

**U.S. Department of Education**  
**2019 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 Mrs. Alice Berard

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

Official School Name AFNorth Middle/High School

(As it should appear in the official records)

School Mailing Address Unit 21606 APO

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

AEO DD 09703-1601  
City State Zip Code+4 (9 digits total)

County Netherlands (address is US postal)

Telephone (314) 366-6941

Fax

Web site/URL

https://www.dodea.edu/AFNorthM

HS/

E-mail Alice.Berard@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. Kent Worford

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail kent.worford@eu.dodea.edu

District Name Europe - West District Tel. (314) 368-9921

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 Mrs. Sandie Snider

(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. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 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.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
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

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Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 9 Elementary schools (includes K-8)
  - 3 Middle/Junior high schools
  - 5 High schools
  - 1 K-12 schools
- 18 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, 2018 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                     | 17         | 26           | 43          |
| 7                     | 15         | 16           | 31          |
| 8                     | 18         | 19           | 37          |
| 9                     | 15         | 19           | 34          |
| 10                    | 8          | 17           | 25          |
| 11                    | 12         | 8            | 20          |
| 12 or higher          | 14         | 13           | 27          |
| <b>Total Students</b> | 99         | 118          | 217         |

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
  - 4 % Asian
  - 8 % Black or African American
  - 16 % Hispanic or Latino
  - 3 % Native Hawaiian or Other Pacific Islander
  - 57 % 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 2017 – 2018 school year: 18%

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

Military community located in overseas location, Netherlands

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, 2017 until the end of the 2017-2018 school year   | 11            |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year | 28            |
| (3) Total of all transferred students [sum of rows (1) and (2)]  | 39            |
| (4) Total number of students in the school as of October 1, 2017   | 219           |
| (5) Total transferred students in row (3) divided by total students in row (4)   | 0.18          |
| (6) Amount in row (5) multiplied by 100  | 18            |

6. English Language Learners (ELL) in the school: 1%  
3 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
German, Italian, Norwegian, Dutch, Finnish, Polish, Korean, Spanish, Tagalog, Ilocano, Chamorro, French

7. Students eligible for free/reduced-priced meals: 0%  
 Total number students who qualify: 0

8. Students receiving special education services: 7 %  
16 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>2</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>0</u> Developmental Delay     | <u>6</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>0</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>1</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: 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:

|  | <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.   | 26                     |
| Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.   | 4                      |
| Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.   | 3                      |
| Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 2                      |

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 9:1

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

| <b>Required Information</b> | 2017-2018 | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance    | 97%       | 96%       | 96%       | 95%       | 95%       |
| High school graduation rate | 100%      | 100%      | 100%      | 100%      | 97%       |

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 2018.

| <b>Post-Secondary Status</b>                  |     |
|---|-----|
| Graduating class size                         | 23  |
| Enrolled in a 4-year college or university    | 70% |
| Enrolled in a community college               | 4%  |
| Enrolled in career/technical training program | 0%  |
| Found employment                              | 17% |
| Joined the military or other public service   | 9%  |
| 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.

The mission of AFNorth Middle/High School is to educate, engage, and empower military-connected students 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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AFNorth Middle High School (MHS) has been providing quality education since 1967 to the children living in a diverse, multi-national, and geographically dispersed community that supports military readiness and resiliency in a "Strong Europe." We are a Department of Defense Education Activity (DoDEA) 6-12 school located in Brunssum, a part of the Limburg region of the Netherlands. Our location in Northwest Europe is unique, often referred to as "the balcony of Europe," or "land without frontiers" because of its close proximity to many countries.

We provide educational excellence to students whose parents are stationed locally at Joint Forces Command (JFC) Brunssum, United States Army Garrison Benelux/ Schinnen, and Geilenkirchen NATO Air Base. AFNorth MHS provides quality education to the international and military communities living and working in the Netherlands, Belgium, and northern Germany. Our school also partners with two DoDEA elementary Schools: AFNorth ES and Kleine Brogel ES.

