

# OAK GROVE MIDDLE SCHOOL



# TRANSFORMATION PLAN 2010-2011

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## **Introduction**

Oak Grove Middle school was established in 1958. Through its history it was a California Distinguished School then, due to changing demographics, became a school in need of a focused plan. IIUSP and SAIT served to assist the school in a plan to improve student achievement. Five years ago, the school installed a new principal, a new administrative team, a new office staff, and over half the teaching staff. Work began with a focus on supporting new teachers, increasing capacity for all teachers, improving school climate, student support and parent involvement, and building the reputation of the school. In the Spring of 2008, we were designated a SAIT II school and began the intense transformation process with a targeted focus on instruction and student achievement resulting in our 64 point API gain in 2008-2009 and making AYP school wide and in every subgroup.

Our community is made up of families who care deeply about their children and have high hopes for them. They care about Oak Grove and are proud of sending their children here. They are very supportive of the school but for many, their ability to be involved is limited due to work demands. Enrollment at Oak Grove for the 2008-2009 school year was 634 students. Our ethnic breakdown includes 72% Hispanic/Latino, 13% White, 5% African American, 5% Asian, 3% Filipino, and 1% Pacific Islander. 73% of our students receive Free or Reduced Lunch, 49% are English Learners, and 26% are Reclassified English Learners. API Growth Target reports 74% ELL and 82% Socioeconomically Disadvantaged. 13% of our students receive Special Education services and our average Parent Education level is 2.31.

Oak Grove promotes a positive school climate that is student centered and supports all members of our community in a culturally proficient and respectful manner. We are academically rigorous with instruction that engages and challenges all of our students.

Our core values include our belief in our moral obligation to ensure that all children learn, that we are a learning community who believe in collaboration, and that we use data and results to inform our work. We take responsibility for each other and every child.

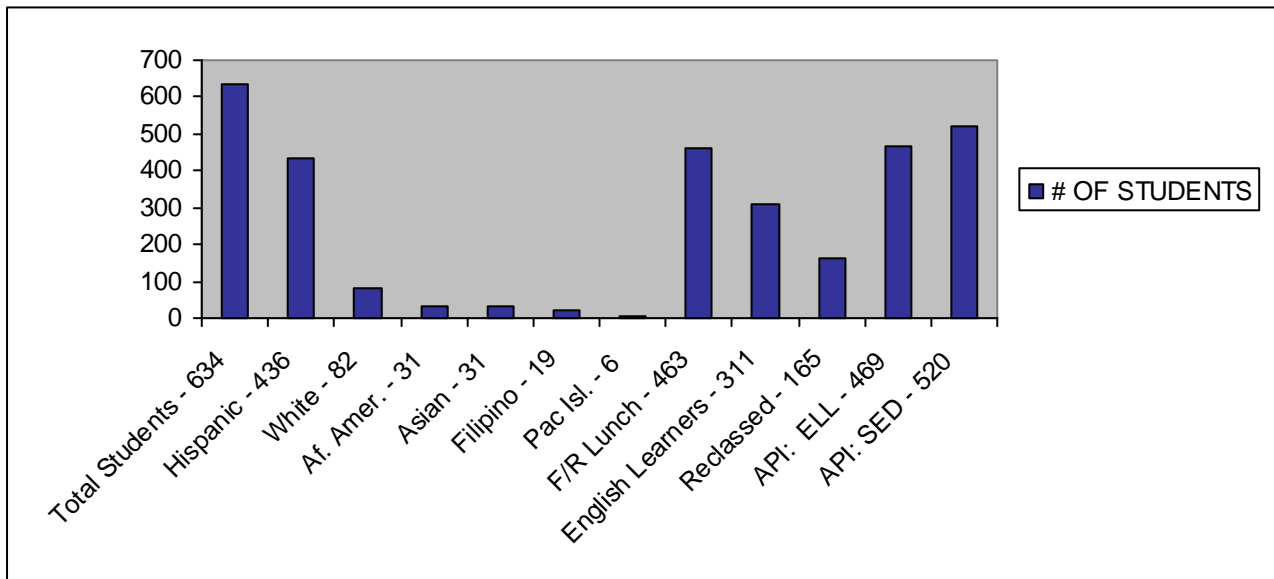
## Needs Analysis

Oak Grove's 64 point API gain and meeting all AYP targets served to reinforce and intensify our focused work. With the announcement of Oak Grove as a Persistently Lowest Achieving School, our school community rallied together in support of increased educational achievement for all students. At April and May 2010 Parent Teacher Student Association meetings, parents provided input and reviewed progress toward school-wide goals. In April 2010, the Leadership Team met to clearly define the priorities for the delivery of instruction, and our goals for the 2010-2011 school year. In May 2010, the Leadership Team met and further clarified the focus of instruction in light of the PLAS plan. The Draft PLAS /Transformation plan was presented to Site Council on May 4 and at a Staff Meeting on May 5 where small group discussions facilitated written feedback.

The SAIT II process also included Stakeholder feedback. In the spring of 2008, our SAIT II lead conducted teacher interviews and classroom observations. Through the use of the Academic Program Survey, findings about the school instructional program were shared with staff at our May 2008 meeting and additional input was gathered at that point. The process of writing the Corrective Actions continued into the Fall and included input from our School Site Council, Parent Teacher Student Association, Leadership Team, whole staff, and district personnel. These were finalized and submitted to the California Department of Education on December 19, 2008. Interim reports to CDE continue and our SAIT II lead has an ongoing visible presence on campus.

