

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Dr. Suzanne Landrum

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

Official School Name Seoul American Elementary School

(As it should appear in the official records)

School Mailing Address Unit 15549

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

City Seoul, Korea State DD Zip Code+4 (9 digits total) 96205-5549

County _____

Telephone (314) 736-4613 Fax (314) 736-6925

Web site/URL

<http://www.dodea.edu/Pacific/Korea/USAGYongsan/SeoulAmericanES/index.cfm>

E-mail suzanne.landrum@pac.dodea.edu

Facebook Page

<https://www.facebook.com/SeoulAmericanElementary>

Twitter Handle _____ School

Google+ _____

YouTube/URL _____ Blog _____

Other Social Media Link _____

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

Date _____
(Principal's Signature)

Name of Superintendent*Dr. Judith Allen E-mail judith.allen@pac.dodea.edu
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Korea School District, DODEA Tel. (314) 738-6853

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

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

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

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

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

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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

DISTRICT

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	11	4	11
K	87	75	162
1	92	80	172
2	65	89	154
3	84	86	170
4	90	87	177
5	89	98	187
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	518	519	1037

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 20 % Asian
 - 12 % Black or African American
 - 14 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 30 % White
 - 22 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 59%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	314
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	289
(3) Total of all transferred students [sum of rows (1) and (2)]	603
(4) Total number of students in the school as of October 1, 2014	1026
(5) Total transferred students in row (3) divided by total students in row (4)	0.588
(6) Amount in row (5) multiplied by 100	59

6. English Language Learners (ELL) in the school: 24 %
249 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 19 %
Total number students who qualify: 201

8. Students receiving special education services: 9 %
90 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>7</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>10</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>17</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>36</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>20</u> Developmentally Delayed |

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

	Number of Staff
Administrators	4
Classroom teachers	53
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	33
Paraprofessionals	20
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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 20:1

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

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

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

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

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

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

Yes No

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.

DoDDS-mission: Educate, Engage, and Empower each student to succeed in a dynamic world. SAES-vision: A community working together to have S.tudents A.ctively learning E.veryday S.uccessfully-S.A.E.S.

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

Public school/Department of Defense Dependent's School

PART III – SUMMARY

Located on a U.S. military installation in Seoul, South Korea, Seoul American Elementary School (SAES) is a Department of Defense Dependent's School, serving dependents of U.S. military-connected families. Our families arrive in Korea on a new adventure, in a new country, with new friends and yet another new school.

SAES is one of the largest schools in DoDDS, with almost 1,100 Pre-K- 5th grade students, and is ranked as one of the highest in academic performance. SAES is also one of the largest US military schools in the Asia-Pacific region and is accredited by the North Central Association of Colleges and Schools. .

In 1946, Department of Defense Dependent Schools were created for dependents of military members of the armed forces, overseas. By 1949 almost 100 schools were being operated separately by the Army, Navy, and Air Force in countries around the world. SAES opened its doors in 1959, eight years after the Korean War.

The Community Strategic Plan (CSP) is DoDEA's five year, strategic Continuous Improvement Plan for advancing DoDEA's agenda for educating and serving military-connected children. The CSP provides the organizations' vision, mission, core values, goals, and the implementing strategies for each goal. SAES has consistently met and/or exceeded the CSP goals set forth by DoDEA.

The past two consecutive years, the DoDEA Pacific District Teacher of the Year recipients awarded have been from SAES. There are over twenty elementary schools in our district so this is quite the honor.

The Good Neighbor Program is a success at SAES. The Seoul National University is our partner and brings 45 student teachers during their winter break for a two-week sessions as student teachers in our classrooms. The Korean student teachers learn about our education system and we learn about the Korean system. This experience creates a strong and lasting bond for the children of our countries and for the leaders of our future global community.

We recognize our fallen heroes, through a Miles for Heroes ceremony. Classes chose one hero to remember and recognize during the day's ceremony. The student's provide speeches on their heroes at the Memorial Day celebration.

SAES leadership and staff works closely with the community to ensure a lasting partnership that fosters highest student achievement. This strong, continuous community partnership is a key indicator to our success.

The school's curriculum is based on the U.S. National Standards with special classes including Art, Music, Physical Education, Computer, Spanish, and Korean Culture. SAES curricular programming is modified in response to student achievement data, stakeholder feedback and alignment to DoDEA's CSP goals.