Although AFNorth MHS is an independent school, we share facilities and logistical support with other independent schools from Canada, Germany, and England as well as with AFNorth Elementary School. As a leading partner of the combined AFNorth International School (AIS), students at AFNorth MHS work side by side with students in the Canadian, German, and British sections to maximize the opportunities that our unique structure provides. In keeping with our mission to educate, engage and empower each student to succeed in a dynamic world, AFNorth MHS and AIS celebrate a long and proud tradition of excellence in academics, the arts, extracurricular activities, and learning how to live in a multicultural world. With students, faculty, and staff representing 18+ nations, students at AFNorth MHS are on the forefront of international collaboration. Creating new and motivating challenges to inspire excellence and divergent thinking is crucial in all we do at AFNorth MHS.

The mission of AFNorth MHS is to provide students with an engaging curriculum, empowering them to be lifelong learners in a global society. All students are an integral part of our diverse community at AFNorth MHS. From the first day of school students learn, make new friends, develop new skills, participate in all the activities, and use the resources available to everyone at AIS.

Our vision is excellence in education for every student, every day, everywhere. With an emphasis on rigorous education and high expectations, AFNorth MHS strives to develop lifelong learners, and to that end, we are uncompromising advocates for our students. In addition to maintaining a safe and stable learning environment for our transient military-connected children, AFNorth MHS is dedicated to preparing students for reintegration into their next school or for post-secondary endeavors. For those graduating from AFNorth MHS, we are committed to fully prepare students for transition into post-secondary education, military service, or entry into the workforce.

With the Canadian high school section of AIS, we offer students Advanced Placement courses in Calculus AB, English Language and Composition, English Literature and Composition, Chemistry, World History, U.S. History, Physics, Biology, Chemistry, Statistics, Human Geography, and Psychology. AP courses are also available to students via DoDEA Virtual High School. In 2018, we had 48 students taking AP courses for a total of 98 exams. Sixty two point five percent of AP students scored a three or higher. This percentage is higher than DoDEA or global averages! Students in grades seven and eight have the opportunity to take foreign languages for high school credit. AVID (Advancement via Individual Determination) is also offered to students at AFNorth. The goal of the AVID program is to prepare students who are not in a typical college preparatory program to enter and be successful in four-year colleges and universities.

Our school's guiding principles are: Success for ALL STUDENTS, trust and respect for others, uncompromising advocacy for students, development of LIFELONG LEARNERS, equal access to quality rigorous education, new and motivating challenges to inspire excellence, teaching with HIGH EXPECTATIONS, and a safe and stable learning environment to influence daily decisions. Our school mascot is the Lion and the vision for AFNorth students is embodied by "ROAR": Responsible citizens, Original thinkers, Active learners, and Reflective problem solvers.

The AFNorth MHS staff and administration work diligently to encourage students to develop and demonstrate the behavior that will help them be successful citizens.

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

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

#### **1a. Reading/English language arts:**

AFNorth MHS has fully embraced the English/Language College and Career Ready Standards (CCRS), and our teaching staff works to ensure every student meets or exceeds those standards. Over the past three years, teachers received training in CCRS in English Language Arts to prepare them for the instructional shifts in teaching and learning. The DoDEA College and Career Ready Standards for Literacy are a spiral design to develop student skills in all four domains (reading, writing, speaking and listening), each instructional year, becoming more complex as students advance through the grades.

Through our diverse course offerings, including Honors level and Advanced Placement, AFNorth MHS is committed to advancing the literacy skills of all military-connected children to participate fully in our global community. Teachers participate in collaborative learning communities to improve instruction and student learning and to incorporate interdisciplinary projects and action research projects across the curriculum. Team members share ideas, materials and resources across grade levels in support of student learning. Teachers regularly use rubrics, scoring guides, and exemplars to set learning expectations and performance expectations.

AFNorth MHS teachers have been trained in the evaluation, interpretation, and use of data. Teachers compile a list of various data they use to gain an overall picture of their students and create a student profile outlining the specific and general needs of each student. Examples of data regularly collected include in grades 6-12 include our DoDEA CCRS Summative Assessments in Math and Literacy and Scholastic Reading Inventory (SRI). In grades 8-11, we also analyze PSAT data. Once the data profile on each student is developed, teachers can determine course modifications based upon individual student needs. AFNorth teachers know that a strong literacy program with supporting CCRS in reading, writing, speaking and listening prepare our students for the future.