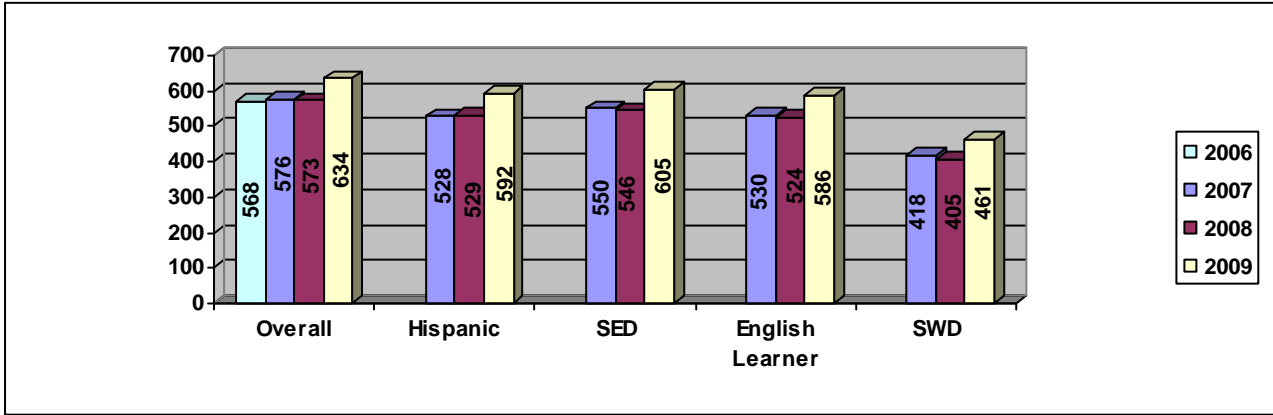
Oak Grove has a diverse demographic as can be seen below:

### OAK GROVE DEMOGRAPHICS

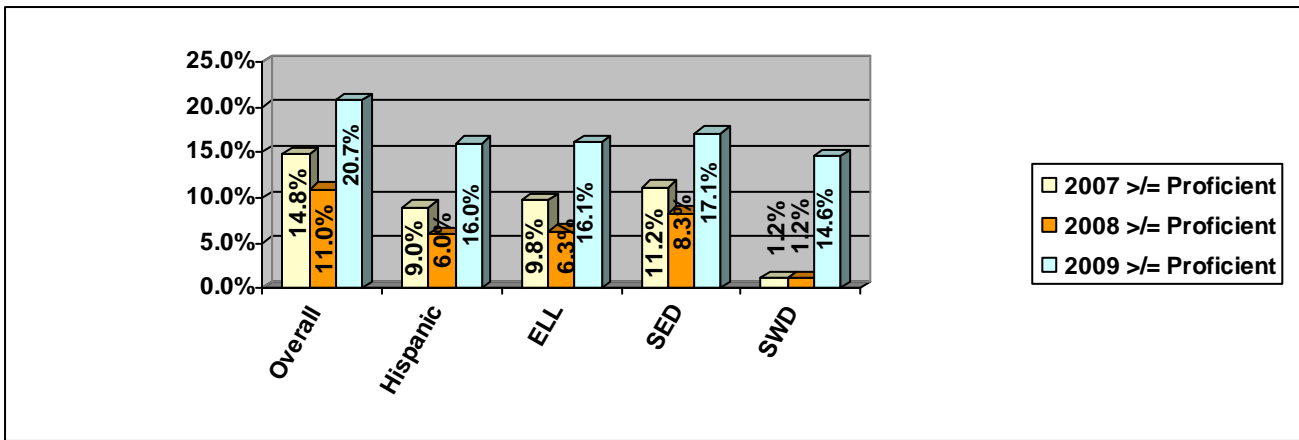


The gains in our API and our progress in AYP can be seen below including the achievement of our subgroups:

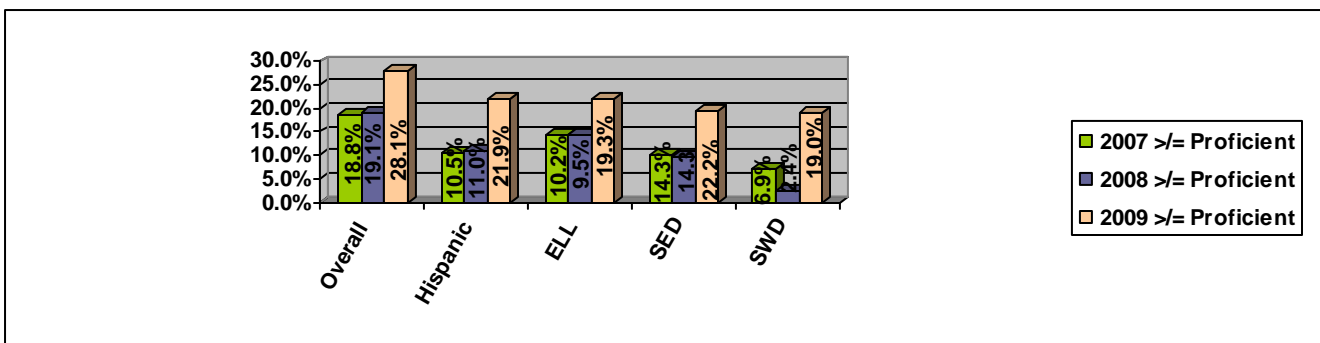
**API CHART**



**AYP – MATH**

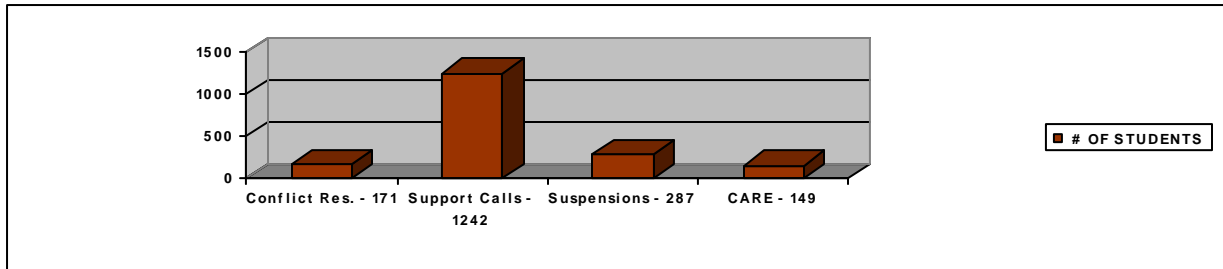


**AYP - ELA**



As stated in the Introduction, Oak Grove looks at the needs of the whole child to ensure that they are at school ready to learn. Below, note our attendance rate, discipline data, and the number of students and families served through the support of our Coordinated Care Team.