The school engages in shared leadership with a School Leadership Team comprised of 22 Teacher Leaders. The Leadership Team align their efforts with our Continuous School Improvement (CSI) goals and guide our staff. CSI is a fundamental part of SAES. Our current priority performance goal: to demonstrate improvement in writing conventions specific to grade level standards.

Specialists in diverse areas give students additional support as needed. Having these supports teams in place has helped students make impressive gains in their skills. By identifying students that need additional support and working closely with them, SAES continually fosters student growth.

Preparing all students for 21st century learning is a priority for DoDEA and SAES. To that end, all teachers have interactive SMART Boards and document cameras in their classrooms for daily use. Along with three computer labs, all classrooms have computers for students to use.

Our administrators, counselors, psychologist, specialists, Student Support Team, and Case Study Committee collaborate to meet the emotional needs of our students. They offer expertise and insights to teachers,

parents and students by addressing and providing aligned strategies and interventions to help students succeed. They provide counseling for parents and provide professional development sessions for teachers, to ensure unified support.

Students attend Physical Education classes each week. The Physical Education department hosts Field Days, filled with fun, physical activities. Soldiers and volunteers support student's physical wellness while helping facilitate the activities.

The Student Council is a forum that supports social opportunities at SAES. They meet weekly to discuss and plan student-centered events. Counselors interact with students during daily recess to promote social interactions between all students.

Students participate in cultural programs that shrink their world and broaden their horizons.

Students learn about the language, customs, and culture of South Korea, their host country. This program increases understanding and creates lasting bonds for our students, the leaders of our future global economy. Study trips include numerous and diverse museums, the Korean Folk Village, and the Demilitarized Zone (DMZ)- the buffer zone between North and South Korea. These are once in a lifetime experiences.

Students are at the heart of all we do. With its resilient students, engaged parents, supportive community, and a committed administration and staff, highest student achievement is ensured, for all students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Curriculum

Seoul American Elementary School follows the Department of Defense Dependent’s Schools (DoDEA) curriculum and standards. Along with the rigorous curriculum, we ensure that our students are provided meaningful, differentiated, 21st Century learning experiences across all subjects. One common thread that runs through all areas of teaching and learning is curricular integration. We see clearly that integration develops active, authentic learning that leads to life-long learning. Our teachers collaborate to ensure our school’s vision statement is developed within each child; “At SAES, Students Actively Learn Everyday Successfully.” We build the capacity in our students to learn skills and strategies, apply knowledge and show complex understanding of content across all curricular areas.

Literacy instruction at SAES integrates reading with the language arts using Reading Street (Pearson) across all grades. Our classrooms, hallways and building walls display rich examples of writing that are aligned with science, social studies and math. Third through fifth grade students also show reading comprehension through Scholastic Reading Inventory (SRI). Though overseas, we participate in Read Across America/Globe, book swaps/book fairs, Reading Counts, reading buddies, and Leaders in Literacy (military leaders reading to students). Diverse programs and software align student need with responses to interventions, to ensure that foundation skills in reading are being mastered.

Computers in the Media center are available for students, parents and all stakeholders. Staff and students use technology for diverse projects and to demonstrate mastery of skills in information literacy and research. Students are able to connect break-through learning at home, through remote log-ins to computer programs.

DoDEA schools are in Year-One of the College and Career Readiness Standards in Math (Common Core) implementation. As we reflect on this implementation year, we have determined that students are conceptualizing foundational math skills much better, and that students are becoming more intuitive with showing “how” they arrived at their answers. Our teachers collaboratively plan lessons to engage students’ math processing by using all of their senses and opportunities to communicate reasoning and problem solving. Teachers match instructional materials with student need and ability levels. Smartboards, Smart Tables, and Smart Responders give teachers and students choices in growing and showing math operations. Students integrate mathematical understanding through writing, speaking, drawing, STEM, and technology integration. We partner with our community to help our students visualize their math skills. For example, guest speakers from our installation’s bank come to classes and teach students about the importance and relevancy of saving money, charting allowance spending, and the balance between depositing and withdrawing (adding and subtracting). Every Day Math (University of Chicago) and Envision Math (Pearson) are the math adoptions we use, to ensure CCRSM scope/sequence and standards and foundational skills are being taught/mastered.