#### **1b. Mathematics:**

The AFNorth MHS mathematics teachers have made tremendous strides in the implementation of College and Career Ready Standards for Mathematics since their adoption in school year 2015-2016. DoDEA supported a three-year, extensive professional development training focused on teaching math via hands-on learning, developing reasoning/problem solving, and encouraging mathematical communication. Teachers know they must support students through mathematical discourse, conceptual development, and learning mathematical procedural skills.

Middle school math courses are designed to focus on problem solving and the application of mathematical concepts previously learned. Technology and appropriate mathematical tools are used to enhance the teaching and learning of mathematics. Our middle school curriculum is EngageNY where mathematical fluency is defined as the ease in manipulation of expressions, equations, notations, etc. Teachers focus on the importance of building this fluency. To allow each student to pursue mathematics appropriate to their educational goals, students may enroll in advanced courses in middle school to enable them to accelerate their high school mathematics.

Mathematics in high school extends the middle school learning with greater emphasis on mathematical modeling that replicates the workplace and everyday life. Additional advanced course options such as AP Calculus and AP Statistics are encouraged. To address the needs of struggling students, AFNorth MHS offers math support labs. Math lab classes reinforce learning of the primary math course the student is taking concurrently, but in a smaller setting. The teacher is better able to focus on the individual student's understanding and build on their knowledge. In all math and lab support classes, teachers help students to become mathematically proficient by identifying relevant mathematical resources and using them to pose or solve problems. Students are able use technological tools to explore and deepen their understanding of

concepts. Both formative and standardized testing help guide our teachers to adjust instruction as needed to continue providing excellent mathematical learning.

### **1c. Science:**

DoDEA has recently adopted the Next Generation Science Standards. These new science standards will begin to be implemented in school year 2019-20. However, AFNorth MHS teachers have already begun to invest effort this year into understanding the new standards and have been integrating the science practices into lab experiences for students. Middle school sciences are integrated, while in high school course offerings include biology, chemistry and physics as well as other elective offerings. Many students elect to take an AP Science course in their junior and/or senior year. Our teachers collaborate with colleagues and share best practices on effective teaching. This collaboration goes beyond content and into the skills our students need to be college and career ready. Science teachers focus on students' ability to justify their reasoning, provide evidence to support their claims, and respectfully critique peer conclusions. Students analyze data and seek to account for patterns they find. They model energy transfer through a number of systems and articulate their understanding to peers and their teacher.

Students commonly approach problem-solving in a collaborative manner, leveraging strengths of group members to design viable solutions to multi-faceted problems. This enables the teacher to quickly assess student understanding of concepts as well as encouraging students to support one another. Students also rely on various elements of technology to advance their learning such as Vernier probeware and various apps within their student Google accounts. Teachers involve students in virtual reality Google Expeditions, the AEOP sponsored eCYBERMISSION, and in chemistry class, they research and design bath products. The department is proud to be involved in our annual STEM night. These experiences are strongly tied to standards and require students to step outside their comfort zone to meet challenges. Teachers ensure students are engaged and understand the learning goals without depriving them of the benefit to struggle and achieve more than they thought possible.

### **1d. Social studies/history/civic learning and engagement**

Our social studies program supports a rigorous course of study with the upcoming implementation of the College and Career Ready Standards for History/Social Studies. Our aspirations are to help young people make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an interdependent world. We desire to develop civically competent young people who are knowledgeable, skillful, and committed to sustaining and improving our democratic way of life. Social studies promotes civic competence as well as college and career readiness through the integrated study of the social sciences and humanities. In AFNorth MHS, social studies courses provide a rich program drawing upon disciplines of economics, geography, history, political science, psychology, religion, belief systems, and sociology, as well as upon appropriate content from the humanities, mathematics, and natural sciences.

