

CONGRATULATIONS OLIVE VISTA !!

CST	2010	2011	2012	+/-	GOAL	DISTRICT %
ELA OVERALL	29%	34%	45%	+11	MET	44% OV passed
ELA 6	34.2%	37%	49%	+ 12	MET	47% OV passed
ELA 7	24.3%	33%	44%	+11	MET	49%
ELA 8	29.2%	33%	43%	+10	MET	47%
MATH OVERALL	28%	27%	36%	+9	MET	30% OV passed
MATH 6	36.9%	36%	45%	+9	MET	44% OV passed
MATH 7	32%	27%	43%	+16!	MET	40% OV passed
ALG 8	15.4%	30% *only 50% students	21% *100% students	-9		27%
SCIENCE 8	31%	34%	55%	+21 !	MET	56%
HISTORY 8	27.7%	26%	30%	+4		43%

Selecting your AYP Focus Students

1. Review data on your sheets: language classification, performance level, and scale score
2. With a highlighter, highlight the students who are Basic—highlight their names, scale scores, and performance levels.
3. On the bottom of the report, write the total number of students for each band.
4. From your list of students, identify 3-5 focus students per period.
5. Each teacher in the family should complete an AYP Focus Student Chart—due in the Main Office by Tuesday, October 11th.

ENGLISH/LANGUAGE ARTS		
ACADEMIC VOCABULARY	STUDENT WRITING	COMPLETE SENTENCES
Accountable Talk	Reader's/Writer's Notebooks	Teacher Modeling
Word Walls	Sentence Starters	Use justification when explaining thinking and answers
Use of Academic Vocabulary		

MATH		
ACADEMIC VOCABULARY	STUDENT WRITING	COMPLETE SENTENCES
Word Walls	Student will write academic justification	Prompt students to answer in complete sentences
Student Discussion	Note taking	Model use of complete sentences
Use of Academic Vocabulary to explain work	Flow maps and other graphic organizers	Elaborate and explain instead of using "one word answers"

HISTORY		
ACADEMIC VOCABULARY	STUDENT WRITING	COMPLETE SENTENCES
Image Vocabulary	Designing thinking maps in written process	Cooperative groups
Use of vocabulary in written assignments	Require different forms of writing (Bio, narrative, etc)	
Associate visuals (maps, charts) with vocabulary		

SCIENCE		
ACADEMIC VOCABULARY	STUDENT WRITING	COMPLETE SENTENCES
Use of Academic Vocabulary	Lab reports	Oral response in complete sentences
Student-created scientific glossary in their notes/journals	Access prior knowledge	Cause/Effect
Interactive word walls	Require complete sentences	Posting and use sentence stems

ESL		
ACADEMIC VOCABULARY	STUDENT WRITING	COMPLETE SENTENCES
Word Walls	Thinking Maps to pre-write	Sentence starters
Vocabulary cards	Anchor papers	Answer question in complete sentences
Employ vocabulary words in writing assignments	Reader/writer notebooks	Daily language practice

SPECIAL EDUCATION		
ACADEMIC VOCABULARY	STUDENT WRITING	COMPLETE SENTENCES
Post and explicitly refer to word walls	Teacher modeling	Sentence starters

ELECTIVES		
ACADEMIC VOCABULARY	STUDENT WRITING	COMPLETE SENTENCES
Word Walls	Journals	Prompt in complete sentence
Think/Pair/Share	Require complete sentences	Test taking strategies
Electronic journal writing	Narrative and Persuasive Writing	

PHYSICAL EDUCATION		
ACADEMIC VOCABULARY	STUDENT WRITING	COMPLETE SENTENCES
Written assessments	Sit ups/push-ups log	Review skills
Skills test	Heart rate monitor packet	Teachers discussion
Sport key terms	Muscle/Stretch worksheet	Modeling
Teachers instructions	Test/quiz	Response to teacher questions
Charts	Written assignments	

A User-friendly Sequence for Analyzing Data

Before we come to any conclusions or make any instructional decisions, we must ask ourselves...

