

Otis School

2014-2015

BOARD OF EDUCATION MEETING
DECEMBER 9, 2014

Otis School



Our Mission:

To work collaboratively with parents, students and community members to provide a caring, inclusive, safe and engaging learning environment that promotes high achievement and personal best for all students as life-long learners.



Otis School Highlights



- Enrollment: 591
- ELL population: 111, 19% of our student body with 18 different languages
- Highly involved PTA: Classroom donations, assemblies, field trips, technology, special events (Owlapalooza, Movie & Math Nights, Carnival), volunteers for Art & Garden Docent, reading groups, Motor Fitness and noon supervision
- Dedicated HQT Staff

Otis School 2014-2015

Theory of Action

Teach to the Core!



If:

- we eliminate barriers to student success and maximize learning time
- focus on measured growth for every student relative to their individual performance level(s)
- support parent/guardian development as knowledgeable partners and effective advocates for student success
- use CCSS-aligned instructional best practices
- utilize instructional technology
- and support all students in becoming college and work ready

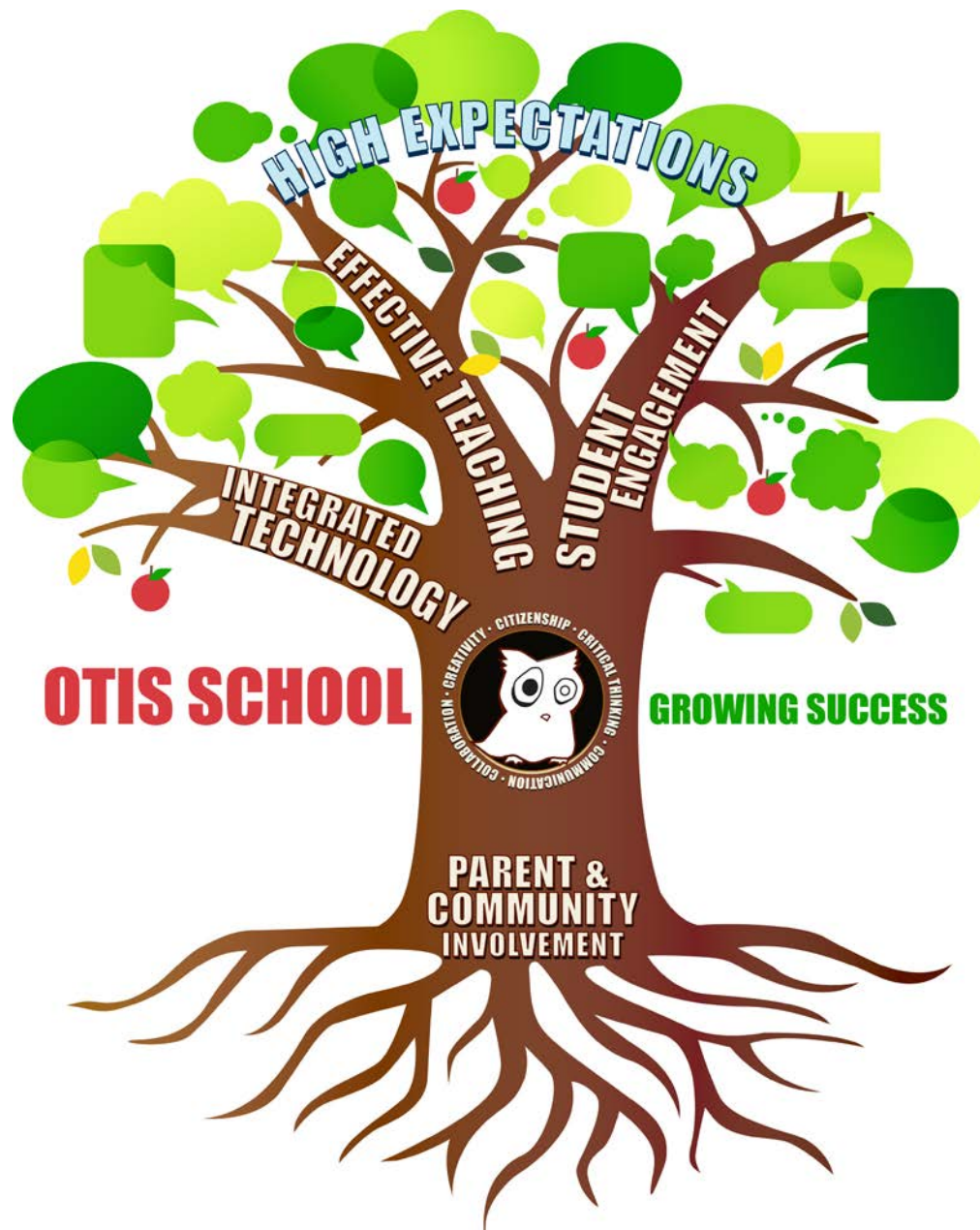
Otis School

Theory of Action



Then:

- we will close the access and achievement gaps for our English learners, socioeconomically disadvantaged students, and other significant student groups where such gaps exist.
- we will raise student achievement for all student groups relative to their individual performance levels.