Our approach to social studies is strongly integrated with our literacy curriculum incorporating reading, writing, listening and speaking. To develop stronger writers, teachers use Document Based Questions (DBQ) to develop a better understanding of historical material. With DBQs, teachers help students analyze documents for characteristics such as author's point of view and purpose, and to make connections between provided documents. Teachers also communicate the need to bring outside knowledge to strengthen students' argument/position. One strength of AFNorth MHS is the variety of courses offered to our students which include AP US History, AP Human Geography, AP World History along with the standard social studies courses in grades 6-11. Supporting DoDEA European activities include: Jr. Leadership Conference (grades 6-8), International Leadership conference (grades 9-12), Model United Nations, and Model United States Senate. Most importantly, being a part of an International School allows students to experience how interdependent our world has become. The military-connected student at AFNorth has unique opportunities to experience first hand, how various nations must work together. Their social studies education at AFNorth has helped prepare them for college, career and civic life.

### **1e. For secondary schools:**

To prepare students for college and careers, AFNorth MHS focuses on the higher-order skills students need to think critically and solve real-world problems. This includes, but is not limited to the following areas: reading, writing, communicating, creating, problem solving and teamwork. These skills are essential to the future success of our students in their post secondary endeavors. AFNorth MHS CTE (Career Technical Education) courses combine workplace skills with rigorous academic work. In the CTE domain, AFNorth MHS offers four pathways in three CTE clusters. College and Career Standards and CTE help students' master knowledge and skills students need to go into and persevere through new circumstances.

**1f. For schools that offer preschool for three- and four-year old students:**

**2. Other Curriculum Areas:**

At AFNorth MHS we want students to develop academic intelligence and social responsibility. We want students to recognize their civic responsibility in serving others in the larger society to which they belong. To meet this goal, graduates of AFNorth MHS are required to take courses in the arts, physical education and health, world languages, technology and careers, and work with their peers from our partner nations.

Our art teachers design their instruction around the four artistic processes: creating, performing/presenting, responding and connecting. Students learn that the arts are a part of human communication and can be used to respond to the world around them. Providing opportunities to show their talents and express themselves artistically, students participated in Cabaret performances, musical concerts, middle school plays, and in AIS's school-wide play. High school students are required to complete 1.0 credits in the fine arts to meet graduation requirements.

Physical education (PE) addresses a student's fundamental need for regular activity to remain healthy. AFNorth PE programs promote the physical growth and development of students while contributing to their general health and ability to learn. One goal of our PE program is to promote attitudes and behaviors that reduce health risks, increase ways to enjoy movement, and develop an understanding of the interdependence of nutrition and physical activity for lifelong health. Health courses are designed to engage our students, enabling them to take responsibility for their well-being and the well-being of others. Middle school students take required PE and health courses each year in grades 6-8, while high school students are required to complete 1.5 credits of physical education and .5 credit in health. In addition, we maintain after school sports clubs for middle school students and a varsity sports program for HS students with 10 different offerings each year.

At AFNorth MHS, we believe the world language and culture program prepares students to meet the challenges of an interdependent global community. Students are provided opportunities to recognize the importance of learning foreign languages, engage with students of other cultures, and develop proficiency in one or more world languages. As a part of an educational setting that merges four nations and host students from over 18 different nations, AFNorth MHS fosters an environment that embraces and celebrates diversity and promotes a culture of respect. Students may begin meeting their world language credit requirements at grade 7 and must complete a minimum of two credits of the same language in order to be eligible for graduation. We offer levels 1-4 in Spanish, German and French languages, as well as College Board Advanced Placement courses in several languages. In addition, due to our unique location in Europe, we enrich our curriculum and take advantage of the many cultural opportunities to explore the local area. Excursions include the European Organization for Nuclear Research, Cern; Body World, Amsterdam; and various World War II battle locations and memorials.

