

**U.S. Department of Education**  
**2015 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 Dr. Legena Roberts-Kpinkpin

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

Official School Name Osan Middle School

(As it should appear in the official records)

School Mailing Address Unit 2037

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

City Osan Air Base, Korea State DD Zip Code+4 (9 digits total) 96278-2037

County Department of Defense Education Activity State School Code Number\* HE6608

Telephone 571-372-0590 Fax \_\_\_\_\_

Web site/URL

http://www.dodea.edu/Pacific/Korea/OsanAB/OsanMS/

E-mail legena.roberts-kpinkpin@pac.dodea.edu

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ 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 that it is accurate.

\_\_\_\_\_  
Date

(Principal's Signature)

Name of Superintendent\*Dr. Judith Allen

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: judith.allen@pac.dodea.edu

Other)

District Name Korea Tel. 571-372-0590

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

\_\_\_\_\_  
Date

(Superintendent's Signature)

Name of School Board

President/Chairperson N/A N/A N/A

(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 that it is accurate.

\_\_\_\_\_  
Date

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

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

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

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 school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
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

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

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. 3 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 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	29	25	54
7	32	29	61
8	26	37	63
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	87	91	178

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 23 % Asian
  - 12 % Black or African American
  - 9 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 31 % White
  - 24 % 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 30%

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, 2013 until the end of the school year	20
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	35
(3) Total of all transferred students [sum of rows (1) and (2)]	55
(4) Total number of students in the school as of October 1	185
(5) Total transferred students in row (3) divided by total students in row (4)	0.297
(6) Amount in row (5) multiplied by 100	30

7. English Language Learners (ELL) in the school: 7 %  
13 Total number ELL  
 Number of non-English languages represented: 4  
 Specify non-English languages: Japanese, Korean, Tagalog, Thai
8. Students eligible for free/reduced-priced meals: 10 %  
 Total number students who qualify: 18

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 10 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 4 %  
7 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 categories.

- |                                |  |
|--------------------------------|--|
| <u>2</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>1</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>3</u> Specific Learning Disability          |
| <u>1</u> Emotional Disturbance | <u>0</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>0</u> Developmentally Delayed               |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	14
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 17:1

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

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	97%	97%	0%	0%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

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

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

Yes  No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Osan Middle School is "providing a setting of high expectations that engages and motivates all students in a successful learning environment."

## **PART III – SUMMARY**

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Osan Middle School (OMS) is located on Osan Air Base, which is regularly referred to as “Team Osan” in oral and written communication. Team Osan originated in Songtan, South Korea during the early 1950s at the height of the Korean War. The base took its name from nearby Osan City, which is located approximately ten kilometers north of Songtan. Songtan is a town that has been established around the military base, and now includes approximately 400,000 Korean residents.

As a member of Team Osan, OMS opened its doors for the 2009-2010 school year, after separating from Osan American Elementary and Osan American High School, in a beautiful modern facility with the mission to “Educate, Engage, and Empower Each Student to Succeed in a Dynamic World,” which directly reflects the Department of Defense Education Activity (DoDEA) mission statement to educate students. The OMS vision statement is what is unique to our setting. Our vision of “Providing a Setting of High Expectations that Engage and Motivate All Students in a Successful Learning Environment” was created in partnership with our stakeholders to include both parents and community members.

OMS stakeholders invested a significant amount of time internalizing the letter and spirit of the vision as it related to students and their academic performance. The vision includes three educational concepts that combine to produce a successful learning environment: high expectations (rigor), student engagement (relevance), and student motivation (relationships). The consensus definition of high expectations is an “expressed belief that each learner will meet established standards at an individualized level of proficiency.” Student engagement is promoted through the use of recognized instructional approaches and tools that make learning relevant. The core belief of student motivation is in line with the view that motivation is enhanced when students share meaningful relationships with educators to help them achieve. Although the process was sometimes contentious, the common commitment to learning and students’ best interests were blended into one simple, yet powerful statement that captured our team’s pursuit of excellence. “Providing a Setting of High Expectations that Engage and Motivate All Students in a Successful Learning Environment” is a vision that guides OMS to embrace the challenge of meeting the needs of military families and helping each student gain the confidence and skills needed to succeed in the 21st century learning environment and beyond.

