

**Osan Middle School**  
**Continuous School Improvement Blueprint – Goal 1**  
**SY 11-12**

<b>Principal:</b> Jeffrey McGee		<b>CSI Chair(s):</b> Sharon Manuel, Michael Paul	
<b>DoDEA Mission Statement:</b> To provide an exemplary education that inspires and prepares all DoDEA students for success in a dynamic, global environment.			
<b>Vision Statement:</b> Providing a Setting of High Expectations that Engage and Motivate All Students in a Successful Learning Environment.			
<b>S.M.A.R.T. Goal:</b> By 2014, OMS student achievement will significantly increase overall as measured by Lexile level and local summative assessment; and, in targeted areas of text analysis and evaluating and extending meaning as measured by TerraNova 3 <sup>rd</sup> edition.			
<b>Triangulation of Data:</b> What three (minimum) data sources support the selection of this goal?			
<ol style="list-style-type: none"> <li>1. TerraNova Reading and Language Scores</li> <li>2. Local Summative Assessment</li> <li>3. SRI/Lexile</li> </ol>			
<b>Assessments Selected to Measure Student Achievement in this Goal Area</b>			
<b>System-wide Assessment(s)</b>		<b>School Selected Assessments</b>	
Name: TerraNova Multiple Assessment (Reading)		Name: Local Summative Reading Assessment (Multiple Choice)	
Grade Levels: Grades 6-8		Grade Levels: Grades 6-8	
When Given: March		When Given: September, June	
Scored by: McGraw-Hill		Scored by: ELA Educators	
<b>How do we know we have achieved success (indicator of success):</b>		<b>How do we know we have achieved success (indicator of success):</b>	
Meeting CSP goal; there will be a meaningful increase in the percentage of students scoring in the top two quarters and meaningful decrease in the percentage of students scoring in the bottom quarter.		There will be a meaningful increase in the percentage of students scoring a 70% or above on the assessment.	
Name: SRI			
Grade Levels: Grades 6-8			
When Given: September, November, January, February, May			
Scored by: SRI			
<b>How do we know we have achieved success (indicator of success):</b>			
There will be a meaningful increase in the percentage of students scoring at or above the standard. Grade level benchmarks are as follows:			
<ul style="list-style-type: none"> <li>• 6th Grade: 800 and above</li> <li>• 7th Grade: 850 and above</li> <li>• 8th Grade: 900 and above</li> </ul>			

**Osan Middle School  
Continuous School Improvement Blueprint – Goal 1  
SY 11-12**

**Common Assessments**

Name: Common Formative ELA OPI Assessment  
Grade Levels: 6-8  
When Given: Quarterly (November, January, April)  
Scored by: ELA Educators

**Action Plan**

**Intervention: Formative Assessment (Quarterly OPI in ELA)**  
**Intervention: Cornell Notes (all classrooms)**

Tasks/Action Steps	Timeline		Persons Responsible
	Begin	End	
1. Enhance ownership of vision, goals, and interventions. 2. Implement instructional routine focusing on targeted OPI subskills. 3. Develop common quarterly formative assessments focusing on OPI subskills.	August September September	June June April	Principal Department Leader/Educators

**Monitoring the Implementation of Interventions**

Date	Intervention Focus	Monitoring Process	Responsible	Evidence; Use of the Evidence
Sept.- June	Formative Assessment (new in SY 2011-2012)	Daily OPI questioning protocol in all ELA classrooms to guide instruction is observed via walk-through and observation protocol. Quarterly OPI formative assessment developed, scheduled and administered.	Educators/ Department Leader/ Principal	OPI questions selected and administered systematically in ELA classrooms. Quarterly Common Formative Assessment administered and results analyzed and used to guide instruction in subsequent quarter.
Sept.- June	Cornell Notes	Daily use of Cornell Notes in each classroom (critical elements) observed via walk-through and observation protocol.	Educators/ Department Leader/ Principal	Cornell Notes will be posted in classrooms and in hallways.