1. What do we know as result of examining these data?
2. What do we think (“hunches”) as a result of examining these data?
3. What do we want to know as a result of examining these data?
4. How can we use these data for instructional decision making?

A User-Friendly Sequence for Analyzing Data

1. What do we know as a result of examining these data?

A.

B.

C.

D.

E.

2. What do we think (“hunches”) as a result of examining these data?

A.

B.

C.

D.

E.

A User-Friendly Sequence for Analyzing Data

3. What do we want to know as a result of examining these data?

A.

B.

C.

D.

E.

4. How can we use these data for instructional decision-making?

A.

B.

C.

D.

E.

Implications for the Principal: What Do You Say? What Do You Do?

Assume that you were the principal of this school and you were planning a ninety-minute meeting to discuss these data with the teachers. What would you do and what would you say?

1. How would you present these data to the teachers?

2. What would be your goal for the meeting?

3. What would you and the teachers do during the meeting?

Olive Vista Middle School
Classroom Observation Form

Discussion Techniques & Student Participation (T&L 3b)	1 2 3 4	Teacher uses various differentiated strategies to engage all students. Students participate in an intellectually challenging discussion. Students assume responsibility for success of discussions.	Notes
Evidence of Positive Classroom Environment	1 2 3 4	Classroom is well-organized, clean, and clutter free. Classroom expectations, rewards, consequences displayed. All students are treated with dignity and respect. Samples or models of current student work are visible.	
Olive Vista Instructional Strategies	Mark Any Observed	Olive Vista Non-Negotiables: <input type="checkbox"/> Agenda <input type="checkbox"/> Standards <input type="checkbox"/> Learning Objective <input type="checkbox"/> Current Student Work <input type="checkbox"/> Data Walls <input type="checkbox"/> Word Walls	<input type="checkbox"/> Access prior knowledge <input type="checkbox"/> Journaling <input type="checkbox"/> Note-taking <input type="checkbox"/> Student-created glossaries <input type="checkbox"/> Test-taking strategies <input type="checkbox"/> Evidence of planning
Additional Visitation Notes:			
Observer: _____	Conference Date: _____		

Olive Vista Middle School
Classroom Observation Form

Name: _____		Subject: _____		Period: _____		Date: _____	
Standards-based Projects, Activities, & Assignments (T&L 3c)	1 2 3 4	Instructional projects, activities, and assignments are cognitively engaging.	Notes				
	1 2 3 4	Instructional projects, activities, and assignments are culturally relevant for all students.					
	1 2 3 4	Students are engaged.					
	1 2 3 4	Differentiation to meet all students' learning needs.					
Purposeful and Productive Instructional Groups (T&L 3c)	1 2 3 4	Instructional groups are purposely organized to support all students in achieving the instructional outcomes.	Notes				
	1 2 3 4	Students assist one another in achieving the outcomes of the lesson.					
	1 2 3 4	Groups are purposeful, flexible, productive, and appropriate for student needs and assignment requirements.					
	1 2 3 4	Group structures, tasks, products, and processes may be differentiated according to language and learning needs of students.					
Quality and Purpose of Questions (T&L 3b)	1 2 3 4	Uses open-ended questioning, probing, and feedback to stimulate student reflection and rethinking.	Notes				
	1 2 3 4	Incorporates appropriate wait time and restating.					
	1 2 3 4	Thoughtful responses by students.					
	1 2 3 4	Teacher differentiates questions for all students.					

CST - Test Chat

Name: _____ Date: _____

SUBJECT	Far Below Basic	Below Basic	Basic	Proficient	Advanced
English	150-267	268-299	300-349	350-393	394-600
Math	150-252	253-299	300-349	350-414	416-600

1. WHAT HAVE I ACHIEVED IN THE PAST?

❖ 5th Grade ELA Score _____ Band _____

❖ 5th Grade Math Score _____ Band _____

2. WHAT DO I WANT TO ACHIEVE THIS YEAR?

❖ 6th ELA Score _____ Band _____

❖ 6th Math Score _____ Band _____

3. WHAT DO I NEED TO WORK ON THIS YEAR TO ACHIEVE MY GOALS?

ENGLISH - READING (LANGUAGE ARTS)	MATH
1. How many more questions do I need to get correct to reach my ELA goal?	1. How many more questions do I need to get correct to reach my math goal?
2.	2.
3.	3.