The goal of AFNorth MHS Career and Technical Education (CTE) is for students to acquire the necessary academic, technical, and employability skills to enter, compete, and advance in their education and career opportunities in a global economy. To reach this goal, the AFNorth's CTE program offers career-related courses to middle and high school students. CTE classes provide students with learning opportunities beyond the traditional classroom by using a "learning by doing" approach. CTE courses are an elective

option at the MS while at the HS level, two CTE credits are required. Students receive a certification for their completion of a CTE pathway.

The role of the school Information Center (IC) is to support our mission to Educate, Engage and Empower students. This mission is achieved by providing access to diverse print and digital resource materials, providing library services and literacy programming that foster a love of reading, curiosity and lifelong learning, engaging learners with essential information literacy skills, and collaborating with educators to design and deliver instruction that meets the needs of the students. AFNorth MHS supports National School Library Standards: Inquire, Include, Collaborate, Curate, Explore, and Engage. The Information Specialist and the IC are used to support learning and collaboration inside the classroom. Rich digital and printed resources are used to deepen the knowledge of our students.

### **3. Special Populations:**

The faculty at AFNorth MHS believes ALL students will be successful in our school. Working collaboratively, all staff members share the responsibility for ensuring students reach their highest potential. All students can learn when instruction is geared to individual strengths and students are given sufficient opportunities and challenges to learn. Our school culture of high expectations for every student is supported by an ongoing process of formative and summative data. This data drives our instruction on a daily basis. To meet the various needs of students, AFNorth MHS has a Student Support Team, Child Support Committee, gifted services, special education services, and grade level support committees.

Our special education department develops instruction, and provides support services to students with an identified disability. Providing para-educational support, supplying educational tools, and modifying curriculum are some of the ways educators support students' unique learning needs. Formal assessments of students on Individualized Education Program (IEP) or with 504 plans, meet the federally mandated requirements based upon individual student's needs. Monthly Student Support Team and Case Study Committee meetings continually address the academic and social needs of students on an IEP or 504 plan. AFNorth MHS administration runs weekly grade checks to identify struggling students. From that list, educators and support staff consider actions to help students who are struggling and how to best meet their individual needs to garner success. We recognize that assistance from parents and outside resources may be needed to attain student success.

Advance Placement (AP) courses allow students to participate in college-level instruction and potentially earn college credit while still in high school. All DoDEA students in grades 9-12 are encouraged to enroll in an AP classes to challenge their learning and explore the expectations and rigor required in post-secondary classes. AFNorth MHS offers a variety of AP courses both in person and via DoDEA's Virtual School. For middle school grades, instruction for students who are identified with high potential and have exceptional performance may be accelerated in classroom instruction to meet individual needs.

AFNorth MHS has a diverse population, therefore we follow DoDEA's English for Speakers of Other Languages (ESOL) program for students who have a second language influence. The mission of the ESOL program is to ensure delivery of comprehensive instruction so English Language Learners (ELLs) can attain the goals and outcomes of AFNorth MHS and DoDEA. We believe each student can realize his or her fullest potential. At AFNorth MHS, we provide learning environments which are student-centered, stimulating and relevant. Our elementary school partners support us in meeting the goals of ESOL and gifted programs as those specialized teachers are housed at the elementary school but assist in assessing identified ESOL students at the high school.

## PART V – SCHOOL SUPPORTS

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### **1. School Climate/Culture:**

Though far from home, our diverse population of grades 6-12 students enjoy an enriching educational environment that combines the best of a stateside school with the unique opportunities of a multicultural, international environment. As one-fourth of AFNorth International School, the AFNorth MHS works closely with our British, German, and Canadian counterparts to develop globally-minded students that appreciate and value different cultures, customs, and ways of thinking. In the shadow of NATO's presence in Brunssum, Netherlands, AFNorth MHS serves a student body made up of students from over 18 nations. Side by side, students learn, play, and grow as they interact through combined classes, clubs, athletics, and many other curricular and extracurricular events throughout the school year. Even with the national differences in curriculum, we find common ground in our shared goals of student engagement, global-thinking, and academic excellence. In addition to our rigorous curriculum, our students participate in a wide variety of annual DoDEA-Europe events, such as STEMposium, Creative Connections, Jazz and Honors Music festivals, Model United Nations, and Europe-wide athletic events.