In addition to our vision, OMS is committed to continuous school improvement and has developed goals for increasing student achievement in reading/language arts and mathematics. Targeted areas in reading/language arts are text analysis, and evaluating and extending meaning. Targeted areas for mathematics consists of data analysis/statistics/probability, computation/estimation, and problem solving. Student achievement data relating to each goal are captured via formative and summative assessments, and the use of other school-wide interventions such as Cornell Notes that includes the recognized instructional strategies of essential questioning, graphic organizers, and summary writing. The implementation of these strategies, along with differentiated instruction, integration of technology, and dedication to the teaching and learning environment has yielded successful results.

To supplement these processes of data analysis and instructional modification, targeted support programs and services are available for all students. Students with individualized learning needs receive the needed support with our special education program that provides specifically designed instruction, support, and services to students with an identified disability. With a diverse student population, English as a Second Language program is established to increase English language proficiency for students who have a second language influence. Also, students may enroll in Advancement via Individual Determination (AVID) which is designed to target students in the academic middle, who have the desire to attend college and the willingness to excel; while, the gifted education program identifies students with high potential and exceptional performance with rigorous course offerings of mathematics and foreign language for high school credit.

OMS strives to educate the whole child with an environment that fosters academic, social, and emotional well-being with the support of the student support services team that includes school counselor, nurse, and psychologist.

With the challenges presented by the ever-transient population, the Thunderbird Ambassadors recognize students who have just arrived to OMS and those that are leaving through the Soaring In and Out program. Students are greeted and provided a tour of the facility, and recognized during lunch as they enroll in the school and withdraw from the school to encourage student-centered learning environments.

Educators communicate closely with parents and community members to promote an engaging partnership that enriches the lives of our students with various means of school level communication to include weekly parent/community newsletter (Parent Connection) and a comprehensive school website that is updated continuously with relevant information. In addition to school level communication, student organizations, such as Student Council Association (SCA) and National Junior Honor Society (NJHS) solicit and receive support as needed. Stakeholders are strongly encouraged to participate as members of the Parent Teacher Student Organization (PTSO) and other school committees to support school programs for a successful learning environment that prepares students for college and career readiness in a global society.

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

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

Osan Middle School (OMS) empowers 178 students to connect learning and life through the discovery of individual strengths and exploration of college and career options. The school counselor assists students in the development of six-year academic plans to reflect their post-secondary goals. In relation to these goals, students are taught the core curriculum based upon the Department of Defense Education Activity (DoDEA) curriculum standards. These standards outline what students should know and be able to do in specific curricular areas and grade levels. Each standard describes components that identify specific knowledge or skills that support college and career readiness. These standards serve as assessment indicators to monitor student achievement in the following subjects:

#### Reading/English Language Arts

In an ever-changing technological world that continues to alter the landscape of communication, OMS is committed to advancing literacy skills for all students. The curriculum provides students rich, rigorous programs that address skills in reading, writing, speaking, and listening, as well as 21st century skills in research, media, and technology.

Students learn vocabulary, reading, comprehension, fluency, and writing skills from teachers using a variety of instructional strategies to include modeling, collaboration, and guided or independent practice. Students are also encouraged to read a wide range of literature, using the school-wide initiative of Silent Sustained Reading (SSR), where students read at their Lexile level for the first 25 minutes of every seminar period.

Students needing additional support, as identified by formative and summative assessments, are offered a blending learning program called READ 180 to help them increase their reading, writing, speaking, and critical thinking skills. Students performing above average are challenged with differentiated instructional practices and provided the option to enroll in a foreign language high school credit class to explore the development of language skills and prepare themselves for a global college and career readiness community.

#### Mathematics

The mathematics curriculum focuses on students' learning and their ability to reason and think logically, using the process skills of problem solving, reasoning and proof, communication, connections, and representation for procedural and conceptual development. This offers a balanced curriculum for the content components of number and operations, algebra, geometry, measurement, data analysis, and probability.

OMS offers students tiered-level math classes, based on standardized assessment data (Terra Nova, 3rd Edition), end of course assessment, algebra prognosis, and teacher recommendations to ensure that students are assigned to classes that align with their specific skill level. Sixth grade students performing above the standard may enroll in seventh grade math, while seventh grade students may enroll in eighth grade math or Algebra I. Upon completion of Algebra I, students with advance needs may enroll in Geometry. Math support class is also available for students needing assistance with foundational skills.