### DISCIPLINE DATA



### GOVERNANCE

Oak Grove has spent the last 5 years building a staff who truly want to serve our children and families. This has included many new teachers and as of last year, our Teacher Experience Index averaged 6.5 years. This index has decreased this year with the effects of layoff but all of our teachers are Highly Qualified and ready to serve. Currently 33% of our teaching staff is male and 25% represent a minority.

The Oak Grove Governance Model has at its center the philosophy of leadership and community. As a SAIT II school, the external entity is ever present and attends many of the meetings held. The Oak Grove Leadership Team is chaired by the Principal and brings together all department chairs, grade level chairs, coaches, administrators, and district personnel to serve as an Alternative Governance Model in matters of the Instructional Program and student support. The School Site Council also serves many of the roles in Alternative Governance by analyzing data, reviewing budgets and providing program input. Finally our Parent, Teacher, and Student Association is a joint bilingual committee where parents are informed and heard.

Oak Grove has held itself to a higher level of accountability than that required under Program Improvement and SAIT. All staff members acknowledge that our students deserve the best possible instructional programs and that it is our moral obligation to ensure that all students learn.

## RESTRUCTURING PLAN IMPLEMENTATION CHART FOR SCHOOLS

SCHOOL     Oak Grove Middle School    

INTERVENTION MODEL       Turnaround                       Restart                       Closure                       Transformation

Briefly describe site’s transformation initiative/strategies     Oak Grove is under SAIT II sanctions and the focused initiatives that were started last year and earned a 64 point API gain, will be continued and intensified. These include EDI and SIOP planning, the use of multiple data forms to inform instruction, collaboration, initial implementation of 6 Traits writing and Read 180, and a focus on effective instruction for all students and English Learners in particular. New initiatives to continue our progress will include a 4 week intensive summer program for students scoring below proficient, a shift from using the DPA’s to benchmark assessment materials provided by Curriculum Associates, the in-depth analysis of content standards and the “chunking” of specific learning and language objectives, and the purchase of the Holt RLA series.

<b>Program Design (Services &amp; Activities)</b>	<b>Timeline</b>	<b>Projected Costs</b>	<b>Resources</b> <i>(human and financial resources)</i>	<b>Oversight</b> <i>(person responsible for monitoring/ accountability)</i>
<b>Strategy # 1: Purchase and Implement the Holt RLA materials. Effective use of instructional time.</b>	<b>Purchase, training, and implementation by August 2010</b>	<b>\$67,000</b>	<b>District personnel facilitation.</b>	<b>Principal, Literacy Coach, and RLA department chair.</b>
<i>Student Achievement Goal/Target: 700 API with all subgroups meeting growth target. NCLB goal is 56.8% of students to be proficient in ELA.</i>				
<i>How will it be measured?: CST</i>				
<i>List activities/actions linking the EPCs to support transformational initiative: See Attached EPC 1, EPC 2, and EPC 3</i>				
<b>Strategy # 2: Full Implementation of Read 180</b>	<b>Training and implementation by August 2010</b>	<b>\$10,000</b>	<b>District will facilitate training.</b>	<b>Principal, Literacy Coach, and RLA department chair.</b>
<i>Student Achievement Goal/Target: 700 API with all subgroups meeting growth target. NCLB goal is 56.8% of students to be proficient in ELA.</i>				
<i>How will it be measured? CST</i>				
<i>List activities/actions linking the EPCs to support transformational initiative See Attached EPC 1</i>				

<b>Strategy # 3: Increased focus on writing and oral language that includes fluency and language development.</b>	<b>August 2010 – June 2012</b>	<b>\$20,000</b>	<b>Support from District ELD coordinator</b>	<b>Principal, Literacy Coach, and RLA Department chair</b>
<i>Student Achievement Goal/Target: 700 API with all subgroups meeting growth target. NCLB goal is 56.8% of students to be proficient in ELA.</i>				
<i>How will it be measured?: CST, 7<sup>th</sup> grade writing test.</i>				
<i>List activities/actions linking the EPCs to support transformational initiative See Attached EPC 1, EPC 4, EPC 5, EPC 6, and EPC 8</i>				
<b>Strategy # 4: Ongoing analysis of AIMS pacing and instructional materials. Pilot Board Math and contract with Phil Gonsalves</b>	<b>August 2010 – June 2012</b>	<b>\$15,000</b>	<b>District to Facilitate Contract with Phil Gonsalves</b>	<b>Principal, Math Coach, and Math Department Chair</b>
<i>Student Achievement Goal/Target: 700 API with all subgroups meeting growth target. NCLB goal is 58% of students to be proficient in Math.</i>				
<i>How will it be measured?: CST</i>				
<i>List activities/actions linking the EPCs to support transformational initiative See Attached EPC 1, EPC 3, EPC 6, and EPC 8</i>				
<b>Strategy # 5: Establish a 3 week Summer Intervention program targeted for Intensive, Strategic, and ELL students.</b>	<b>July 2010</b>	<b>\$40,000</b>	<b>District Personnel office, CARES program, and C&amp;I</b>	<b>Principal</b>
<i>Student Achievement Goal/Target:. Include a pre and post assessment using ancillary materials.</i>				
<i>How will it be measured?: CST</i>				
<i>List activities/actions linking the EPCs to support transformational initiative: See Attached EPC 2</i>				



<b>Strategy # 6: Ongoing Professional Development targeted to EDI and SIOP planning, a focus on CELDT data and implications for serving ELL, and training on “chunking standards” to define learning objectives.</b>	<b>August 2010 – June 2012</b>	<b>.80 FTE Math and .80 FTE Literacy Coaches - \$112,000 PD - \$10,000 External Entity - \$24,500</b>		<b>Principal, Coaches, and Department Chairs</b>
<i>Student Achievement Goal/Target: 700 API with all subgroups meeting growth target. NCLB goal is 56.8% of students to be proficient in ELA and 58% in Math.</i>				
<i>How will it be measured? CST</i>				
<i>List activities/actions linking the EPCs to support transformational initiative</i> See Attached EPC 1, EPC 3, EPC 4, EPC 6, and EPC 8				
<b>Strategy # 7: Shift from using the DPA’s for Benchmark Assessments and purchase Curriculum Associates materials.</b>	<b>June 2010</b>	<b>Data Coach - \$56,000 Materials - \$8,000</b>	<b>Assistant Superintendent of Elementary Education.</b>	<b>Principal and Data Coach</b>
<i>Student Achievement Goal/Target: 700 API with all subgroups meeting growth target. NCLB goal is 56.8% of students to be proficient in ELA and 58% in Math.</i>				
<i>How will it be measured?: CST</i>				
<i>List activities/actions linking the EPCs to support transformational initiative</i> See Attached EPC 3, EPC 6, EPC 7, and EPC 8				