Two highly-used computer labs ensure technology integration in all curricular areas. We held two highly successful STEAM (Science, Technology, Engineering, Art and Math) Nights, for our community to explore STEAM concepts with fun, engaging applications and experiments. Science standards are taught through robotic kits, legos, chemistry through cooking, and other physical activities. We have used our school garden to bring science standards to life, and instilling responsible citizenship in caring for our environment. During a dedicated STEM week, soldiers on our installation set up stations for our students to visit, including, radio and other types of communication, technology, transportation, health, and strategic planning.

Living in one of the largest cities in the world provides infinite opportunities for students to integrate all areas of learning, from language to cuisine, culture, history, and friendship with our Korean students and families. Visits to the Korean Folk Village enable students to experience life throughout Korean history, captivated by cultural music and acrobatic horse performances. Students take regular field trips into the city and in the Korean farms and factories. The National Museum of Korea, the Korean War Museum, the

planetarium, and other museums provide real-life experiences related to our science and social studies curriculum.

SAES sponsors a community-wide event called Miles For Heroes. Classes research fallen heroes from the Korean War. A community wide service is held with music from students and the 8th Army Band. Students give speeches about their heroes and a community-wide march is held.

Preschool

The Sure Start program is a research-based program, for 4 and 5 year olds who with limited early education opportunities. The Sure Start program closes that gap and provides students with stronger skills in numerous ways, ensuring higher success rates for beginning and sustained educational success. The core curriculum supports student learning in the areas of social-emotional, cognitive, physical, literacy, language, math, social studies, science, art, and technology. The standards provide authentic instruction for our students with delayed concept formation as well as our highest achieving students, to find equal success. The curriculum is systematically organized so that learning experiences progress from simple to more complex tasks and from concrete to abstract concepts.

2. Other Curriculum Areas:

Two music teachers provide music to each kindergarten through fifth grade student, once each week.

For some students, music offers a unique way to be successful. Every student has different talents; some who struggle in academic areas can often find success in music class. We pride ourselves in giving our students the opportunity and capacity to find success in the musical and performing arts and/or other areas of interest.

Music is integrated in our STEAM initiative; our students have created instruments from recycled materials, explored what it's like to be a DJ or audio engineer, and explored the physics of musical sound with experiments in vibration.

Creativity and thinking outside the box are essential skills that 21st-century learners must have, to compete globally. Creativity however, cannot be measured on standardized tests. Data and research indicate that students who engage in music and the performing arts have a stronger work ethic and score higher in standardized testing in mathematics. Math skills are used when a student reads or writes music, and/or learns to play an instrument. Music enhances social skills when students sing together; music teaches discipline in following notes exactly, and music is fun, challenging, rewarding, and is one of the highlights of our curriculum.

Our two physical education teachers use a research-based program called SPARK, designed to involve all students at once, incorporate social skills and emphasize health-related fitness and skill development. Students in kindergarten-fifth grade participate in PE weekly, for 45 minutes. Students in 5th grade complete fitness tests at the beginning of the year. They use the results to set personal goals and create plans for improving areas that were not in the Healthy Fitness Zone for their age groups. The goal is to see improvement when the fitness testing is completed again at the end of the school year. We have two physical education teachers who design lessons that keep student actively engaged from the time they arrive in PE until the time they leave.

Three teachers provide Spanish Foreign Language Elementary School (FLES) program, for kindergartners through fifth graders twice each week.

Our FLES curriculum follows DoDEA's adopted standards for foreign language learning, which enhances students abilities in listening, speaking, reading, writing, and cultural awareness. Our goal is to provide students with an enjoyable experience in learning the basics of Spanish, so that they are inspired to continue foreign language learning beyond the elementary school years.

With each classroom having interactive whiteboards and document cameras, technology acquisition is integrated daily within the classroom. Kindergarten and 1st grade classes are equipped with an interactive Smart table. All students in grades 1-5 have a set of interactive Smart Responders, making immediate student-feedback possible. We benefit from a 2:1 computer/student ratio and two full-class computer labs are used daily for all grades. Our fine arts program has 16 high-end graphics/sound computers for student use, to encourage creativity within the fine arts. Students in grades 3-5 are using cloud-based applications such as Google Apps for Education for creating, sharing and analyzing information and Schoology (LMS) for making the blended (online/face-to-face) classroom possible. We have our own Star Lab and robotics kits to support STEAM education. Teachers maintain an academic digital footprint via classroom websites, online newsletters and digital instruction such as Kahn Academy. Two educational technologists collaborate with teachers and students daily to promote 21st century skills and digital citizenship. Technology-related professional development for staff is ongoing and we offer STEAM nights which are hosted throughout the year for students and families.

