a result of the collaborative work of the staff, SAC and PTA members, and military community working toward a common focus. Support for STEM has continued through the efforts of the current Patch ES SAC. The SAC goal and focus for this school year is to expand the human resources by reaching out to parent and community members who have expertise in various STEM fields to be available to share presentations with the students. There have been several educational presentations for the students which have included a visiting Astronaut, Geologist, Naval Officer, Architect, and Engineer. The PTA actively has supported our school's passionate investigations of STEM educational explorations by purchasing books for the school's book fair; these books address various STEM topics. Additionally, the PTA leadership integrated STEM into a month-long reading initiative that was linked to STEM.

A highly successful Watch D.O.G.S® (Dads Of Great Students) Program has been implemented at Patch Elementary School for the past two years. Patch ES was one of the first schools outside of the United States to utilize this program. The program was implemented to encourage significant male role models, such as fathers, older brothers, grandfathers, uncles, etc., to become actively engaged in students' school experiences. A Watch D.O.G.S® parent and the Patch ES PTA were instrumental in bringing this program to PES through their thorough planning and by effectively communicating the program's benefits, thus encouraging parental involvement in and success of this program. The Watch D.O.G.S® program has been enthusiastically welcomed and supported by the Patch ES PTA, participants, administration, and staff members. Additionally, Patch ES personnel supported two other schools in the Stuttgart area to set up and establish a Watch D.O.G.S® program at their schools. Given the continued success and popularity of the Watch D.O.G.S® Program, we are planning to continue the program so that Watch D.O.G.S® becomes an integral part of every student's day. This successful program is just one more example of the power of partnerships and working together to expand the positive growth and development of all students.

### **3. Professional Development:**

The teachers and administration of Patch ES participate in ongoing professional development aligned to College and Career Ready Standards. The collaborative learning opportunities offer teachers and the administration chances to collaborate with colleagues from other schools on ways to engage all learners. Teachers and administration also participate in weekly focused collaboration sessions. During these sessions, grade level teams meet to discuss student successes and areas of need. They select strategies for implementation and then determine next steps as a team in an effort to support all students. These planning sessions are a critical aspect of maintaining and expanding instructional excellence. All professional learning activities and explorations are based upon staff needs related to improving student achievement. Teacher leaders support the planning and execution of the learning activities to ensure that the sessions are relevant and address needs expressed by grade level teams. School norms are in place for each session to ensure that professionalism in all aspects of the school program is recognized and respected by all.

The cultivation of teacher leaders working in close collaboration with (our district) Europe East Instructional Support System (ISS) personnel has resulted in many benefits for student learning. This partnership started as an intentional structure to support a successful implementation of the College and Career Ready Standards for Mathematics (CCRSM). With the implementation of other College and Career Ready Standards, this partnership has extended to support the science and literacy standards that will be implemented this fall. With this roll-out, teacher leaders and grade level teams have worked in collaboration with teacher leaders and Europe East District ISS personnel; this has provided both formal and informal professional development opportunities that promote effective practices in rigorous mathematical classroom environments. Our on-site Math ISS has been instrumental in ensuring that CCRSM professional development opportunities are available to staff and parents that are timely, relevant, and matched to individual and grade level team needs. As a result of the collaborative planning of the school Math ISS personnel in the Stuttgart Complex, pertinent information regarding the CCRSM and the role of parents with supporting their children's learning continues to be shared in a series of parent meetings held throughout the complex. This group also created a "Stuttgart Schools Math Website" that contains additional resources for teachers, parents, and students. As a result of the comprehensive CCRSM

professional development model, which included cross-school professional development sessions, grade level co-planning, and individualized support, students were exposed to engaging and interactive learning experiences to develop their mathematical thinking and skills.

#### **4. School Leadership:**

In order to achieve student success, which is at the center of all of the actions and decisions that we make at Alexander M. Patch Elementary School, collaborative leadership is the foundational structure in the school. The Patch ES principal and assistant principal work together closely to develop and encourage shared leadership throughout the school and school community. Shared leadership at Patch ES has resulted in a strong professional culture that fosters the achievement of the school's ultimate mission, success for all students. Leadership capacity is recognized and cultivated by utilizing the strengths of staff, students, and community members. A recent example of this was the development of the school's vision which was a process that involved students, staff, and community members examining their beliefs and responding to prompts regarding the ideal school. The commonality among each group resulted in the following vision statement:

Vision: At Alexander M. Patch Elementary School we believe in...