**Restructuring/turnaround (Transformational) Strategies Worksheet**

Essential Program Components (EPC)	Strategy #1	Strategy #2	Strategy #3	Strategy #4
<p><b>Student Achievement Goal/Target:</b> NCLB goals are for 56.8% of our students to be proficient in ELA and 58% proficient in Math. API target is to pass 700 with all subgroups meeting growth targets and Safe Harbor.</p>				
<p><b>Instructional Materials and Program: EPC 1</b>            Oak Grove has as our current adoption Prentice Hall. For the first half of this year, this text was being fully implemented based on staff developed pacing guides and collaborative planning. William’s Settlement counts confirmed adequate numbers of text and recorded administrative observations documented daily use.            Beginning in February of 2010 ELA staff was trained and began to pilot the Holt materials. Pacing guides were fine tuned, common assessments were used to inform future instruction, and again the daily use is documented through administrative and coaching observations, as well as submitted SIOP and weekly lessons.            This year, we began implementation with full implementation scheduled for 2010-2011 of the District adopted National Geographic Inside for our ELD program. Staff worked with District personnel to develop pacing guides and again, daily use was documented through administrative classroom visitation.            Oak Grove has used SRA Reach for our Intensive RLA intervention program. This year, we continued the use of Reach for our 6th grade program, and piloted Read 180 for our 7th grade Intensive students as well as those very few targeted 8th grade students as determined through teacher recommendations and multiple measures.            For Mathematics, Oak Grove uses the district adopted Holt series and follows the district adopted Pacing Guide. Common assessments, a midterm, and final are part of the pacing guide and data used to inform instruction. Daily use is documented through administrative and coach classroom observation, as well as submitted SIOP and weekly lessons.            Intensive instruction and Strategic support are provided through Aims classes at each level. Materials used are the Holt ancillary.</p>	<p>Oak Grove staff would like to purchase the Holt RLA materials for the 2010-2011 school year and beyond. Staff reports that the Holt materials are directly developed from the California State Standards, that the pacing guides and common assessments are rigorous, and that the support materials are easily implemented with an emphasis on Academic Language.</p>	<p>There will be an increased focus on Writing that includes fluency and language development which is necessitated by our large English Learner population. This targeted push will take the form of increased emphasis around our 6 Traits Writing program either within the Holt adoption or with our current materials.</p>	<p>Our first year of Read 180 was challenged with new staff and limited training. Read 180 will be fully implemented with fidelity and students placed appropriately using multiple measures. The Read 180 teacher will be identified as early as possible so that we can have that person fully trained.</p>	<p>Solid instructional materials and a pacing guide are needed for each Aims level. Ongoing analysis of student achievement data will drive the curriculum and pacing guide. Pilot Board Math for Aims classes.</p>

<p><b>Instructional Time: EPC 2</b></p> <p>As a SAIT II school operating under Corrective Actions, instructional time has been documented by our external entity and approved by CDE. Oak Grove currently has 50 minute classes with 4 minute passings, qualifying as 54 minutes, within a 7 period day. This allows for students to access needed intervention classes or electives. This was our first year in this schedule having determined that the previous 90 minute 4 by 4 block was not an effective use of instructional time.</p> <p>Students needing strategic reading are given a 50 minute reading period that uses ancillary materials and SBE adopted National Geographic The Good Readers Guide.</p> <p>Students requiring ELD 1 or 2 are given a 3 period, 50 minute core consisting of Reading, English, and Social Studies all focusing on the use of English, fluency, and academic language. Students in levels ELD 3 or 4 are provided a 50 minute ELD class in lieu of one elective. Materials used are the SBE and district adopted National Geographic Inside Language, Literacy, and Content.</p> <p>Students requiring Intensive ELA support are given a 3 period block totaling 162 minutes or 2.70 hours. In 6th grade SRA Reach is used and in 7th Read 180 is being implemented. At this level, the RLA portion of the core is given priority.</p> <p>Students needing strategic Math support are placed in Aims 6, Aims I, or Aims II based on their Math Class.</p>	<p>Provide additional instructional time beyond the school day that includes math and RLA support provided through teacher led intervention.</p>	<p>Establish a 3 week summer program for strategic, intensive, and ELD students. For RLA, the READ 180 program will emphasize oral fluency, vocabulary, and comprehension. For Math, My Skills Tutor and ancillary materials will emphasize math facts and conceptual knowledge.</p>	<p>Full QEIA class size reduction will be implemented for the 2010-2011 school year resulting in Core, Intervention, and ELD classes averaging 19.1 for 6<sup>th</sup> grade, 23.6 for 7<sup>th</sup> grade, and 20.3 for 8<sup>th</sup> grade. These smaller class sizes result in more individualized instructional time being provided for students.</p>	
<p><b>Lesson Planning/Pacing Guide: EPC 3</b></p> <p>Oak Grove has Collaborative teams that follow common pacing guides, use common assessments, analyze student achievement data, and use that to inform instruction and common planning. Teachers continue to improve their lesson planning skill using EDI and SIOP templates.</p>	<p>Continue to develop the capacity of staff to analyze all levels of data to inform pacing and planning.</p>			