3. Instructional Methods and Interventions:

Our literacy and math support programs offer early intervention, and strategic plans, for students with difficulties with math and literacy. This is an ongoing collaborative effort aimed for student success, between parents, classroom teachers, and the support specialists, to implement a quality support program that is research based, and differentiated for individual and small group needs.

With prior educational records, current baseline data, and the input of classroom teachers, the support specialists work with students to reexamine essential mathematical ideas, concepts and standards. Students are provided experiences in technology, writing, speaking, illustrating, and creating, that represent, model, explore, discover, and eventually lead to the development of meaningful intuitive strategies for success. Simultaneously students are gaining an understanding of foundational and abstract concepts.

Our primary goals are to assist students in acquiring the background skills needed to be successful in the classroom, build student confidence in math and reading, and demonstrate self-motivation and self-monitoring practices. This creation of a safe learning environment that examines the whole child helps to foster positive self-esteem as it allows students to take risks and self-advocate. Students freely share their knowledge, processing and misconceptions as their foundational gaps are being mitigated.

We provide early intervention support for preschoolers in our community. Through Child-Find, designed to identify preschoolers with developmental needs, we provide significant support for our youngest stakeholders, and create a successful start to childhood and education.

Our speech/language pathologists work with students who benefit from therapy to articulate sounds, as well as help students process language structures.

The ESL Team works collaboratively with other support specialists to identify common, successful strategies for students with whom they are working. Students are given opportunities in speaking, writing, spelling and reading English, using songs, finger-plays, art, and technology.

Our special education Team provides exemplary support for students needing intensive support. Parents are also provided resources, counseling, support and parallel interventions that can be used at home.

Ultimately having an additional advocate for students has a positive impact on their instruction and interventions. Through reflective practice, teachers and specialists share and analyze student progress and make informed decisions for student growth. Collectively, the proactive approach of varied instructional methods and interventions implemented at Seoul Elementary School ensures high levels of student learning and academic achievement in all subjects. This philosophy of teaching the whole child has made a positive impact on students, academically and emotionally.

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

Benchmark Assessment System, Reading Street/ Pearson Successnet, and the Scholastic Reading Inventory are assessment tools, used to identify student academic strengths and weaknesses. Pearson Successnet also target students' proficiency in math. These assessments, along with local and informal assessment tools and observations determine the need for intervention in either ELA and/or mathematics. Assessment results guide teachers' response to differentiate instructions, provide enrichment, small group remediation, and strategic research-based tier-2 and 3 interventions to meet the academic needs of all students. With a student population of nearly 1100, we have five support specialists, to plan intensive remediation for identified needs of students. Our support specialists collaborate with teachers regularly, to align content taught in classrooms and discuss assessment results.

Parents and students are informed throughout the school year about the students' ongoing academic achievement. Parents of students in grades 4-5 can keep track of their students' progress on a daily basis through GradeSpeed, an electronic grading program. TerraNova scores are only one indicator for student success. Adopted evaluation materials provide assessments aligned to the curriculum. Local assessments are used to measure the effectiveness of our Continuous School Improvement goals and interventions. Results of all assessments are graphed and updated throughout the year. Grade level teams create visuals of student progress for students, on hallways and inside classrooms. Students monitoring their own progress is the ultimate goal of our assessment practices. Nearly all teachers use data binders or other type of system, to help students track their progress. Standardized test scores are published on our website.

Our Continuous School Improvement goals are determined by a critical analysis of assessment results. Once goals are identified, aligned assessments are determined for specific grade level bands, kindergarten, primary and intermediate. Each of these bands have similar but developmentally appropriate assessments, which are given quarterly. Results indicate the effectiveness of our interventions.

After school intervention clubs and strategic teaching models for student success are developed and monitored to improve student performance. Teachers meet with our Student Support Team for collaborative planning to identify specific interventions based on individual student need. Community volunteers and tutors meet with students regularly to support and help with academic challenges. Classroom teachers invite volunteers and tutors to the classroom, to model specific teaching strategies, as well as those in the after school clubs, to align successful strategies with the tutors, and build the momentum for students' success in the classroom.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

We provide and sustain a rich school climate and culture, starting before the first bell. Each day begins with all four administrators and faculty welcoming students as they arrive. Once inside, students are met by support staff, and finally they receive the warmest of greetings by their teachers at their classroom doors.