Personal, social, and academic responsibility  
Academic rigor with differentiated programs  
Technology and innovation  
Commitment to diverse learners  
Healthy balance

Staff members are encouraged to assume leadership positions within the school. In the implementation of the College and Career Ready Standards for Mathematics (CCRS-M) and most recently the CCRS for Science, teacher leadership has been critical in the establishment of a true learning community approach. The administrators provide leadership that inextricably links on-going professional development with active teacher leadership in a partnership focused on promoting the success of all students. Another example of co-leadership is reflected in the planning and facilitation of the Stuttgart Schools' Complex professional development sessions that are co-planned by district personnel, educator representatives, and administrators from each of the three elementary schools in the Stuttgart District. This model was originally created as a result of the collaboration of the Administrative Teams from each school as they worked together to develop and implement a collaborative Instructional Leadership Plan (ILP) focused on the implementation of literacy in all areas of the curriculum.

The school administrators support and empower all stakeholders by delegating responsibility for significant tasks and leadership roles that promote the achievement of the school's vision. The school leaders support the importance of cultivating a culture of dedicated teamwork to establish a mutually supportive school-community among a variety of school and military configurations. Patch ES has established positive partnerships with families, Stuttgart Garrison leadership, and community organizations to the benefit of students. As a result of effective collaboration between the Patch ES staff and School Liaison Officer (SLO), Patch ES students have benefited extensively. Recently, our SLO supported a process that led to a PES teacher receiving the Veterans of Foreign Wars (VFW) Teacher of the Year Award. The Garrison and school's military partner unit provide volunteers and equipment to support the school's efforts in engaging community members in school events that promote student learning and leadership. Several examples of this partnership include the support provided by our partner unit, the 554th Military Police (MP) Brigade, with the "Kindy 500," the German Immersion Classes' Sankt Martin Lantern walk, and our annual school-wide Volksmarch. 554th MP soldiers were involved with providing an MP display at the "Kindy 500" and allowing soldiers to assist with the students who were running the Volksmarch course. Patch ES students and staff have in turn reached out to the school's partner unit by working with the Stuttgart Community Spouses Club (SCSC) to do joint projects like the "Great Cookie Caper" which involved collecting cookies and preparing sweet treat bags for the soldiers. To help the soldiers celebrate the winter holidays, various classrooms made special cards and decorations for the barracks that were coordinated and delivered by the Patch ES Student Council.

The nomination of Patch ES as an Exemplary High Performing School is the result of a shared leadership model that captures and capitalizes on the unique talents and perspectives of the students, teachers, staff members, and administrators working together to ensure success for all students.

## Part VI – STRATEGIES FOR ACADEMIC SUCCESS

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"Excellence is...caring more than others think is wise;  
Risking more than others think is safe;  
Dreaming more than others think is practical.  
Expecting more than others think is possible."

-Winston Churchill

Positive Attitudes That Characterize Hope (original source of saying unknown) has become an apt description of the unique spirit of Alexander M. Patch Elementary School. As we all work together to communicate the value of our students and support their successes, teamwork helps to make this dream a reality. Our students, also known as Patch ES Stallions and Kids with Character, are at the center of all of our work together. As we capitalize on the wide range of skills, backgrounds, and experiences of our teaching team, we employ a range of strategies to engage every learner. Students are encouraged to take risks academically and socially, to push past places of comfort in order to grow in ways they may not have thought possible. Teachers are provided with professional development opportunities to support the unpacking of standards and the use of student data for instructional planning. Teams collaboratively plan, teach, assess, and reteach with a focus on student growth. Teachers set goals with students and monitor progress towards achieving said goal. This perseverance is then modeled by the students as they strive to meet and exceed the high standards set for them. Perseverance creates resilience in students and teachers. This resilience is the foundation that allows for teachers to continue differentiating instruction to address their ever-changing classrooms. This resilience is what fuels the courageous conversations that happen when parents and teachers and/or colleagues disagree. As a PES family we persevere to find solutions that meet the needs of our students and our teachers. As a school we persevere to find strategies that support the social-emotional well-being of our students. We participate in team meetings in which we discuss the “glows and grows” of children in order to capitalize on their strengths and build up areas where they demonstrate needs. We persevere through the implementation of new standards and the use of new curricular materials so that we are able to have it all make sense to our students. We provide training and support for our families with content focused evening activities that align with our new standards and resources. At Patch ES, we care, we love, struggle, we rejoice, we embrace, we persevere... and we never give up. We strive daily to be the best that we can be for every student, teacher, and family whom we serve. We are a family!