These classes promote differentiated learning through the use of interactive whiteboards and hands-on activities that connect content learning components and real-world problem solving activities. To further support mathematical interests and skills, students are encouraged to participate in extra-curricular activities to include MATHCOUNTS competition and fraction boot camp.

#### Science

The curriculum standards provide a framework for increasing overall student performance in science with an integrated approach interlinking concepts and skills in physical, life, and earth sciences. With a blended

learning emphasis, science instruction increases in depth and complexity. Students are able to demonstrate college and career readiness by devising news solutions, discovering new phenomena, and obtaining new information that is relevant to society. Teachers incorporate differentiated instruction for all students while maintaining rigor, laboratory participation, and high expectations for student achievement.

As the types of investigations and experimentations increase in sophistication, students may enroll in a research projects course that uses the eCYBERMISSION competition as one of the Science Technology Engineering and Mathematics (STEM) curricular activities. This program requires students to become active problem solvers engaged in learning science by designing, conducting, and communicating their own investigations, using technology to assist in the collection, analysis, and communication of data.

## Social Studies/History

Social Studies/History is a vital part of the core curriculum that emphasizes the growth and preservation of a democratic society and the interdependency of the world. Teachers incorporate various learning activities to include interactive technology, project-based learning, and cooperative learning to help sixth grade students study ancient civilizations, seventh grade students explore world geography, and eighth grade students examine United States history. The curricular frameworks focus on the development of knowledge, skills, values, and attitudes necessary for participation as citizens in a culturally diverse and democratic society.

## 2. Other Curriculum Areas:

The following non-core subjects at Osan Middle School (OMS) are central to the education environment and growth of the whole child and provided as exploratory courses for students in grade six each quarter for nine weeks and as elective courses for students in grades seven and eight each semester for 18 weeks. The curriculum standards epitomize the concepts of 21st Century Teaching and Learning through student engagement of critical thinking, creativity, communication, and collaboration.

### Visual Arts

Visual arts standards provide a framework for students to learn art using a wide range of subject matter, meaningful images, and visual representations. Seventh and eighth grade students can reflect upon their ideas, feelings, and emotions, while evaluating the merits of their creative works of art.

Forty percent of OMS students are enrolled in a visual arts course that encourages the development of each student's aesthetic awareness and skills using differentiated instruction.

### Music

Seventh and eighth grade students have the opportunity to participate in beginning, intermediate, and advanced band by attending classes at Osan American High School (OAHS). Music is a vital part of any society's heritage. Twenty-seven percent of OMS students have chosen to study and perform diverse musical selections that help them to understand music's role in history and in the modern world.

### Physical Education

Physical education is an essential and integral part of the total education program at OMS, making significant contributions towards the achievement of desirable education and health outcomes of students. Sixty-five percent of our students participate in physical education to remain healthy and learn of the many attributes that reduce health risks, including the importance of appropriate nutrition.

### Health

Sixty-five percent of our students participate in a health program to gain an understanding and appreciation of healthy lifestyles that promote lifelong wellness. They also engage in learning activities that enable them to make wise decisions for not only their own well-being but also the well-being of others.

## Career Technical Education

OMS offers courses to promote career readiness and technical skills in today's society. Course offerings include Computer Applications, Family Consumer Science, Introduction to Programming, Video Production, Graphic Communications, Journalism, Yearbook, and Study Skills. These courses are designed to provide students with exploratory and investigative activities that help them make informed educational choices based on various career options that are available beyond secondary and post-secondary education. Approximately 90% of OMS students are enrolled in a career or technical course.

## World Language

Twenty-five percent of seventh and eighth grade students at OMS take the opportunity to study foreign language. OMS students can take high school credit level Korean and French through attending classes at OAHS or high school credit level at OMS. Through these courses, students are better able to meet the challenges of an interdependent world community. Students are also encouraged to study the language and culture of the host nation country, South Korea, increasing their communication skills and experiencing the rich culture.