**Osan Middle School**  
**Continuous School Improvement Blueprint – Goal 1**  
**SY 11-12**

1. How will you <b>communicate</b> or publicize the <b>plan</b> to achieve the identified goal to the community, the students, and the parents?	Our plan will be publicized to our community via the following media/channels: in-school displays; weekly newsletters; web page, CSI brochure; PTSO; School Advisory Council; and, Mission Support Group
2. How will you <b>communicate</b> or publicize the results of the identified goal <b>assessments</b> to the community, the students, and the parents?	The status of CSI program will be documented annually and shared with our community via the following media/channels: in-school displays; weekly newsletters; web page, CSI brochure; PTSO; School Advisory Council; Mission Support Group; and, Frequently Asked Questions Document
3. How will you <b>use</b> the on-going evaluation results to adjust and maintain progress in order to reach the identified goal?	Implementation of interventions will be monitored via quarterly review by goal teams; adjustments will be made as necessary.
4. How will you <b>celebrate</b> the successful implementation of interventions?	Successful implementation of interventions will result in increased student achievement which will be publicized via established media/channels once annual status reports are prepared. Students are recognized individually via quarterly and end-of-year awards program to which parents are invited.

**Results-based Professional Development Framework**

<b>Staff Development Outcome</b> <i>(What do educators need to know and be able to do?)</i>		<b>Intervention</b> Formative Assessment (new in SY 2011-2012)		<b>Student Outcome</b> <i>(What do we want students to know, learn, and demonstrate?)</i>	
Use formative assessment to guide instruction.		<b>School Year</b> 2011-2012		Increased mastery of important OPI TerraNova subskills.	
<b>Steps</b>	<b>Activities</b>	<b>Responsible</b>	<b>Evidence</b>	<b>Resources</b>	<b>Timeline</b>
<b>Knowledge</b>	Understand how formative assessment as intervention is a strategy for school vision and ELA goal attainment.	Administration/ Department Leader	Educator Reports	None	Before 29 September 11
	Develop questions, questioning protocol, and quarterly assessments that target OPI goal strands.		Assessments	Consultation with ISS	Ongoing
<b>Low Risk/On the Job Practice with Feedback</b>	Systematic administration of questions. Based on learner response, questioning protocol can be adjusted.	ELA Educators	Walkthrough/ Educator Reports/ Observation	N/A	October-November 2011

**Osan Middle School  
Continuous School Improvement Blueprint – Goal 1  
SY 11-12**

<b>New Staff Plan</b>	This intervention is new to all staff; therefore, activities will be whole group oriented.	Administration/ Department Leader	See above	N/A	Monthly Department Meetings beginning in August 2011.
-----------------------	--	---	-----------	-----	--

**Results-based Professional Development Framework**

Staff Development Outcome <i>(What do educators need to know and be able to do?)</i>		<b>Intervention</b> Cornell Notes		Student Outcome <i>(What do we want students to know, learn, and demonstrate?)</i>	
Increase frequency of use and effectiveness of Cornell Notes in all classrooms.		<b>School Year</b> 2011-2012		Improved conceptual understanding of instructional topics via essential questioning, note-taking/graphic organizers, and summary writing.	
<b><u>Steps</u></b>	<b><u>Activities</u></b>	<b><u>Responsible</u></b>	<b><u>Evidence</u></b>	<b><u>Resources</u></b>	<b><u>Timeline</u></b>
<b>Knowledge</b>	Understand how research-based instructional strategies are effectively implemented via Cornell Notes.	Administration/CSI Team	Evaluations	CD AVID Focused Note-taking	Whole Group: August (heavy focus); monthly refreshers thereafter
<b>Low Risk/On the Job Practice with Feedback</b>	Implement Cornell note-taking in classrooms; educators notes implemented in classrooms during department meetings.	Department Leaders/Administration	Cornell Notes Work Samples/ Observation	Consultation with ISS	September 2011-June 2012
<b>New Staff Plan</b>	All staff will receive monthly refresher training relevant to the use of Cornell Notes.	See above	Educator Reports	N/A	Monthly Faculty Meetings

**Osan Middle School  
Continuous School Improvement Blueprint – Goal 1  
SY 11-12**

**ANNUAL STATUS REPORT – GOAL ONE  
SY 10-11  
(August 8, 2011)**

**STUDENT PERFORMANCE GOAL AND INTERVENTIONS**

**S.M.A.R.T Goal:**

By 2014, OMS student achievement will significantly increase overall as measured by Lexile level and local summative assessment; and, in targeted areas of text analysis and evaluating and extending meaning as measured by TerraNova 3<sup>rd</sup> edition.