AFNorth MHS recognizes and appreciates the knowledge, skills, and abilities of our educators. Our high performing students owe much of their success to the fact that 73% of our educators hold advanced degrees. Our teaching staff understands the importance of rigor, higher order questioning, and the need to pass on their love of learning to students. Teachers from all four sections participate in monthly formal collaboration events, sharing ideas and proven strategies for academic excellence. Our International Directorate also sponsors an annual Educator's Day which features useful seminars and a generous luncheon at a local hotel. Teachers' experience and skills are recognized and honored as they contribute to staff development and monthly faculty events. School leadership encourages teachers to share in decision making through Team Leader meetings, Student Support Teams, School Advisory Council, Parent Teacher Association membership, and Child Support Committees. Through classroom observations and use of the Learning Walkthrough Tool program, teachers receive encouragement while being challenged to further develop their trade of teaching. School leadership maintains an open-door policy, welcoming and encouraging teachers to discuss educational practices as we partner for student success.

### **2. Engaging Families and Community:**

AFNorth MHS enjoys a close relationship with our military-connected communities and NATO facilities in our Tri-Border area (Germany, Belgium, and the Netherlands). Though highly mobile, our stakeholders come with high expectations for our school, and we strive to meet and exceed those expectations. Activities to enhance student achievement such as Spelling Bee, Geography Bee, Awards Assemblies, STEM night, music and drama productions, are some of the events we encourage and welcome parents to attend. High school students are also able to take advantage of AIS "International Speaker Symposiums" where key leaders of our communities give insights on leadership, collaboration, communication and other skills needed to be successful in today's world.

AFNorth MHS maintains channels of communication with parents and the community allowing for continued collaboration in the interest of student success and school improvement. Newsletters emailed home keep parents informed of schoolwide events while teachers communicate in various ways regarding class-specific information. The School Advisory Council (SAC) and the Parent Teacher Association (PTA) support our commitment to maintain an open-door policy. Meeting quarterly and monthly (respectively), these organizations promote honest communication regarding a wide variety of topics on school issues. The SAC consists of administrators, parents, and teachers who are responsible for developing goals and school-wide activities that align with school initiatives such as CCRS and in building partnerships with the local community. The supportive relationship built by this committee positively impacts the success of our students. Community members are encouraged to bring ideas to the SAC where they are discussed for possible implementation. As we serve three separate military communities, each community maintains a School Liaison Officer (SLO). These officers work to interface with the school on behalf of parents, families, and the military community as a whole. They assist in logistical support, transportation and

bussing issues, and are also active participants with the SAC.

Parent and community volunteers are crucial to the success of our school, whether as chaperones for study trips, judges for competitive events, or providing assistance with athletic activities. Parents trust that AFNorth MHS will provide their child with tools needed for success. Maintaining parent engagement within the school can be challenging in this exceptionally active military environment, but providing opportunities for involvement has remained at the forefront of our decision making. Through the combined efforts of students, parents, SLO's, and the military community we provide an excellent education for every student, every day!

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

Our professional development is continuous, integrated and a vital part of our school's culture and success. The staff at AFNorth MHS receives professional development (PD) from a variety of sources. The primary purpose of PD is to assist school staff in improving their craft and therefore improving the quality of education provided to our students. Our teacher's PD is provided by local presenters, district Instructional Systems Specialists (ISS), and by contracted individuals. In recent years, teachers' professional development focused on meeting the rigorous demands of DoDEA's College and Career Ready Standards. In-house professional development has also focused on reviewing student data, providing rigorous instruction, effectively using technology in instruction, and preparing for social and emotional needs of students. The district office provides training by the Instructional Systems Specialist (ISS) in the various curricular areas. All teachers are provided with six days a year of professional development in support of CCR Standards in their curricular area. Additional training can be acquired via online resources, VTC, enrolling in college courses or attending workshops. AFNorth MHS teachers have been given release time and/or stipends to attend professional development. The DoDEA Europe-West district provides many professional development opportunities for specialized areas, to include STEM, Continuous School Improvement, and school leadership. Local professional development is conducted at monthly staff meetings, as well as through partnerships with our AFNorth International School peers. Staff are instructed in a variety of practices and initiatives, many stemming from topics covered in the DoDEA Learning Walkthrough Tool, a data-driven program which focuses on instructional practices and leading learning in the 21st Century.