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

Osan Middle School (OMS) uses a variety of instructional methods and interventions that support highest student achievement. With the A/B block schedule, time is structured for whole group, small group, and independent practice. Teachers utilize whole group instruction to introduce new concepts and evaluate student understanding throughout the lesson. Small group instruction and independent practice provides students opportunities to complete learning activities to acquire new skills and build on previous skills. Thus, flexible grouping allows teachers time to provide feedback and reinforce curriculum standards.

Both formative and summative assessments are used as continuous school improvement interventions. Teachers identify strengths and weaknesses from the formative data in order to target instruction. Summative assessments are used to measure the level of student proficiency that has been obtained at the end of instructional objectives. With analysis of assessment data, teachers transform instructional activities into curriculum maps. The curriculum maps are developed to assist teachers in ensuring curriculum standards are being taught in a systematic progression, using specific curriculum map expectations of essential questions.

Curriculum maps also allow for additional enrichment and remedial lesson activities to support differentiated instruction based on individual student learning styles. With diverse student needs, teachers focus on curriculum standards and encourage all students to explore big ideas and expand their understanding of key concepts by integrating technology and the Cornell Notes problem solving template. Cornell Notes, a research-based school wide intervention, are used to assist students with organizing notes, summarizing main concepts, and reviewing for assessments.

OMS provides a 21st century multimedia environment with interactive whiteboards, computers, multimedia projectors, digital cameras, calculators, document/web cameras, televisions, response systems, and headsets. These technology tools promote student learning for active engagement and group participation, along with frequent interaction for real world relevance. Technology helps make teaching and learning more meaningful and enhances the relationships between teachers and students.

Other instructional methods used are word walls, displays, and games that are designed to emphasize instructional objectives in the teaching and learning environment. Study trips are also arranged to provide students with experiential learning beyond the school setting. With this systematic approach to instructional planning, teachers demonstrate their continuous commitment to teaching and optimize opportunities for successful student learning.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

The assessment data presented in the application tables provide several significant findings for Osan Middle School (OMS). For the past five years, the average reading norm curve equivalent scores 63, with outliers of 66 and 59. The math norm curve equivalent scores show a similar number, averaging 66 since school year 2009-2010, with variation of 72 and 57. Since the school's inception, the average school score is 67. What is most notable about this score is that OMS has shown consistent and steady growth in student achievement. The lowest scores in both reading and math (59 and 57 respectively) occurred during the first year of the standardized assessment. Also notable is none of the subgroups shows achievement gaps or scores deviating from the average school scores.

Many factors contribute to OMS's consistent growth in standardized assessments. Strong leadership and continuity in staff have made it possible to implement an organized system of formative assessments, team data analysis, and a focused commitment to sharing curriculum mapping and teaching strategies. Our professional development school-wide book studies have introduced and propelled the staff on an ambitious course of action: to systematically incorporate proven teaching strategies of Cornell Notes, to use formative assessments that focus on data analysis, and to use curriculum mapping to create strong horizontally and vertically aligned instructional practices. Educators are steadfast promoters of Cornell Notes and creators of grade-level activities to ensure student understanding of curriculum standards. For instance, language arts teachers implemented warm-up activities for specific skills of analyzing, evaluating and extending meaning of text. Students read a wide range of literature using the school-wide initiative of Silent Sustained Reading (SSR) for twenty-five minutes during the seminar period to increase reading comprehension skills. Math teachers utilized Cornell Notes formatted problem-solving lesson activities to enrich student understanding of conceptual and procedural knowledge for computation, estimation, data analysis, statistics, and probability.

Students also participated in extracurricular activities, such as the homework club, chess club, MATHCOUNTS, and fraction boot camp, which all encourage and assist with academic growth. In addition, OMS established professional learning teams (PLT). For example, a PLT targeted problem-solving instruction after careful data analysis. As a unit, the team created a common vocabulary and user-friendly Cornell Note formatted problem-solving template. Across all curriculum content areas, the PLT developed and implemented various problem-solving scenarios for continual and universal student learning to promote higher-level thinking skills.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

Osan Middle School (OMS) is committed to a continuous school improvement plan to include mission and vision statement, instructional goals and strategies, professional development, and assessment protocols to provide a successful learning environment for all students. The vision of "Providing a Setting of High Expectations that Engage and Motivate All Students in a Successful Learning Environment" serves as the focus of excellence.