CALENDAR OF IMPLEMENTATION- Olive Vista Middle School

I. LATE SUMMER/EARLY FALL

A. Conduct a Data Analysis

1. Review and discuss data from the previous year
2. Set new achievement targets (by department)
3. Choose new targets students (AYP & API)
4. Carry out Teacher Test Chats
5. Set up or update a school wide data wall
6. Baseline writing and reading assessment
7. Analyze data of teacher selected AYP focus students
8. Analyze data of students who attended CST Academy (SIS Field 254 = 1YP)
9. Identify LEP students who will attend CELDT Academy to meet AMAO 1-3
10. System to progress monitor targeted students

B. Teachers and students get to know each other (Families)

C. Departments

1. Set norms for Department meetings
2. Vertical articulation

D. POST STANDARDS FOR WEEKLY CHECK OFF

1. Standards Blueprints
2. Released Test Questions
3. Student Test Chats
4. Student Data Sheets
5. Data Walls

E. SET UP INTERVENTIONS

1. CELDT Academy (administer the CELDT late in the testing window) place students in Academy classes based on need i.e. listening, speaking, reading, writing.
2. Students who only need the CELDT to RFEP attend Academy for three Saturdays targeting Reading, Writing and Listening.
3. CST Academy students are selected from State identified English Learners (AYP target) to attend 20 hours of targeted interventions over five Saturdays.
4. Make up Fails Graduation (History, Science, English, Algebra)
5. After school for Algebra

F. Academic Strategies are posted on the weekly bulletin every week, but they are also included on the teacher classroom observation Form

1. See it!, Say it! Every student Answers every time, small white boards, walk around (proximity) doodling by teacher, exit ticket, heads together, thumbs up/down, choral response, why...why not..? Extend answer,

G. "Teach like a Champion" Doug Lemov

II. LATE FALL/EARLY WINTER

A. Carry Out School Wide Awards Assembly for the CST & CELDT

1. Medals, wrist bands, certificates, etc.
2. Develop list of high performers and gainers
3. Teacher walk-throughs (rose color glasses)?

B. CONTINUE REVIEWING BENCHMARK ASSESSMENTS (PERIODIC ASSESSMENTS)

- C. DEPARTMENT/CHAIR/COORDINATORS Meeting monthly to review student, school, district data, feeder data, data from similar schools.

III. SPRING

1. Celebrate the CST'S, carry out a student rally
2. Articulate with feeder Elementary schools



OLIVE VISTA MIDDLE SCHOOL – Academic and Performance Meter Standards

API

PROFICIENCY FOR ALL California Standards Test

English Language Development

Access to CORE

	Academic Performance Index	% English Prof/Adv	% Math Prof/Adv	% Algebra Prof/Adv	% History Prof/Adv	% Science Prof/Adv	Reclassification % of EL Students (RFEP)	AMAO #1 % of Students progressing 1 ELD level per year on CELDT	AMAO #2 % of Students who scored an overall 4 or 5 ELD level per year on CELDT	AMAO #3 % of ELs Prof/Adv in English	AMAO #3 % of ELs Prof/Adv in Math	Complete Sentences Academic Vocabulary Writing
2012-13 GOALS	767	55%	46%	31%	40%	70%	24%	58%	<5yrs 24% >5yrs 46%	36%	33%	100%
2011-12	732	45%	36%	21%	30%	55%	23.6%	50%	<5yrs 15.9% >5yrs 41.2%	28.6%	26.4%	
2010-11	670	34%	27%	30%	26%	34%	20%	50.1%	<5yrs 15.9% >5yrs 41.2%	23.5%	18.8%	
2009-10	656	29.7%	28.1%	15%	27%	31.0%	18%	50.6%	<5yrs 25% >5yrs 37%	18.1%	20.8%	
2008-09	642	25.8%	21.6%	11%	21.2%	25.1%	26%	52%	32%	20.1%	15.3%	