**Classroom Intervention/Program (SY 10-11):**

Use of Cornell notes and formative assessment across the curriculum to promote critical thinking and student achievement.

**Data Analysis Procedures**

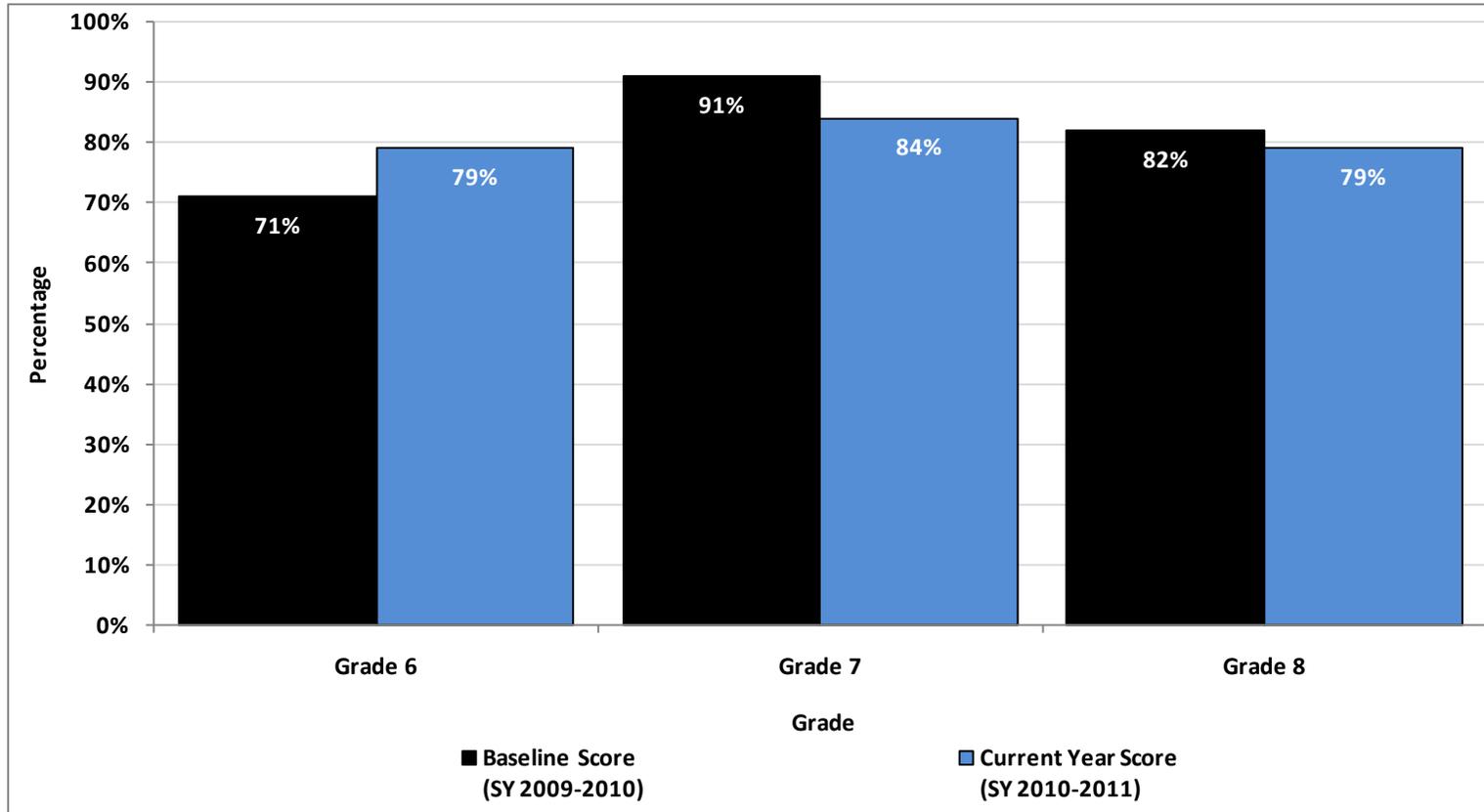
Baseline data and data collected at the end of each year of the school improvement cycle were disaggregated by grade level (and targeted subgroup) and were analyzed. Data were converted to standard scores (z-scores) and analyzed. Z-scores greater than or equal to 1.96 show a significant decrease whereas z-scores less than or equal to -1.96 show a significant increase between the baseline year and the current year. The table below shows the number of students who were assessed each year. As the number of students assessed decreases, fluctuation in the percentages of students scoring above the benchmark can drastically change.