School-wide learning goals are developed to improve language skills of text analysis and evaluating and extending meaning. There are also target areas of mathematics to include computation, estimation, problem solving, data analysis, statistics, and probability. School-wide instructional strategies consist of formative assessments and Cornell Notes. Educators participate in numerous professional development activities, such as book studies and professional learning teams to aid strategy implementation to increase the achievement of all students.

In addition, staff consistently collect and review data to identify student proficiencies and needs. OMS uses an assessment plan to determine the degree to which students are achieving academic success. Teachers utilize various assessment tools from textbook-electronic to teacher-created resources, as well as project-based learning, portfolios, and other instructional activities. System-wide assessments, including the Terra

Nova, 3rd edition, Scholastic Reading Inventory and local pre- and post-summative assessments in each core content area are also used. Students are involved in their learning and provided feedback from teachers, creating a positive learning environment.

Data derived from all assessment sources are reviewed and evaluated by educators, independently and collaboratively to identify areas of exceptional and proficient performance as well as those needing additional development. This promotes continuous cross curricular exchange between teachers to address the instructional needs of the students and as denoted by the data.

Assessment data, organized into graphs, tables, and charts, along with brief summary statements is communicated to students, parents, and community members, using various communication channels. These communication venues include the weekly newsletter, Parent Connection, OMS website, forums, such as open house, parent-student orientations, student expectation meetings, and principal reports share at School Advisory Committee (SAC), Parent Teacher Student Organization (PTSO), and local military community meetings and events.

Stakeholders are guided in understanding and using the data. They are encouraged to ask questions and provide feedback. This active participation allows for open exchange between the school and community, opens the doors for stakeholders to receive explanations and clarity on the schools progress, and promotes distributed leadership in the continuous school improvement process, yielding highest student achievement.

## **Part VI School Support**

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

Osan Middle School (OMS) targets a belief in excellence, with a vision of “providing a setting of high expectations that engage and motivate all students in a successful learning environment.” OMS has dedicated teachers and support personnel who expect highest achievement for each student. The principal maintains an open door policy that invites ideas, comments, and suggestions to improve school operations. Frequent teacher and parent communication is also essential for the best learning environment for students.

OMS embraces a bell to bell schedule with the primary purpose for students to learn in a safe environment. Students attend semester student expectation meetings, while parents are encouraged to attend quarterly parent meetings and semester open houses to discuss policies and procedures of learning expectations. School displays are plentiful in hallways, representing OMS’s mission and vision statement, continuous school improvement data, student work, and certificates and trophies of student successful participation in extra-curricular activities such cross-country, MATHCOUNTS, chess, and STEM projects. These artifacts engage and promote highest student achievement.

Student Support Services (SSS) is integral part of the educational program and includes the school counselor, nurse, and psychologist. The group works collaboratively with students, parents, teachers, and community members to assist in creating an educational environment for academic, personal, social, and career growth. To enrich the whole child, a Wellness Committee designs Wellness Wednesday announcements to promote and protect student’s health, well-being, and ability to learn by supporting healthy eating and physical activity. For students experiencing additional challenges, a Student Support Team meets regularly and suggests additional interventions or referrals for other specialized services. A Military & Family Life Counselor (MFLC) is also available to help students make good choices, resulting in successful outcomes.

Teachers serve on various committees, such as the Principal Advisory Committee (PAC). This committee serves as a professional learning community that allows for open communication, while utilizing a shared decision-making model for school improvement. Core Content Teams are also represented to address curriculum, instruction, and assessment for increased student learning.

Students demonstrate their school spirit with the motto “You Can’t Hide that Thunderbird Pride” which is echoed at various school activities and events, exhibiting their passion for a successful learning environment.

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

Effective communication is essential in maintaining and enriching the positive relationship between school, home and community members of Osan Middle School (OMS). Educators are actively involved and take leadership in developing strategies and events that support the vision and focus of setting high expectations for all students with continuous two-way communication with stakeholders.

Some of the communication channels include conferences that are scheduled with teachers, students, and parents as needed, including two designated parent teacher conference days to improve individual student learning. Telephone and email correspondence, and the electronic gradebook allow continuous accessibility to communicate student progress. A weekly electronic newsletter, Parent Connection is also distributed to inform and celebrate school activities and events. The OMS website further communicates school programs and support services.