Because of our large population, almost 1100 students, we have four guidance counselors. Each grade level has a designated counselor, who purposefully builds lasting bonds with her students. These relationships establish a culture of student advocacy. Each student is known by name by someone else in our school, besides his/her teacher. Students feel that their academic, social and emotional growth is important to the adults, which allows students to feel safe, in taking risks in learning.

Teacher collaboration is critical to our school's mission and success and is a strong indicator of our healthy, enduring culture. Our large, culturally diverse staff is committed to regular collaboration for high-quality teaching and learning. This collaborative climate ensures that one benefits from the expertise of many.

Teachers are supported by teacher mentors and curricular specialists who are responsive and knowledge-rich. Our military-connected families and the administrators value our teachers in the highest regard, through special recognitions, PTO-coordinated teacher appreciation events, Teacher of the Year programs, and special teacher discounts.

One example of collaboration involved communicating our CSI –Continuous School Improvement goal to 100% of our stakeholders-- staff, students, parents, and military and civilian community. Our teachers saw the need for our CSI goal to be adjusted for student understanding. As a result of rich collaboration, CSI, jr was formed, to communicate our goal and progress in student-friendly language. CSI, jr provides announcements, skits and dialogue to ensure that all of our students understand our CSI process. Students become part of our mission at their level of understanding. Students recognize that they are not overlooked in school operations and plans.

Our climate celebrates learning visibly. Students' work and artwork is showcased on the walls, halls, library and classrooms. Displaying student work is embedded in our school culture, to reflect our student-centered teaching philosophy. Students use varied communication abilities to show their understanding of skills in myriad of ways. Art is integrated into all subject areas, allowing artistic talents as well as academics, to demonstrate learning. Students, parents and community members are delighted to see student-created understanding, through various media.

2. Engaging Families and Community:

Seoul American Elementary School (SAES) is a military-connected community that thrives on the support of the staff, the parents, the Parent Teacher Organization (PTO), U.S. Eighth Army, and the School Advisory Committee (SAC). Together they form a unique family bond that extends beyond the school doors and into the community. It is this relationship that sustains a positive correlation with our families and the community.

Our parent community is comprised of military men and women and contractors from multiple countries and nationalities. It's not uncommon for a family to feel detached, when they arrive to an English-speaking military installation in Seoul, South Korea. We take pride in having a highly diverse and talented staff, who bring forth not only a wealth of teaching experience, but also rich, cultural traditions, languages and customs from across the world. Our community is able to make connections with our teachers in and out of the school, which creates an opportunity for engagement in language, interest, worship, traditions, and our school mission. This rich relationship-building provides many opportunities for engagement.

We inform our community of school events through several media, so parents have a choice in receiving information. Weekly Newsletters, radio announcements on American Forces Networks (AFN), along with the monthly principal coffee chats, town hall meetings, monthly support groups, Facebook presence and the electronic Dolphin Dispatch newsletters keep our families actively engaged and the community informed.

The beginning of the new school year is planned to engage our parents as partners for a strong, successful school year. We plan a Parent Meet & Greet, a New Parent Orientation, Volunteer Opportunities, Open House, Principal Coffee Talk, and information sessions explaining our curriculum, schedules, procedures and implementation of current and/or new college and career readiness standards. It is through these personal and foundational opportunities SAES is able to build upon the relationship of all stakeholders. As a result, SAES is able to focus on the mission to “Educate, engage and empower each student to succeed in a dynamic world.”

Additionally, our School Advisory Committee (SAC) keeps our school, families and community engaged and connected. The SAC provides an open forum where parents, teachers, and administration work together and problem solve to improve the quality of educational experience for our students. This committee keeps SAES solely dedicated to educating the children of “America’s heroes,” college and career-ready and competitive in a global economy.