LCAP Goals



Goal #4 –

Post-Secondary Planning: support all students in becoming college and work ready.

Otis will meet the AUSD 10 Steps to Success performance targets to support all students being college and career ready as achieved through CCSS-aligned instruction and RTI tiered learning supports.

10 Steps to Success Performance Targets



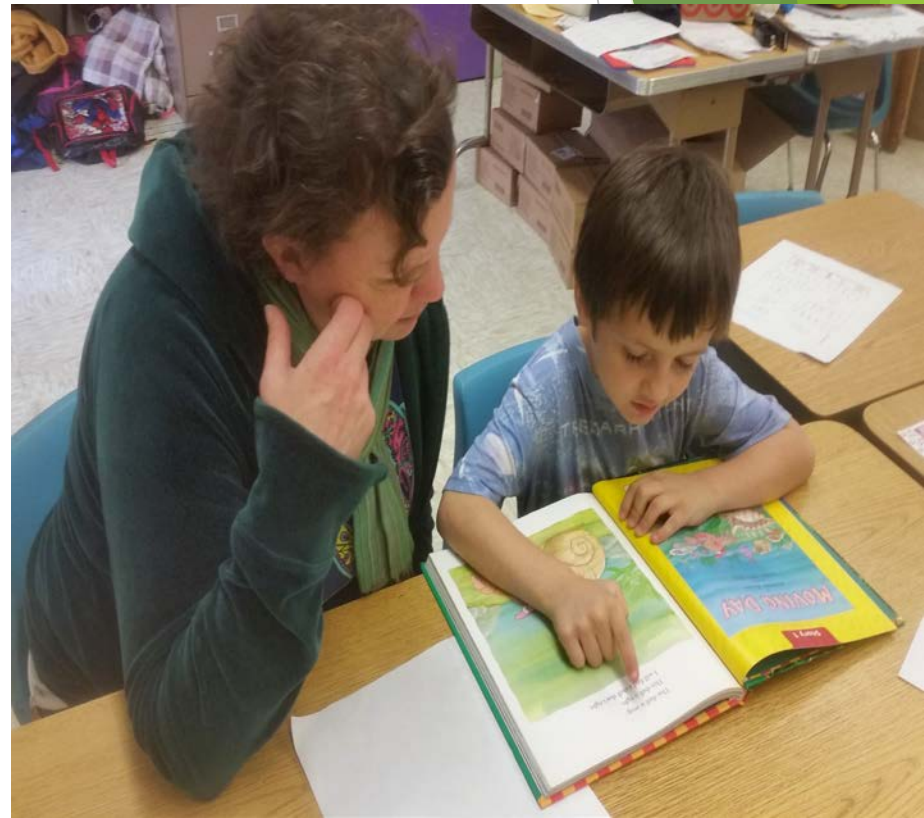
Goal 1: Proficiency % Proficient and Advanced

Step	Metric	2011-2012	2012-2013	2013-2014
1	K-1 st Reading ELS	95	93	93.3

Leveled Reading Intervention



- ❖ Assessments (formal and informal)
- ❖ Flexible grouping of students by skill
- ❖ 4 Reading Groups: Advanced, Below Basic, High Proficient, Low Proficient
- ❖ Meets four times per week



Leveled Reading Intervention



Instruction Includes:

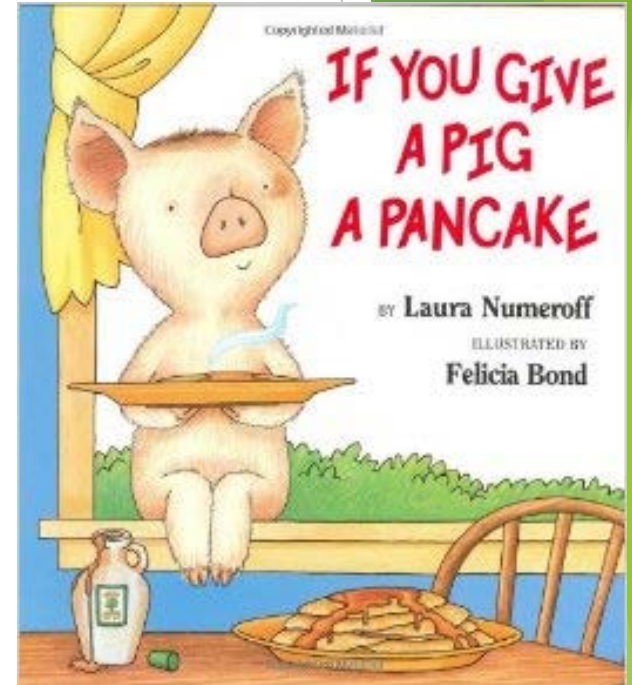
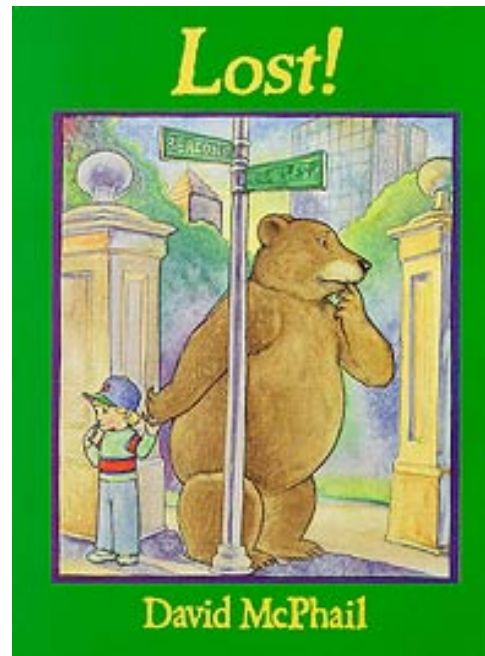
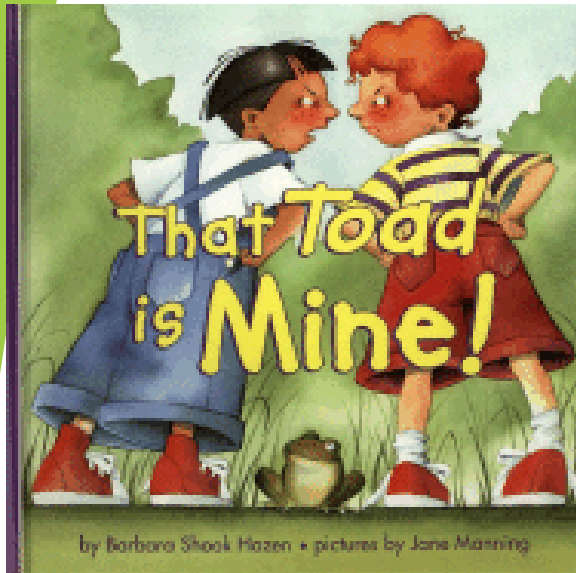
- ❖ Multiple reads in multiple ways (choral, partner, echo, read aloud, etc.)
- ❖ Skill work (i.e. look for rhyming words, compound words, or nouns)
- ❖ Writing and response to reading





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Leveled Reading Intervention



Science Instruction



- ❖ New district mission for Science
- ❖ Staff development on NGSS, specifically for discussion and writing in science
- ❖ Cross-Cutting Concepts and the infusion of Engineering Practices in Science instruction



Science Instruction



CST Science



CST Science	Students Tested	At or Above Proficient	Score % Performance Levels				
			1	2	3	4	5
2012	73	52 71.2%	1 1%	5 7%	15 21%	28 38%	24 33%
2013	78	56 71.8%	0	1 1%	21 27%	33 42%	23 29%
2014	76	58 76.3%	0	6 8%	12 16%	26 34%	32 42%

School Library & Technology Program

Per Model School Library Standards for California Public Schools

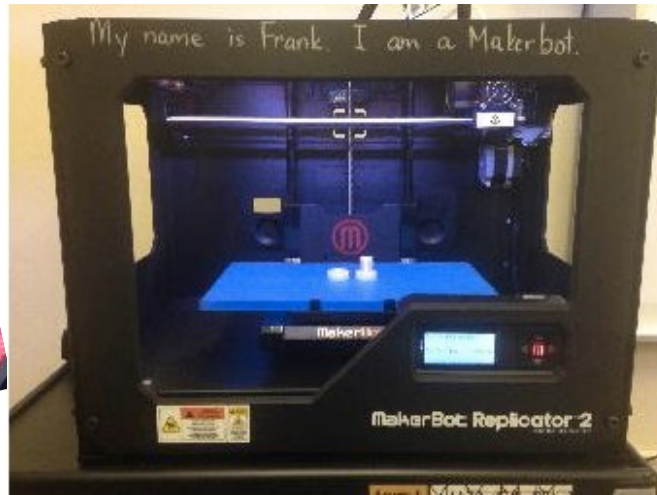


Overview: Digital and Information Literacy

- ❖ Technology Skills
- ❖ Library and Research Skills
- ❖ Analyzing, Applying & Sharing Information
- ❖ Exploring, Creating and Communicating Knowledge
- ❖ Digital Citizenship



Technology and CCSS



- Google Drive, GAFE
- Chrome and Chrome Apps
- iPads and Chromebooks
- Makerbot 3DPrinter: Design Software
- Basic Library and Information Retrieval
- Discovery Education
- Online Research Tools

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**Go
Owls!**

“Some people believe that intellectual ability is purely genetic or fixed. This is a myth. Research now shows that your brain is like a muscle; the more you apply it and struggle, the more it grows...” - Sal Khan