OMS has an active Parent Teacher Student Organization (PTSO). This group purchases student planners to assist students with organization skills and to promote daily communication between school and home. Other PTSO efforts include providing breakfast snacks during standardized assessments and refreshments for events, such as the Poetry Jam, Fraction Boot Camp, and quarterly awards ceremony for students. The

PTSO also collaborates with the school to host quarterly community meetings in conjunction with school events, such as art exhibits and school orientations, to foster school and home partnerships.

Decision-making is a collaborative process. The School Advisory Committee (SAC) meets regularly to advise the principal on school matters and interfaces with military base agencies to affect positive school change. In addition, the Continuous School Improvement Leadership Team (CSILT) encourages parental and community participation to develop and monitor the OMS school improvement plan in accordance with Department of Defense Education Activity (DoDEA) protocol to maximize continuous student achievement.

Most importantly, students are an important voice at OMS. They are encouraged to participate in school decisions while serving as a member of the Student Council Association (SCA). SCA promotes various school, home, and community activities to include a winter festival, talent show, school dances, community service projects, school Olympics, and academic camps to help students excel academically, socially, and physically for life, college, and career readiness. Students also participate in other military community projects by creating Earth Day posters and recycle sculptures sponsored by the Osan Air Base Civil Engineers, writing essays for the various multicultural essay contests, and by baking cookies for the annual Osan Air Base Operation Sweet Treats to support military service members.

Family and community engagement provides a positive impact on both student achievement and school success. OMS continuously strives to foster family, school, and community partnerships to expand educational opportunities for all students.

### **3. Professional Development**

Professional development at Osan Middle School (OMS) is viewed as a necessary and continuous effort to improve school programs by involving the teachers and principal in activities that enhance our performance, knowledge, and attitudes in order to impact student achievement. Activities related to professional development are data-driven with decisions based upon current school needs. The primary focus on improving teaching and learning was supported with the book study, *Classroom Instruction that Works* (Marzano, et. al., 2001) to identify nine instructional strategies that are most likely to improve student achievement across all content areas and grade levels.

The Continuous School Improvement (CSI) team focused on efforts to develop a scope and sequence to enhance the curriculum standards and promote high expectations, which are central to school vision. Educators used the book, *Getting Results with Curriculum Mapping* (Jacobs, 2004) as a study to present lessons gleaned from each chapter to create curriculum maps to ensure that curriculum standards are taught in a systematic progression, using specific curriculum map expectations. Additionally, the CSI team has communicated with the staff to collect and analyze data that is relevant to the CSI goals of reading/language arts and math. Other core content data for science and social studies were analyzed by core teams, respectively. OMS is forging relationships with Osan American Elementary School and Osan American High School to create vertical articulation in order to narrow the gap and increase student learning with all educators working towards the common goal of college and career readiness for all students.

As teachers use data to determine overall student performance and guide instructional decisions, the CSI leaders communicate with the District Instructional Support Specialist (ISS) to provide professional learning. Educators focus on working collaboratively in core teams to discuss student progress in order to complete the pre-test/post-test quarterly analysis protocol. Currently, educators are engaged in a book study of *Using Data to Focus Instructional Improvement* by (Ward, et. al., 2013) to improve instruction by collecting the right data and involving all stakeholders to identify problems, set goals, and analyze data for increased student achievement.

Educators also empower each other by sharing monthly Instructional Strategy Buzz (ISB) activities that have a direct link to increased academic performance.

OMS's has established Professional Learning Teams (PLT), which include representation from core content areas of language arts, math, science, and social studies, as well as the principal. The PLT has provided students with differentiated instruction to help them connect problem solving skills and academic vocabulary across all subjects.

Teachers and principal participate in trainings presented by the education technologist that promote technology integration into the classroom. These trainings help teachers use interactive whiteboards and programs that allow students to apply their learning in a technology based application or other virtual format. Educators also engage in many continuing education opportunities that are offered locally or via the online classroom to obtain professional skills to support learning for all students.