**TABLE 1: NUMBER OF STUDENTS ASSESSED BY SCHOOL YEAR AND GRADE**

Assessments	Grade 6		Grade 7		Grade 8	
	BY	CY	BY	CY	BY	CY
TerraNova Reading Subtest	45	47	47	51	43	47
Scholastic Reading Inventory	49		51		45	
Local Summative Reading Assessment	47		50		45	

**Osan Middle School  
 Continuous School Improvement Blueprint – Goal 1  
 SY 11-12  
 TerraNova 3<sup>rd</sup> Edition – (Reading Subtest)  
 Top Two National Quarters**

EXHIBIT 1: PERFORMANCE LEVEL PERCENTAGES IN THE TOP TWO NATIONAL QUARTERS ON THE TERRANOVA (3<sup>RD</sup> EDITION) READING SUBTEST, SY 2009-2010 - SY 2010-2011



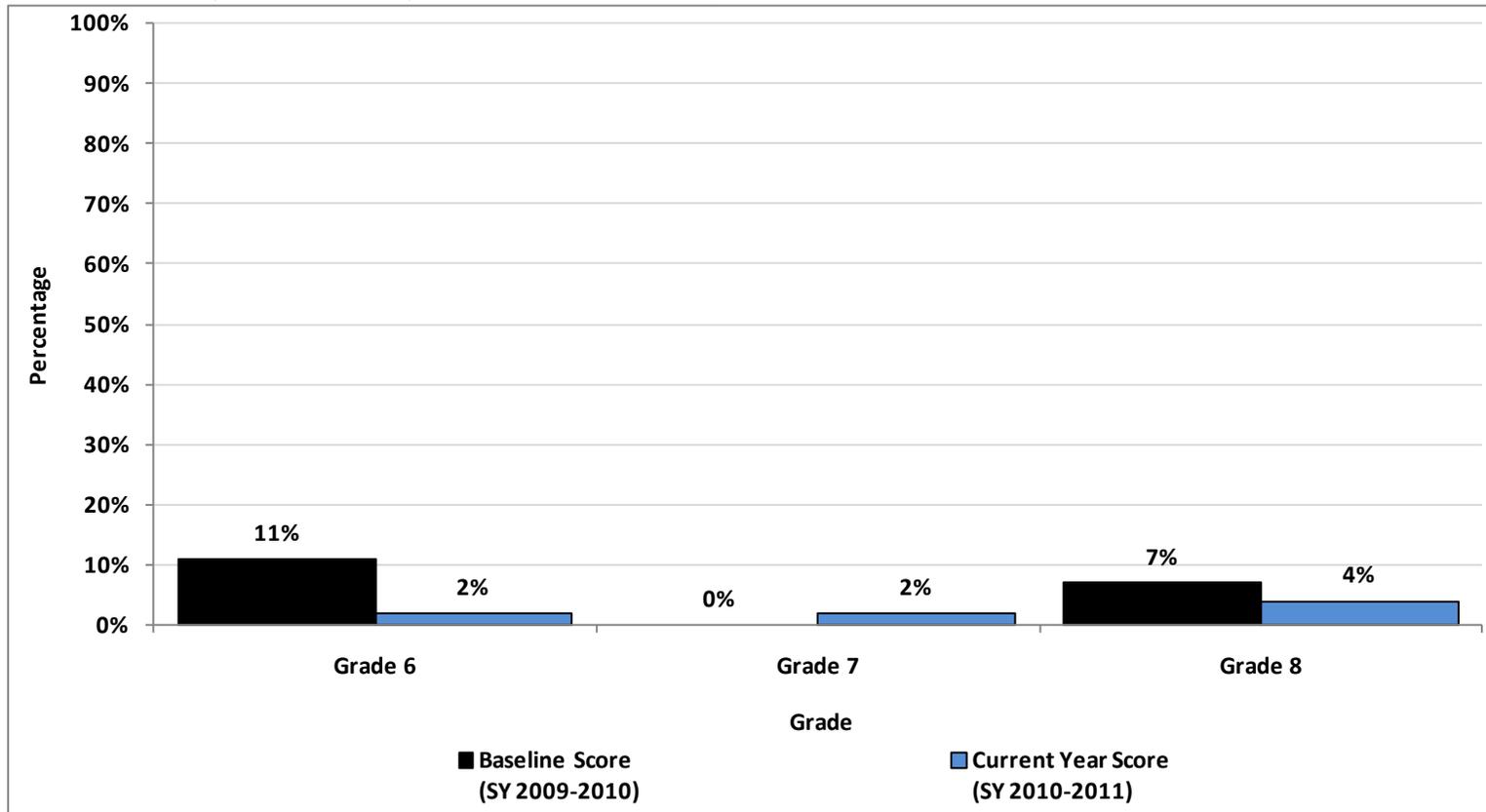
Source: Consolidated Data Warehouse, 2010, CTB McGraw-Hill, 2011.