The Center for Instructional Leadership (CIL) is designed to support district and school administrators by providing systemic leadership development, school improvement planning, 21st century instructional coaching, and growth-oriented feedback. One goal of the CIL is to build the capacity of current and future leaders. As the CIL builds capacity for leadership, the administration works with individual teachers to improve instruction on a daily basis through the Learning Walkthrough Tool, formal and informal observations, educational discussions, and local professional development at staff meetings.

Support staff also receive training to improve their practice. Aides are required to do on-line training while the registrar, secretary and supply personnel receive training on-line, face to face, and via attendance at DoDEA required trainings.

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

The philosophy of the school leadership is "Doing what is best for kids" and that our jobs of educating the youth we teach is a "shared responsibility." Our vision at AFNorth MHS is to be among the world's leaders in education, enriching the lives of military-connected students and the communities in which they live. AFNorth MHS has one principal and assistant principal, 26 teachers, 7 educational support staff and 5 logistic staff members, who are all leaders within the school. The principal with the help of the assistant principal oversees every aspect of the school and is ultimately responsible for all students within the school. All employees, working together with the common goal of offering the best to our students, makes AFNorth MHS successful.

As one section of AIS, the principal works closely with the International office (Director, Assistant Director and their staff) and with the leaders of the 3 other nations (Canadian, German, and British) within

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the building. All sections must work together within the confines of differing national requirements to provide a robust and vibrant learning atmosphere for students. Teachers and support staff also work together in the education of students from other sections or when we plan school-wide international events. One such event was our “Plastics Day” when students worked in small groups of different ages and nationalities, to address plastic wastes in our world. These groups researched specific topics and presented ideas on how plastic waste can be reduced. Each member of our school is a leader, a leader in their classroom, in AFNorth MHS, and on a larger scale, a leader in AFNorth International School.

Each one of us bring to the school a unique perspective but also a recognition that we can learn from each other. This is also a philosophy that we push forward to our students. Other stakeholders include the military commands of the three bases AFNorth MHS supports. Parents are involved in school leadership as members of the School Advisory Committee, athletic Boosters, and PTA. All these components work together to ensure students at AIS and AFNorth MHS receive the best educational opportunities our environment can provide.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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The staff at AFNorth MHS want students to be leaders in their education as well as within the larger school organization. One practice which has been instrumental to school success is student driven leadership and collaboration. As teachers and leaders, we take pride in guiding, listening to, and developing student leaders. We recognize the need, provide opportunities and encouragement for all students become leaders at some level. To that end, students initiated a monthly International Speakers Symposium where local community members, in leadership roles, speak to our students and share organizational, collaborative and communications skills needed for future success. Furniture, selected by students, was purchased and placed in student common areas throughout the school. Our student councils are integrated across three nations, providing opportunities for students to learn and collaborate with other nations with a focus on making AFNorth MHS a great school for all students of all nations.

The International Day activities held each year is another opportunity for students have a voice. In 2019, International Day Topic was how to reduce plastics in our world, and instructional activities were based upon inquiry teaching. Groups of 8-10 students were purposely designed to contain students from different grades, nations, and interest, but having a common goal of creating ways to reduce plastics in our world. Each group had to research, then design and create a presentation to deliver to a team of judges. The best student proposals were then presented to a larger community group. The interest and concern garnered from this “Plastics Day” has encouraged students to implement a plastic recycling program at our school.

At AFNorth MHS, we know it is important for students to experience leadership opportunities, to build relationships within teams, and achieve tasks effectively. Post secondary success requires students to learn effective organization, communication and interpersonal skills. Our school offers student opportunities to perform, attend leadership symposiums, and advocate for student needs and activities. Our school supports activities and events that empower students to succeed in the dynamic communities and world in which they live.