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

Osan Middle School (OMS) contributes its success to distributed leadership where all stakeholders recognize that no single entity can achieve success in isolation. Thus, it is a team consisting of the principal, teachers, students, parents, and community members.

The principal sets administrative priorities informed by the belief that each student is a unique individual who needs a caring and stimulating environment to mature intellectually, emotionally, physically, and socially. It is the principal's desire to ensure that students meet their fullest potential by providing an atmosphere that adheres to policies and procedures, is safe and conducive to learning. These priorities are articulated to faculty and staff with participation of the Principal Advisory Committee (PAC) that provides suggestions for resources that support the teaching and learning environment. Collaboration time is provided for faculty meetings, core content [department] meetings and other committee meetings, such as student support team, technology committee, and student recognition to discuss student performance, analyze data, and develop, implement, and evaluate professional learning activities that support the educational arena.

The Student Council Association (SCA) serves as the unifying body for students to make recommendations to the principal regarding school policies and provide activities including fundraisers, school spirit events, and community service projects to involve all students in the OMS experience. Additional partnerships are fostered with the Continuous School Improvement Leadership Team (CSILT), the School Advisory Committee (SAC), and the Parent Teacher Student Organization (PTSO) that engage all stakeholders in a continuous improvement process to help students become effective communicators, problem solvers, community contributors, and life-long learners.

With the ever-evolving nature of education and globalization of our society, OMS unites with two local Korean schools, Jinwee Middle School and Taekwang Middle School to promote an appreciation for and understanding of diverse races and cultures by expanding student and faculty exchanges and cross-cultural curricula activities.

In addition, the principal communicates with local agencies to include the Osan Air Base 51st Mission Support Group (MSG) and other military organizations that participate as guest speakers at the career fair, tutors during the homework club, and volunteers at academic boot camps and study trips. Thus, OMS is an effective educational environment where leadership capacity is developed and supported with all stakeholders working together as a learning community that helps students reach their goals and become productive citizens of society.

## PART VIII - ASSESSMENT RESULTS

### REFERENCED BY NATIONAL NORMS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>TerraNova Multiple Assessments (3rd Edition)</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2009</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>NCEs</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	65.9	63.9	65.2	63.7	57
Number of students tested	63	68	54	47	45
Percent of total students tested	95	97	98	94	90
Number of students alternatively assessed					
Percent of students alternatively assessed	5	0	0	4	0
<b>SUBGROUP SCORES</b>					
<b>1. Asian</b>					
Average Score	68.5	60.3			
Number of students tested	15	12			
<b>2. Two or More Races</b>					
Average Score	72.1	64.4	70.5	67.5	
Number of students tested	15	20	17	13	
<b>3. White</b>					
Average Score	69.2	69.9	62.9	60.9	63.9
Number of students tested	19	21	21	20	14

**NOTES:** From SY2009-2010 to SY2011-2012, the Asian population had less than 10 students. In SY2009-2010, the Two or More Races population had less than 10 students. A higher percentage of students were alternatively tested, as the system-wide regulation states that English Language Learners who are categories one or two and special education students with significant disabilities are alternatively tested.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>TerraNova Multiple Assessments (3rd Edition)</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2009</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>NCEs</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	68.3	71.6	67.5	65.7	65.7
Number of students tested	64	56	54	51	47
Percent of total students tested	97	97	93	94	90
Number of students alternatively assessed					
Percent of students alternatively assessed	0	2	3	6	0
<b>SUBGROUP SCORES</b>					
<b>1. Asian</b>					
Average Score	63.3			66.8	
Number of students tested	11			10	
<b>2. Two or More Races</b>					
Average Score	64.3	72	72.6	64.1	70.3
Number of students tested	18	20	12	17	13
<b>3. White</b>					
Average Score	74.3	71.8	64.7	67.8	
Number of students tested	20	17	25	14	