<p><b>Administrative Training: EPC 4</b>  The principal has completed all components of the AB75 training.  Additionally, Administration has been trained in Data Analysis through Alameda County and Dr. Nancy Todd, has participated in multiple Explicit Direct Instruction trainings through DataWORKS and Dr. Sylvia Ybarra, and have benefitted from the support of our External Entity, Barbara Granicher.</p>	<p>Continue the support provided by Barbara Granicher, external entity.</p>	<p>Arrange and participate in professional development targeted to English Learners including the evaluation of effective targeted EL instruction.</p>	<p>Continue to participate in professional development in EDI and data analysis to inform instruction.</p>	<p>Develop a system for measuring changes in instructional practice resulting from Professional Development.</p>
<p><b>Highly Qualified Teachers and Professional Development: EPC 5</b>  Per Sait II requirements, staff has met this expectation. Those piloting the Holt materials have participated in an initial training and all ELD teachers were trained in the new adoption this year.  Per Sait II requirements, the majority of staff have participated in the 40 hour professional development.</p>	<p>All RLA/ELD teachers will participate in a 40 hour training for the HOLT materials prior to the start of school.  Arrange for Holt training for any new staff that has not yet participated.</p>	<p>Training in effective instructional strategies for English Learner across all content areas.</p>	<p>Continue EDI planning of instruction and writing of SIOP plans for all teachers.</p>	<p>Training in Peer observation of best practices.</p>
<p><b>Ongoing Instructional Assistance and Support: EPC 6</b>  Oak Grove currently has three .80 FTE Coaches in the areas of Literacy, ELD, Math, Data, and Technology. Support is provided through classroom observations, peer observations, individual mentoring, facilitation of collaborative teams, and support for department work. All staff have participated in high quality job embedded Professional development in the areas of Explicit Direct Instruction, Data Analysis to inform instruction, SIOP lesson planning, and both integrated and targeted instruction for English Learners and Students With Disabilities.  This year all RLA/ELD staff also implemented the 6 Traits writing program and participated in 2 full days of training to ensure effective practice. Additionally, model lessons were done in collaboration with the classroom teacher.  For the past two years all Math teachers, Special Education teachers, and Special Education Instructional Assistants have participated in ongoing Professional Development through Alameda County and Phil Gonsalves.</p>	<p>Continue Coaching support. Ongoing Professional development to increase the capacity for EDI implementation within the SIOP format. Continued work in collaborative teams use of data to inform instruction. Continued work in instruction targeted to specific English Learners that includes full analysis of CELDT data and explicit academic expectations.  An increased focus on ELD that includes Language Development for all students to be imbedded in daily practice in every classroom.</p>	<p>An increased focus on Writing that includes fluency and language development will either take the form of increased Professional Development around 6 Traits or the Writing component of the Holt materials.</p>	<p>Professional development in Standards chunking so specific learning objectives can be targeted for focused Explicit Direct Instruction.</p>	<p>Contract with Phil Gonsalves to provide on site observation and coaching support for all Math teachers. Investigate and pilot Board Math.</p>

<p><b>Student Achievement Monitoring Systems: EPC 7</b> Oak Grove staff, over the last 2 years has participated in professional development in the use of data to inform instruction. This has included full staff trainings, departmental analysis, facilitation in collaborative teams, and the use of the Edu-soft student achievement monitoring system. The District Progress Assessment is given at least 3 times a year to inform quarterly pacing guides and establish SMART goals. DPA data is discussed with all students and they set their own SMART goals prior to STAR testing. Midterms and Finals are given to inform Semester planning. The Scholastic Reading Inventory is given throughout the year to assess placement and growth. Common Assessments are analyzed for errors and strengths to inform the following week’s lessons. Student work is also analyzed and used to target needed focus areas in addition to real time data gathering in the form of ongoing Checking for Understanding.</p>	<p>Purchase Curriculum Associates materials for each student. Give all four tests with the first being the benchmark from which the rest will build.</p>	<p>Expand the use of Edusoft by all teachers and regularly review the wealth of data available on student achievement in order to adjust instruction as needed.</p>	<p>With the help of the Data Coach, teachers will develop a system for tracking student progress towards specific objectives and investing students in the process of tracking their own academic growth.</p>	<p>The Principal will meet with all teachers individually to review their student achievement data and to establish ongoing Smart goal targets.</p>
<p><b>Regular Teacher Collaboration: EPC 8</b> Oak Grove staff participates in monthly 2 hour professional development in the areas of EDI, SIOP, Data use and analysis, and ELD. Departments meet monthly to review student achievement data, set SMART goals, establish pacing guides, and discuss instructional strategies. Grade levels meet monthly to analyze individual student achievement data and establish intervention and support plans. Collaborative teams meet weekly to analyze common assessments and develop weekly and SIOP lesson plans that are then submitted to the Principal.</p>	<p>Current collaboration will continue. The emphasis will continue to be on using data to target instruction and planning that results in rigorous and bell to bell instruction, as well as subject specific pedagogy.</p>	<p>Standards will be “chunked” or broken into specific learning objectives that will then be the focus of the daily lessons.</p>	<p>Weekly collaboration team meetings will include a coach/admin and will use the “Collaboration Agenda and Note Taking Guide” to facilitate and document their Cycle of Inquiry. This will be turned in weekly.</p>	
<p><b>Fiscal Support: EPC 9</b> Current budget levels will be maintained. Coaching support will continue and QEIA funding will be used to fully implement class size reduction requirements.</p>				
<p><b>Others Areas</b></p>				

