



KERN COUNTY INNOVATIVE & IMPACTFUL SCHOOLS
Academics | Engagement | College & Career Readiness

Kern County Innovative & Impactful Schools (I²S) is a county wide program implemented by Kern County Superintendent of Schools to acknowledge schools who are high-performing and improving student outcomes based on these three pillars of success.

Leon H. Ollivier Middle School

Socioeconomically Disadvantaged

- **Highest ELA Score**

Based upon 3-year average from 2016-2019 CAASPP

ELA: 5.4 points above Distance from Standard

Greenfield Union School District

Kern County

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School Profile

Ollivier Middle School is located in an agricultural area in a rural neighborhood in southwest Bakersfield. Ollivier serves 1100 students in grades 6th-8th. There are five elementary schools throughout the Greenfield Union School District which feed into the middle school. The staff puts an emphasis on “PRIDE”: Purpose, Respect, Integrity, Discipline, and Effort. These behaviors are expected from students, as well as the adults, on campus.

School Demographics

The ethnicity of the student population is as follows: 84% Hispanic, 6.2% African American, 5% White, and 2.1% Asian. The additional student groups from this population include: 10.1% Students with Disabilities, 8.9% English Learners, and 92.1% Socioeconomically Disadvantaged.

Self-Identified Contributing Factors

- Thinking Maps / “Write From the Beginning and Beyond” programs are implemented in every department:
 - Thinking Maps help with organization of written responses.
 - Cross curricular writing assignments, i.e. history projects which include a writing component taught in ELA.
- Use RACECES (Restate the question, Answer the question, Cite evidence, Explain evidence, Cite evidence, Explain evidence, and Sum it up) across the curriculum:
 - Reviewing “CES” for a second citation helped improve writing and SBAC writing scores.
 - Two teachers who were involved in the scoring for CAASPP advised two citations would improve SBAC scores.
 - Sentence frames are scattered around the classrooms to help students with starting their sentences.
- Articulate thoughts through academic language:
 - Students are required to answer in full sentences in written and spoken responses.
- Round Table discussion with each department for 20 minutes once a quarter. This includes the department teachers and three administrators sitting around a round table and discussing the following once a quarter:
 - Review teacher created Common Formative Assessments (CFAs).
 - Teachers analyze the questions posed.
 - Review the data and find what students missed.
 - CFA data is broken down by the teacher within each department. This transparency requires a high level of trust.
 - Administrators ask the questions:
 - How do we respond to the students who were not successful?
 - How can we help you (the teacher/team) to be successful?
 - What do you need from the administration in order to move forward?
- There are teacher leads from each department who meet with the administrators to make sure there is coherence and continuity between the department and non-negotiables.
- Classroom walkthroughs are done on a weekly basis:
 - The three administrators conduct walkthroughs, observing in various teacher classrooms for approximately five minutes on a rotating schedule.
 - The focus is observing what the teacher and students are doing around the non-negotiables which were set by the administrators and the teacher leads.
 - A question and a positive note are written on the No Carbon Required (NCR) form. One part of the form is left with the teacher and the other part is used for data collection.

- o Teachers are reminded the walkthroughs are not a “gotcha” but more of a form of positive reinforcement from the site leadership team. It is a snapshot of what is happening, school wide.
- Cohesive staff:
 - o The principal has been at the site for 20 plus years, which leads to trust. An initiative is more accepted because of the established relationships and transparency.
 - o Staff work as a family and many of the staff have social relationships. This helps with trust and acceptance of ideas and change.
- Vertical articulation occurs within departments of 6th - 8th grade. The 8th grade departments meet with the feeder high school to further the articulation.
- Academic intervention occurs through one-hour tutoring and differentiation in the classroom:
 - o Time was added to the master schedule for intervention.
 - o A component of intervention includes Read 180.
 - o Level and layering are used within the schedule to help with an individual plan to meet the needs of each student.
 - o One hour of tutoring sessions are offered for non-graduates.
 - o Small group instruction is provided to ensure students have the opportunity to ask questions and receive explicit instruction.
 - o Students are given awards and incentives when reaching graduation status.
 - o Non-negotiables and academic standards are expected from each grade level and department. The students who have not yet met the standard are expected to join the tutoring program. For example, the 6th grade students are expected to know their multiplication facts. Those who don't will be called in for lunch tutoring until they have mastered the multiplication facts.
 - o This same type of math intervention is done as a lunch time tutorial for targeted 7th and 8th grade students who demonstrate a need through department CFAs.
- The staff is very positive and love to celebrate the students' successes. This leads to students wanting to be successful!
 - o Celebrations include:
 - o Honor Roll luncheons
 - o PRIDE hours on Fridays provides opportunities for students spend their PRIDE cards earned in classrooms
 - o Attendance Hours and Honor Hours- students earn games and prizes
 - o Citizenship Recognition- provide ice cream during lunch time

These are just a sampling of the ways in which students are honored and the school lives out the commitment to Purpose, Respect, Integrity, Discipline, and Effort.