3. Professional Development:

As a result of our last school accreditation review and recommendations, we have developed a committee of teachers to plan, implement and monitor meaningful staff development. We started school year 2015-16 by surveying staff on professional development needs and choices as well as a survey of what in-house experts were willing to share with their expertise. The professional development team has also enlisted support of the District Instructional Specialists to provide training and guidance on school improvement goals and strategies aligned with DoDEA standards. Additionally, our administration infuses meaningful professional development into our monthly staff meetings in the form of brief, yet meaningful ideas and techniques that educators can take away. The staff at SAES has embraced a culture of valuing professional growth via workshops on Kagan Cooperative Learning, 6 Traits, ABA Behavior Techniques and recent trends in best practices. Our professional development includes paraprofessionals and support staff in trainings because we feel their shared awareness and growth is important for success. Our Educational Technologist has created an electronic tracker for all staff, to log their professional development experiences at the school level, university graduate courses, and Professional Learning Teams. In addition to PD experiences, our administration regularly monitors application of best practices in the classroom via walkthroughs and collaboration. Our students are encouraged to be aware of their personal data, goals and growth via data tracking notebooks, school and classroom displays charting this information, and making children active participants in their learning and growth. Finally, a portion of our PD time is devoted to looking at authentic work samples, using rubrics and adopted assessments.

Because we are an overseas school, we have a transient student as well as teacher population that rotate in and out. We have a strong mentoring program that is led by teachers and enabled by administration. New staff are not only trained on School Improvement initiatives, but also on adapting to unique living conditions off of the military base. It is not unusual for administrators or veteran teachers to make several trips to the airport in August to personally welcome and escort new teachers to the school. District wide, SAES is required like other school to submit a mentoring timeline to reflect what types of activities are put into place to support new educators.

We are pleased that Professional Development continues to become more school owned, meaningful and successful for highest student achievement.

4. School Leadership:

There are four administrators at this school: one principal and three assistant principals. Three of the four are new, none have completed a full year at this school. It was critical that the existing administrator provide necessary support for this transition, which she and other teacher leaders did. The enduring

leadership kept programs in place and ensured that healthy relationships were formed. Given the opportunity to take risks and establish policies, the new leadership is blending with the school's vision of S.tudents A.ctively-learning E.ach day S.uccessfully (SAES) and is a part of the teaching and learning TEAM. The administrators meet daily to reflect, implement, monitor and adjust school programs, to foster student achievement. They provide cafeteria, traffic and recess duty to model unity in supervising students. They have created a site-based management system that reflects teacher input and continuous feedback for excellence.

We have parent and soldier volunteers who feel connected to our school's vision of student success. They are dependable and motivated to make a difference, to ensure safe, secure, efficient operations. They create, collate, cook, clean, care for plants, help with projects, read to students, and provide a singular pillar of support everywhere they assist. These are school leaders who request anonymity, but inspire others in a myriad ways by their actions.

Students can become leaders by holding positions on the student council. Our primary students cannot hold an office, but they can be classroom representatives. When these students are guided to make decisions that affect their peers and their school, they begin to view decision-making in a different lens, widening their circle of influence and building their confidence to take risks in academic and social areas. Students are also leaders within their classroom. Some of our teachers require students to apply for jobs, like mayor-monitor of classroom environment, or deputy-designer of instructional free time. Programs like these help children learn to use observation and cause/effect skills when making decisions for the good of all. The application of leadership skills transfer to home and community environments, where our students have been recognized for making good decisions, in public.

Our leaders focus on students, staff, parents and community members taking on leadership responsibilities, and sharpening their capacities to inspire others. Leaders range from the youngest student to the administrator level, and recognize and admire all who step up to make a positive difference in educating our children.

Part VI – INDICATORS OF ACADEMIC SUCCESS

SAES and community members provide enrichment opportunities, during and after the school day, to build students' socio-emotional skills, one of our strongest indicators of success. Our community members, including our SAC (School Advisory Committee), PTO, and volunteers, invest with our school, to build students' healthy socio-emotional skills in diverse ways.

More than one third of our students participate in over forty enrichment programs, including Kids in the Kitchen, Yoga, Korean Culture & Cooking, Keep Active and Moving, Journalism & Photography, Chess, Yearbook and Resiliency. Our teachers, administrators and SAC, and PTO members coordinate these after-school opportunities, to specifically and strategically fill socio-emotional gaps and build emotional confidence that otherwise would run the risk of being left unfulfilled during the students' overseas educational experience. Students are able to build experiences, talents and success, ultimately building confidence and future leadership in helping other students in these areas.