**Indicator of Success:**

Meeting CSP goal; there will be a meaningful increase in the percentage of students scoring in the top two quarters and meaningful decrease in the percentage of students scoring in the bottom quarter.

**Osan Middle School  
 Continuous School Improvement Blueprint – Goal 1  
 SY 11-12  
 TerraNova 3<sup>rd</sup> Edition – (Reading Subtest)  
 Bottom National Quarter**

**EXHIBIT 2: PERFORMANCE LEVEL PERCENTAGES IN THE BOTTOM NATIONAL QUARTER ON THE TERRANOVA (3RD EDITION) READING SUBTEST, SY 2009-2010 - SY 2010-2011**



Source: Consolidated Data Warehouse, 2010, CTB McGraw-Hill, 2011.

**Indicator of Success:**

Meeting CSP goal; there will be a meaningful increase in the percentage of students scoring in the top two quarters and meaningful decrease in the percentage of students scoring in the bottom quarter.

**Osan Middle School**  
**Continuous School Improvement Blueprint – Goal 1**  
**SY 11-12**

**Top Two National Quarters**

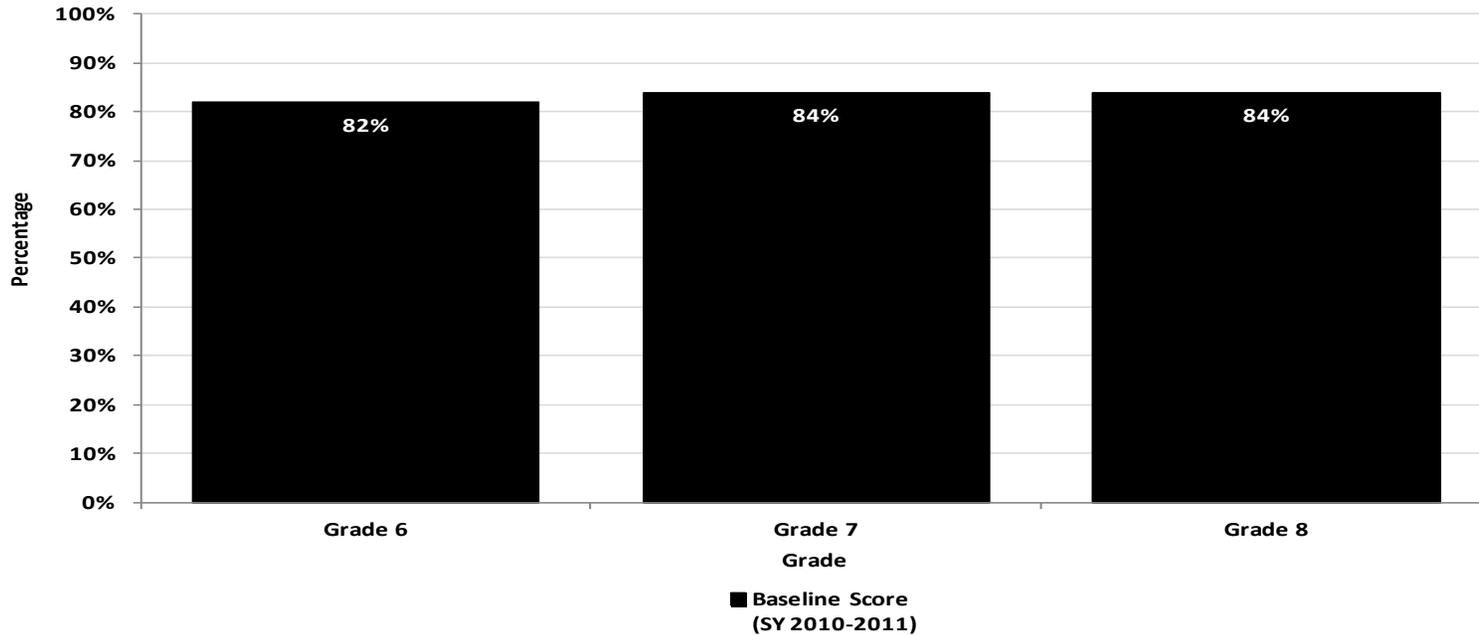
<b>Assessment TerraNova Reading Subtest</b>	<b>Baseline Score (SY 2009- 2010)</b>	<b>Current Year Score (SY 2010- 2011)</b>	<b>Description of Growth Baseline Year to Current Year</b>
Grade 6	71%	79%	The percentage of students who scored in the top two quarters (above or at the standard) increased by 8% from 71% to 79% which produced a z-score of -0.89. This increase is not statistically significant.
Grade 7	91%	84%	The percentage of students who scored in the top two quarters (above or at the standard) decreased by 7% from 91% to 84% which produced a z-score of 1.04. This decrease is not statistically significant.