**NOTES:** In SY2009-2010, SY2011-2012, and SY2012-2013, the Asian population had less than 10 students. In SY2009-2010, the White population had less than 10 students. A higher percentage of students were alternatively tested, as the system-wide regulation states that English Language Learners who are categories one or two and special education students with significant disabilities are alternatively tested.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>TerraNova Multiple Assessments (3rd Edition)</u>
<b>Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>2009</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>NCEs</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	71.1	69.4	66.9	66.6	67.9
Number of students tested	54	51	56	47	43
Percent of total students tested	98	91	92	98	91
Number of students alternatively assessed					
Percent of students alternatively assessed	2	0	3	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Asian</b>					
Average Score	68.4		71.5	60.2	
Number of students tested	11		12	11	
<b>2. Two or More Races</b>					
Average Score	74.5	75.1	62.8	72.9	70.5
Number of students tested	20	13	18	16	13
<b>3. White</b>					
Average Score	73	70.8	66	67.6	
Number of students tested	13	18	15	12	

**NOTES:** In SY2009-2010 and SY2012-2013, the Asian population had less than 10 students. In SY2009-2010, the White population had less than 10 students. A higher percentage of students were alternatively tested, as the system-wide regulation states that English Language Learners who are categories one or two and special education students with significant disabilities are alternatively tested.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>TerraNova Multiple Assessments (3rd Edition)</u>
<b>Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2009</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>NCEs</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	66.2	65.3	63.6	62.1	62.6
Number of students tested	63	68	54	47	45
Percent of total students tested	95	97	98	94	90
Number of students alternatively assessed					
Percent of students alternatively assessed	5	0	0	4	0
<b>SUBGROUP SCORES</b>					
<b>1. Asian</b>					
Average Score	66.8	59.2			
Number of students tested	15	12			
<b>2. Two or More Races</b>					
Average Score	68.6	67.3	68.2	65.7	
Number of students tested	15	20	17	13	
<b>3. White</b>					
Average Score	67.9	69.4	61.5	57.9	65.9
Number of students tested	19	21	21	20	14

**NOTES:** From SY2009-2010 to SY2011-2012, the Asian population had less than 10 students. In SY2009-2010, the Two or More Races population had less than 10 students. A higher percentage of students were alternatively tested, as the system-wide regulation states that English Language Learners who are categories one or two and special education students with significant disabilities are alternatively tested.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>TerraNova Multiple Assessments (3rd Edition)</u>
<b>Grade:</b> <u>7</u>	<b>Edition/Publication Year:</b> <u>2009</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>NCEs</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	64.5	63.8	64.9	61.6	63.3
Number of students tested	64	56	54	51	47
Percent of total students tested	97	97	93	94	90
Number of students alternatively assessed					
Percent of students alternatively assessed	0	2	3	6	0
<b>SUBGROUP SCORES</b>					
<b>1. Asian</b>					
Average Score	57.9			62.4	
Number of students tested	11			10	
<b>2. Two or More Races</b>					
Average Score	60.8	64.7	66.9	58.8	66.4
Number of students tested	18	20	12	17	13
<b>3. White</b>					
Average Score	71.3	64.4	66	64.5	
Number of students tested	20	17	25	14	

**NOTES:** In SY2009-2010, SY2011-2012, and SY2012-2013, the Asian population had less than 10 students. In SY2009-2010, the White population had less than 10 students. A higher percentage of students were alternatively tested, as the system-wide regulation states that English Language Learners who are categories one or two and special education students with significant disabilities are alternatively tested.

**REFERENCED BY NATIONAL NORMS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>TerraNova Multiple Assessments (3rd Edition)</u>
<b>Grade:</b> <u>8</u>	<b>Edition/Publication Year:</b> <u>2009</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	<b>Scores are reported here as:</b> <u>NCEs</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	66.4	64.5	59.9	62.4	58.6
Number of students tested	54	51	56	47	43
Percent of total students tested	98	91	92	98	91
Number of students alternatively assessed					
Percent of students alternatively assessed	2	0	3	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Asian</b>					
Average Score	64.3		56	54.9	
Number of students tested	11		12	11	
<b>2. Two or More Races</b>					
Average Score	69.5	68.6	58.9	67.5	61.1
Number of students tested	20	13	18	16	13
<b>3. White</b>					
Average Score	69.5	68.4	61.5	65	
Number of students tested	13	18	15	12	

**NOTES:** In SY2009-2010 and SY2012-2013, the Asian population had less than 10 students. In SY2009-2010, the White population had less than 10 students. A higher percentage of students were alternatively tested, as the system-wide regulation states that English Language Learners who are categories one or two and special education students with significant disabilities are alternatively tested.