

RAMSEY MIDDLE SCHOOL COMMUNITY PARTNERSHIP SCHOOL



SCHOOL OVERVIEW

Ramsey Middle School is in its third year of operation. Developed through community collaboration, the school is located in the Tangletown neighborhood and draws largely from Burroughs and Lyndale community schools. Beginning in the 2015-16 school year, students from Green Central Community School will also attend Ramsey for middle school. Ramsey is an innovative, academically challenging environment that empowers each learner to explore possibilities, act with integrity and create positive change within one's community and the world. The academic program is centered on social-emotional learning; project-based inquiry; arts; and science, technology, engineering and mathematics (STEM) integration.

WHY COMMUNITY PARTNERSHIP SCHOOL STATUS?

Ramsey Middle School has been recognized as one of MPS' top schools, yet all students are not succeeding.

- 2014 math proficiency
 - 29 percent of African-American students were proficient
 - 34 percent of Latino students were proficient
- 2014 reading proficiency
 - 25 percent of African-American students were proficient
 - 31 percent of Latino students were proficient

Ramsey believes that the barriers to performance that exist for all students result from a lack of time to engage in meaningful collaboration focusing on key elements such as grit, growth mindset and culturally and linguistically responsive teaching practices. Students also need access to a full array of robust educational experiences.

In seeking Community Partnership School status, Ramsey hopes to expand on flexibilities provided with its status as a new school and plans to implement the following:

- Expand focus on STEM and the arts as pathways to rigorous and relevant learning
- Expand the 1:1 technology integration program, with potential for blended learning in additional areas
- Extend the length of the student school day
- Continue staffing flexibilities provided under new school status
- Create an Advancement Via Individual Determination (AVID) program to better meet needs of students of color
- Use standards-based grading and reporting to achieve higher levels of student performance
- Create of a professional development plan focused on continued development of cultural competency for staff
- Use interdisciplinary teaching teams
- Support both special education and English learner instruction to be more inclusive and appropriately resourced
- Create an assessment calendar with increased flexibility
- Explore including area learning center (ALC) programs in the school day to support the academic growth of struggling and at-risk students
- Maintain a system of teacher leadership
- Develop and implement a school-specific teacher observation and evaluation system

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SCHOOL DEMOGRAPHICS

The current student population is roughly 60 percent white, 22 percent African-American, 14 percent Latino, 3 percent Asian-American and 1 percent American Indian. As students from Green Central Park Community School begin to attend Ramsey for middle school in the fall of 2015, demographics will shift.

- Students eligible for free or reduced-price meals – 32 percent
- Students receiving English learner services – 16 percent
- Students receiving special education services – 12 percent
- Students receiving homeless and highly mobile services – 3 percent

COMMUNITY PARTNERS

Ramsey seeks to expand current partnerships with the University of Minnesota, Leonardo's Basement and Minneapolis Kids to support the academic model.

The school also intends to develop a partnership with a local college or university to implement a robust, pre-service teaching experience designed to increase the number of teachers of color serving at Ramsey.

Finally, Ramsey will seek an external partner to sustain the 1:1 technology integration model.

STAKEHOLDER SUPPORT

Ramsey's Community Partnership School design team consisted of a combination of staff and parents. Stakeholder meetings were held in conjunction with monthly staff meetings, the Site Readiness Assessment and parent-teacher association meetings. Progress and updates were communicated via the "Around the Horn" newsletter and website document sharing.

All teaching staff were sent a copy of the plan and were given the opportunity to vote on it, with 91 percent of staff voting in favor of the plan.