<p><b>School Learning Environment</b></p> <p>In addition to our well defined Response to Intervention or RTI academic program, Oak Grove has a strong family and student support program that is facilitated through our Coordinated Care Team. This team is chaired by our SSC and includes our parent liaison, psychologist, After School Program coordinator, MSW and MFT interns, secretary, and representatives from CMH, New Connections, and JFK. Packages of support are created that include academic interventions, mentoring, counseling, ASP, and linkages to community resources for the families. Three years ago we began our Community Culture Committee meetings that brought all members of our community together to discuss concerns and address academic and climate issues. Reward programs now exist that include honor roll recognition, awards ceremonies, student of the month, and ice cream parties. This year we established our Step Up To Success Program for students to monitor their own academic progress as measured by the DPA that included multiple layers of rewards for individual and group growth. Last year staff began to develop Common Consistent Practices among all grade levels.</p>	<p>Add a teacher representative to our Care Team. Professional Development that reflects a deeper understanding of the community served by the school.</p>	<p>Revisit our Community Culture Committee and create a staff committee to expand the emphasis on an Academic Culture and increase student motivation. Establish a committee to ensure Common Consistent Practices among all teachers at a grade level. Send a leadership group to Fred Jones training.</p>	<p>Students will be trained to facilitate Conflict Mediations as an early intervention for fellow students.</p>	<p>Create opportunities beyond the instructional day that are strength-based and broaden the experiences of our students. These may include: field trips, service learning, athletics, and service learning.</p>
<p><b>Parent Involvement</b></p> <p>Oak Grove is very proud of our parent and community outreach. We have an open door policy that invites parents in at any time and we provide support through our Care team and linkages to community agencies. This year finally saw the real coming together of our English and Spanish speaking communities in our PTSA that is not only bilingual but culturally competent in process.</p>	<p>Strengthen our SSC and look to add Alternative Governance to this structure.</p>	<p>Revisit the Community Culture Committee to ensure parent participation.</p>	<p>Increase parent awareness of Homelink and ensure that all teachers are current posting assignments and grades.</p>	<p>Contract again with the Parent Institute for Quality Education, or PIQE, to provide parent education classes creating a college bound culture.</p>
<p><b>How will you evaluate the strategies effectiveness (evaluation plan)?</b></p>	<p>Ongoing analysis of multiple data sources including API, AYP, Benchmark assessments, Common assessments, quarterly grade analysis, Care Team disposition list and feedback from Stakeholders including Site Council, PTSA, and Leadership Team.</p>	<p>Through the SAIT II sanctions, ongoing evaluation of progress is conducted by our External Evaluator through site visits, classroom observations, documentation analysis, and participation in meetings.</p>	<p>Submission of Weekly and SIOP lesson plans. Documented 30% of Principal's week is in classroom observations. Documentation and minutes for Collaboration, Department, Grade level, Leadership, and Staff Meetings</p>	<p>Alternative Governance team to review all data and documentation regularly.</p>

<b>How much will it cost to implement the strategy and what resources (human and fiscal) will be used? <i>Be as detailed as possible with actual projected costs.</i></b>				
<b>What support will be needed from the District?</b>				

## **Documentation of Stakeholder Support**

March 11, 2010 – Leadership Meeting – Together with Department Chairs, Grade Level Chairs, Coaches, Administration, and District Support, we discussed the focus of our Instructional Program and defined key components. We also had an initial discussion of being identified as a Persistently Lowest Achieving school.

March 18, 2010 – Parent Teacher Student Association – Discussed the announcement of Oak Grove as a Persistently Lowest Achieving school and shared the options that were presented.

April 14, 2010 – Staff Meeting – Discussed the development of the PLA Transformation plan and reviewed how critical it is for us to have a successful testing process. Also provide teachers with training for CST administration.

April 22, 2010 – Leadership Team – At our April Leadership meeting, we reviewed the current research on Middle School improvement and discussed the implications as we developed our Transformation Plan.

April 22, 2010 – Parent Teacher Student Association – Discussed the Transformation plan and some of the large ideas.

May 4, 2010 – School Site Council – The Draft Plan was presented in detail. Questions were answered and feedback was solicited using a written format.

May 5, 2010 – Staff Meeting - The Draft Plan was presented in detail. Questions were answered and small group discussions were facilitated. Feedback was solicited using a written format.



## **Attachments**

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DPA Tested Standards	Average % Correct for Your Classes				Average % Correct for Your Team				Pacing Period for Standard				CST Blue Print Info: number of CST questions for each standard	Essential Standards Show your priorities for attention between now and the next DPA by numbering 1-3	Establish a SMART Goal for Each of the Top Three Essential Standards  “The average % correct for standard _____ will increase from _____% to _____% as measured by the next DPA.”
	Benchmark				Benchmark				Quarter						
	1	2	3		1	2	3		1	2	3	4			
1. <i>W 1.6 Evaluation and Revision</i> Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.					36	36	45		X				6	1	The average percent correct will increase from 36% to 51% as measured by the third DPA.
2. <i>R 1.3 Vocabulary and Concept Development</i> Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.					55	57	65		X				5		
3. <i>W 1.1 Organization and Focus</i> Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.					40	39	48						4	3	The average percent correct will increase from 39% to 51% as measured by the third DPA.
4. <i>W 1.2 Organization and Focus</i> Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.					45	45	55		X				4		
5. <i>R 3.2 Narrative Analysis of Grade-Level-Appropriate Text</i> Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.					41	35	47		X				3	2	The average percent correct will increase from 35% to 51% as measured by the third DPA.
6. <i>R 3.7 Literary Criticism</i> Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)					50	53	59						2+ CAHSEE		
7. <i>R 2.2 Structural Features of Informational Materials</i> Analyze text that uses proposition and support patterns.					49	48	56						3		
8. <i>R 2.5 Comprehension and Analysis of Grade-Level-Appropriate Text</i> Understand and explain the use of a complex mechanical device by following technical directions					40	45	56						3		
9. <i>R 2.6 Comprehension and Analysis of Grade-Level-Appropriate Text</i> Use information from a variety of consumer, workplace, and public doc to explain a situation or decision and to solve a problem.					29	32	35		X				3		