Grade 8	82%	79%	The percentage of students who scored in the top two quarters (above or at the standard) decreased by 3% from 82% to 79% which produced a z-score of 0.36. This decrease is not statistically significant.

**Bottom National Quarter**

<b>Assessment TerraNova Reading Subtest</b>	<b>Baseline Score (SY 2009- 2010)</b>	<b>Current Year Score (SY 2010- 2011)</b>	<b>Description of Growth Baseline Year to Current Year</b>
Grade 6	11%	2%	The percentage of students who scored in the bottom quarter (below the standard) decreased by 9% from 11% to 2% which produced a z-score of 1.76. This decrease is not statistically significant.
Grade 7	0%	2%	The percentage of students who scored in the bottom quarter (below the standard) increased by 2% from 0% to 2% which produced a z-score of -0.97. This increase is not statistically significant.
Grade 8	7%	4%	The percentage of students who scored in the bottom quarter (below the standard) decreased by 3% from 7% to 4% which produced a z-score of 0.58. This decrease is not statistically significant.

**Osan Middle School  
 Continuous School Improvement Blueprint – Goal 1  
 SY 11-12  
 Scholastic Reading Inventory  
 At and Above Standard**

**EXHIBIT 3: PERCENTAGE OF STUDENTS SCORING AT OR ABOVE THE STANDARD ON THE SCHOLASTIC READING INVENTORY, SY 2010-2011**



Source: Osan Middle School, 2011.

**Indicator of Success:**

There will be a meaningful increase in the percentage of students scoring at or above the standard. Grade level benchmarks are as follows:

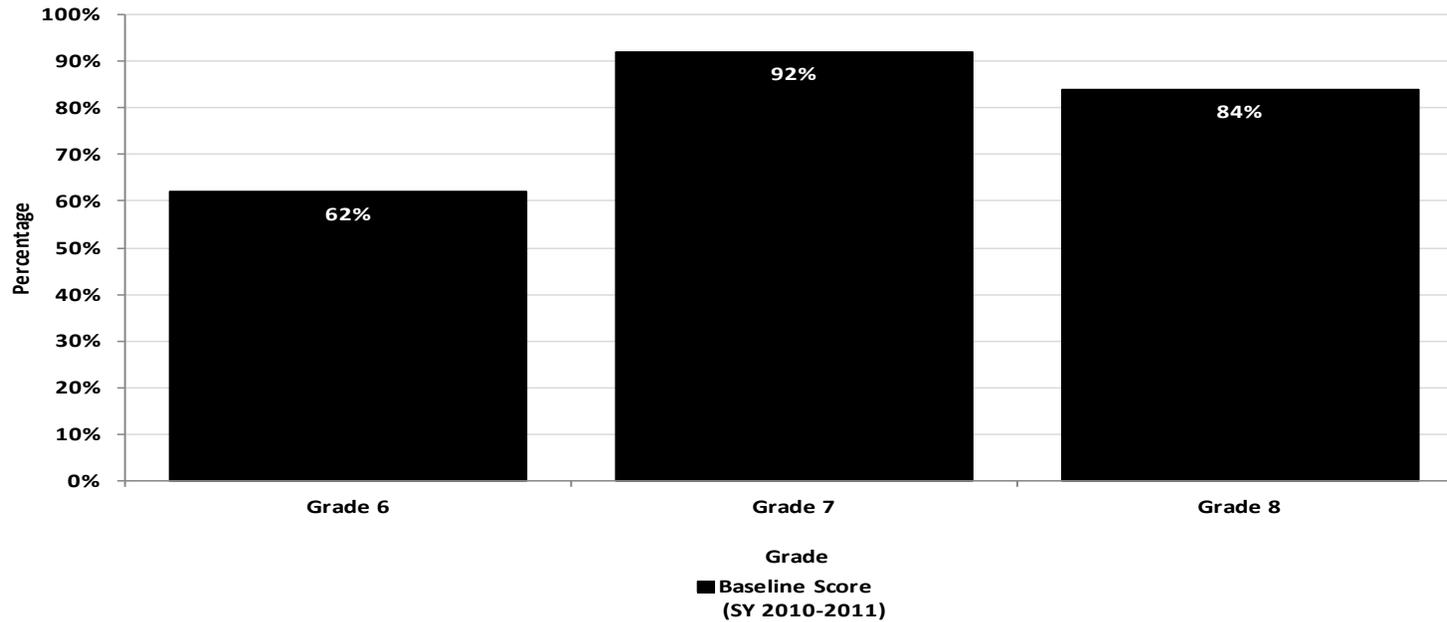
- 6th Grade: 800 and above
- 7th Grade: 850 and above
- 8th Grade: 900 and above

**At and Above Standard**

Assessment SRI	Baseline Score (SY 2010-2011)	Description of Growth Baseline Year to Current Year
Grade 6	82%	SY 2010-2011 was the first year the Scholastic Reading Inventory was administered.
Grade 7	84%	
Grade 8	84%	

**Osan Middle School  
 Continuous School Improvement Blueprint – Goal 1  
 SY 11-12  
 Local Summative Reading Assessment  
 At and Above Standard**

**EXHIBIT 4: PERCENTAGE OF STUDENTS SCORING AT OR ABOVE THE STANDARD ON THE THUNDERBIRD LOCAL SUMMATIVE READING ASSESSMENT, SY 2010-2011**



Source: Osan Middle School, 2011.

**Indicator of Success:**

There will be a meaningful increase in the percentage of students scoring a 70% or above on the assessment.

**At and Above Standard**

Assessment Local Summative Reading Assessment	Baseline Score (SY 2010- 2011)	Description of Growth Baseline Year to Current Year
Grade 6	62%	SY 2010-2011 was the first year the Thunderbird Local Summative Reading Assessment was administered.
Grade 7	92%	
Grade 8	84%	

**Osan Middle School  
Continuous School Improvement Blueprint – Goal 1  
SY 11-12**

**ANALYSIS**

**Comparison of Scores between Baseline Year and Current Year**

Assessments	Grade 6	Grade 7	Grade 8
Top Two Quarters TerraNova Reading Subtest	+	--	--
Bottom Quarter TerraNova Reading Subtest	--	+	--
Scholastic Reading Inventory	Baseline Year		
Thunderbird Local Summative Reading Assessment	Baseline Year		
+ = Increase   0 = Remained the same   -- = Decrease   * = Statistically Significant			