Our technology-integrated activities ensure that students do not fall behind their stateside peers, in a 21st Century education. A favorite community event is STEAM night (Science, Technology, Engineering, Art, Mathematics) where students and families participate in numerous events, including building spaghetti towers and cantilever bridges, circuit sets, digital safety, designing Lego creations, exploring MinecraftEDU, musical engineering, and digital, performing, and visual art. STEAM is a natural and powerful motivator to increase student achievement and success.

Helping parents support their children with emotional needs is another indicator of our school success. Due to a reduced lack of resources on our overseas military installation, our school responded to the need for parents to dialogue with other parents about their children with ADHD and behavioral challenges. A parent support-group was formed by our school psychologist, for any/all of our parents, to meet monthly, and share ideas with each other. Two administrators and one teacher provide child care and the PTO provides pizzas for the children, so parents can talk freely. Parents find success with the shared strategies and ideas, and communicate with teachers to sustain the interventions. This support significantly reduces otherwise unmet student behaviors, which increases student success.

The U.S. Eighth Army serving in Korea has a motto, "Strong and getting stronger." Our students' socio-emotional skills are strong. These opportunities make our students stronger by further igniting their love of learning through building these skills. SAES strives to create an enriched and unforgettable overseas educational experience. Actively building socio-emotional skills differentiates SAES, benefiting all students.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova Multiple Assessments (3rd Edition)</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014
Testing month	Mar
SCHOOL SCORES	
Average Score	83
Number of students tested	181
Percent of total students tested	97
Number of students alternatively assessed	14
Percent of students alternatively assessed	8
SUBGROUP SCORES	
1. Asian	
Average Score	86
Number of students tested	51
2. White	
Average Score	86
Number of students tested	55
3. Two or More Races	
Average Score	89
Number of students tested	36

NOTES: We could not change the test year heading, and these are the latest scores for the 2014-15 school year.

NOTES: Although we do have students in the American Indian or Alaska Native, the Native Hawaiian or Other Pacific Islander, Black or African American, and the Hispanic or Latino categories the numbers are too few to report due to exposing personally identifiable information (PII), or lack of scores was due no additional field spaces to enter other subgroup groups.

There are more than 2% of alternately assessed due to the number of SPED/504/IEP's modifications for the school.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova Multiple Assessments (3rd Edition)</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014
Testing month	Mar
SCHOOL SCORES	
Average Score	79
Number of students tested	167
Percent of total students tested	98
Number of students alternatively assessed	21
Percent of students alternatively assessed	12
SUBGROUP SCORES	
1. Asian	
Average Score	86
Number of students tested	36
2. White	
Average Score	81
Number of students tested	75
3. Two or More Races	
Average Score	75
Number of students tested	28

NOTES: We could not change the test year heading, and these are the latest scores for the 2014-15 school year.

NOTES: Although we do have students in the American Indian or Alaska Native, the Native Hawaiian or Other Pacific Islander, Black or African American, and the Hispanic or Latino categories the numbers are too few to report due to exposing personally identifiable information (PII), or lack of scores was due no additional field spaces to enter other subgroup groups.

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REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>TerraNova Multiple Assessments (3rd Edition)</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014
Testing month	Mar
SCHOOL SCORES	
Average Score	84
Number of students tested	138
Percent of total students tested	95
Number of students alternatively assessed	
Percent of students alternatively assessed	7
SUBGROUP SCORES	
1. Asian	
Average Score	88
Number of students tested	29
2. White	
Average Score	87
Number of students tested	54
3. Two Or More Races	
Average Score	84
Number of students tested	34

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REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova Multiple Assessments (3rd Edition)</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014
Testing month	Mar
SCHOOL SCORES	
Average Score	74
Number of students tested	181
Percent of total students tested	97
Number of students alternatively assessed	14
Percent of students alternatively assessed	8
SUBGROUP SCORES	
1. Asian	
Average Score	74
Number of students tested	51
2. White	
Average Score	78
Number of students tested	55
3. Two Or More Races	
Average Score	76
Number of students tested	36

NOTES: We could not change the test year heading, and these are the latest scores for the 2014-15 school year.

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REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>TerraNova Multiple Assessments (3rd Edition)</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2009</u>
Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

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Publisher: <u>CTB/McGraw-Hill</u>	Scores are reported here as: <u>Percentiles</u>

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