10. R 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text					47	40	54						3		
DPA Tested Standards	Average % Correct for Your Classes				Average % Correct for Your Team				Pacing Period for Standard				CST Blue Print Info: number of CST questions for each standard	Essential Standards Show your priorities for attention between now and the next DPA by numbering 1-3	Establish a SMART Goal for Each of the Top Three Essential Standards  “The average % correct for standard _____ will increase from _____% to _____% as measured by the next DPA.”
	Benchmark				Benchmark				Quarter						
	1	2	3		1	2	3		1	2	3	4			
11. R 3.6 <i>Narrative Analysis of Grade-Level-Appropriate Text</i> Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer’s style and use those elements to interpret the work.					51	51	66						3		
12. W 1.3 <i>Organization and Focus</i> Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.					33	30	35		X				3		
13. WOC 1.4 <i>Grammar</i> Edit written manuscripts to ensure that correct grammar is used.					40	40	49		X				3		
14. WOC 1.5 <i>Punctuation and Capitalization</i> Use correct punctuation and capitalization.					39	40	48						3		
15. WOC 1.6 <i>Spelling</i> Use correct spelling conventions.					36	41	49						3		
16. R 2.1 <i>Structural Features of Informational Materials</i> Compare and contrast the features and elements of consumer materials from documents (e.g., warranties, contracts, product information, instruction manuals).					48	50	55		X				2		
17 WOC 1.1 <i>Sentence Structure</i> Use correct and varied sentence types and sentence openings to present a lively and effective personal style.					34	41	47		X				2		
18. R1.2 <i>Vocabulary and Concept Development</i> Understand the most important points in the history of English language and use com-mon word origins to determine the historical influences on English word meanings.					39	36	45						2		
19. R 3.1 <i>Structural Features of Literature</i> Determine and articulate the relationship between the purposes and different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).					40	39	44		X				2		

20. R 2.4 <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.					38	35	47						2		
<b>DPA Tested Standards</b>	<b>Average % Correct for Your Classes</b>				<b>Average % Correct for Your Team</b>				<b>Pacing Period for Standard</b>				<b>CST Blue Print Info: number of CST questions for each standard</b>	<b>Essential Standards</b> Show your priorities for attention between now and the next DPA by numbering 1-3	<b>Establish a SMART Goal for Each of the Top Three Essential Standards</b>  “The average % correct for standard _____ will increase from _____% to _____% as measured by the next DPA.”
	<b>1</b>	<b>2</b>	<b>3</b>		<b>1</b>	<b>2</b>	<b>3</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>			
21. W 1.4 Plan and conduct multiple-step information searches by using computer networks and modems					NA	NA	NA						NA		
22. W 1.5 Achieve an effective balance between researched information and original ideas					NA	NA	NA		X				NA		
23. WOC 1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis					33	35	36		X				2		
24. R 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas					49	46	62						2		
25. R 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works					NA	NA	NA						1		

Strategies for Maximizing Student Mastery of Essential Standards

Date: \_\_\_\_\_

Content Area: \_\_\_\_\_

Teacher: \_\_\_\_\_

**Following First DPA**

*Essential Standard 1:*

Classroom strategies (to be included  
In SIOP lesson plans):

Common Assessments:

*Essential Standard 2:*

Classroom strategies (to be included  
In SIOP lesson plans):

Common Assessments:

*Essential Standard 3:*

Classroom strategies (to be included  
In SIOP lesson plans):

Common Assessments:

**Following Second DPA**

*Essential Standard 1:*

Classroom strategies (to be included  
In SIOP lesson plans):

Common Assessments:

*Essential Standard 2:*

Classroom strategies (to be included  
In SIOP lesson plans):

Common Assessments:

*Essential Standard 3:*

Classroom strategies (to be included  
In SIOP lesson plans):

Common Assessments:

**Following Third DPA**

*List the 10 standards you will review in  
preparation for the CST (one each day):*

1.

2.

3.

4.

5.

6.

7.

8.

9.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Data Reflection Form

**Key Standards Taught During the Past 2-3 Months**

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**Data Reviewed**

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**With regard to the key standards around which my teaching has focused, this data seems to indicate...**

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**I was surprised to see that....**

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(Continued on back)



# Oak Grove Middle School

## SMART Goals for English Language Arts

### Spring 2010

#### Grade 6 ELA

**Writing Strategies 1.6** Revise writing to improve organization and consistency of ideas within and between paragraphs. The average percent correct will increase from **37% to 51%** as measured by the third DPA.

**Reading 1.2** Identify and interpret figurative language and words with multiple meanings. The average percent correct will increase from **35% to 51%** as measured by the third DPA.

**Writing Strategies 1.2** Create multiple-paragraph expository compositions that engage the interest of the reader and state a clear purpose; **develop a topic with supportive details and precise verbs, nouns and adjectives to paint a visual image in the mind of the reader; and conclude with a detailed summary linked to the purpose of the composition.** The average percent correct for Writing Strategies 1.2 (b) will increase from **36% to 51%** as measured by the third DPA.

#### Grade 7 ELA

**Reading 1.3** Clarify word meanings through the use of definition, example, restatement, or contrast. The average percent correct will increase from **49% to 53%** as measured by the third DPA.

**Reading 2.2** Locate information by using a variety of consumer, workplace, and public documents. The average percent correct will increase from **49% to 60%** as measured by the third DPA.

**Written and Oral Language Conventions 1.3** Identify all parts of speech and types and structure of sentences. The average percent correct will increase from **43% to 50%** as measured by the third DPA.

#### Grade 8 ELA

**Writing 1.6** Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas. The average percent correct will increase from **36% to 51%** as measured by the third DPA.

**Reading 3.2** Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved. The average percent correct will increase from **35% to 51%** as measured by the third DPA.

**Writing 1.1** Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion. The average percent correct will increase from **39% to 51%** as measured by the third DPA.



# Oak Grove Middle School

## SMART Goals for Math

### Spring 2010

#### Grade 6 Math

**Number Sense 1.3** Use proportions to solve problems. Use cross-multiplication as a method for solving such problems, understanding it as the multiplication of both sides of an equation by a multiplicative inverse.  
The average percent correct will increase from **29% to 35%** as measured by the third DPA.

**Algebra and Functions 2.2** Demonstrate an understanding that rate is a measure of one quantity per unit value of another quantity.  
The average percent correct will increase from **42% to 52%** as measured by the third DPA.

**Number Sense 1.4** Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips.  
The average percent correct will increase from **30% to 35%** as measured by the third DPA.

#### Pre-Algebra

**Number Sense 1.7** Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.  
The average percent correct will increase from **38% to 45%** as measured by the third DPA.

**Algebra & Functions 4.1** Solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.  
The average percent correct will increase from **49% to 60%** as measured by the third DPA.

**Algebra & Functions 4.2** Solve multistep problems involving rate, average speed, distance, and time or a direct variation.  
The average percent correct will increase from **38% to 45%** as measured by the third DPA.