**Comparison of TerraNova Reading Objective Performance Indices**

		2009-2010			2010-2011			Analysis 2010 to 2011		
		6	7	8	6	7	8	6	7	8
Goal	Analyze Text	65	60	65	65	59	66	<b>0</b>	--	+
1	Evaluate/Extend Meaning	58	57	66	58	55	69	<b>0</b>	--	+
+ = Increase   0 = Remained the same   -- = Decrease										

Note: Objective Performance Index is “an estimate number of the items that a student could be expected to answer correctly if there had been 100 such items for that objective” (TerraNova, Third Edition: Educator’s Guide, 2009, p. 294).

**1. What was the change in each individual assessment?**

- a. The percentage of students scoring in the top two quarters on the Reading TerraNova test increased in one of the three grade levels tested (33.3% of the grades) when comparing baseline data (SY 2009-2010) to the current year (SY 2010-2011) data. As Osan Middle School (OMS) strives to meet DODEA’s assessment goals, every grade level met the CSP goal of 75% or more students scoring in the top two quarters.
- b. The percentage of students scoring in the bottom quarter on the Reading TerraNova test decreased in two of the three grades (66.7% of the grades) when comparing baseline data (SY 2009-2010) to the current year (SY 2010-2011) data. As OMS strives to meet DODEA’s assessment goals, every grade level met the goal of 7% or less of the students performing below the standard in SY 2010-2011.
- c. OMS students were assessed using the Thunderbird Local Summative Reading Assessment and the Scholastic Reading Inventory for the first time in SY 2010-2011.

**2. Overall, what are the findings of all the assessments?**

**Osan Middle School**  
**Continuous School Improvement Blueprint – Goal 1**  
**SY 11-12**

- a. Although there were slight changes in the percentage of students scoring in the top two quarters, each grade level met the CSP goal of 75% or more students scoring in the top two quarters on the Reading TerraNova test.
  - b. Although there were slight changes in the percentage of students scoring in the bottom quarter, each grade level met the CSP goal of 7% or less students scoring in the bottom quarter on the Reading TerraNova test.
  - c. More than 80% of students in each grade level scored at or above the standard on the Scholastic Reading Inventory.
  - d. Results from the local reading assessment showed that 62% of sixth grade students scored at or above 70% whereas 92% of the seventh and 84% of the eighth grade students scored at or above 70% on the assessment.
- 3. Do you need disaggregated data? Which assessment? What disaggregations?**
- a. To further understand the data shown above, disaggregated data should be analyzed for the sixth grade students as there are inconsistencies present between the Reading TerraNova test, SRI and the local assessment.
- 4. What was the impact of each intervention on student performance based on the data?**
- a. The data is limited (i.e., comparison results exist for only the TN 3<sup>rd</sup> Edition), therefore we are only able to evaluate the effect of interventions on TN 3<sup>rd</sup> Edition data. Although variance exists overall and in targeted Objective Performance Indicators (OPI), the variance is not statistically significant. Additionally, only one comparison year exists in TN 3<sup>rd</sup> Edition data. These factors make a determination of the impact of the interventions premature.
- 5. Will the intervention(s) continue? Why?**
- a. Yes. The mixed and statistically insignificant overall and targeted OPI results and the lack of comparative data point to the need for the continuation of current interventions.
- 6. Will the classroom intervention(s) be modified in light of these assessment results? Why?**
- a. Yes. Classroom interventions will be modified to meet differentiated curricular and learner needs.
- 7. How will the intervention be modified?**
- a. In each classroom Cornell notes may be modified while maintaining critical Cornell elements. Critical Cornell elements (as listed in our articulation of interventions) include: Questions, Cues, and Advanced Organizers to activate prior knowledge; Graphic Organizers to present information in conceptual clusters; and, Note-taking and Summary Writing to process and clarify thinking.
  - b. In each ELA classroom, our common formative assessment protocol will become quarterly and focused on targeted Objective Performance Indicators.