#### Algebra

**Algebra 9.0** Students solve a system of two linear equations in two variables algebraically and are able to solve a system of two linear inequalities in two variables and to sketch the solution set.  
The average percent correct will increase from **34% to 45%** as measured by the third DPA.

**Algebra 6.0** Students graph a linear equation and compute the x- and y-intercepts. They are also able to sketch the region defined by the linear inequality.  
The average percent correct will increase from **27% to 35%** as measured by the third DPA.

**Algebra 10.0** Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.  
The average percent correct will increase from **37% to 45%** as measured by the third DPA.

#### Geometry

**Geometry 4.0** Students prove basic theorems involving congruence and similarity.  
The average percent correct will increase from **31% to 50%** as measured by the third DPA.

**Geometry 12.0** Students find and use measures of sides and of interior and exterior angles of triangles and polygons to classify figures and solve problems  
The average percent correct will increase from **12% to 40%** as measured by the third DPA.

**Geometry 19.0** Students use trigonometric functions to solve for an unknown length of a side of a right triangle, given an angle and a length of the side  
The average percent correct will increase from **23% to 50%** as measured by the third DPA.

Oak Grove Collaborative Conversations  
Agenda and Note Taking Guide

Subject area/Grade level: \_\_\_\_\_

Date: \_\_\_\_\_ Facilitator: \_\_\_\_\_ Scribe: \_\_\_\_\_

Collaborative Conversation Members present today and their tasks for the next meeting:

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1. Topic for Today: (presentation of data or student work, protocols, pacing and planning.)
2. Data we are using to inform today's conversation:(common assessment, CST, DPA, student work)
3. Questions we have generated as we examine the data:
4. Summary of our conversation about the data:(trends, patterns, notables, results of analysis of student progress.)
5. Plans for the upcoming week:(adjustments to SIOP, list of data to gather for future conversations, common assessments)
6. Product to be turned in:( SIOP and Weekly plans, Data Analysis document, SMART goal, common assessments.)
7. Other issues discussed.
8. What to bring to ground the next conversation, date: \_\_\_\_\_ time: \_\_\_\_\_  
Location: \_\_\_\_\_

<b>California Standard:</b>		<b>Class:</b>	<b>Date:</b>
		<b>Period(s):</b>	
<b>Learning Objective:</b>		<b>Language Objectives:</b>	
<b>Key Vocabulary:</b>			
<b>Time (Minutes)</b>	<b>STUDENT PREPARATION</b>		<b>CFU</b>
	<b>Activate Prior Knowledge:</b> <ul style="list-style-type: none"> <li>• Universal Experience</li> <li>• Sub-skills review</li> </ul>		
<b>Time</b>	<b>CONTENT / PRESENTATION</b>		<b>CFU</b>
	<b>Concept Development:</b>		
	<b>Importance:</b>		
	<b>Skill Development:</b>		

Time (Minutes)	<b>CONTENT / PRESENTATION</b>	<b>CFU</b>
	<b>Guided Practice:</b>	
	<b>Closure (CFU):</b>	
	<b>INDEPENDENT WORK</b> Homework	

	<p><b>ASSESSMENT</b> <i>To be collected for Common Assessment</i></p> <ul style="list-style-type: none"> <li>• Multiple Choice</li> <li>• Written (short answer or essay)</li> <li>• Oral (documented)</li> <li>• Other</li> </ul>
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Teacher\_\_\_\_\_ Date\_\_\_\_\_ Subject\_\_\_\_\_

# Observation Feedback

Content Objective:

Language Objective:

Connection/Background Knowledge:

Concept Development:

Skill Development:

Student Language Production (Oral and Written):

Checking For Understanding:

Higher Order Questions:

Thoughts and Suggestions:

Thank You for This Coaching Opportunity!

## Grade 6 California Math Standards (Deconstructed)

1.1 Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.

Compare positive fractions

Compare negative fractions

Compare decimals

Compare mixed numbers

Place positive fractions on a number line

Place negative fractions on a number line

Place decimals on a number line

Place mixed numbers on a number line

1.2 Interpret and use ratios in different contexts (e.g., batting averages, miles per hour) to show the relative sizes of two quantities, using appropriate notations ( $a/b$ ,  $a$  to  $b$ ,  $a:b$ ).

Interpret ratios in different contexts

Use ratios in different contexts to show the relative sizes of two quantities

Use appropriate notations when using ratios in different contexts

1.3 Use proportions to solve problems (e.g., determine the value of  $N$  if  $4/7 = N/21$ , find the length of a side of a polygon similar to a known polygon). Use cross-multiplication as a method for solving such problems, understanding it as the multiplication of both sides of an equation by a multiplicative inverse.

Use proportions to solve problems

Use cross-multiplication to solve proportion problems

1.4 Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips.

Calculate given percentages of quantities

Solve problems involving discounts at sales

Solve problems involving interest earned

Solve problems involving tips

2.1 Solve problems involving addition, subtraction, multiplication, and division of positive fractions and explain why a particular operation was used for a given situation.

Solve problems involving addition of positive fractions

Solve problems involving subtraction of positive fractions

Solve problems involving multiplication of positive fractions

Solve problems involving division of positive fractions

Explain why a particular operation was used for a given situation

2.2 Explain the meaning of multiplication and division of positive fractions and perform the calculations (e.g.,  $5/8 \div 15/16 = 5/8 \times 16/15 = 2/3$ ).

Explain the meaning of multiplication of positive fractions

Explain the meaning of division of positive fractions

Perform calculations involving multiplication of positive fractions

Perform calculations involving division of positive fractions

2.3 Solve addition, subtraction, multiplication, and division problems, including those arising in concrete situations, that use positive and negative integers and combinations of these operations.

Solve addition problems that use positive integers in concrete situations

Solve addition problems that use negative integers in concrete situations

Solve addition problems that use positive and negative integers in concrete situations

Solve subtraction problems that use positive integers in concrete situations

Solve subtraction problems that use negative integers in concrete situations

Solve subtraction problems that use positive and negative integers in concrete situations

Solve multiplication problems that use positive integers in concrete situations

Solve multiplication problems that use negative integers in concrete situations

Solve multiplication problems that use positive and negative integers in concrete situations